ECHO IDAHO

K12 Youth Well-being & Upstream Prevention

The Case for Robust Data Collection

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None of the planners or presenters for this educational activity have relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

University of Idaho
School of Health and Medical Professions

Project ECHO

Learning Objectives

- Articulate important factors in data collection, survey design, and focus group design.
- Apply data collection to data driven decision making for schools.
- Consider how robust data collection could support, guide, and monitor your goals for youth well-being and your school community.

University of Idaho
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Project ECHO

We all need to speak up for the importance of data collection focused on youth.

- In 2021, Idaho decided to no longer participate in the Youth Risk Behavior Survey, making it so the only data on youth are about outcomes; such as Mental Health and Emergency Department visits and deaths by suicide. This is unacceptable on a lot of levels.

- There are many fears and concerns about surveying youth, but not knowing is much more dangerous.

What makes data “robust”?

High Response Rate (60%+):

- representing minority and “invisible” groups/experiences
- Statistical Power & Population Health "This isn't just a trend among a few vocal parents; this is a systemic reality for our school."
- When response rates are low (e.g., 20–30%), those who do respond are often the "outliers"—those who are extremely happy or extremely frustrated.

Validity/Measurement:

- survey questions need to be carefully and scientifically designed “garbage in, garbage out”

Longitudinal:

- Consistency over time. Measure the same thing, the same way, every quarter. This allows us to see if a trend is a "blip" or a systemic shift.

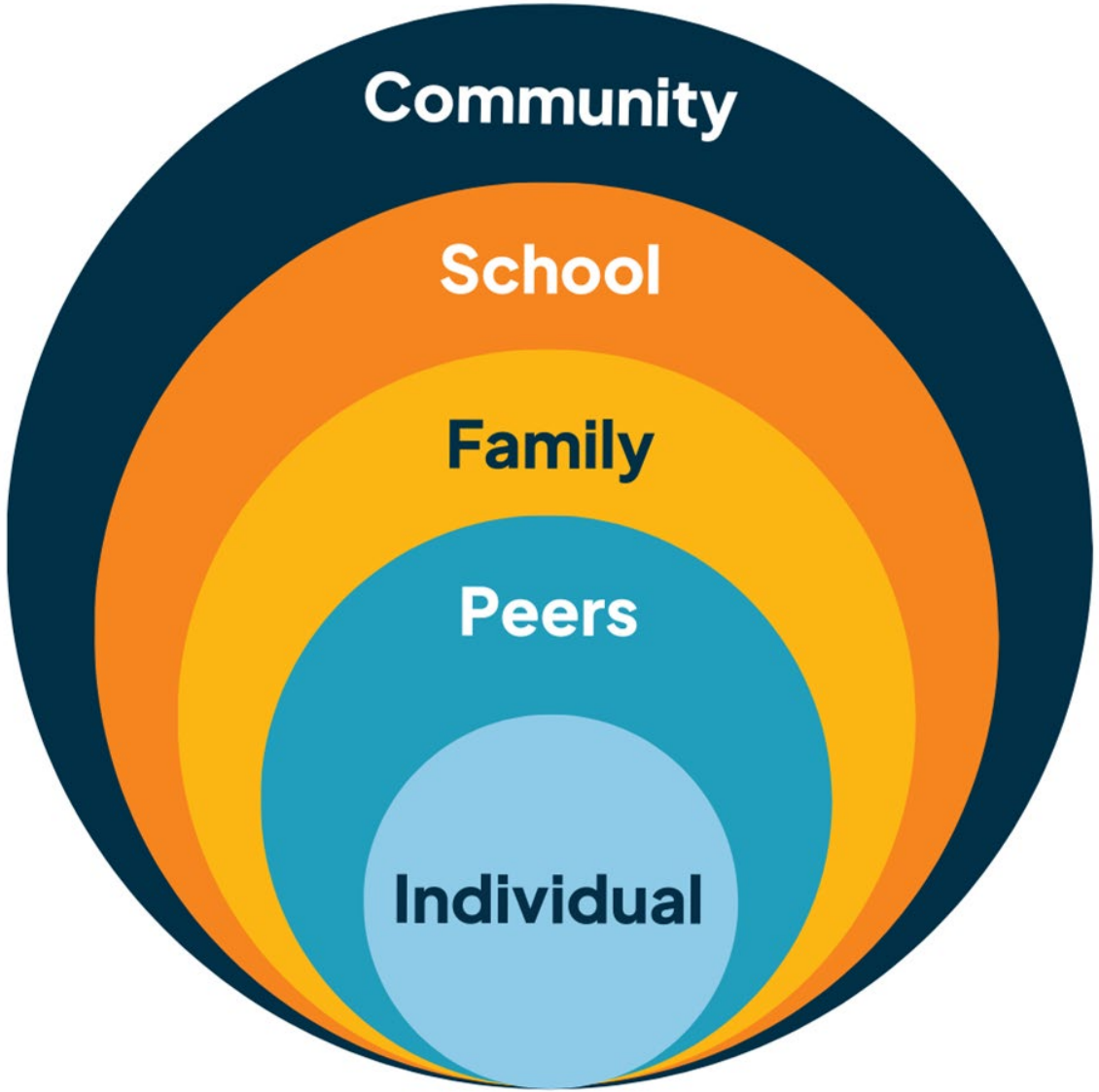
Multi - Dimensional:

- Moving beyond just grades to include "Whole Child" metrics (Social-Emotional, Attendance, Belonging).

Why robust data collection …

- **From Anecdotes to Evidence:** When we ask for more school counselors, "I think our kids are stressed" is an anecdote. "35% of our sophomores report high anxiety tied to social isolation" is a mandate.
- **Capture the Full Picture:** Robust data doesn't just track the "bad things" (Risk Factors); it measures the "good things" (Protective Factors) that keep students resilient. We cannot advocate for funding for a "Belonging Initiative" if we only have data on "Suspension Rates."
- **Predictive Power:** Measuring risk & protective factors in real time allows us to advocate for primary prevention (stopping the problem before it starts) rather than just crisis response (cleaning up after the problem happens).
- **Grants & Funding:** Federal and state grants require validated, robust data to prove "Demonstrated Need." Let's get that money for our kids & communities!
- **Strategic Alignment:** Data allows us to show the school board how youth well-being outcomes are directly tied to academic success. If they want better test scores, they must fund/support the well-being factors that make learning possible.

Improving the Root Causes



An Upstream Prevention approach aims to collectively build strategies that focus on changing the conditions for youth across multiple domains.

Why are surveys important in *Upstream Prevention?*

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Evidence Based Decision Making

The Idaho Youth Well-being Survey

Health Perceptions, Behaviors, & Outcomes

- Substance Use
- Chronic Absences
- Mental Health
- Physical Health
- Help seeking
- Nutrition

Risk & Protective Factors Across Key Domains

- **Community/Leisure Time**
  - Safety, Connection, Activities, social media use
- **School**
  - Safety, support, relationships, relevance
- **Family**
  - Safety, support, quality time, monitoring
- **Peers**
  - Safety, support, norms, bullying
- **Individual**
  - Resilience, Mattering, sense of purpose

Data Summary Report

Figure 12. Sleep.

"On an average school night, about how many hours of sleep do you get?"

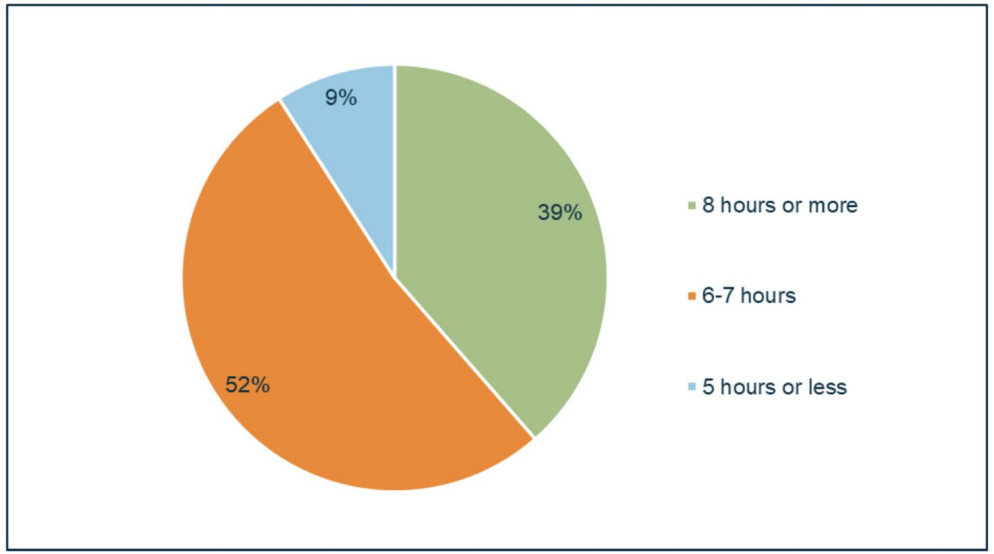
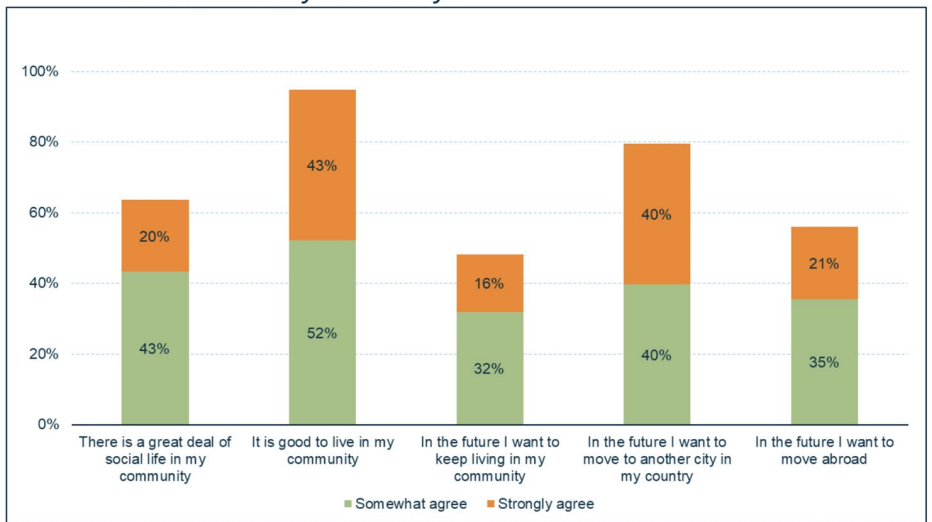


Figure 21. Community Connectedness.

"When it comes to my community..."



Diagnostic Model Outcomes

Key Significant Risk and Protective Factors for Depression

We ran a diagnostic model to determine significant associations between known risk and protective factors and the students' reported PHQ9 Depression score. The following factors are presented in order of impact on depression for students attending [YOUR SCHOOL] this school year.

- **Stress:** The higher stress teens reported, the **higher depression** score. This was far and away the strongest association in the model.
- **School Connectedness:** Higher school connectedness was associated with a **lower depression** score.
- **Physical Health:** The less physically well reported **higher depression**.
- **Academic Pressure:** Higher academic pressure was associated with a **higher depression** score.
- **Self Awareness:** Higher self awareness was associated with a **lower depression** score.
- **Social Isolation:** Higher social isolation teens reported, the **higher the depression** score.

Outcome Data in "Community B" Students: Population Level

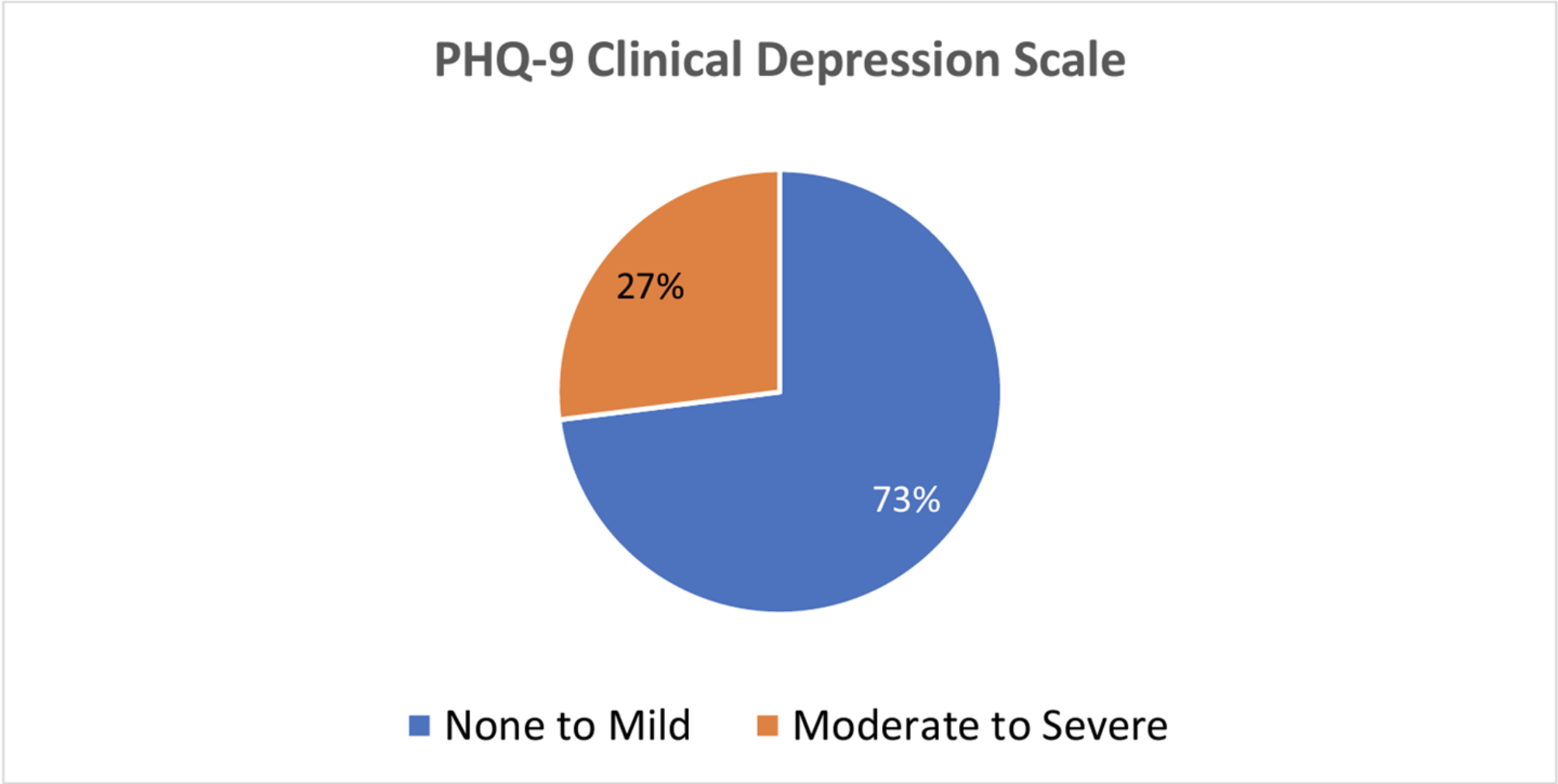
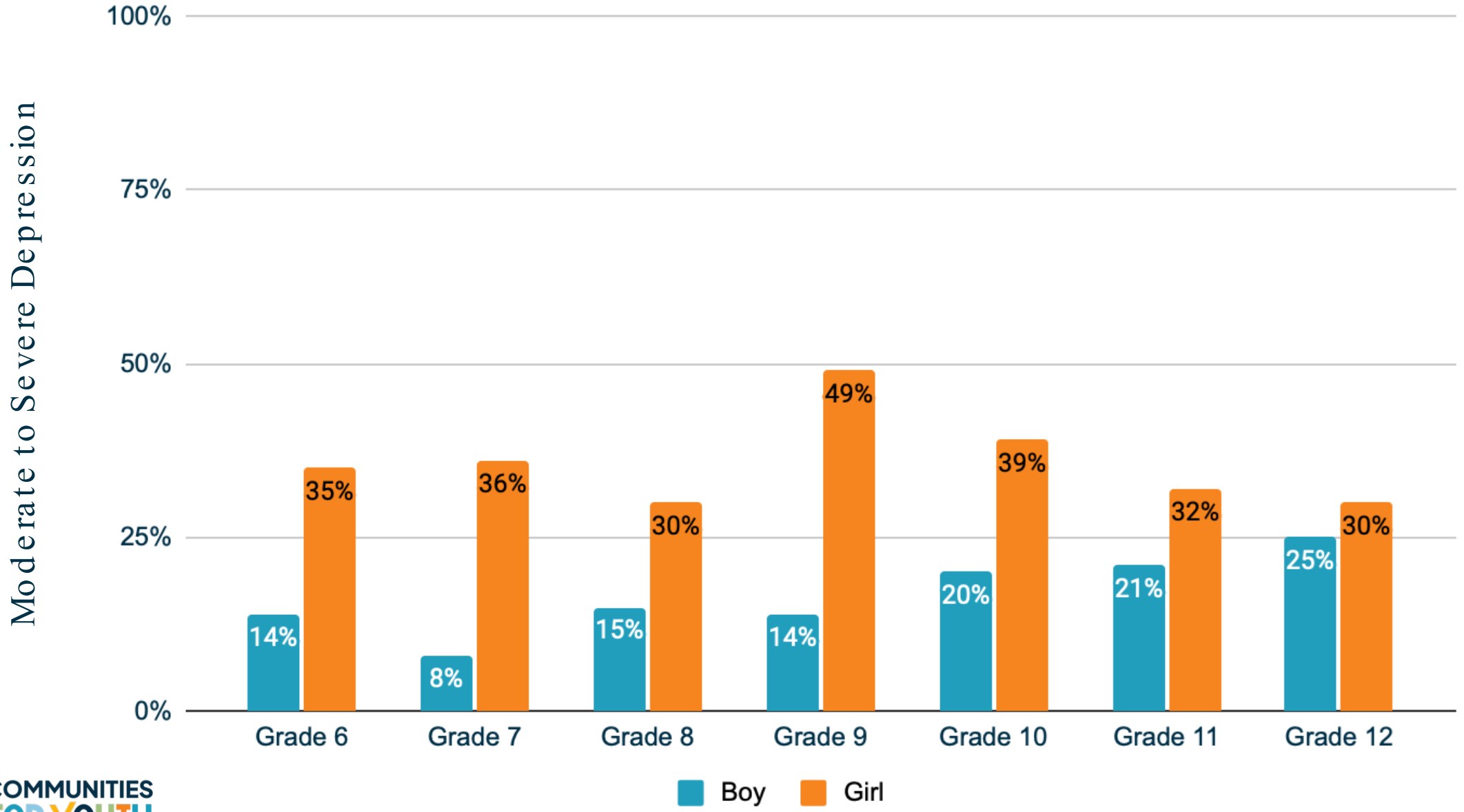


Figure 2. PHQ-9 Clinical Depression. Over the last 2 weeks, 27% of students reported experiencing depressive symptoms in the range of moderate to severe.

Diving Deeper into the Outcome "Community B" Students



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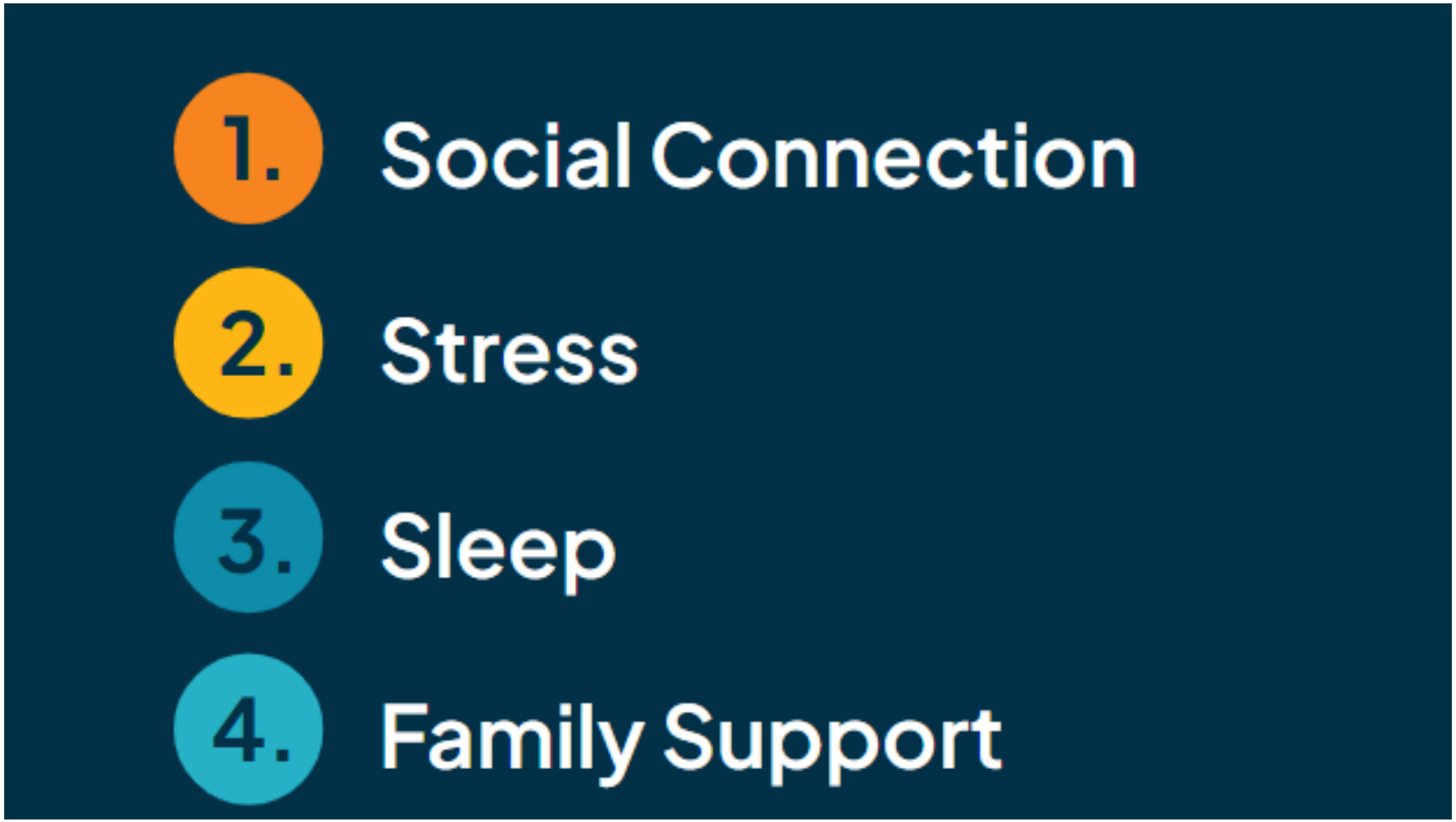
Risk and Protective Factors for "Community B" Students



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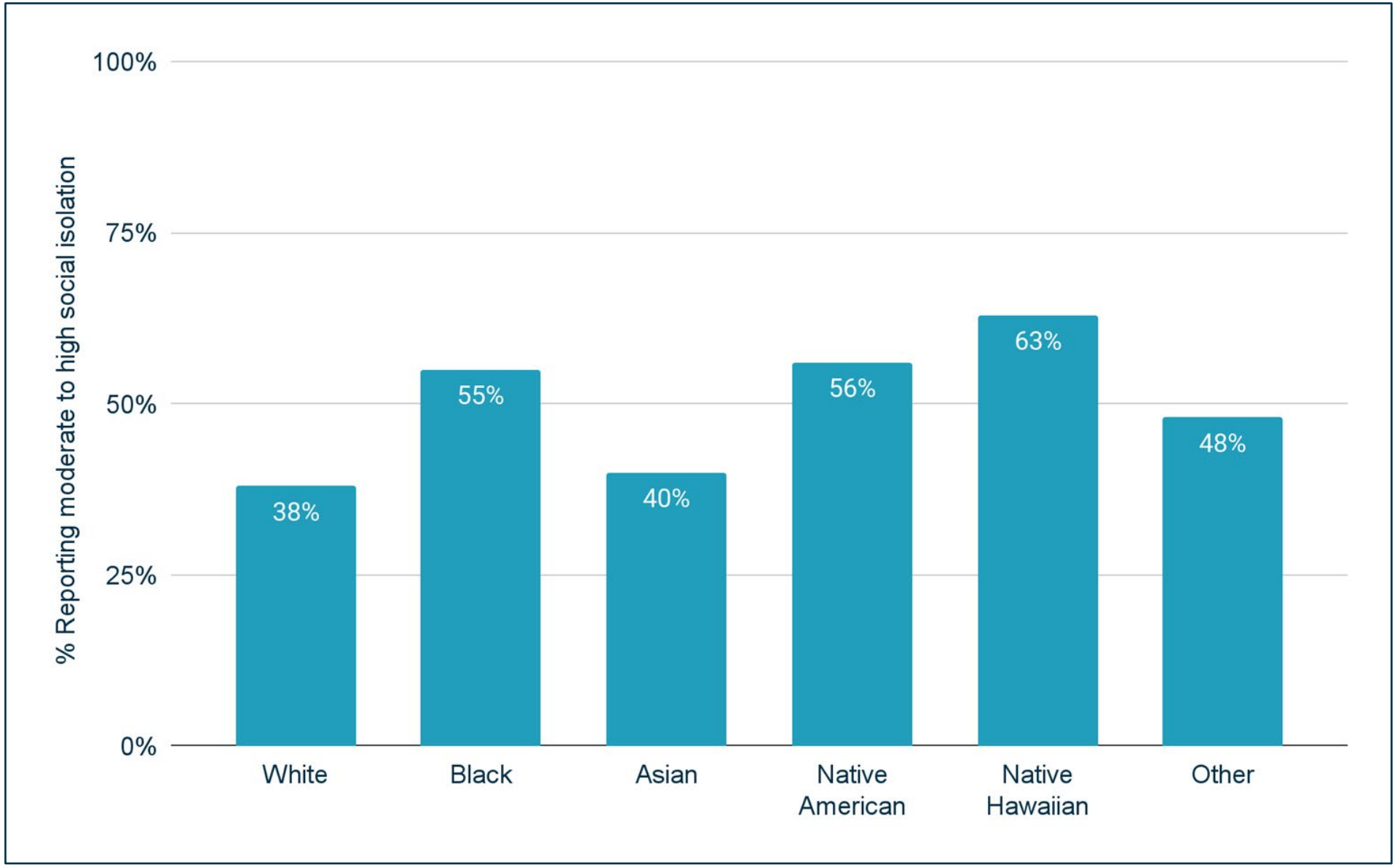
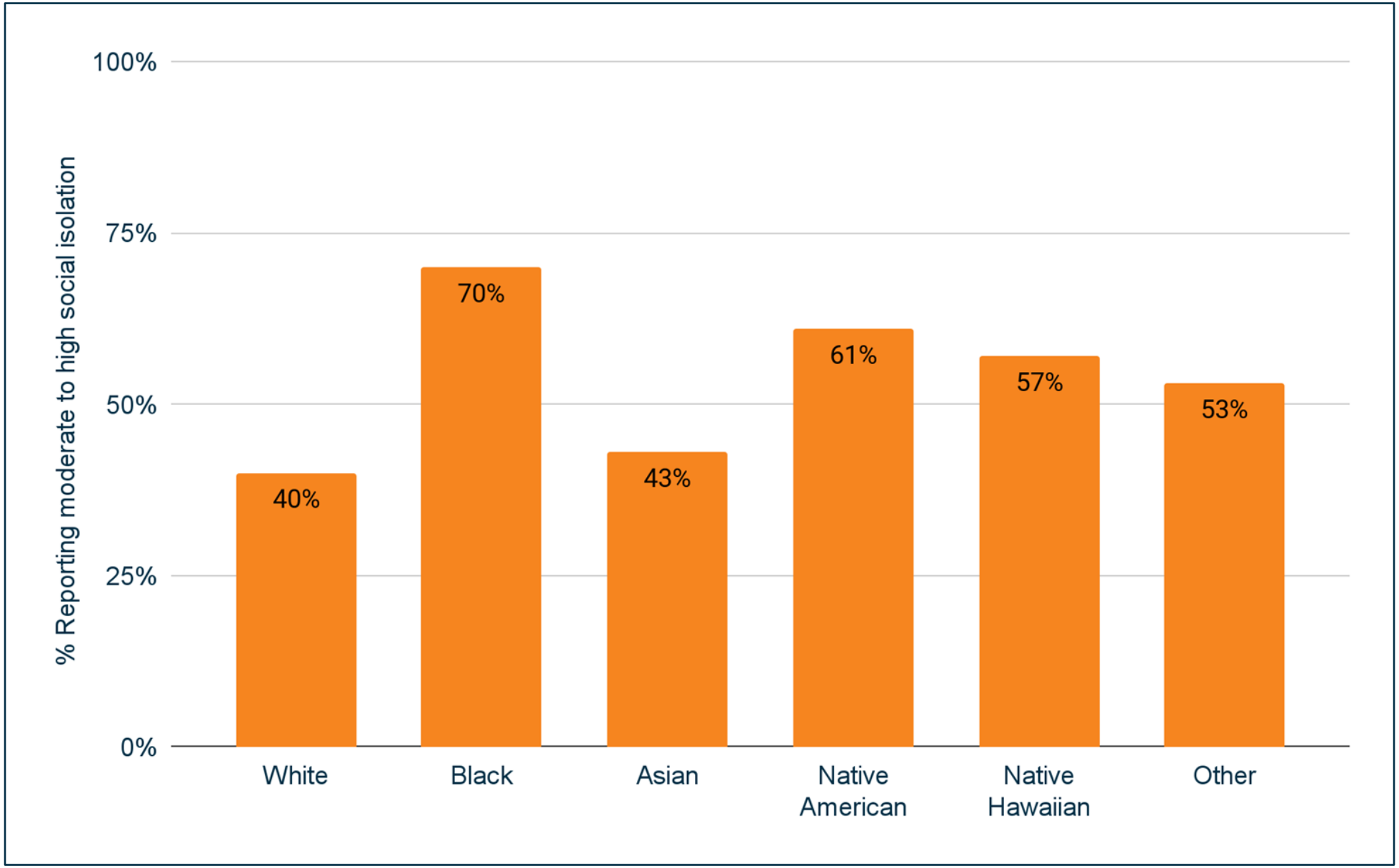
Social Isolation in “Community B” Students by Race



Social Isolation in “Community B”GIRLS by Race



Going Beyond the Stats: Focus Groups

- **Humanizing Data**
  - Understanding why, or more context specific to your school
  - Provide contextualized stories to provide meaning and relevance to data points
- **Uncover "hidden" or unknown variables**
  - Adults often think we know what's going on with youth, but only youth experience it through their perspective
- **"Pre - Testing" Intervention Ideas**
  - Before spending a bunch of money on an idea, ask students the ways they feel this would work best or whether or not it would meet their needs
  - **Slide 6: Triangulation: The "Full Picture"**
- **"Triangulation"** Robust data collection doesn't rely on a
- single source.
  - Surveys
  - Focus Groups & Listening Sessions
    - Teachers/Staff
    - Parents/Community Members
    - Students

Async Assignment #4 – Due 01/23/26

- As a school or district team, submit one case using the School Case Form linked here .
  - The case must be based on a real challenge in your school or district.
  - Work as a team and submit one time only.
  - After submitting, confirm your submission on the next page to receive credit.
- Your case will briefly address:
  - The core challenge area(s) (e.g., student belonging, staff well -being, community engagement, mental/behavioral health, etc.)
  - A short description of the issue
  - Any data informing the issue (Idaho Youth Well -Being Survey if available)
  - Steps taken so far
- Some teams may be invited to present their case to the full K12 UP audience.

Key Points

- Robust (well designed & collected) Data is necessary to *understand and effectively respond* to real time experiences young Idahoans.

- We should *avoid* data that:
  - Only represents a small portion of the population
  - Uses made up questions/measurement
  - Only focuses on outcomes

- Partnering with organizations like C4Y (researchers, analysts, public health professionals) can make data collection and use a much lighter lift.