2015
Community Needs Assessment

ican®
Positive Programs for Youth
ICAN - Community Needs Assessment 2015

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Executive Summary

Every two years ICAN conducts a community needs assessment to ensure that high quality programs are offered to empower youth to be productive, self-confident and responsible members of the community. The results of this assessment identify the current conditions of the community and provide direction and focus to the planning process of all ICAN programs.

ICAN continues to serve a high percentage of families living in poverty, with an annual income of less than $15,000 for a family of four. More than a third of ICAN families are self-identified as “mother only”, no husband present. The target area is identified as the low to moderate income area of Chandler that falls under the 85225 zip code.

Four main areas were analyzed with the information gathered for this needs assessment: education, substance abuse, healthy lifestyles and community resources.

In the education area, this needs assessment shows that dropout rates continue to be high for the 85225 zip code. Additionally, the majority of schools where ICAN members attend show school report cards with low academic performance, and several of them report high numbers of suspensions during the last school year. Nevertheless, ICAN youth identified that being part of ICAN has helped them to improve their academic success and that they have become more interested in going to school, fostering more positive relationships with classmates and teachers.

The second area analyzed was the trends and norms related to underage substance abuse. The 85225 zip code area continues to be at great risk for alcohol, drugs and tobacco use and abuse among youth. Alcohol continues to be the substance most used by youth followed by marijuana and cigarettes. Results show that parties continue to be the main source of alcohol for youth in general, while parents or family members are the main access for alcohol for younger children.

Additionally, overall adults’ attitudes in the 85225 zip code are favorable to prevent underage drinking; however, assessment results still show a percentage of community members that agree with the idea of youth drinking at home as long as parents or other family members are present. In addition, youth living in this area have higher rates of being involved in anti-social behaviors, such as being drunk or high at school, getting arrested or selling illegal drugs.

Healthy Lifestyles was the third area analyzed through this assessment. Diabetes, poor eating habits, being overweight, lack of exercise, and not going to the doctor or dentist for preventative check ups/screenings were some of the most common problems identified for youth living in the target area. ICAN program evaluation results indicate that the great majority of youth members report improvement in their appreciation for ICAN’s health and wellness programs.

The last section covered in this assessment was community resources. This section covers information related to the risks and protective factors that youth living in the
85225 face in different areas or domains of their lives, including their family, community, school and their friends/peers. Information shows that half of the students living in this area report risk in all areas, which increase youth vulnerability to initiate, continue or escalate substance abuse, delinquency, school dropout and/or violence. The highest protection found was for opportunities for pro-social involvement at school and belief in the moral order.

Detailed information about the community needs in these four core areas are presented in this report. This community assessment provides enough evidence and current data to continue the development and planning of programs that meet the specific needs of the youth, families and community served.
Introduction

With the commitment to continue to offer equal access and free, high quality programs, evidence-based and research based prevention programming, ICAN conducts a community needs assessment every two years. These community analyses provide current data that drives the development of programming for each year, meeting the specific needs of the population served.

The service area is identified as the low to moderate income area of Chandler, which consists of a four square mile radius, primary between Ray Road south to Pecos and Alma School east to McQueen Road that falls under the 85225 zip code. This needs assessment identifies indications, information and data that target this community, as well as the 85225 zip code, the City of Chandler and the State of Arizona.

This report summarizes the information gathered that will drive the development of ICAN programs for the fiscal years 2015-2016.

Methods

This community needs assessment included external and internal sources utilizing multiple data collection tools, both qualitative and quantitative. Information requested and gathered was divided into four main areas: Education, Healthy Lifestyles, Substance Abuse, and Community Resources.

Quantitative data includes reports and records from Chandler Police Department related to juvenile crime and gang involvement statistics; Chandler Unified School District related to school suspensions, graduation rates and attendance and Chandler Regional Hospital related to health information and statistics on youth diabetes, obesity and nutrition related illnesses, as well as statistics on alcohol/drug related youth admissions to the Emergency Room. Quantitative data was obtained through the Arizona Youth Survey which identifies trends in youth substance use, risk and protective factors, and problematic behavior and school safety. Additionally quantitative data was collected through ICAN Internal evaluation and attendance reports, to identify trends on demographics of population served.

Qualitative data collection tools primarily included focus groups, key informant interviews and open-ended survey questions.

The meaningful partnerships that ICAN has with important stakeholders and community members were crucial to obtain diverse information to identify community needs and trends.

Each section of this report provides additional information on the specific approach, methodology and tools utilized to collect data on the different variables in this needs assessment.
Target Area Demographics

Figures 1-1 and 1-2 identify age and ethnicity breakdowns for ICAN participants. The age representation of ICAN members remained similar over the last few years. There is a consistent percentage of youth between ages 7-12 years old. The age group with the highest growth has been for the youngest members, from 8% in 2012, to 12% during last fiscal year.

**Figure 1-1. ICAN participant’s age breakdown during FY 2012-2013**

Since its inception, ICAN has served a diverse group of youth and families, with the majority of active members self-identified as Hispanic or Latino. There has not been a significant change in race/ethnicity over the years.

ICAN provides free services to Chandler residents whom otherwise would not be able to pay for quality after-school and community programs. Figure 1-3 illustrates the income breakdown within the target community. Of the families served by ICAN, 61% live in extreme poverty with an annual income for less than $15,000 for a family of 4 or more members.

Additionally, 36% of families living in the 85225 zip code have children under 18 years old. From that percentage, only 9.5% have a female householder, no husband present. In contrast, more than one third of ICAN families are self-identified as “mother only” in the application process (figure 1-4).
The American Community Survey for 2008-2012 estimated that 12.8% of households living in the 85225 zip code reported receiving Food Stamp/SNAP benefits in the past 12 months, as compared with 40% of ICAN registered families reporting they receive that type of assistance.

Figure 1-4. Households type comparison for FY 2013-2014

Source: ICAN membership registration system – Trax Solutions FY 2013-2014 and U.S. Census Bureau, 2008-2012, and American Community Survey 5-Year Estimates
Findings

The four main areas in which this community needs assessment focuses have been consistent on all of the previous assessments completed over the last 6 years. Each section includes information that is compared with previous existing data to identify trends and changes that will drive the development of ICAN programming.

Section 1: Education

The main purpose of this section is to identify the number/percentage of youth continuing to be in school until graduation, compared with youth being suspended, expelled or referred during the school year. This information will support program planning around school skills and retention, as well as credit recovery needs and homework assistance. Additionally, this section reviews educational expectations and achievements of the families in 85225 to support academic achievement.

Quantitative data was collected through the Chandler Unified School District reports, U.S. Census Bureau and the Arizona’s Instrument to Measure Standards (AIMS) results testing during the 2012-2013 school year.

A. Educational Attainment

U.S. Census Bureau Estimates

Approximately half of the population in Chandler has a Bachelor’s or Graduate degree. When this data is compared to residents of the 85225 target area, education standards decrease drastically.

The dropout rate for residents between 18 and 25 years old in the 85225 zip code is 22% which was higher than the City of Chandler dropout rate. Similar rates were identified for residents 25 years and older, with 17% of the population in 85225 zip code not having a high school diploma, compared with 8% of the overall population in Chandler. (Figures 2-1 and 2-2)

Additional data from the U.S Census Bureau reports that only 30% of females 18 to 24 years old living in the 85225 zip code are enrolled in college or graduate school, compared with 33% of males in the same area and age group, and 44% of females living in Chandler.

Related to that, 55.2% of youth 18 and 19 years old living in the target area are enrolled in school, that percentage drops to 34.9% for young adults between 20 to 24 years old. Both estimates are significantly lower than residents in Chandler, with 67.7% and 42.7% respectively.
**Figure 2-1. Educational Attainment - Population 18 - 24 years and over**

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Population 18 - 24 years and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school graduate</td>
<td>14%</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>32%</td>
</tr>
<tr>
<td>Some college/associate's degree/bachelor's degree or higher</td>
<td>54%</td>
</tr>
</tbody>
</table>

Chandler: 14% 32% 54%
85225: 22% 37% 41%

Source: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

**Figure 2-2. Educational Attainment - Population 25 years and over**

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Population 25 years and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>4%</td>
</tr>
<tr>
<td>9th to 12th grade, no diploma</td>
<td>4%</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>18%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>26%</td>
</tr>
<tr>
<td>Associate’s, Bachelor’s or Graduate degree</td>
<td>49%</td>
</tr>
</tbody>
</table>

Chandler: 4% 4% 18% 26% 49%
85225: 9% 8% 22% 26% 35%

Source: U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates
These numbers reinforce the need for ICAN’s academic programming for junior high and high school students focused on the appreciation and importance of higher education opportunities and possibilities for a brighter future.

While ICAN programs are available to all Chandler youth, the majority of members that attend ICAN reside in the 85225 zip code and/or attend one of our partner schools. A partner school is defined as a school that receives transportation for youth to attend ICAN.

The partnership with the CUSD to maintain the Hill Learning Academy at ICAN is crucial to promote lower dropout rates for 85225’s future generations.

B. School representation

ICAN attendance records

Figure 2-3 illustrates the percentage of youth members enrolled at each of the partnering schools over the last 5 years.
Data shows a considerable increase in participants from Frye Elementary, which could be related to the proximity and easy access the ICAN facility. Other increases during the last fiscal year include enrollment from Galveston, San Marcos, Hartford and Chandler High School. Data also shows a decrease in the number of ICAN members attending Bologna Elementary, Willis Jr. High, Andersen Jr. High and Bogle Jr. High. Although there is not enough information to understand the decrease, this information may suggest the need to increase recruitment efforts and to strengthen the partnership between ICAN and these particular schools.
B. School performance

Arizona Department of Education records

The majority of ICAN partner schools show school report cards with low academic performance. The A-F Letter Grade Accountability System for schools is required by state law and is calculated with 50 percent on student growth and 50 percent on academic achievement:

- Letter Grade A - a school assigned a letter grade of A demonstrates an excellent level of performance.
- Letter Grade B - a school assigned a letter grade of B demonstrates an above average level of performance.
- Letter Grade C - a school assigned a letter grade of C demonstrates an average level of performance.
- Letter Grade D - a school assigned a letter grade of D demonstrates a below average level of performance.
- Letter Grade F - a school assigned a letter grade of F demonstrates a failing level of performance.

Table 1-1 identifies current school letter grades and Arizona’s Instrument to Measure Standards (AIMS) results from 2010 and 2013 at seven partner schools with higher ICAN membership. Schools are scored on the percentage of students who pass the AIMS test in Math, Reading, Writing and Science.

To identify significant improvement or deficit, the following color code was used:

- RED represents those with a decrease in passing scores of more than 10%
- YELLOW represents those with a decrease in passing scores between 1-9%
- GREEN represents those who show improvement in passing scores of more than 10%

Four out of seven main partner schools have a letter grade C.
Table 1-1. School Letter Grade and AIMS results

<table>
<thead>
<tr>
<th>School &amp; Letter Grade</th>
<th>Grade</th>
<th>% Passed - Math 2010</th>
<th>% Passed - Math 2013</th>
<th>% Passed - Reading 2010</th>
<th>% Passed - Reading 2013</th>
<th>% Passed - Writing 2010</th>
<th>% Passed - Writing 2013</th>
<th>% Passed - Science 2010</th>
<th>% Passed - Science 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bologna Elementary</td>
<td>3</td>
<td>58 63</td>
<td>73 76</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>58 45</td>
<td>79 65</td>
<td>NA NA</td>
<td>53 43</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>52 62</td>
<td>68 72</td>
<td>68 51</td>
<td>64 35</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>40 45</td>
<td>74 64</td>
<td>74 33</td>
<td>64 35</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td>San Marcos Elementary</td>
<td>3</td>
<td>64 52</td>
<td>64 72</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>69 57</td>
<td>76 73</td>
<td>NA NA</td>
<td>64 48</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>46 53</td>
<td>47 77</td>
<td>64 44</td>
<td>64 35</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>34 61</td>
<td>61 79</td>
<td>64 35</td>
<td>64 35</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td>Frye Elementary</td>
<td>3</td>
<td>70 55</td>
<td>60 62</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>46 49</td>
<td>52 57</td>
<td>NA NA</td>
<td>35 29</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>50 45</td>
<td>61 67</td>
<td>63 42</td>
<td>63 22</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>40 37</td>
<td>61 64</td>
<td>63 22</td>
<td>63 22</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td>Galveston Elementary</td>
<td>3</td>
<td>39 67</td>
<td>56 60</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>41 64</td>
<td>43 67</td>
<td>NA NA</td>
<td>32 48</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>34 56</td>
<td>48 63</td>
<td>72 37</td>
<td>72 37</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>27 58</td>
<td>57 71</td>
<td>50 37</td>
<td>50 37</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td>Hartford Elementary</td>
<td>3</td>
<td>59 47</td>
<td>70 58</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>60 47</td>
<td>63 63</td>
<td>NA NA</td>
<td>50 35</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>34 51</td>
<td>59 73</td>
<td>66 46</td>
<td>66 46</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>34 63</td>
<td>57 77</td>
<td>43 40</td>
<td>43 40</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td>Willis Jr. High</td>
<td>7</td>
<td>54 57</td>
<td>72 77</td>
<td>83 49</td>
<td>83 49</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>57 53</td>
<td>67 69</td>
<td>NA NA</td>
<td>53 63</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
<tr>
<td>Chandler High</td>
<td>10</td>
<td>88 77</td>
<td>91 88</td>
<td>82 78</td>
<td>82 78</td>
<td>39 53</td>
<td>39 53</td>
<td>NA NA</td>
<td>NA NA</td>
</tr>
</tbody>
</table>

Source: Arizona’s Instrument to Measure Standards reports, 2010 - 2013

Noticeable is the high increase across all groups in math and reading passing scores at Galveston Elementary as well as some of the single groups that increased considerably during this year at other schools. All elementary schools had at least one group with a low percentage of students passing math in 2010. All of those groups, with the exception of 6th grade at Frye Elementary and Bologna Elementary, were able to increase their percentage of students passing above the 50% line. Nevertheless, the four groups that had 60% or more students passing math in 2010 dropped considerably during this year. Math tutoring programs and support activities for all elementary students are a positive way to reinforce student’s grades in this area.
Reading scores were the highest across all of the schools/grades with 50% or more students passing. The inclusion of reading programming during ICAN after school programs and during intersession is crucial to support these high rates in all grades.

However, there was a decrease in the percentage of all students passing writing, where many students are below the 50% level across the board. The only exception was at Chandler High School and although the student population was at 78% passing, this decreased from 2010. All of the schools/grades, with the exception of 6th grade at Hartford Elementary, reported passing scores higher than 50% in 2010.

This information suggests the need to reinforce academic programs at ICAN in order to support members’ school performance.

With the level of detailed information available for each school and age group, incorporation of this data to lesson planning in ICAN after school programs would likely increase the positive impact made in members’ academic achievement.

Additionally, as shown in earlier graphs, a high percentage of families living in the 85225 zip code primarily speak Spanish at home and there is a low school attainment rate for the population 25 years and over. Although there is not enough information to make a direct correlation between these factors, this information likely suggests a low percentage of youth getting homework help and education reinforcement at home.

**Chandler Unified School District Reports**

Total school suspensions in the 85225 zip code went from 338 during the 2013 school year to 305 suspensions during 2014 (data available to April 2014). Figure 2-4 represent a breakdown of ICAN partner schools and their reported suspensions.

**Figure 2-4. School suspensions breakdown**

<table>
<thead>
<tr>
<th>School</th>
<th>Suspensions - 2013</th>
<th>Suspensions - 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frye</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Galveston</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>San Marcos</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Hartford</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Bologna</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Willis Jr. High</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>Andersen Jr. High</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>Bogle Jr. High</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Chandler High</td>
<td>64</td>
<td>75</td>
</tr>
<tr>
<td>Hill Learning Academy</td>
<td>54</td>
<td>44</td>
</tr>
</tbody>
</table>

Source: Chandler Unified School District, suspension reports, 2013-2014
There is not enough data to relate ICAN membership with school suspensions, however; ICAN academic programming focuses on the improvement of school engagement and interest in learning. Additionally, the recent partnership with Chandler Unified School District to open a second campus for the Hill Learning Academy at ICAN opens more opportunities to engage youth in positive programs and environments that promote their school performance. This partnership presents opportunities for high school-aged youth to graduate with their high school diploma, along with the opportunity to engage in ICAN Life Skills Programming as a supplement to the school curriculum.

**ICAN programs evaluation results**

The FY2013 Program Evaluation Report prepared by Semilla Grant Solutions for ICAN compiles all findings in ICAN’s primary focus areas: engaged youth & families, empowered youth and families, academic achievement and excellent programs.

The key concepts in the academic success domain included improvement in youth’s grades, increased school engagement or involvement and amplified interest in learning. Surveys were administered to youth in grades 2-3, 4-6, 6-8 and 9-12. Figures 2-5 and 2-6 represent the results for these key concepts in each of those groups.

**Figure 2-5. ICAN youth reporting improvement/interest in learning**

<table>
<thead>
<tr>
<th></th>
<th>G 2-3</th>
<th>G 4-5</th>
<th>G 6-8</th>
<th>G 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>improve my grades at school</td>
<td>85%</td>
<td>44%</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>do better in school</td>
<td>71%</td>
<td>40%</td>
<td>43%</td>
<td>67%</td>
</tr>
<tr>
<td>try harder in school</td>
<td>77%</td>
<td>48%</td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td>spend more time doing my homework</td>
<td>85%</td>
<td>62%</td>
<td>49%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source: ICAN’s Program Evaluation Report FY2013
Overall, younger students identified ICAN support to improve their academic success at higher rates than older students. One of the highlights for all of the grades groups was the recognition of ICAN in helping youth to be more interested in going to school, as well as the help in getting along better with classmates and teachers.

With a total of 61% of students from all grades reporting that ICAN has helped with their school engagement/involvement, there is no doubt that ICAN academic programming has been a significant influence on youth school performance.

The lowest common area for all grade groups was the recognition of ICAN helping to spend more time reading for fun. However, the rates in this area in the AIMS’s result do not show a high priority need, with an average of 71% of students passing the reading test during 2013.
Section 2: Substance Abuse

The second area to assess is the trends in underage substance abuse in the 85225 zip code. ICAN historically has identified the service area as being at greater risk for drug, alcohol and tobacco use than the surrounding communities and many areas of the state. Illegal substances are readily available and favorable attitudes concerning their use are prevalent. Parents are struggling with knowing how to appropriately engage and guide their children who are faced with negative influences from peers who are using drugs, alcohol and tobacco and engaging in risky behaviors. In the ICAN service area, the entire family is in need of services. With a higher proportion of single parent households, criminal behavior, and family violence, parents are dealing with a great number of stressors. In addition, the community’s experiences with extreme poverty and high mobility contribute to family stress and a culture of risky behaviors and situations. Many of the statistics for the above-mentioned indicators show an area of Chandler that is at greater risk than the whole of Chandler, Maricopa County, and Arizona.

A. Underage use

Arizona Youth Survey findings

The information gathered through the Arizona Youth Survey identified trends in youth substance use, risk and protective factors, problematic behavior and school safety.

The information reveals that underage substance abuse continues to be an issue for ICAN’s target community.

Figure 3-1. Percentage of students that used ATOD’s during the past 30 days

<table>
<thead>
<tr>
<th></th>
<th>85225</th>
<th>Chandler</th>
<th>Maricopa County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>31%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Marijuana</td>
<td>20%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Cigarettes</td>
<td>12%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Prescription Drugs</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: 2014 Arizona Youth Survey Results
All youth living in the 85225 zip code have higher rates of using substances within the past 30 days compared with their city and county counterparts.

When reviewing a comparison of substance abuse by school grades, data shows a slight decrease in alcohol and marijuana use among the younger students. Older students however, reported higher percentage of use in these two substances, with 9% increase on alcohol and 6% on marijuana from 2012 to 2014.

Figure 3-2 outlines this comparison of substance abuse by school grades. Cigarettes and Prescription Drugs reported a considerable decreased, specifically among 10th graders between 2012 and 2014. Survey results do not specify if e-cigarettes are included in this percentage. According to the Community Epidemiology Work Group from the National Institute on Drug Abuse, e-cigarettes are increasingly popular among adolescents. Although cigarettes use is relatively low in the 2014 survey results, there is a concern that e-cigarette use may serve as a “gateway” or introductory product for youth to try other tobacco products, including conventional cigarettes, marijuana, or synthetic drugs. Therefore, cigarette use prevention, including e-cigarettes should be considered as part of ICAN’s substance prevention focus.

Considering that the Arizona Youth Survey is administrated every two years by school grade, the data provided could also be analyzed considering the trends followed by students over the years. For example, 10th graders that completed the survey during 2014 were students in the 8th grade during 2012. Following that track it could be considered that alcohol use for this student group increased from 16% to 28% in that period of time; marijuana use increased from 9% when they were in 8th grade in 2012 to 19% once they were in 10th grade in 2014.

Under the same premise, 12th graders have a comparable scenario, with alcohol use rates from 17% when they were in 8th grade in 2010, to 31% when they passed to 10th grade in 2010, to 41% when they completed the survey during 2014 while in 12th grade.

Survey completion is anonymous and there is no guarantee the group of students is the same over the years. However, this assumption suggests the importance of reinforcing student’s skills to prevent substance abuse at a younger age.
Figure 3-2. Percentage of students in 85225 who used substances during the past 30 days

**Alcohol**

- 8th grade: 17%, 2010; 16%, 2012; 13%, 2014
- 10th grade: 33%, 2010; 31%, 2012; 28%, 2014
- 12th grade: 46%, 2010; 41%, 2012

**Marijuana**

- 8th grade: 9%, 2010; 9%, 2012; 7%, 2014
- 10th grade: 20%, 2010; 21%, 2012; 19%, 2014
- 12th grade: 24%, 2010; 20%, 2012

**Cigarettes**

- 8th grade: 5%, 2010; 7%, 2012; 7%, 2014
- 10th grade: 13%, 2010; 13%, 2012; 10%, 2014
- 12th grade: 22%, 2010; 20%, 2012; 16%, 2014

**Prescription Drugs**

- 8th grade: 7%, 2010; 6%, 2012; 6%, 2014
- 10th grade: 14%, 2010; 13%, 2012; 7%, 2014
- 12th grade: 19%, 2010; 9%, 2012; 9%, 2014

Source: 2010, 2012 and 2014 Arizona Youth Survey Results
Chandler Regional Medical Center findings

Alcohol and drug related Emergency Department visits for adolescents and young adults are shown in the Figure 3-3. This information reports visits to the primary service area served by Chandler Regional Medical Center, including the 85225 zip code.

**Figure 3-3. Adolescent and young adults alcohol and drug related ED visits**

![Bar chart showing alcohol and drug related ED visits](chart.png)

Source: Chandler Regional Medical Center, 2012 Community Health Needs Assessment

B. Availability

**Arizona Youth Survey (AYS) findings**

The youth living in the 85225 zip code that reported drinking alcohol during the last 30 days indicate that parties continue to be their main source of alcohol, according to the AYS. When breaking down the data by school grade and alcohol source, data shows a higher percentage of children reporting that “I gave someone else money to buy it for me”. Additionally, 22% of 10th graders reported that they took alcohol from home. (Figure 3-4)
This data reinforces the need to continue the partnership with Chandler Police Department to implement party patrol sessions, seek support for the Chandler Coalition on Youth Substance Abuse (CCYSA) to promote the Social Host Ordinance and reinforce strategies to increase adult knowledge of risk and harms of underage substance abuse. Party patrol refers to specific sessions when officers are sent out during days when parties may be more likely to occur, to enforce laws related to underage drinking and marijuana use. Social Host Ordinances are city laws that hold individuals (parents, relatives, or other adults) responsible for underage drinking at gatherings that occur on their property.

Related to marijuana and prescription drugs, youth reported (Figure 3-5) that the main source where they were able to obtain these substances was their friends, followed by parties in the case of marijuana, and taken from home for prescription drugs.
Community Norms Survey findings

Norms are defined as commonly held attitudes regarding acceptable behaviors for a specific community. Ever year CCYSA administers the Community Norms Survey (CNS) with the Pima Prevention Partnership to collect data from community members in the 85225 zip code in order to understand community norms related to the prevention of substance abuse.

Survey respondents indicated overall that they are interested in the issue of preventing underage drinking, with 80% of adults indicating that they are either concerned or very concerned about the issue.

Participants were asked questions related to their attitudes towards underage drinking in particular scenarios, such as drinking and driving. Overall, survey results showed a strong disagreement with the notion of underage youth consuming alcohol in any scenario. Nevertheless, 9.3% of participants agreed to the idea that “It is OK for youth to drink alcohol at home, as long as parents or other family members are present”, and 8% of participants responded “It is OK for youth to drink if they don’t drive afterward”.

This indicates further room for improvement for CCYSA and ICAN family programs to provide information and skills to adults related to underage drinking prevention.
Additionally, CNS respondents were asked to choose from a list of the top three ways they believe youth under age of 21 obtained alcohol in their local community (Figure 3-6).

**Figure 3-6. Where youth living in the 85225 zip code obtained alcohol, adult and youth perspectives**

![Chart showing the most common ways youth obtained alcohol](image)

Source: 2014 Arizona Youth Survey Results and 2013 Community Norms Survey Results

Adult beliefs and youth reports correspond, stating that parties are the most common way of getting access to alcohol. However, parents overestimated to a large degree the extent to which youth obtain alcohol from non-related adults. Adults also believe youth obtain alcohol from their parent’s home more often than youth report.
Data shown on Figure 3-7 indicates that the adult perceptions about where youth access alcohol have changed over the last two years. The percentage of adults identifying that youth are giving money to someone else to buy alcohol for them increased almost 10% in 2013.

**Figure 3-7. Where youth living in the 85225 zip code obtained alcohol. Adult Perspectives over the years**

| Source: 2012 and 2013 Community Norms Survey Results |

Coalition strategies, such as shoulder tapping and community education presentations, continue to be crucial to inform the community about these trends. Shoulder Tapping refers to outings when ICAN Youth Peer Leaders team up with Chandler Police to ask adults entering local convenience stores to purchase alcohol for them. Depending on their response, patrons receive either an educational flyer on the laws, consequences and fines involved with purchasing alcohol for a minor, or a card thanking them for not buying alcohol for youth.
B. Anti-social Behaviors

Arizona Youth Survey findings

Students participating in the survey responded to the question of how many times in the past year they have been involved in different types of anti-social behaviors. Youth living in the 85225 zip code had higher rates in all areas compared with their counterparts in Chandler, Maricopa County or the State.

**Figure 3-8. Youth living in the 85225 zip code involved in antisocial behaviors**

From Figure 3-8, it is noticeable that behaviors related to alcohol abuse have higher rates in older students, while violence and school suspensions have higher rates for younger students. As mentioned before, ICAN programs have been proven effective to equip youth with the skills necessary to avoid those behaviors.
**Chandler Unified School District reports**

There have been a total of 746 school violations this school year as compared with 301 during 2013 at schools located in the 85225 zip code. School violations include disruption, vandalism and alcohol and drug violations. The data reflects the number of students reporting those anti-social behaviors, counted once per event, even though they may have had multiple events during the year. Figure 3-9 represents number of school violations at five of the partner schools.

**Figure 3-9. Breakdown of schools violations at ICAN partner schools**

<table>
<thead>
<tr>
<th></th>
<th>Frye</th>
<th>Galveston</th>
<th>Willis Jr. High</th>
<th>Chandler High</th>
<th>Hill Learning Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>4</td>
<td>12</td>
<td>69</td>
<td>57</td>
<td>65</td>
</tr>
<tr>
<td>2014</td>
<td>26</td>
<td>11</td>
<td>96</td>
<td>52</td>
<td>45</td>
</tr>
</tbody>
</table>

Source: Chandler Unified School District, school violations reports 2013, 2014

**Chandler Police Department reports**

Information gathered from the Chandler Police Department shows that the highest percentage of crimes committed by Chandler youth is property crimes (Figure 3-10).
There was a general decrease in most of the juvenile offenses from 2012 to 2013, as demonstrated in Figure 3-11. Most noticeable are the increases in juvenile arrests for the sale of marijuana and female arrests for the listed offenses.

**Figure 3-11. Juvenile Offenses by gender during the years 2012 and 2013**
ICAN Evaluation findings

ICAN’s evidence-based programs, including Too Good for Drugs, Botvin’s Life Skills, Girl’s Circle and Second Step, have been proven to decrease the onset of substance abuse and delinquency among youth.

An average of 76% of youth from grades 6-12 that participated in ICAN’s program evaluation surveys reported that being involved in ICAN has helped them to “stay away from alcohol and drugs,” “better to say ‘no’ to things I know are wrong” and “stay away from violence and fighting.”

Additionally, 92% of participants in ICAN parenting programs reported that they learned about the risks of youth under the age of 21 who drink alcohol, smoke cigarettes or marijuana, use prescription drugs or over the counter drugs to get high. Specifically, parents note as a result of participating in ICAN parent programs that they learned where to get assistance to help their children avoid drinking or taking drugs, learned how to talk to their children about alcohol and drug use, and as a family they participated in activities to help prevent under-age drinking and drug use.

Section 3: Healthy Lifestyles

Chandler Regional Medical Center findings

The 2012 Community Health Needs Assessment completed for Dignity Health Arizona provides information that identifies patterns and trends in the most important current and future health care needs.

Figure 4-1 shows that approximately 47% of hospital visits for patients with diabetes in the primary service area (including 85225 zip code) were for people younger than 44 years old. Looking more closely at the children visits with diabetes, the higher portion was for youth ages 12-17 years old.
As mentioned in the report, healthy childhood behaviors are important to limit the negative effects of illness and injury in adulthood. The physical and dietary behaviors of children shape their habits as adults. ICAN’s health and wellness programs reinforce healthy behaviors in youth and families.

Additionally, Dignity Health East Valley conducted another community health needs assessment in 2013. Part of the project consisted of round table facilitated discussion with five community partners, including ICAN. The report compiles community member’s thoughts and opinions about health and wellness resources and gaps that affect them personally, or impact their family and/or the community they live in.

Some of the key findings show the five most prevalent unhealthy behaviors in the community are poor eating habits, being overweight and lack of exercise, not going to the doctor for yearly check-ups/screenings, not going to the dentist for preventative check-ups/care, and drug abuse.

Participants in ICAN’s focus group identified the Chandler CARE Center and ICAN classes as something they recognize as leading to improvements in the health and wellness of the community. When asked about some opportunities to improve health and wellness in the Chandler area, participants identified the need for more information.
and advertisement of free community resources, including oral health, nutrition programs and wellness fairs, among others.

The community members and service providers that participated in the assessment consistently identified similar needs, barriers and resources. The most common responses included: lack of money, time, education and support for healthy food; meal planning and exercise, and insufficient knowledge of community resources.

ICAN Evaluation findings

Key Concepts in the ICAN youth surveys during the FY 2012-2013 included questions about the health and wellness domain. Overall, 70% of youth showed improved appreciation for time spent on health and wellness programs and activities, including enjoyment of sports, exercise and recreation activities, as specified on Figure 4-2.

Youth report they have learned to eat healthier and engage in more physical activity from attending ICAN.
According to the U.S. Department of Health and Human Services, physical activity is critical for overall health at every age, but America’s youth are less active than ever before. The recommendation for children ages 6-17 is 60 minutes or more of physical activity daily to maintain a healthy lifestyle. Regular physical activity and a healthy diet can also reduce the risk for many diseases.

The Healthy Lifestyles and Nutrition programming area serves the purpose of increasing knowledge and positive attitudes toward healthy eating, living and nutrition. The recent partnership between ICAN and the Chandler Unified School District to offer free snack and dinners to all youth is a crucial program to provide youth with the opportunity to receive healthy foods at no cost to their families.

Source: FY2013 Program Evaluation Report
Section 4: Community Resources

The Risk and Protective Factor Model of Prevention is based on the premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risk. According to this model, risk factors are individual characteristics and environmental influences associated with an increased vulnerability to the initiation, continuation, or escalation of substance abuse.

On the other hand, protective factors include individual resilience and other circumstances that are associated with a reduction in the likelihood of substance abuse. Risk and protective factors include variables that operate at different stages of development and reflect different domains of influence, including the individual, family, peer, school and community levels.

For the purpose of this needs assessment, information from the Arizona Youth Survey 2012 was analyzed to identify the risk and protective factors prevalent among youth living in the 85225 zip code. Additionally, information was gathered through focus groups and surveys to gather opinions from community residents related to the resources available and needs identified in Chandler to promote a healthier community.

Arizona Youth Survey findings

Table 2-1 identifies the highest risk factors for each domain for youth living in 85225, and the problem behaviors associated with those risks. The last two columns of the table show the highest protective factors for each of the domains and the percentage of students reporting protection.

Data shows that the highest percentage of risk for youth in the 85225 zip code is academic failure followed very closely by low neighborhood attachment. Information also shows that a high percentage of students recognize protection on the school and peer/individual domains, with around 70% recognizing opportunities for pro-social involvement at their schools, and belief in the moral order.

ICAN's after school programs provide opportunities for pro-social involvement, one of the protective factors needed to prevent adolescent problem behaviors.
ICAN Program Evaluation findings

One of ICAN’s primary focus areas is to empower youth and families to be productive, self-confident and responsible members of the community. Key concepts in the ICAN evaluation surveys were included to identify program results on these areas.

Figures 5-1 and 5-2 show that overall, 66% of ICAN youth reported improved life skills, including teamwork, communication and problem solving skills. Additionally, 53% of youth grades 6-12 responded that coming to ICAN has helped them to be more involved in their community, and 80% of youth grades 4-8 reported learning and using critical learning skills during ICAN programs.

Results from the ICAN parenting programs show that 92% of participants participate in activities to prevent underage substance abuse, and 92% reported that ICAN programs helped them to do more things as family and have fun together.

All of these findings contribute to strengthening the protective factors for ICAN youth and families, specifically opportunities and rewards for pro-social involvement, and

### Table 2-1. Risk and Protective Factors for youth living in the 85225 zip code

<table>
<thead>
<tr>
<th>Domains or Areas</th>
<th>Risk Factors</th>
<th>Adolescent Problem Behavior</th>
<th>Protective Factors</th>
<th>Students reporting protection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Low Neighborhood Attachment (54%)</td>
<td>X X X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Attitudes Favorable to Anti-Social Behaviors (45%)</td>
<td>X X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Academic Failure (56%)</td>
<td>X X X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer / Individual</td>
<td>Interaction with Anti-social Peers and Rewards for Anti-Social Behaviors (48%)</td>
<td>X X X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: 2014 Arizona Youth Survey Results
opportunities to interact with pro-social peers, reducing the likelihood for adolescents to engage in problem behaviors.

**Figure 5-1. ICAN participants reporting Sense of Self and Community Involvement**

<table>
<thead>
<tr>
<th></th>
<th>G 6-8</th>
<th>G 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>spend more time volunteering or helping others in my community</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>spend more time looking for opportunities to help others in my community</td>
<td>45%</td>
<td>48%</td>
</tr>
<tr>
<td>feel a stronger connection to my community</td>
<td>55%</td>
<td>52%</td>
</tr>
<tr>
<td>feel better about myself because I help others</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>feel that I can make a difference</td>
<td>63%</td>
<td>83%</td>
</tr>
<tr>
<td>learn I can do things I didn't think I could do before</td>
<td>63%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Source: FY2013 Program Evaluation Report
Youth living in the 85225 zip code report low neighborhood attachment. ICAN programs help kids to increase their community involvement with volunteering and leadership opportunities.

Source: FY2013 Program Evaluation Report

Youth living in the 85225 zip code report low neighborhood attachment. ICAN programs help kids to increase their community involvement with volunteering and leadership opportunities.
ICAN community survey and focus group findings

A total of 23 community residents participated in a focus group where they shared their opinions and thoughts about living in Chandler. According to them, Chandler is a safe place to live, and they only identified isolated cases where problems are present, such as domestic violence or unleashed dogs in front of some houses. The perception of gang presence is low, and some of the things they see in their community related to gangs include vandalism or graffiti, burglaries and fights. However, when asked about the things they have seen in their community because of drugs or alcohol, participants included excessive speed while driving, sexual assaults and shootings.

Participants identified a strong police presence as one of the main factors in keeping the community safe. When asked about the things they see in the community that contribute to making it safe and fun, participants mentioned parenting classes, neighborhood meetings, and bike police officers talking to children at the parks.

Survey results support focus group findings that Chandler is a safe place to live. A total of 36 participants completed the survey, 27 of them live in the 85225 zip code and the others live in the 85286 and 85224 zip codes. Half of the total participants have been Chandler residents for ten or more years. When asked about the things they like about Chandler, participants included that is a quiet and safe city, and the main response they identified as the reason it was safe was the police presence and prompt response when needed. The main problems identified by participants related to gang members, alcohol and/or drugs were burglary and delinquency and driving under the influence.

Perception of things done in the community that are helping Chandler to be a safe and fun place to live included free community events, information available about programs and services and cooperation with the police department. Sixteen out of 31 respondents mentioned ICAN and/or CCYSA as some of the factors that contribute to a safer community, and 16 out of 25 responded that they would like to see more community events for kids and families.

Additionally, two focus groups were organized with the Chandler Police Department. A total of 4 detectives from the Gang Unit and 9 officers from the Bike Unit participated in these focus groups.

Officers were asked questions related to their perception about the most concerning issues facing youth in the 85225 zip code. Their responses included lack of supervision and not enough activities to keep youth off the streets. When asked about the type of crime or illegal activities they see youth engaging in most often, participants included burglaries, curfew, drugs and alcohol. Their perception about gang presence in the community differs from the community residents participating in the focus groups in surveys. Generational involvement was identified as one of the main reasons youth participate in gangs, and they are well known and recognized by family and youth in the community. Officers identified school hours as the days and times when they see the majority of unsupervised youth. School suspensions and working parents/lack of supervision were mentioned as the main causes of unsupervised youth in the mornings. Additionally, the main factors identified that contribute to the crime and delinquency in the 85225 zip code area included gang involvement and no parental discipline.
Conclusion

Based on the data gathered in this community needs assessment, four focus areas continue to be of great interest to target the major needs for the youth and families living in the 85225 zip code area: education, substance abuse prevention, healthy lifestyles and community resources.

ICAN’s commitment to continue to offer equal access and free quality programs to families is necessary.

The information gathered through this report reinforces the need to continue ICAN academic programming that focuses on the improvement of school engagement and interest in learning. Programs and services like the Hill Learning Academy high school at ICAN, homework time, math tutoring, reading and other academic centered programs, are on the right track to target needs identified in the education area.

Life skills programs and all of ICAN’s evidence-based programs target specific needs identified in the substance abuse prevention area. These programs have been proven to have positive results on youth, with a high percentage of members self-reporting that ICAN has helped them to stay away from alcohol and drugs.

Additionally, Chandler Coalition on Youth Substance Abuse continues to be a key factor in creating community change through evidence-based programs and strategies designed to increase knowledge of youth substance abuse, promote social responsibility and move the community to action to prevent substance abuse in Chandler.

This report shows that health and wellness programs are needed to reinforce healthy behaviors in youth and families. Additionally, through the partnership with the Chandler Unified School District to offer free snacks and dinner to all youth, ICAN is increasing the opportunities for youth living in this area to healthier eating and nutrition.

Lastly, findings show the need to reinforce protective factors present in youth lives in the community, family, school and peer/individual domains. ICAN programs should continue to be focused on providing opportunities and rewards for pro-social involvement and interaction with pro-social peers, reducing with that the likelihood for youth to engage in problem behaviors.
Appendix

Data Sources

**Arizona's Instrument to Measure Standards (AIMS)**
AIMS is administered yearly to all school-aged youth and is designed to measure the academic achievement of all students. AIMS testing evaluates all students in Reading, Writing, and Mathematics.

**Arizona Youth Survey (AYS)**
This survey evaluates youth behaviors associated with health risks – such as juvenile delinquency, alcohol, tobacco and other drug use. Additionally, it measures the risk and protective factors that are present within the community. In Arizona, this survey is administrated by the Arizona Criminal Justice Commission every two years to eighth, tenth, and twelfth grade students from around the state.

**Chandler Coalition on Youth Substance Abuse**
Chandler Coalition on Youth Substance Abuse data included the results from the Community Norms Survey. This survey is administered every year to assess community attitudes about underage drinking.

**Chandler Police Department**
The Chandler Police Department provides statistics on juvenile arrest. Statistics provide information on delinquency, gang membership, and substance use.

**Chandler Regional Medical Center**
The Chandler Regional Medical Center data included statistics from their Community Health Needs Assessment related to Emergency Department visits for youth in their primary service area, including the 85225 zip code.

**Chandler Unified School District**
The Chandler Unified School District data included numbers of school suspensions and school violations in schools located in the 85225 zip code.

**ICAN: Program Evaluation Reports**
Semilla Grant Solutions developed an Evaluation Framework to guide ICAN’s overall evaluation efforts, along with parent and youth concepts keys and a dashboard to provide readable, easy access to ICAN’s evaluation data.
ICAN: Trax solutions
ICAN membership tracking systems is used on a daily basis with all youth who participate in ICAN programming. Extensive data is captured including demographics, insurance, household, and program attendance.

United States Census
The Population Estimates Program annually publishes resident population estimates and demographic components of change for the nation, states, counties and smaller areas. The American Community Survey collects data annually and more comprehensively for smaller areas to assist communities, state and federal governments in planning investments and services.
References


Dignity Health Arizona- East Valley. (2013). Chandler Regional Medical Center, Mercy Gilbert Medical Center, Community Health and Wellness Needs and Assets Assessment 2013. Chandler, AZ.


