

# COMMUNITY PREVENTION INITIATIVE DATA USE AND ACTION PLANNING (DUAP)

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# DUAP ROADMAP

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- Data Sources
  - What are they?
  - Where can you find them?
  - How valuable are they?
- Reviewing Data
  - How to look at data
  - How to use data for planning priorities
- Action Planning
  - Setting goals and objectives



# WHAT ARE THE AVAILABLE DATA SOURCES?

Data Source	Data Aggregated by							Data Formats
	National	Regional	State	County	Local	Cross-tabs	Ethnicity	
Monitoring The Future (MTF)	Yes	No	No	No	No	Yes	Yes, 7 categories	ASCII, SPSS, SAS, STATA, Tab separated
National Survey on Drug Use and Health (NSDUH)	Yes	No	Yes	No	No	Yes	Yes, 7 categories	ASCII, SPSS, SAS, STATA, Tab separated
Youth Risk Behavior Surveillance System (YRBSS)	Yes	No	No	No	No	No	Yes, 5 categories	ASCII, SPSS, SAS
California Healthy Kids Survey (CHKS)	No	No	Yes	Yes	Yes	No	Yes, 7 categories	PDF tables, or SPSS for a fee
California Student Survey (CSS)	No	No	Yes	No	No	No	Yes, 7 categories	Online biennial reports
California Safe and Healthy Kids Program (CA-SHKP)	No	No	Yes	Yes	Yes	No	No	Online summary of data
Bach Harrison Youth Survey (Prevention Needs Assessment Youth Survey)	No	No	Yes	No	Yes	No	Yes, 7 categories	Online summary of data
National Survey of Substance Abuse Treatment Services (N-SSATS)	Yes	No	Yes	Yes	Yes	Yes	No	ASCII, SPSS, SAS, STATA, Tab separated, online reports
Drug Abuse Treatment Outcome Studies (DATOS)	Yes	No	No	No	No	Yes	Yes, 6 categories	ASCII, SPSS, SAS, STATA, Tab separated, online reports
Collaborative Psychiatric Epidemiology Surveys (CPES)	Yes	No	No	No	No	Yes	Yes, 12 categories	SPSS, STATA, SAS, online data analysis
The Partnership Attitude Tracking Study (PATS)	Yes	No	No	No	No	No	Yes, 5 categories	Online reports from Partnership for a Drug Free America
California Health Interview Survey (CHIS)	No	No	Yes	Yes	Yes	Yes	Yes, 7 categories	SAS, SPSS, state data formats, online data analysis through AskCHIS

## TIME TO TALK

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Turn to the person next to you and share what you know about these data sources.

- What do they tell you?
- What *don't* they tell you?
- Are they worth the time it takes to review them?
- Have you used them in planning prevention/intervention programs?



# WHERE TO FIND DATA SOURCES

Data Source	Monitoring The Future	National Survey on Drug Use and Health	Youth Risk Behavior Surveillance System	California Healthy Kids Survey	California Student Survey	California Safe and Healthy Kids Program
Survey Acronym or alternative term	MTF	NSDUH	YRBSS	CHKS	CSS	CA - SHKP
Purpose	To study the behavior, attitudes, and values of American secondary school students	To provide national and state-level data on the use of tobacco, alcohol, illicit drugs (including non-medical use of prescription drugs) and mental health in the United States	To monitor priority health-risk behaviors, including tobacco, alcohol, and drug use, risky sexual behavior, and the prevalence of obesity and asthma among youth and young adults	To assist schools in developing effective health and youth development programs to prevent risky behaviors and promote positive youth development, resilience, and wellbeing	To monitor and prevent adolescent risk behaviors and promote positive youth development, health, and well-being	To monitor the use of prevention programs in California schools
Survey Respondents	Individuals in grades 8, 10, 12	Individuals aged 12 and older	Individuals in grades 9-12	Individuals in grades 5, 7, 9, and 11	Individuals in grades 7, 9, and 11	Local Education Agencies
Type of Sample/Sample Size	Nationally Representative, approximately 50,000/yr	Nationally Representative, approximately 70,000/yr; State Representative, 3,600/yr in California	Nationally representative, approximately 14,000/yr	Representative at the school district-level for California students in grades 7, 9, and 11, approximately 700,000/yr, convenience sample for students in grade 5, approximately 200,000/yr	Representative statewide sample of students in grades 7, 9, and 11, approximately 14,000/yr	Convenience sample of schools in California, schools that receive funds from the Title IV Safe and Drug-Free Schools and Communities or Tobacco Use Prevention Education are required to participate
Data Collection	Annual -1975-present	Annual-1988-present	Biennial 1991-2007	Annual 2002-Present	Biennial 1985-Present	Annual 2008-Present
Waves of Data	34	21	9	6	12	3
Access	<a href="http://www.icpsr.umich.edu/cocoon/SAMHDA/STUDY/25382.xml">http://www.icpsr.umich.edu/cocoon/SAMHDA/STUDY/25382.xml</a>	<a href="http://www.icpsr.umich.edu/cocoon/SAMHDA/STUDY/26701.xml">http://www.icpsr.umich.edu/cocoon/SAMHDA/STUDY/26701.xml</a>	<a href="http://www.cdc.gov/HealthyYouth/yrbss/data/index.htm">http://www.cdc.gov/HealthyYouth/yrbss/data/index.htm</a>	<a href="http://www.wested.org/cs/chks/print/docs/chks_samplerereports.html">http://www.wested.org/cs/chks/print/docs/chks_samplerereports.html</a>	<a href="http://www.wested.org/cs/we/view/ppj572">http://www.wested.org/cs/we/view/ppj572</a>	<a href="http://hkar.duerrevaluation.com/ar00/index.htm">http://hkar.duerrevaluation.com/ar00/index.htm</a>
Triangulation Tips	Compare to CSS at the state level and CHKS at the school, district, and county level	Compare to CSS at the state level and CHKS at the school, district, and county level	Compare to CSS at the state level and CHKS at the school, district, and county level	At the local level compare data to other schools, schools districts, or counties with similar demographics. At the state level compare to CHKS aggregate data and CSS. At the national level compare to YRBSS and MTF.	At the state level compare to CHKS aggregate data. At the national level compare to YRBSS and MTF.	Link school, district, or state level treatment data with the CSS or CHKS ATOD use and risk/protective factor data to extrapolate information about treatment efficacy
Descriptive/Predictive	Both	Both	Both	Both	Descriptive	Descriptive
Risk/Protective Factors	Parental influence, self-esteem, attitudes toward religion, educational aspirations, exposure to violence and crime	Neighborhood environment, illegal activities, drug use by friends, social support, extracurricular activities, and perceived adult attitudes toward drug use and activities such as school work	Risky sexual behavior, nutrition, physical activity, injuries	Caring Relationships, High Expectations, and Opportunities for Meaningful Participation in the school, home, community, Caring about Relationships, High Expectations with their peers, Cooperation and Communication, Empathy, Problem Solving, Self-efficacy, Self-awareness, Goals and Aspirations, school connectedness and achievement, school violence and safety, gang involvement, physical and mental health, relationship violence, grades	School climate, physical health, and youth resilience or developmental assets	Caring relationships, school safety, high expectations, meaningful participation, truancy, number of pregnant/parenting minors, parent involvement in school activities

# WHICH DATA SOURCES WOULD BE MOST HELPFUL FOR PLANNING?

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Turn to the person next to you and share why you selected the data sources on your list.

- How will this data source help you set priorities?
- How will this data source help you set goals and objectives?



# GETTING STARTED: HOW TO LOOK AT DATA

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1. Look for Trends Over Time
2. Understand How the Survey is Conducted
3. Read News Releases and Survey “Highlights” with Caution
4. Find Local Data

*“If you are not getting down into your own local data, you’re really missing the mark in prevention.”*

*Tamu Nolfo, PhD  
Certified Prevention Specialist  
Northern California*

# REVIEWING LOCAL DATA

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1. Locate local data (i.e., county, district, school level Cal-SCHLS reports).
2. Select the risk and protective factors you want to review (i.e., caring relationships and substance use).
3. Check your assumptions (i.e., your predictions about risk and protective factors).
4. Compare your predictions with the actual data.
5. Dig deeper (i.e., look at the same data disaggregated by ethnicity or gender).
6. Select priorities.



# First...

## Check Your Assumptions!

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Predict how students and staff answered a school climate related question.



Compare your prediction to the actual CHKS and CSCS data.



## STEP 1—PREDICTION STUDENT:

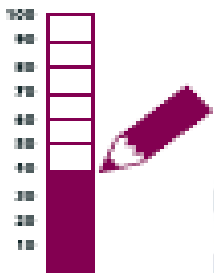
BEFORE you look at your data, think about the students in your school and guess the percentage of their responses to the following questions.

Example: At your school, what percentage of the students in each grade says ...

*It is very much true/pretty much true that there is a teacher or some other adult who really cares about me?*

Color in the purple columns below to represent the percentage you guessed. You are creating a bar graph.

Example:



## STEP 2— PREDICTION STAFF:

BEFORE you look at your data, think about the staff in your school and guess the percentage of their responses to the following questions.

Example: At your school, what percentage of the staff says ...

*Nearly all/most teachers really care about all students?*

Color in the purple columns below to represent the percentage you guessed. You are creating a bar graph.

Example:



**STEP 3—ACTUAL STUDENT: Locate your CHKS Reports** and look at the actual data for that question.

Example: Refer to Table A3.11 on page 14 in the CHKS Main Report.

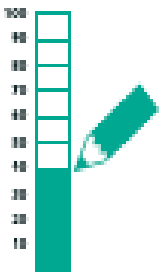
Table A3.12

*School Protective Factors (Developmental Supports)*

At my school, there is a teacher or some other adult...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
who really cares about me (Caring Relationships)				
Not At All True	9	12	8	9
A Little True	25	28	22	29
Pretty Much True	37	38	35	35
Very Much True	29	21	34	27

Color in the green columns with your actual percentage.

Example:



**STEP 4—ACTUAL STAFF: Locate your CSCS Reports** and look at the actual data for that question

Example: Refer to Table 3.1 on page 18 in the CSCS Main Report

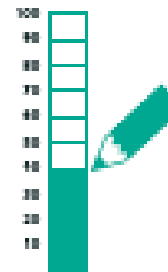
Table 3.1

*Adults Really Care About All Students*

	TS %	ES %	MS %	HS %	NT %
Nearly All	63	79	61	41	54
Most	32	19	34	47	46
Some	5	2	5	11	0
Few	0	0	0	1	0
Almost None	0	0	0	0	0

Color in the green columns with your actual percentage.

Example:



**STEP 5—WHAT DID YOU LEARN?** Compare your predictions with your data. Compare the student responses with the staff.

What did you notice? What did you learn? What are your next steps?

Can you compare these results with results from the parent survey (CSPS)? Would it help to examine your data disaggregated by ethnicity? Do you want to compare the results for Migrant Education students and staff with non-migrant? Should you examine the staff results for Special Education? For additional questions see Appendix 4.

Do you need to create an action plan to strengthen or improve your results? If so, please refer to [www.californias3.wested.org](http://www.californias3.wested.org) for resources on improving your school climate in each of the focus areas.

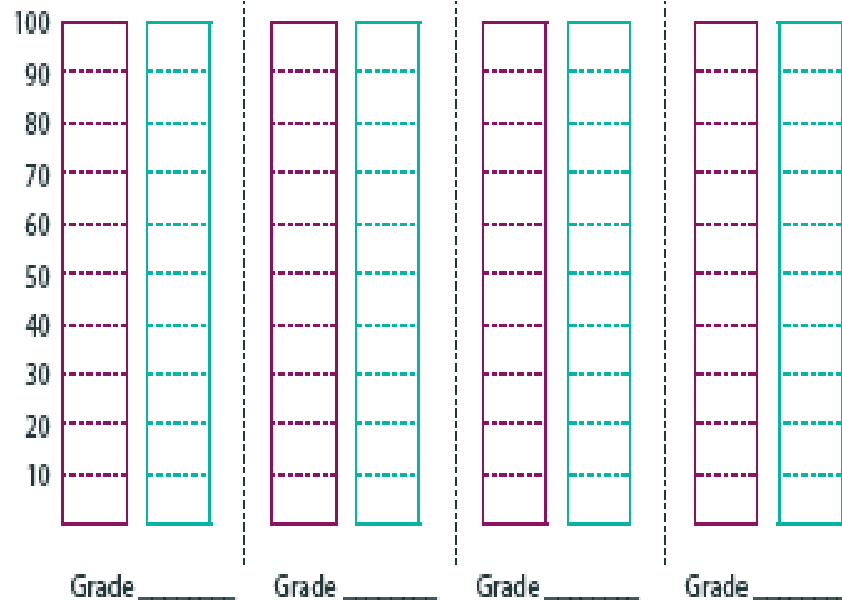
**ADDITIONAL COMPARISON—SUPPORTS & ENGAGEMENT:** If you have CHKS and CSCS Reports, you can use the blank bar graphs to compare additional data on student and staff supports and engagement.

## Student

At your school, what percentage of the students in each grade says ...

(question)

□ = prediction   □ = actual CHKS data



## Staff

At your school, what percentage of the staff says ...

(question)

□ = prediction   □ = actual



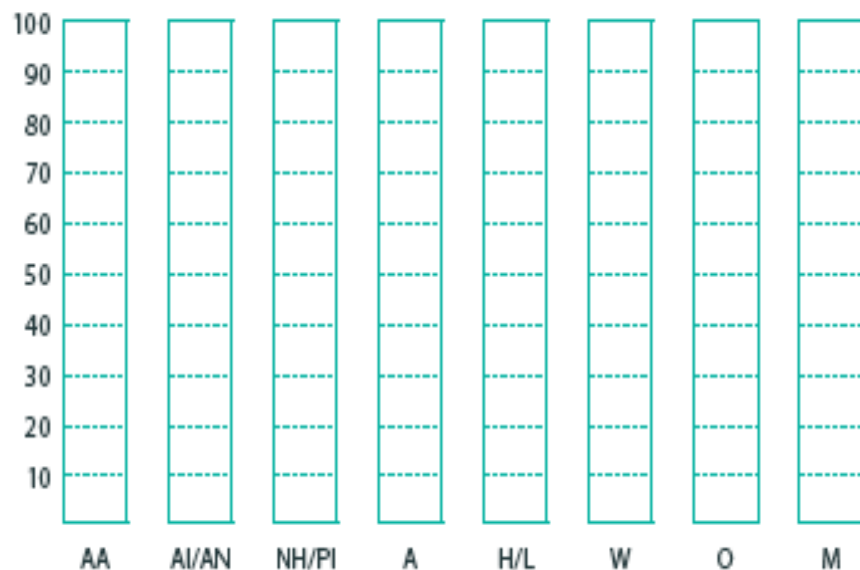
**ADDITIONAL COMPARISON—CLOSING THE ACHIEVEMENT GAP/COMPARING ACROSS ETHNICITIES:** If you have CHKS and CSCS Reports with data disaggregated by ethnicity, you can use the blank bar graphs to examine your data on students/staff who self-identify with a selected racial/ethnic group.

### Student

At your school, what percentage of the students in each ethnic group says ...

(question)

□ = actual CHKS data



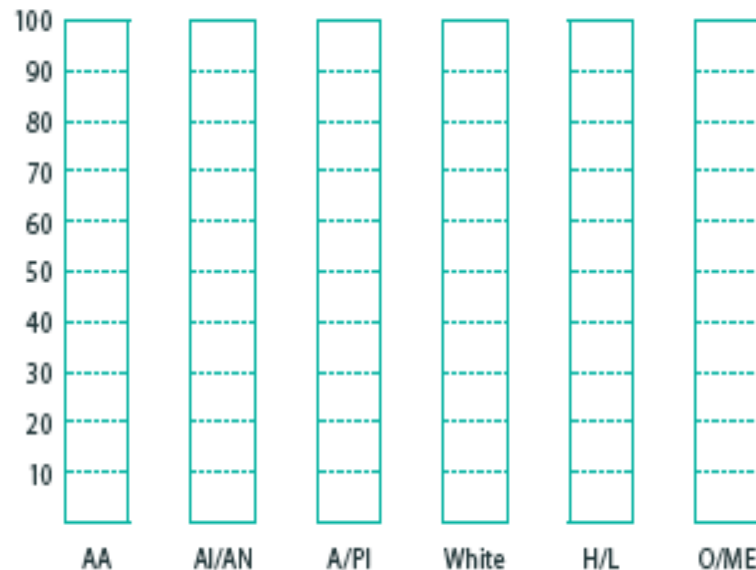
**CHKS Ethnic Groups:** AA = African American; AI/AN = American Indian/Alaska Native; NH/PI = Native Hawaiian/Pacific Islander; A = Asian; H/L = Hispanic/Latino; W = White; O = Other; M = Multi-ethnic

### Staff

At your school, what percentage of the staff in each ethnic group says ...

(question)

□ = actual CSCS data



**CSCS Ethnic Groups:** AA = African American; AI/AN = American Indian/Alaska Native; A/PI = Asian/Pacific Islander; W = White; H/L = Hispanic/Latino; O/ME = Other/Multi-ethnic

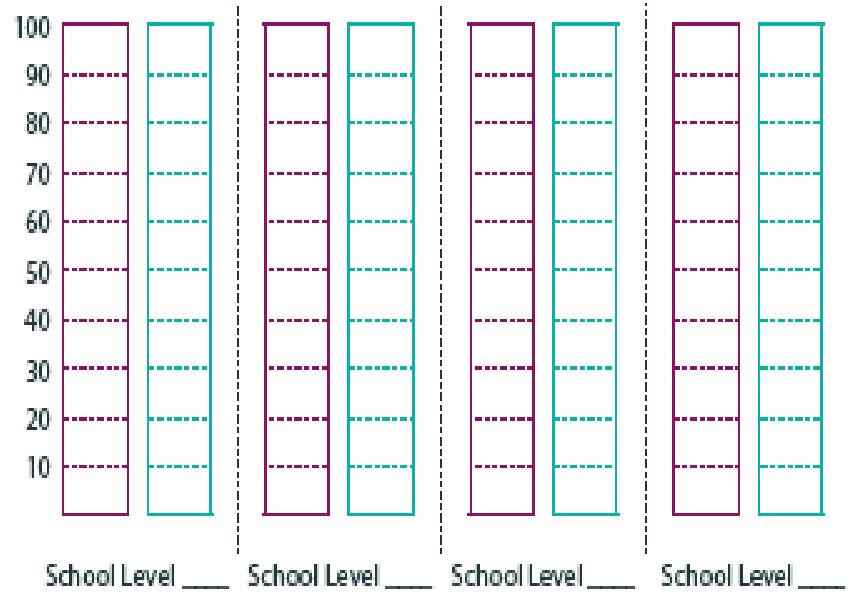
**ADDITIONAL COMPARISON—CALIFORNIA SCHOOL PARENT SURVEY (CSPS):** Locate your CSPS Main Report. Use the blank bar graphs to look at parent survey questions that are similar to the student and staff surveys.

Parent

At your school, what percentage of the parents says ...

(question)

■ = prediction   ■ = actual CSPS data

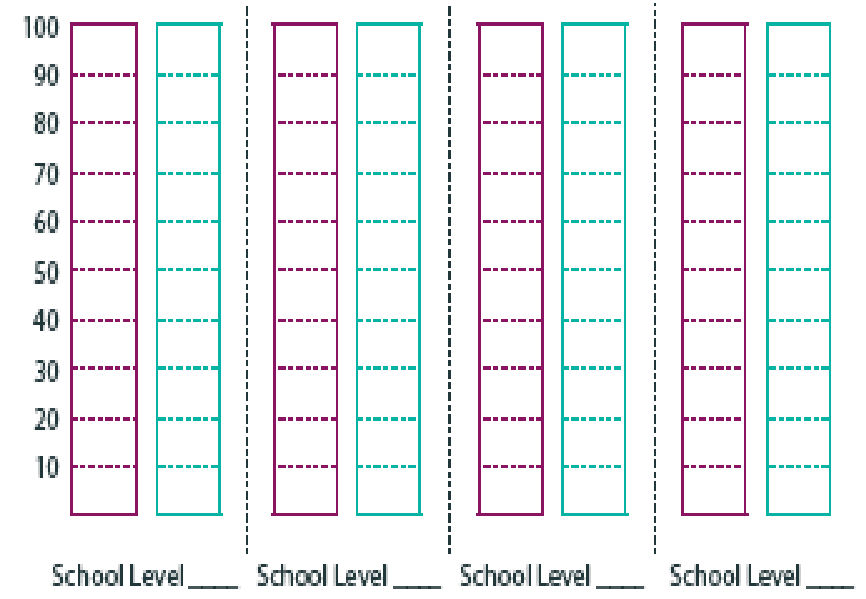


Parent

At your school, what percentage of the parents says ...

(question)

■ = prediction   ■ = actual CSPS data



# Making decisions....

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After a thorough review of the available data ...

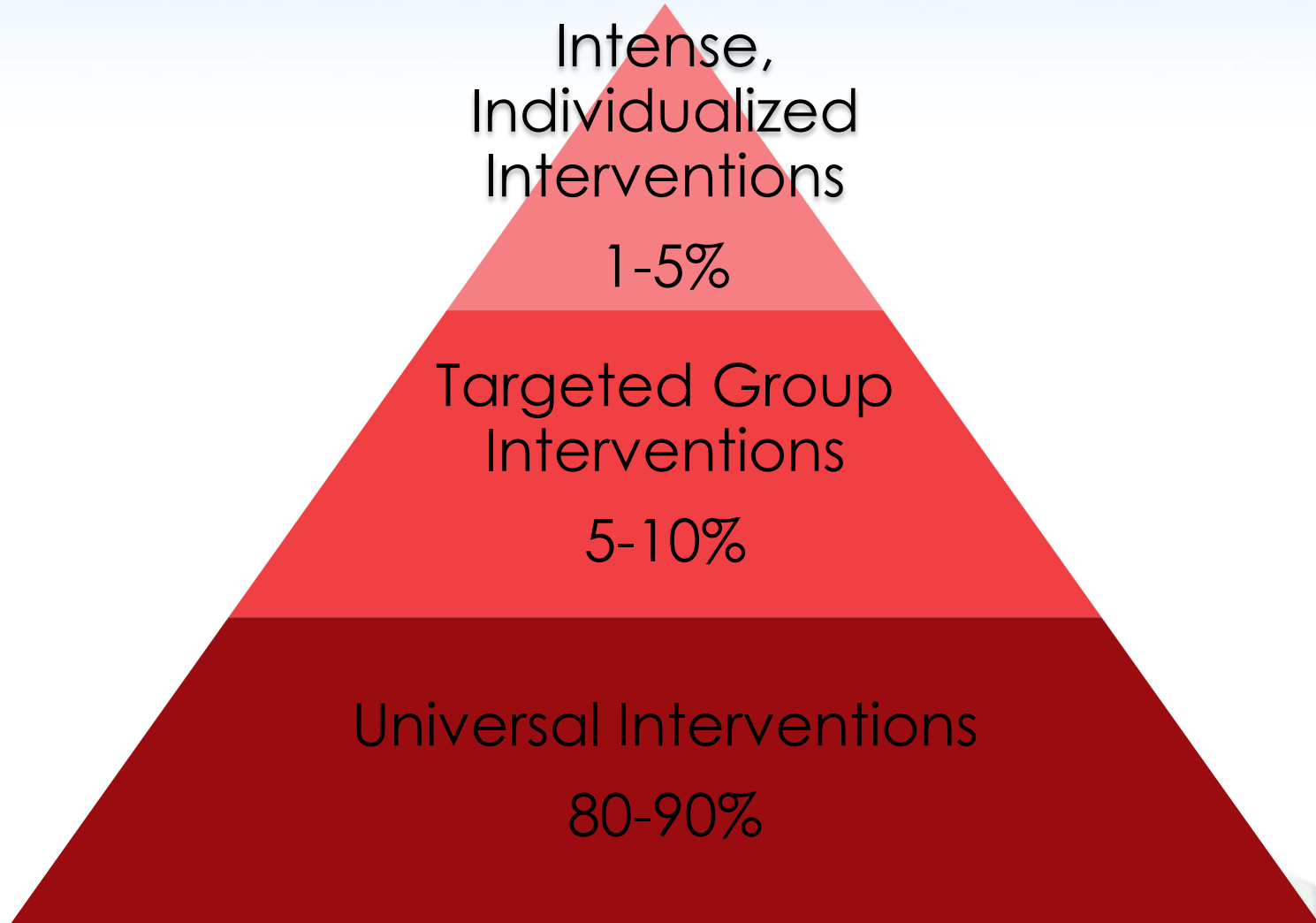
What kind of Supports and Opportunities does your population need?

What kind of Prevention and Intervention does your population need?



# Making Decisions...

Who needs to be served?



# Making decisions....

## Setting Goals and Writing Objectives

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What goals are you targeting with your supports or interventions?

Who is your “general population” in need of supports or interventions?

What are your objectives for the general population?

Who are your “at-risk” groups?

What your objectives for those groups?



# Next Steps: Create an Action Plan

Select interventions to reach your objectives

Name/Summary of Strategy	Strategy Code(s)*	Key Activities & Milestones	Responsible Person	Timeline (for each activity, as appropriate)	
				Start – End Dates	Frequency/Intensity

This strategy/intervention targets:  At risk student population (identify) \_\_\_\_\_ ; # served per year \_\_\_\_\_

General student population; # served per year \_\_\_\_\_  Parents/other caring adults; # served per year \_\_\_\_\_  School staff; # served per year \_\_\_\_\_

Other (specify) \_\_\_\_\_ ; # served per year \_\_\_\_\_



\*Strategy Codes: YD=Youth Development PI=Parent Involvement CI=Community Involvement SC=Schoolwide Commitment

# Final Steps...

## Implementation and Monitoring

- Stage 1: Development
- Stage 2: Installation
- Stage 3: Initial Implementation
- Stage 4: Full Operation
- Stage 5: Innovation
- Stage 6: Sustainability



# CONTACT INFORMATION

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