



Communities That Care

# Community Assessment Training

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*Using the  
Communities  
That Care  
Youth Survey*

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Participant's Guide

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Module 2

Communities That Care

## Using the *Communities That Care* Youth Survey

Communities That Care  
Youth Survey  
Report  
Anytown, USA

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## Module 2 goal:

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To prepare you to interpret and use your *Communities That Care Youth Survey* results to identify priority risk and protective factors.

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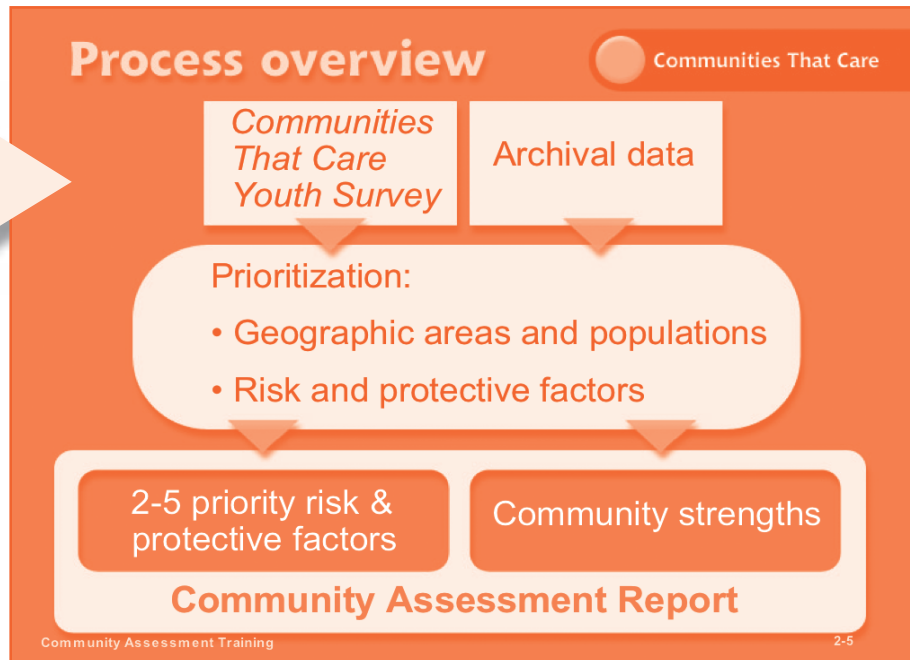
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# Notes







## Quality control

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- Exaggeration
- Reported use of a fictitious drug
- Inconsistent responses

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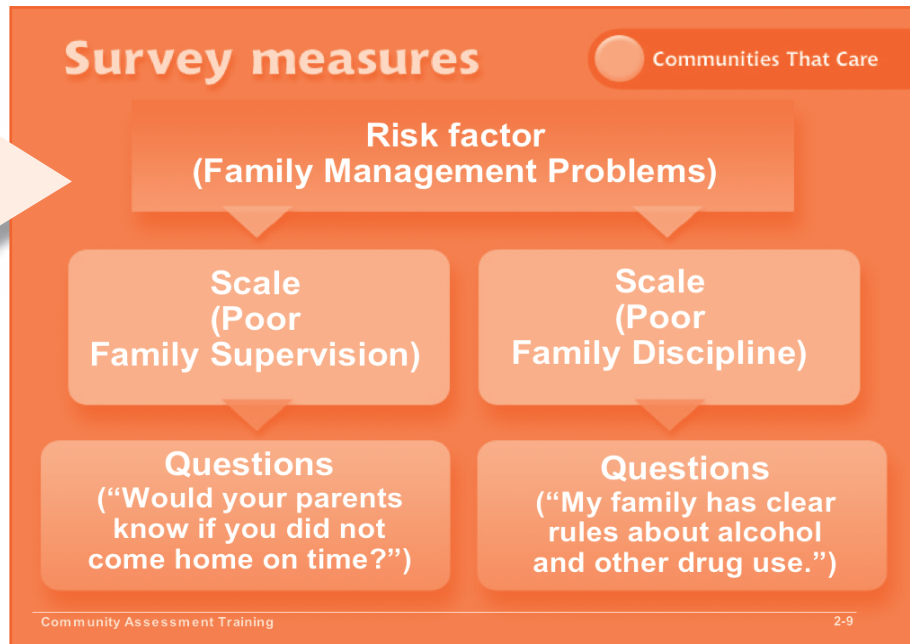


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# Notes





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## Risk factors

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- 16 risk factors measured using 22 scales
- Not measured:
  - Media Portrayal of Violence
  - Family Conflict
  - Extreme Economic Deprivation
  - Early and Persistent Antisocial Behavior

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# Risk Factors and Scales in the *Communities That Care Youth Survey*

<b>Risk Factor</b>	<b>Scale</b>
Availability of Drugs Availability of Firearms	Perceived Availability of Drugs and Handguns
Community Laws and Norms Favorable toward Drug Use, Firearms and Crime	Laws and Norms Favorable to Drug Use and Handguns
Transitions and Mobility	Personal Transitions and Mobility
Low Neighborhood Attachment and Community Disorganization	Low Neighborhood Attachment Community Disorganization
Family History of the Problem Behavior	Family History of Antisocial Behavior
Family Management Problems	Poor Family Supervision Poor Family Discipline
Favorable Parental Attitudes and Involvement in the Problem Behavior	Parental Attitudes Favorable toward ATOD Use Parental Attitudes Favorable toward Antisocial Behavior
Academic Failure Beginning in Late Elementary School	Poor Academic Performance
Lack of Commitment to School	Lack of Commitment to School
Rebelliousness	Rebelliousness
Friends Who Engage in the Problem Behavior	Friends' Use of Drugs Friends' Delinquent Behavior Peer Rewards for Antisocial Behavior
Gang Involvement	Gang Involvement
Favorable Attitudes toward the Problem Behavior	Favorable Attitudes toward Antisocial Behavior Favorable Attitudes toward ATOD Use Low Perceived Risks of Drug Use
Early Initiation of the Problem Behavior	Early Initiation (of Drug Use and Antisocial Behavior)
Constitutional Factors	Sensation Seeking



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## Protective factors measured:

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- Healthy Beliefs and Clear Standards
- Bonding
- Opportunity
- Skills
- Recognition



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## Protective-factor scales

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### Healthy Beliefs and Clear Standards

- Belief in the Moral Order
- Religiosity

### Bonding to Family, Community, and School

- Family Attachment

### Opportunity

- School Opportunities for Prosocial Involvement
- Family Opportunities for Prosocial Involvement

### Skills

- Social Skills

### Recognition

- Community Rewards for Prosocial Involvement
- Family Rewards for Prosocial Involvement
- School Rewards for Prosocial Involvement

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## Problem behaviors

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Measured:

- Substance Use
- Delinquency
- Violence

Not measured:

- School Drop-out
- Teen Pregnancy

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## Communities That Care Youth Survey update

- Key accomplishments to date
- Issues or barriers



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# Communities That Care Youth Survey report walk-through

Communities That Care  
Youth Survey Report  
Anytown, USA

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## Report sections:

### Section 1: The Survey

- Introduction
- Summary of results
- Survey methodology
- Demographic profile

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## Report sections:

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- Section 2: Risk and Protective Factors
- Section 3: Alcohol, Tobacco and Other Drug Use
- Section 4: Other Antisocial Behaviors
- References
- Appendices

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## Risk- and protective-factor scale scores

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50=Normative score

- Risk factors: the lower the better
- Protective factors: the higher the better



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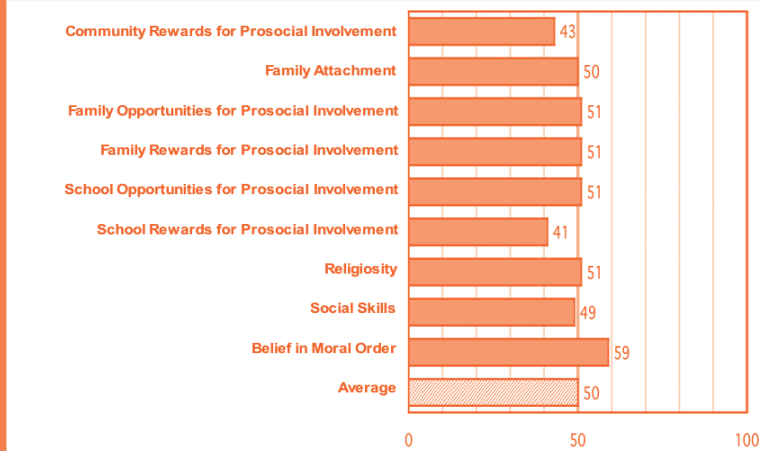
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### Overall protective-factor scale scores

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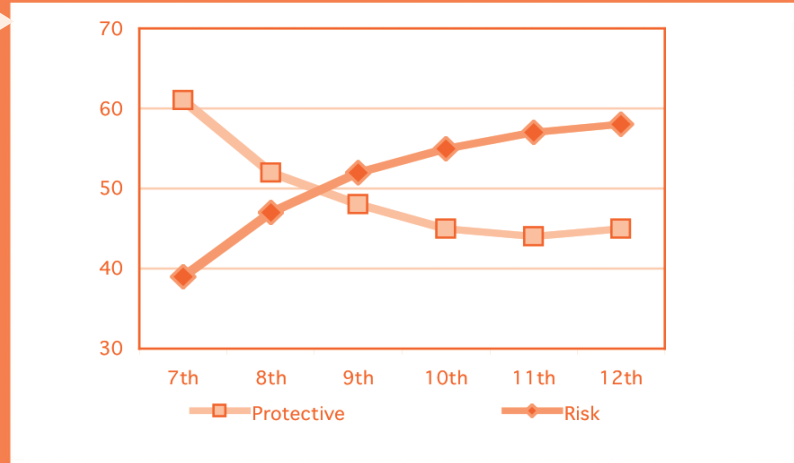
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## Average risk- and protective-factor scale scores

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## Section 4: Other Antisocial Behaviors

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- Violence
- Delinquency

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# Notes

# Survey Review and Report-Out

## Directions

Use the *Communities That Care Youth Survey* report to answer the questions below about your group's assigned section(s) of the report. Prepare a briefing for the entire group about your section.

Plan to report on:

- important findings in the survey results—strengths and challenges for your community
- any questions about the survey results
- follow-up action your group recommends.

### Group 1: Survey methodology and demographic profile (Section 1 of the report)

1. What grade levels participated in the survey?

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2. Were all students in those grade levels surveyed, or was a sampling conducted?

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3. What percentage of surveys were identified as invalid and excluded?

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4. What percentage of surveyed students speak a language other than English at home?

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5. What percentage of surveyed students live in a city, town or suburb?

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6. What else is interesting about the information in this section?

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(Continued)

# Survey Review and Report-Out (continued)

### Group 2: Protective factors (Section 2 of the report)

1. Which overall protective-factor scale scores are better than average (higher score)?

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2. Which overall protective-factor scale scores are worse than average (lower score)?

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3. Which protective-factor scale score is lowest in each grade surveyed?

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4. Which is the lowest overall protective-factor scale score for the surveyed group?

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5. What else is interesting about the protective-factor data?

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### Group 3: Risk factors (Section 2 of the report)

1. Which overall risk-factor scale scores are worse than average (higher score)?

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2. Which overall risk-factor scale scores are better than average (lower score)?

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3. Which risk-factor scale score is highest in each grade surveyed?

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4. Which is the highest overall risk-factor scale score for the surveyed group?

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5. What else is interesting about the risk-factor data?

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(Continued)

## Survey Review and Report-Out (continued)

### Group 4: ATOD use (Section 3 of the report)

1. What national survey does the *Communities That Care Youth Survey* use for comparison of alcohol, tobacco and other drug (ATOD) use?

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2. How is current ATOD use measured in the *Communities That Care Youth Survey*?

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3. How do the 10th grade\* students' lifetime prevalence rates compare with the *Monitoring the Future* study for each of the following substances?

Alcohol: \_\_\_\_\_

Cigarettes: \_\_\_\_\_

Marijuana: \_\_\_\_\_

Inhalants: \_\_\_\_\_

4. At what grade level is the prevalence of binge drinking highest for surveyed students?

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5. At what grade level is the lifetime prevalence of Ecstasy use the highest?

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6. Which of the following drugs has the highest lifetime prevalence rate among 12th grade\* students (circle one)

Methamphetamine

Cocaine

LSD

Heroin

8. What else is interesting about the information in this section?

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### Group 5: Other antisocial behaviors (Section 4 of the report)

1. For what time period is data on other antisocial behaviors reported?

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2. What antisocial behaviors are measured?

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3. Which antisocial behavior has the highest rate of prevalence among 8th grade\* students?

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4. Which antisocial behavior has the lowest rate of prevalence among 8th grade\* students?

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5. What else is interesting about the information in this section?

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\*If your community did not survey these grades, choose grades that are included in your report to answer these questions.

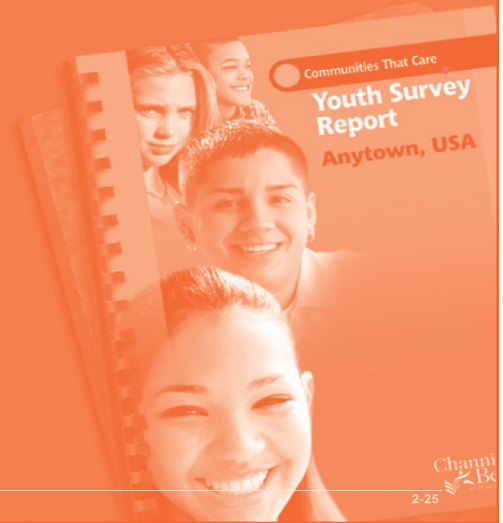


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## Activity report-out

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- Important findings in the survey results
  - Strengths
  - Challenges
- Questions about the survey results
- Follow-up actions/recommendations



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# Survey Summary

## Directions

Based on the findings presented in the previous activity, compile a summary of the survey results by filling in this worksheet as a group.

### Community strengths:

Which protective factors are the most elevated (highest overall scale scores)?

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Which risk factors are the most suppressed (lowest overall scale scores)?

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Which problem behaviors have the lowest overall prevalence rates? How do these compare with data from the *Monitoring the Future* study (where available)?

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### Community challenges:

Which protective factors are the most suppressed (lowest overall scale scores)?

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Which risk factors are the most elevated (highest overall scale scores)?

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Which problem behaviors have the highest overall prevalence rates? How do these compare with data from the *Monitoring the Future* study (where available)?

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Questions about the survey results:

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Follow-up actions:

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## Sharing the results

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- Involve school district leaders in developing the message.
- Provide executive summary—report key strengths and challenges.
- Provide a context for using the survey results in the *Communities That Care* planning process.



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