

ECHO IDAHO

K12 Youth Well-being & Upstream
Prevention

Data Driven Decision Making: Intervention and Partner Selection

03/13/26

Norm Stewart, Marsing Schools Superintendent

Anne Abbott, Assistant Professor Boise State School of Public
and Population Health/Communities for Youth

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.



Learning Objectives

- Describe why schools should use data to select well-being interventions and partners
- Identify several strategies for finding and selecting community-based and other types of partnerships that benefit school, student, and family well-being

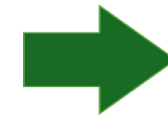
Session Agenda

- Data Collection Process (Anne)
- Worked Example from The Marsing Project (Norm)
- Case Study (Friends & Colleagues)
- Questions and comments (All)



Why Use Data to Select Interventions and Partners?

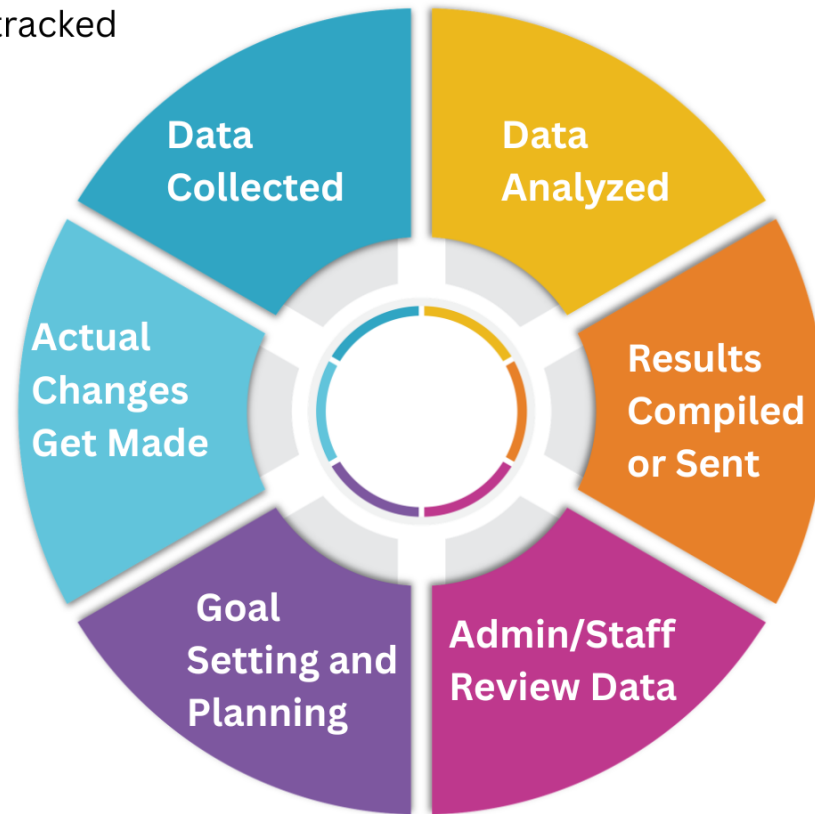
- Your data is your map for achieving better student well-being
 - Shows areas of strength and opportunities for improvement
 - Helps assess “how big” problems are in relation to one another
 - Helps to see how risk/protective factors relate to one another and to outcomes
 - Also helps you track progress over time





What We Want

+Goals and progress tracked



+Engaging broad set of partners

+Data deep dives

+ Data shared w/ students, parents, and community

+Use of evidence and best practices

Making Decisions About Goals and Focus Areas

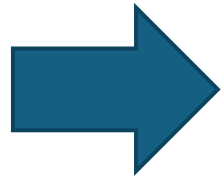
- What are you trying to change?
 - Where will you place your focus and resources?
- Goes back to your data AND what stakeholders and partners make of it



Note About Data Quality

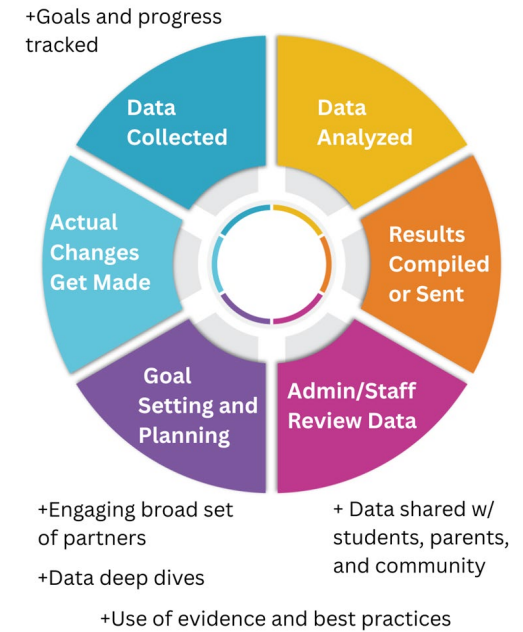
Common Data Quality Indicators

- Does whatever data you have reflect a large proportion (~50%) of your student/other population?
- Are questions validated (used by other surveys, tested with adolescents)?

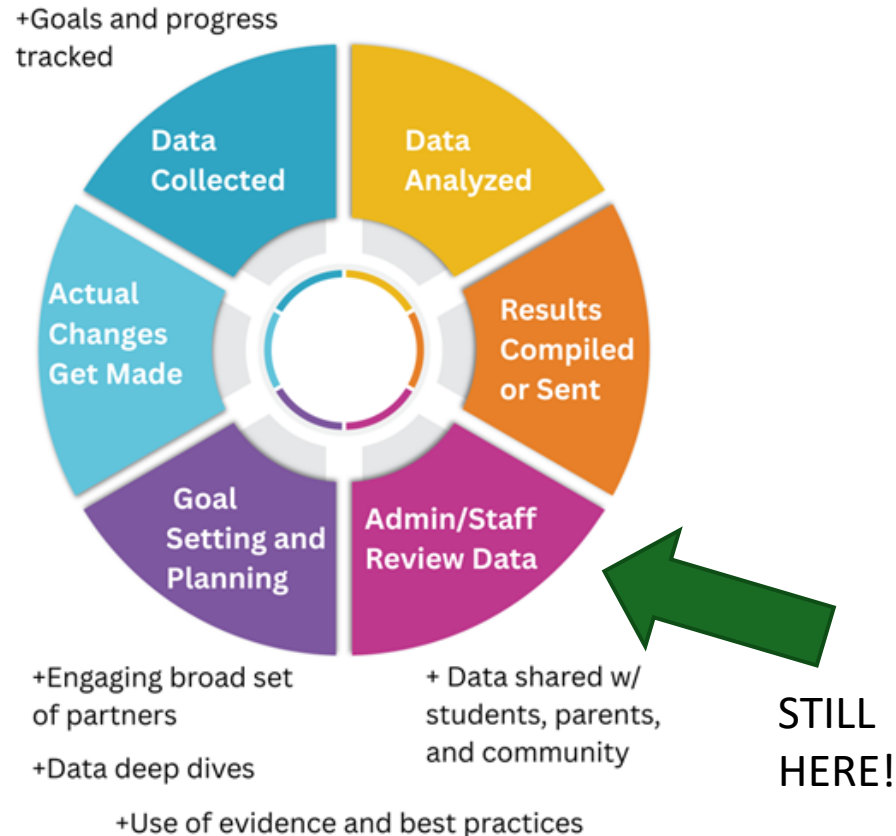


If no:

- What other data sources do you have?
- How does existing data overlap with staff/admin experiences in school/with students?
- What is timeline for collecting new data?



If You're Confident in Your Data...



- Review those survey results
 - Usually, descriptive stats
- Descriptive statistics
 - Frequencies (counts)
 - Proportions (%)
 - Things like mean (avg), median
 - Breakdowns of key variables (areas) using other variables (e.g., gender, grade, age) (also called cross-tabs)

Review & Share Survey Results



- What are school admin/staff members BIG takeaways from data/results?
 - How do different groups (e.g., middle vs high school teachers, admin vs. staff) see the data differently?
- What additional analyses might you need?
 - Cross-tabs
 - Regression analysis

IMPORTANT: Engaging People in the Data

+Goals and progress tracked



+Engaging broad set of partners

+Data deep dives

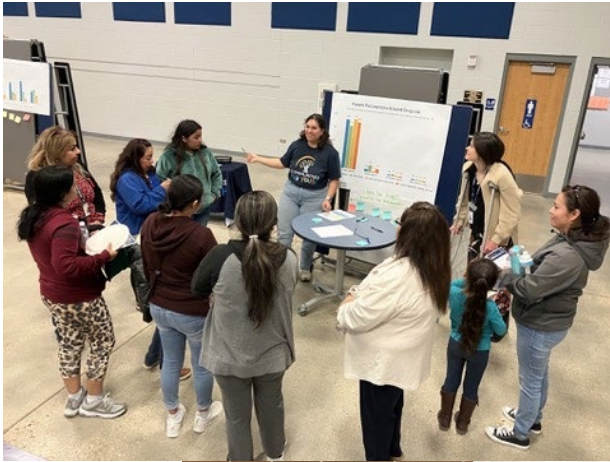
+Use of evidence and best practices

+ Data shared w/ students, parents, and community



Example Questions to Engage

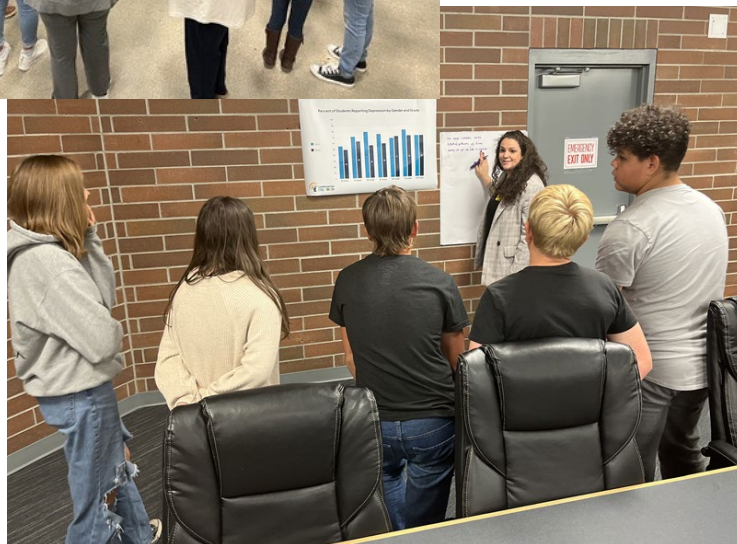
Community Data Walk in Marsing



What might be some the reasons we see this in this community?

What are your experiences with this as a parent/community member/student?

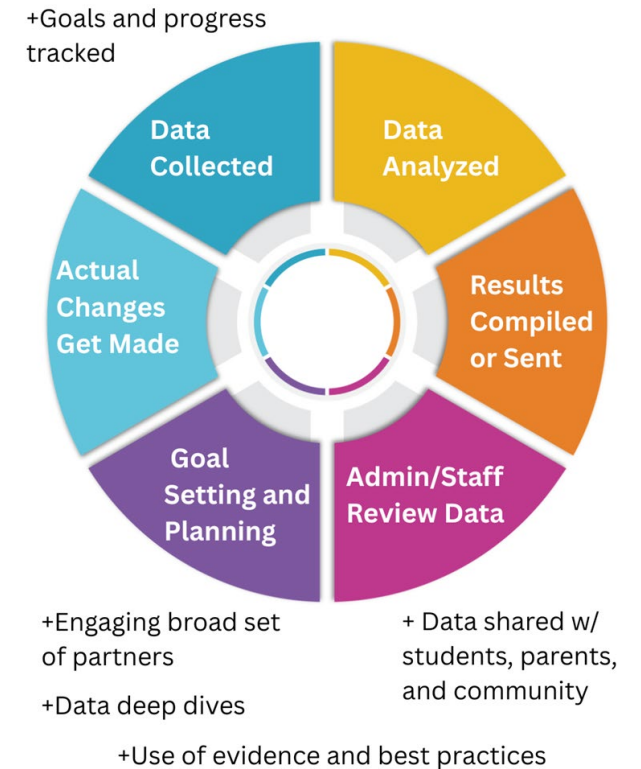
Marsing Student Data Walk



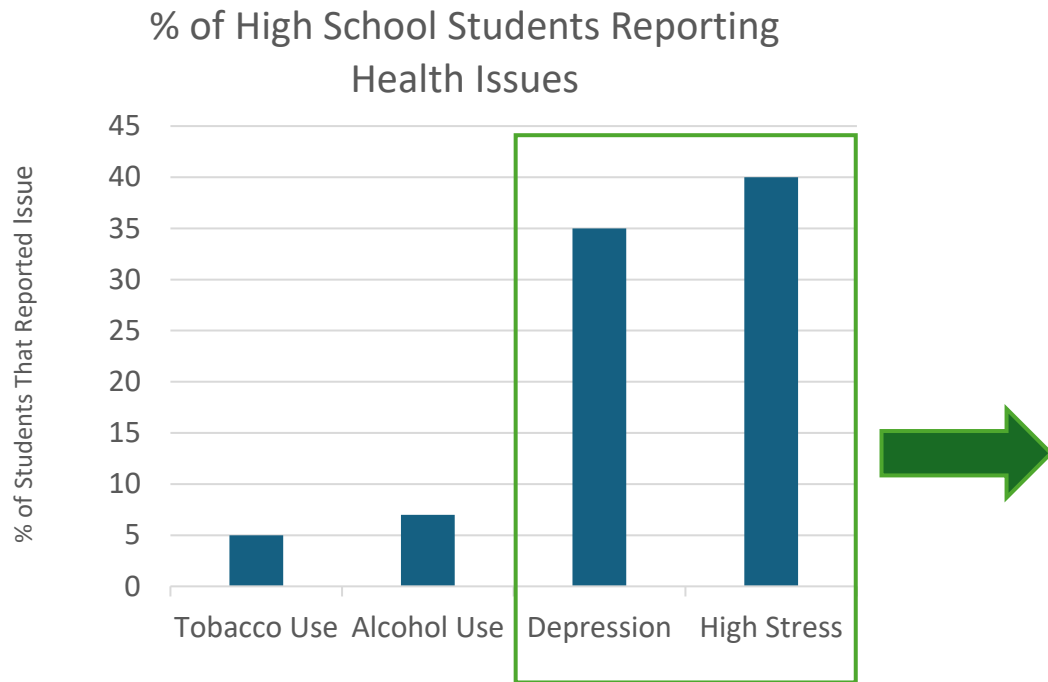
What are some of the reasons the data might break down like this?

Making Decisions About Goals and Focus Areas

- Once you've shared data and gotten feedback, you'll need to decide what to do about it.
- No right or wrong answers, but things to consider:
 - Where will you be most impactful?
 - Where/what changes are most feasible?
 - What resources (\$, time, existing knowledge) can you dedicate to improvement efforts?



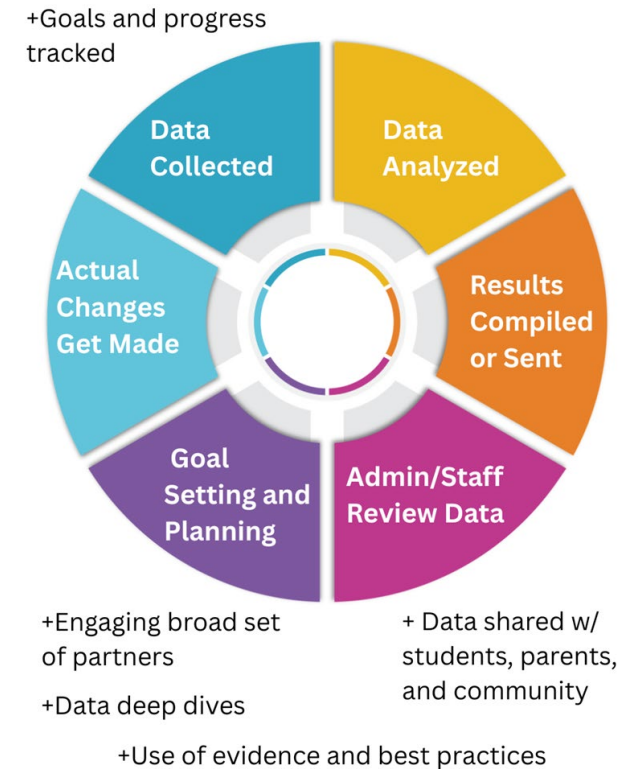
Remember...



**Needs time,
attention, and
resources
dedicated to
addressing!**

Making Decisions About Goals and Focus Areas

- Once you've identified goals (what you're trying to do)--identify **the HOW**
- Two BIG recommendations:
 - Use existing evidence on “what works” in terms of interventions and curricula
 - Leverage partnerships and collaboration



Example From The Marsing Project



School Nurse to Student Well-being Survey Data

Youth Well-being Survey (2022) Results Showed:

- 66% moderate-to-severe depression in Marsing middle/high school students
- Social isolation/teens felt lacking connection to:
 - Kind and respecting peers at school
 - Family
 - Trusted adults/community
- Data also showed lacking physical activity/connection b/t PA and depression

Why Marsing Needed a School Nurse



Before 2022

- No school nurse
- Office staff handled injuries

Nursing Pilot Project

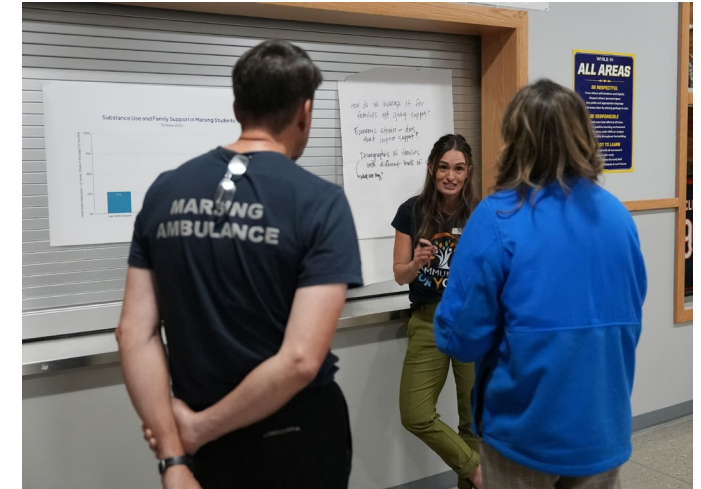
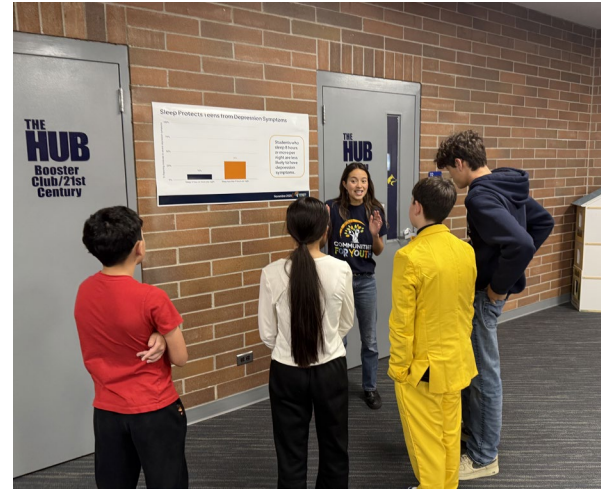
- Provided primary care services
- Discovered a significant mental health need



Mental health challenges were unexpectedly high.

What Happened Next?

- Data shared with admin, teachers/school staff
- Data shared with whole community via “Data Walks”
- School & community (including partners!) voted on goals, coalition of partners developed and implemented strategies within each goal area



Youth Well-being Goals

1. Increase community awareness and understanding of recent teens' substance use and mental health and the Upstream Prevention approach
2. Increase connectedness and reduce stress for Marsing kids
3. Increase opportunities for physical activity to promote social connections
4. Provide support and connection for Marsing families, especially those in most need

Local Strategies



Strategy:
Host supportive whole family friend events



Attendance:
February: 101+,
March: 190+,
May: 174+



Strategy: Increase access to social and safe structured activities that address identified risk and protective factors



Activity:
Free summer camp activities for youth throughout the summer

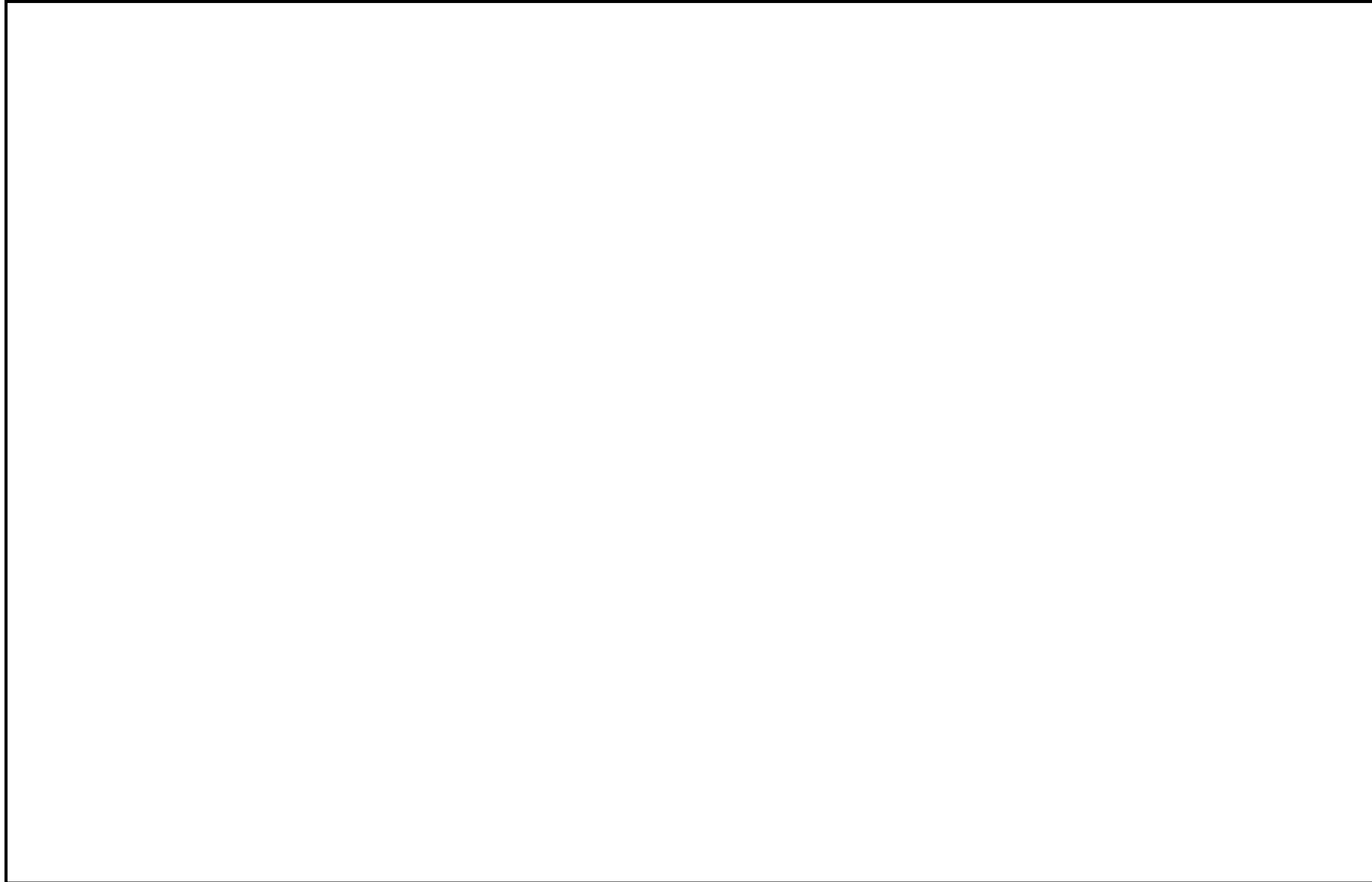


Strategy: Develop a communication plan for data points to highlight throughout the year



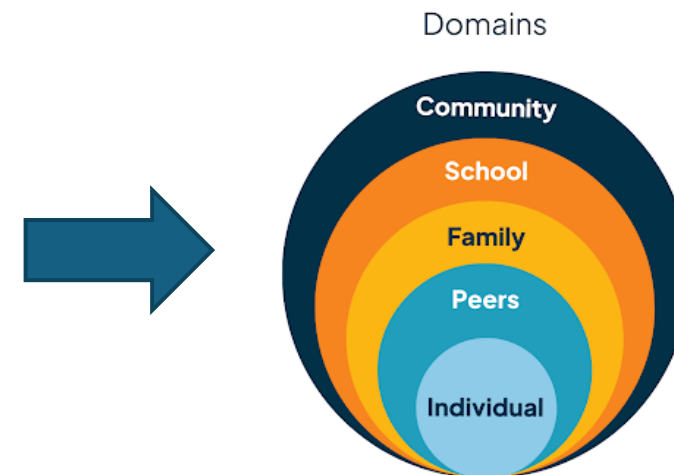
Activity:
Prevention coalition developed communication plan to share messages throughout the upcoming school year

Previous Resource Mapping Helped Bring In Partners



And We Have Kept At It!

- Annual Youth Well-being Survey
- Advisory Committee is up to 33 members
- **Current Goals**
 - Increase Self-Confidence & Social Connection
 - Increase opportunities for physical activity to promote social connection
 - Decrease Access to Substances
- **Strategies Address:**
 - Multiple domains/levels of social ecological model
 - Continuing need for community education on data collection and what is being done



Partnerships

Idaho Coalition for Community Schools - Member

United Way of Treasure Valley

Blue Cross of Idaho Foundation for Health

The Idaho Foodbank - Food Pantry

El Ada - Food Pantry

Idaho AEYC (Association for the Education of Young Children)

Insight Counseling - Mental Health Services

Southwest District Health - Primary Care School Nurse Services

Communities 4 Youth (C4Y)

WICAP (Western Idaho Community Action Partnership) - Head Start

Idaho Department of Education - 21st Century Community Learning Center (CCLC)

Owyhee County Sheriff's Department

COSSA - Canyon-Owyhee School Service Agency (Preschool Special Education)

City of Marsing - Giving Tree/Holiday Christmas Baskets

Owyhee County Health Coalition

The Church of Jesus Christ of Latter-day Saints and JustServe

City of Good - Summer Produce Deliveries - Food Pantry

Partnerships

U of I Extension Office

St. Vincent's de Paul

Marsing Housing Authority

Marsing Beautification Project

Marsing Lions Club

Operation Warm

St. Luke's Nampa

Idaho STEM Action Center

Area 3 Senior Services Agency

Southeast Idaho Area Agency on Aging

Homedale Farmer's Market

Chamber of Commerce

Hope House

Obendorf Farms

School Mental Health State Leader Collaborative

Idaho Lives Project

Marsing Booster Club

SILO - Southwest Idaho Legacy Organization

Delta Dental

Rural Community Assistance Corporation

BSU - Work U Program

Idaho Fish and Game

Idaho Power

Eat Smart Idaho

GoGo Squeez

The Reuseum

Briggs Farms

Idaho Office of Drug Policy

Cherry Hill Farms

Funding Through Partnerships & Grants

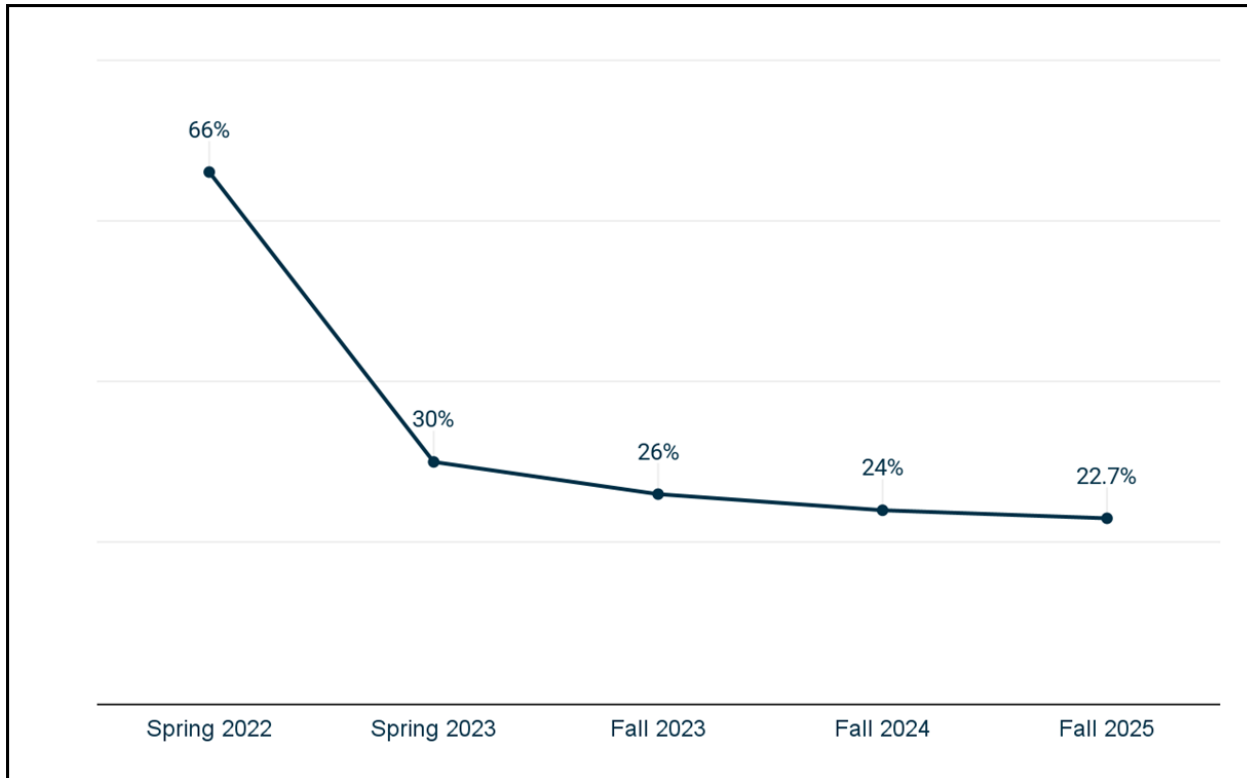
21st CCLC- \$200,000/yr. \$10,000 Supplemental for KP Mentor Position for ID
21st CCLC- Husky Pups Preschool Grant, \$50,000 plus \$5,400 subgrant
Idaho School Readiness Project (ISRP) 3 Year Grant- \$50,000 year for 3 years
Church of Jesus Christ of Latter-day Saints - Food donations since 2021 - \$149,476
Idaho Food Bank - Food donations since 2019 - \$1,163,818
ION School Year Enrichment (SYE)- \$65,000
ION Summer Innovation- \$24,000
SILO- \$1,200
ID Community Foundation- \$5,000
Select Health- \$5,000
Whittenberger Foundation- \$5,000
CHIF (St Luke's)- \$16,000 since 2023
C4Y/SWDH grant- \$150,000 (\$30,000 year for 5 years)
Blue Cross of ID Foundation for Health (BCIFH)- \$30,000 requested. \$60,000 awarded.
Idaho Coalition for Comm Schools- Full Service Community Schools Grant (FSCS)- \$210,000 year
(5 Year Grant)
Idaho Coalition for Comm Schools- OST Grant Funding \$70,000, \$35,000 to each community school
25-26
Office of Drug Policy (Prevention for Success) Grant- Up to \$59,000/year
Idaho Food Bank Grant- \$4000 for school pantry food
IDE- SRO Safety Grant- \$150,000 (\$75,000 year for 2 years)
Specialized Cycling: Outride Program- \$18,750 (25 Specialized Mtn. Bikes/Helmets/Training)

HUB Expenses:
Est \$10,000-\$15,000

**Incoming
Good/Services/Grants:**
\$6,301,053
(Feb 2026)

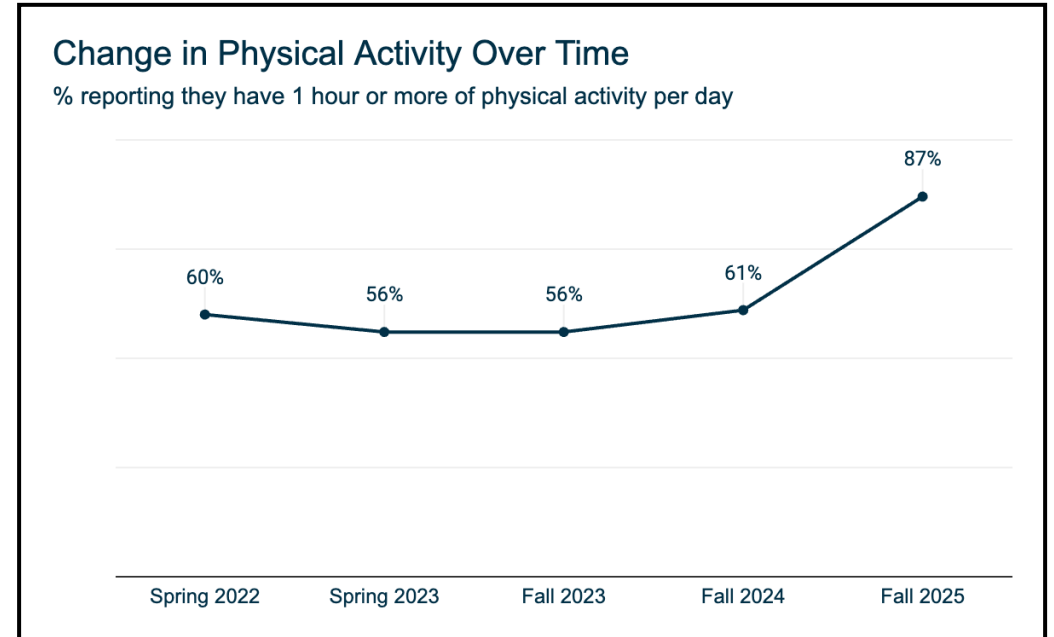
We See an Impact!

Change in Depression Over Time (6th - 12th Grade)



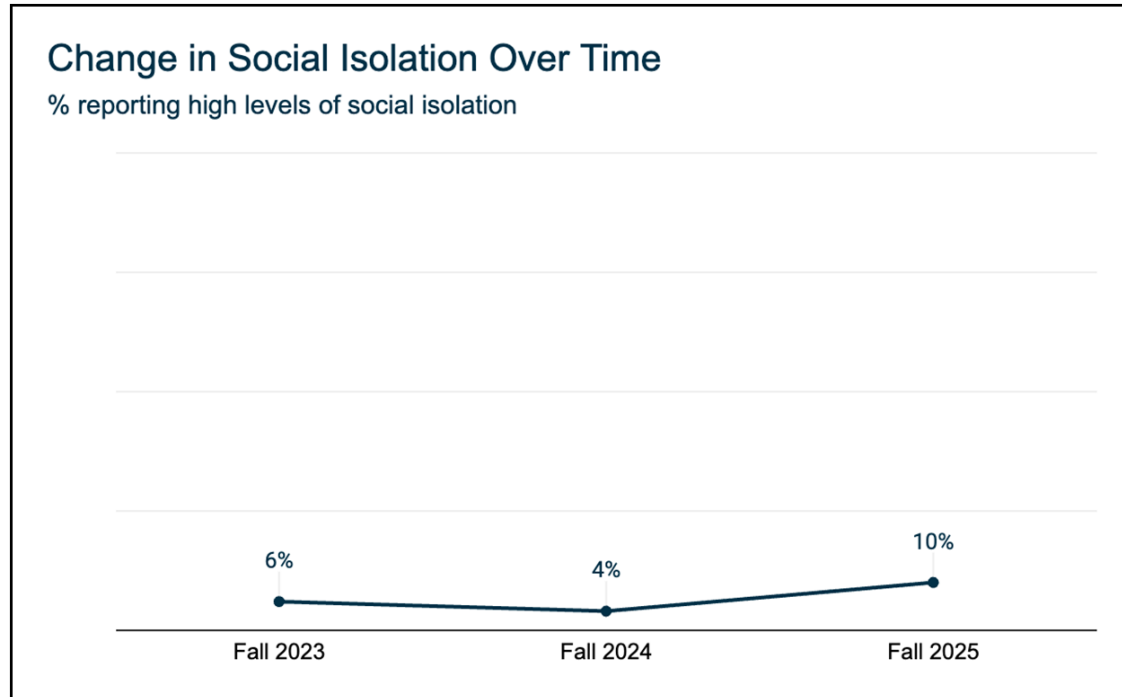
Change in Physical Activity Over Time

% reporting they have 1 hour or more of physical activity per day



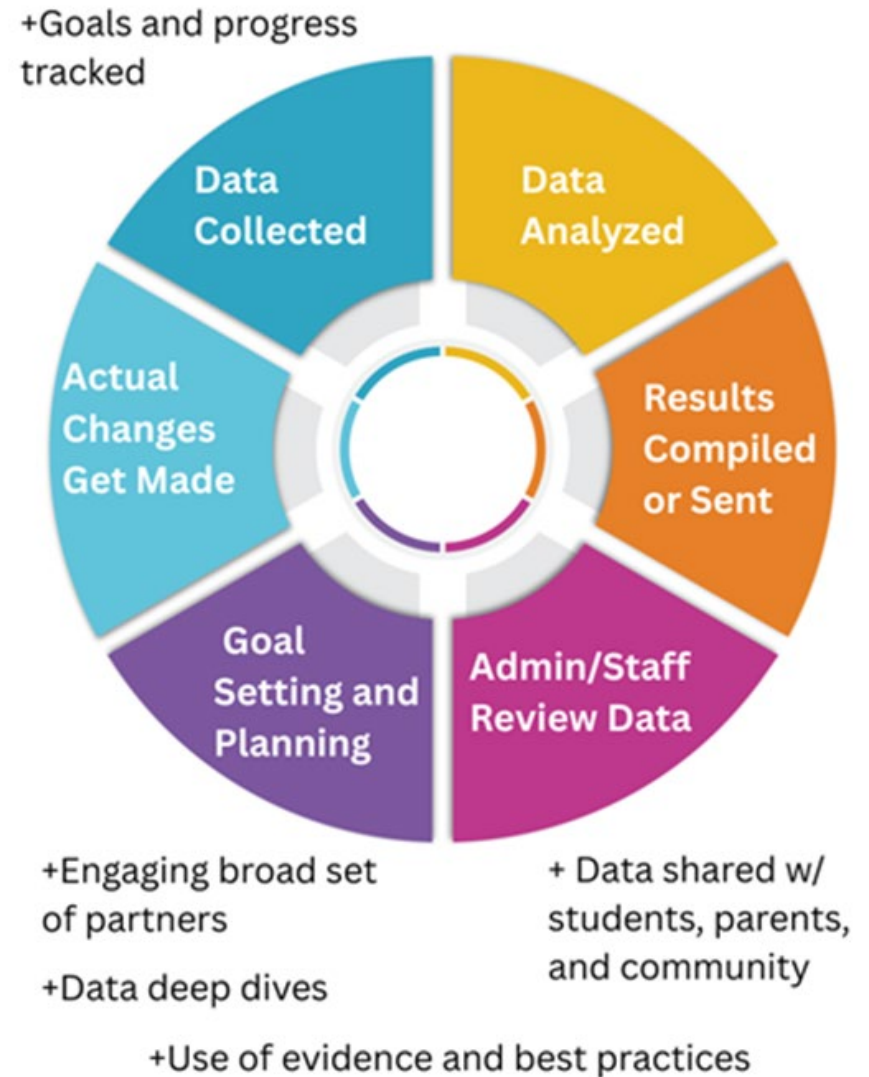
Doesn't Mean We Have Everything Solved

- What kids are facing can change
- Tracking data over time helps us assess where we need to adapt or strategies or help students in new ways



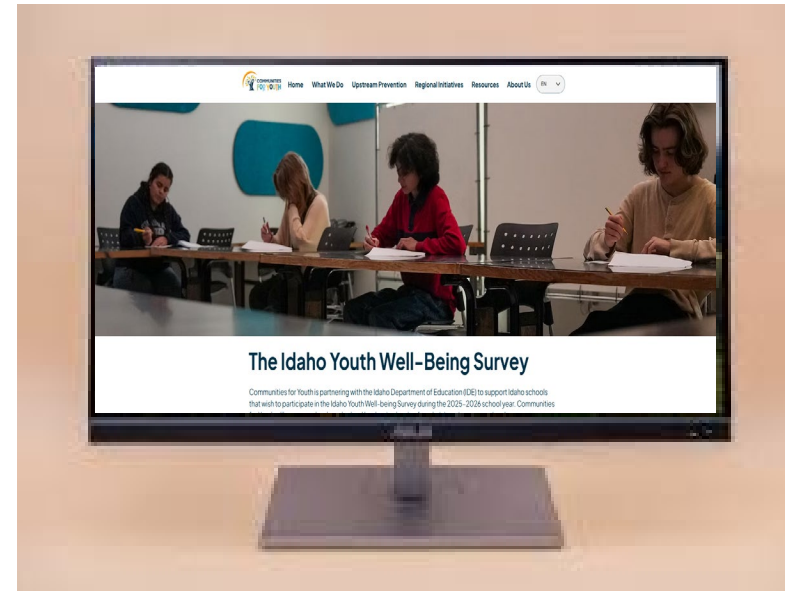
Key Takeaways

- Improving student outcomes means we need to:
 - Think critically about data
 - Share data
 - Use data for planning, goal setting, and tracking progress over time.
- All this is better when we can don't have to recreate the wheel or do things alone.

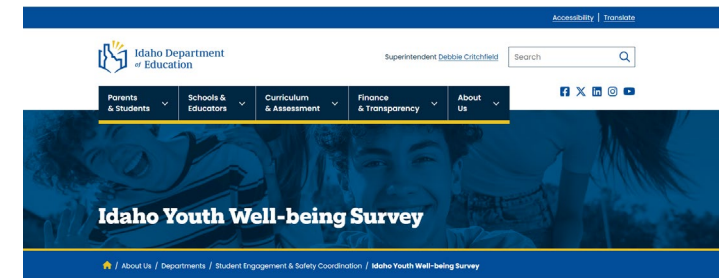


Data Resources

- Idaho Youth Well-being Survey
 - Avail. for middle and high school students
 - Communities for Youth/Idaho Department of Education partnership
- Support for:
 - Parent opt-in/consent process
 - Getting students engaged
 - Using data
- Help for schools wanting to participate for School Year 26-27 is available now
 - kwatkins@sde.idaho.gov



<https://www.communitiesforyouth.org/surveyinfo>



<https://www.sde.idaho.gov/about-us/departments/student-engagement-safety-coordination/idaho-youth-well-being-survey/>

Resources for Finding Student and Family Well-being Interventions

- [CDC Community Guide](#)
- [What Works Clearinghouse](#)
- [Attendance Works](#)
- [Best Evidence Encyclopedia](#)
- [Blueprints for Healthy Youth Development](#)
- [California Evidence-based Clearinghouse for Child Welfare](#)
 - Also: Title IV-E Prevention Services Clearinghouse

Good Resource For Thinking About Partnerships

Community Schools Resource Mapping Activity

- Map out diff populations and identify existing community service providers for each (e.g., early ed, high school, whole families)
- Do providers help academically, socially, with health/well-being?
- Get specific, not just does something exist, but how do students/ community members access services or learn about them?
 - What are partnership opps with locating services in or near school?
- Identify areas of strength (assets) as well as gaps (needs)



Cohort Assignment (Part 1)

- List out what data/information you have that helps you/your school or district understand:
 - Ages 5–12 (Elementary Age)
 - JH/Middle School
 - High School
 - Parents/families in your community

Note: Data older than 5 years isn't always helpful

- If there is no data avail. right now, what things have admin/teachers/parents/kids been bringing up?

Cohort Assignment (Part 2)

- Identify 3-4 orgs/agencies providing services in your community or regionally that might help you address challenge areas in your data