

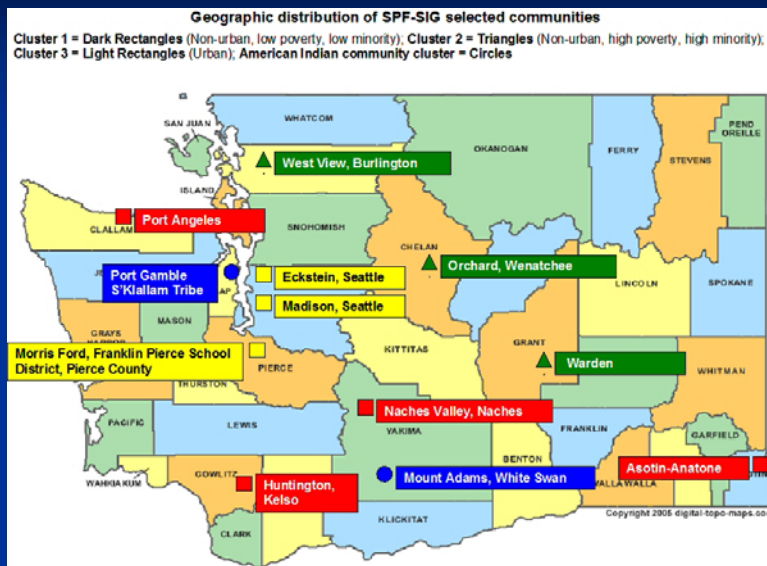
# Using Effective Community Surveys to Choose and Evaluate Environmental Strategies

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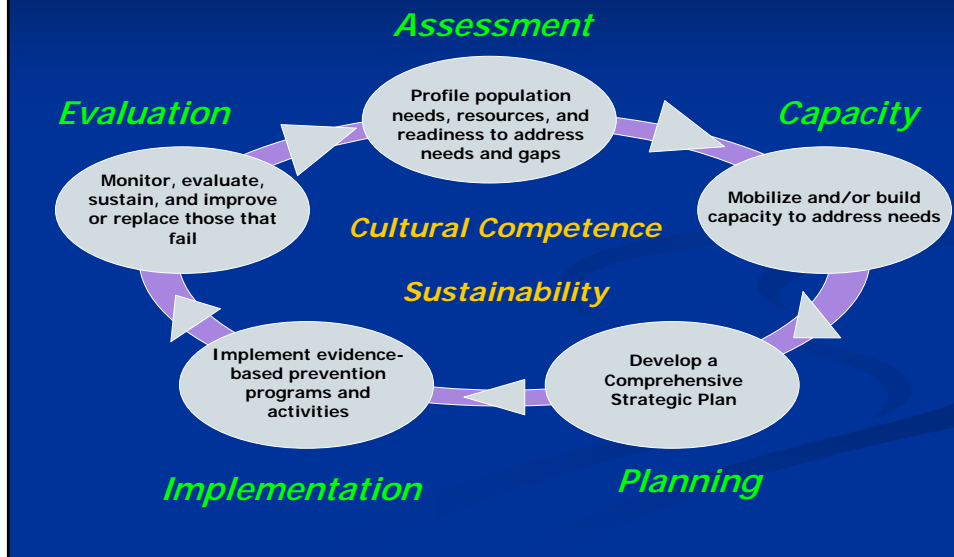
Washington State SPF-SIG Project



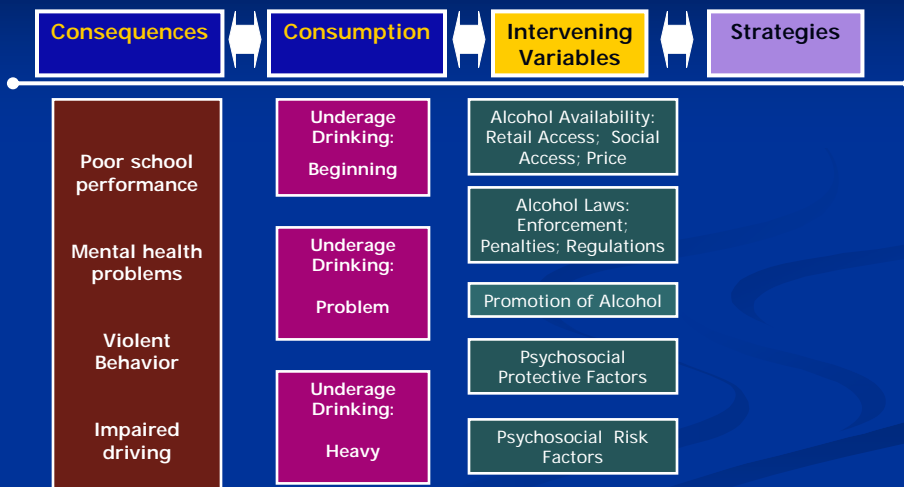
## Washington State SPF-SIG Project



# SAMHSA's Strategic Prevention Framework (SPF)



# General Model for the Reduction of Underage Drinking\*



\* Washington State SPF SIG Priority

## Assessment -> Strategy Selection

Data assessment process helped communities identify priority intervening variables in 5 possible areas:

- *Availability/Access*
- *Promotion*
- *Enforcement*
- *Risk Factors*
- *Protective Factors*

## Assessment -> Strategy Selection

*Theory of Change Development* helped communities identify contributing factors thought to influence intervening variables, e.g.

- Parental attitudes around monitoring and supervising; hesitancy to use limit setting and discipline
- Insufficient communication between the local police and the juvenile courts
- Youth have lack of knowledge of impacts of alcohol use

## Assessment -> Strategy Selection

Communities identify evidence based practices and environmental strategies that would impact contributing factors and intervening variables, e.g.

- Life Skills Curriculum
- Guiding Good Choices
- Media Advocacy Campaigns for Enforcement
- Social Norms Marketing Campaigns

## Strategy Selection – Orchard

### *Intervening Variable*

Community Laws and Norms Favorable to Drug Use

### *Contributing Factor*

Parental Attitudes favorable for drug use (perceptions!)

### *Strategy*

Social Norms Marketing Campaign

## Strategy Selection – NE Seattle

### *Intervening Variable*

Youth won't get caught by parents

### *Contributing Factor*

Challenges of enforcement at parties/homes

### *Strategy*

Parent Pledge & Directory

[www.mohawkschools.org/mohawk/safe\\_homes](http://www.mohawkschools.org/mohawk/safe_homes)

[www.safehomes.org](http://www.safehomes.org)

## Why a Community Survey?

- Need to evaluate changes in some community level contributing factors and intervening variables *e.g., perceptions of law enforcement in the community*
- Need for data to establish a "baseline" on key measures *e.g., parental perceptions of ease of access through various sources*
- Need to test some assumptions identified by coalitions in the theory development process *e.g., contributing factor about parents/adults having favorable attitudes about youth alcohol use or expressing norms that support use*

## Why a Community Survey?

- Need for data contrasting key demographic groups in the population *e.g., in Wenatchee looking at perceptions of ease of access between Hispanic and Non-Hispanic residents*
- Need for data to support planning and development of environmental strategies *e.g., gathering data to contrast residents own attitudes about underage drinking with their perceptions of "others" same attitudes.*

## Community Survey Process

### *Who is the target population/sample?*

- All residents?
- Parents of school-aged youth?
- In a defined geographic area?
- Need for stratification or over-sampling based on some population characteristics

## Community Survey Process

### *What are we interested in asking about on the community survey?*

- Personal attitudes about underage drinking
- Perceptions of and attitudes about parenting monitoring and supervision
- Actual parenting skills and behaviors
- Perceptions of youth access to alcohol in the community
- Enforcement issues – perceptions of and attitudes about consequences
- Perceptions of the attitudes and behaviors of other community residents

## Community Survey Process

### *How will we get the data?*

- Mail, telephone, in-person, on-line surveys
- Versions of surveys in different languages / different formats
- Advance notice about surveys – awareness building, marketing surveys, initial and follow-up mailings to possible respondents
- Incentives?

## Community Survey Process

### *How to best collect and manage the data?*

- Facilitate easy return of surveys – stamped envelopes, drop off boxes, access through web sites
- Access databases for easy entry of surveys
- Anonymous surveys with no identifier codes
- Ongoing tracking of key demographics to assist with further survey targeting

## Community Survey Process

### *How to analyze the data?*

- Overall frequency distributions and summaries of averages
- Comparisons of key items in the survey e.g., comparing responses about “actual” attitudes with “perceived” attitudes of others
- Analyses by key population groups e.g., males vs. females, race/ethnicity, age of respondents, age of youth
- Contrast results with other data e.g., adult perceptions of youth social access vs. youth perceptions of social access
- Is sample “representative”?

## Community Survey Process

### *How to summarize and use results?*

- Key findings summaries for community and coalition
- Use of charts/graphs, etc..
- Presentations of results and findings to coalition
- Formation of workgroups involved in additional analyses and in thinking about use of data for environmental strategies

## Wenatchee

- Population: 29,968
- Median Family Income: \$34,897
- Adults with college degree: 23%
- Race
  - 80% white
  - 23% Hispanic



# Orchard Middle School

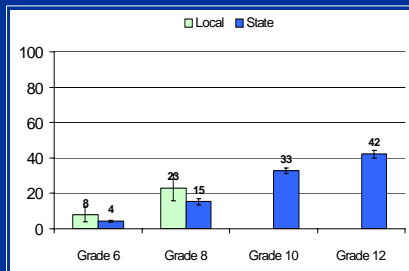
	OMS	WSD
Hispanic Students	45%	38%
Free/Red. Lunch	61%	50%
8 <sup>th</sup> Gr. Reading WASL	70%	70%
8 <sup>th</sup> Gr. Math WASL	45%	45%
8 <sup>th</sup> Gr. 30-day use	23%	17%



## Underage Drinking Rates Orchard Middle School

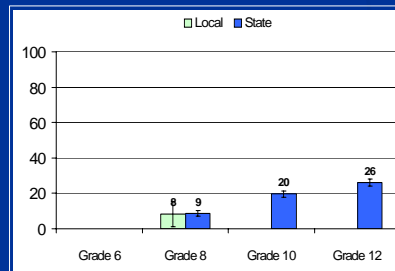
### Current Alcohol Use

Percent of students who report having drunk a glass, can, or bottle of alcohol in the past 30 days



### Current Binge Drinking

Percent of students who report having drunk 5 or more drinks in a row in the past 2 weeks



2006 Washington State Healthy Youth Survey

## Why a Community Survey? Orchard Middle School

- **Theory of Change** – key contributing factors and intervening variables e.g., social access
- Some belief that actual **attitudes/behaviors vary from perceived norms** in community
- Community is about ½ Hispanic and ½ Caucasian – some belief about **different attitudes and behaviors** in these populations

## Community Survey Process Orchard Middle School

### *Who is Target Population/Sample?*

- Parents of school-aged youth who reside in the catchment area around Orchard (includes high school and 3 feeder elementary schools)
- Estimate that about 35-40 percent of population are Hispanic families
- Stratified sample intended to over-sample Hispanic families (as indicated from district data records)

## Community Survey Process Orchard Middle School

*What are we interested in asking about on the community survey?* (see survey)

- Personal attitudes about underage drinking
- Perceptions of and attitudes about parenting monitoring and supervision
- Actual parenting skills and behaviors
- Perceptions of youth access to alcohol in the community
- Perceptions of the attitudes and behaviors of other community residents

## Community Survey Process Orchard Middle School

*How will we get the data?*

- Mail survey with packet out to about 1200 households
- Each packet included four surveys – 2 Spanish and 2 English and return envelopes
- Incentive - \$1 off coupon for ice cream
- Advance notice about surveys – through school district e-mail and giving out at meetings
- Some logistical challenges!!!

## Community Survey Process – Orchard Middle School

### *How to best collect and manage the data?*

- Mail surveys returned to TOGETHER PO box
- Ongoing data entry into Access database
- Ongoing communication with stores on incentives redeemed
- 382 surveys returned
  - About 76 percent White/Caucasian, 21 percent Hispanic
  - About 61 percent female respondents
  - About 30 percent have three or more children

## Community Survey Process Orchard Middle School

### *How to analyze the data?*

- Overall frequency distributions and summaries of averages
- Comparison of personal attitudes vs. perceived attitudes of others e.g., agreement with statement “It is OK for 18-20 year olds to drink” vs. agreement with statement “Most adults in Wenatchee believe it is OK for 18-20 year olds to drink”
- Comparison of parental behaviors vs. perceived behaviors of others e.g., agreement with statement “when my child is not home, a parent knows where he/she is” vs. agreement with the statement “Most parents in Wenatchee know where their teens are

## Community Survey Process Orchard Middle School

### *How to analyze the data?*

- Comparison of attitudes and perceptions for Hispanic and Non-Hispanic respondents
- Contrast adult perceptions of ease of youth access to alcohol through various sources with perceptions of ease of access among 7<sup>th</sup> and 8<sup>th</sup> graders at school
- Contrast the respondent demographics with school district and population demographics

## Community Survey Process Orchard Middle School

### *How to summarize and use results?*

- Preliminary Key Results document shared with coalition
- More formal presentation of full results
- Formation of Social Norms Marketing Workgroup to assess how to use data in planning efforts
- Three potential areas for “norms” message
  - Minimize gap in actual vs. perceived attitudes about underage drinking
  - Minimize gap in actual vs. perceived parental behaviors
  - Minimize gap between actual and perceived rates of underage drinking among youth

## Why a Community Survey? Northeast Seattle

- **Theory of Change** – key contributing factors and intervening variables e.g., parental attitudes
- Perceptions about **law enforcement** and its importance a question for personnel and community
- Some belief about differing opinions of **males and females**

## Community Survey Process Northeast Seattle

### *Who is the target population/sample?*

- Parents of youth who attend any of the Northeast Seattle public schools (includes 7 elementary, 1 middle, and 2 high schools)
- Focus on parents with youth 5-18 year olds
- Predominantly Caucasian population

## Community Survey Process Northeast Seattle

*What are we interested in asking about on the community survey?* (see survey)

- Personal attitudes about underage drinking
- Perceptions of and attitudes about parenting monitoring and supervision
- Actual parenting skills and behaviors
- Perceptions about enforcement of underage alcohol laws and about penalties and consequences for youth and parents

## Community Survey Process Northeast Seattle

*How will we get the data?*

- Online survey developed in Survey Monkey with an identifiable web link  
[www.surveymonkey.com/NESeattle-CommunitySurvey](http://www.surveymonkey.com/NESeattle-CommunitySurvey)
- E-mail messages out to lists of parents from all schools e.g., through PTA lists
- No incentives

## Community Survey Process Northeast Seattle

### *How to best collect and manage the data?*

- Survey Monkey provides ongoing tracking of surveys – data entered into usable database
- Real time summaries of questions
- Ongoing tracking of demographics e.g., large gender disparity triggered new e-mail messages out for survey response
- 405 surveys completed
  - About 68 percent Female respondents
  - About 88 percent White/Caucasian respondents
  - About 10 percent have three or more children

## Community Survey Process Northeast Seattle

### *How to analyze the data?*

- Overall frequency distributions and summaries of averages
- Comparison of attitudes and perceptions for male and female respondents
- Comparison of attitudes and perceptions with an “oldest child” in elementary vs. middle vs. high school
- Contrast the respondent demographics with school district and population demographics

## Community Survey Process Northeast Seattle

### *How to summarize and use results?*

- Formal presentation of full results to findings to the coalition
- Sharing results with Media Advocacy Workgroup
- Development of a “positive messages” to inform media advocacy campaign and use in other coalition documents
- Modifications to the Theory of Change model

## What have we learned about doing a community survey?

- It takes a lot of work, time, organizing, but perhaps not a lot of money
- Marketing and building awareness of surveys can help generate interest and response
- Incentives can help, especially \$
- Sometimes you must go to them – outreach to the community and getting surveys
- Getting a representative sample is important and a challenge

## What have we learned from our communities?

- Residents **do not have favorable attitudes** about underage drinking – dispels some myths about norms?
- Parents **monitor, supervise, communicate** with their children!
- Residents **support enforcement** and use of penalties and consequences
- It seems really **easy for youth to get alcohol** from various sources in communities
- There is a **gap between actual attitudes/behaviors and perceived attitudes/behaviors** – the hidden risk factor!

## What next?

- Communities assess how to use these data in planning environmental strategies
- SPF-SIG project able to contrast community attitudes, perceptions and behaviors across sites
- Plan for future data collection in these communities over course of the implementation of strategies

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