The Pennsylvania Youth Survey (PAYS)

Workbook for School Professionals

"IT PAYS TO ASK…IT PAYS TO KNOW"

www.episcenter.org/paysguide

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ALCOHOL PROGRAMS

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What you Need to Know

This workbook was designed to be used in tandem with the PAYS Guide or as a separate resource. Each section corresponds to the guide and specific materials or sections from both the guide and your PAYS report will be referenced.

You may work individually or as a team in completing this workbook. All of the workbook materials are also **available in Microsoft Word format**, along with additional information and resources about PAYS at www.episcenter.psu.edu/paysguide.

Supplemental Materials

- **Section One:**
    - Understanding Your PAYS Data
    - PA Protective Factor Profile Matrix
    - PA Risk Factor Profile Matrix
- **Section Two:**
    - School and Community Health Check-Up Profile
    - PAYS Executive Summary Report Template
    - "Focus on our High School Seniors" Report Template
- **Section Three:**
    - Archival Data Collection Resources
- **Section Five:**
    - Questions to Ask When Selecting Evidence-Based Programs
    - Evidence-based Program Guide
    - Understanding the Research Lingo
    - Program Fit and Feasibility Worksheet

PAYS Survey Analysis & Report Out Guide

Directions:

Use your **PAYS report** to answer the questions below about each section of your report. Your team may opt to divide into small groups to analyze each section or choose to analyze the whole report as a group.

Here are some important points to consider when analyzing, be sure to review:

- Both the total scores as well as the grade-level scores;
- Trends; and
- Comparisons to county, state, and the Bach Harrison Norm.

The information that you will gather and report out will include:

- Important findings in the survey results as seen through strength and challenge assessment;
- Questions that may arise about the results; and
- Recommended follow-up actions.

PAYS Report Sections 1-5

Name of Section:

1. What behaviors are students doing well with? Where do you see low percentages in total scores and by grade level?

2. What behaviors are students struggling with? Where do you see high percentages in total scores and by grade level?

3. How do these results relate to your school data/records?

4. Where do you see trends?

5. How does your data compare to the county, state, and the Bach Harrison norm?

1. What overall risk factors are strengths?   Where do you see low percentages in total scores and by grade level?

2. What overall risk factors are challenges? Where do you see high percentages in total scores and by grade level?

3. What overall protective factors are strengths?   Where do you see high percentages in total scores and by grade level?

4. What overall protective factors are challenges? Where do you see low percentages in total scores and by grade level?

5. Where do you see trends?

6. How does your data compare to the county, state, and the Bach Harrison norm?

Report Your Results

This section will help you pull all your information together and be able to share your strengths and challenges with others. We suggest you report out your data in a way that will be appealing for you audience and have prepared several templates for you to use to report out your data in an engaging and informative way. Please refer to your guide for a list of useful templates that can help you get the word out about your data.

Demographics/Methodology

1. What schools/grade levels participated?

2. What was the gender breakdown of respondents? Is this representative of your school/district?

3.   What was the ethnicity breakdown of respondents? Is this representative of your school/district?

4.   How many surveys were completed? What percentage of surveys were identified as invalid or excluded?

Questions to Consider:

1.   Considering all behaviors, what strengths and challenges does your school/district see?

2.   Considering all risk and protective factors, what strengths and challenges does your school/district see? (Note: The School Health Check-up Profile is an excellent tool to report out risk and protection data.)

3.   Considering your risk and protective factors, are there strengths and/or challenges clustered in a specific domain(s) (Community, Family, School, Peer/Individual)? If yes, what are they?

4.   What are some strengths and/or challenges to pro-social involvement for the family, school, and community?

5.   Considering behaviors, risk and protection, are there specific grade(s) that appear to be more at risk than others?

6.   Please list any follow up actions and/or questions that the team might have?

Targeted Risk & Protective Factor Priorities

Directions:

Now that your team has analyzed the data, it's time to decide on one to three Risk and/or Protective Factor priorities that your school/district can focus on in the coming years. These priorities will help you ensure that you are selecting the most appropriate programming and activities to reduce your students' antisocial behaviors.

Who will determine priority?

Are there others who need to be brought to the team for determining your priorities? Will the team only be making recommendations for others to consider for a final decision? What actions need to take place for a final decision can be made?

What do the numbers show?

List three to five risk/protective factors that your team has found to be the most challenging. You will pare this number down to 1-3 priorities once your team has considered a few questions around this list. Remember: challenges are represented by **high percentages for risk factors and low percentages for protective factors** and grade level analysis is important to consider because the closer your priority is to your target population the better.

Consider These Questions

Possible Prioritized Risk/Protective Factor	What is the ability of the school/district to make a change in these potential priorities?	What programs/processes could possibly be implemented to address each of these potential priorities?	What resources might be needed for implementation?	Can the school/district implement this possible program/activity internally or is there a need to involve other outside agencies?	What are other political/social/economic considerations that the team should be aware of when making the final determination or your school/district priority?

Select Your Priority

Considering answers to the questions above, list one to three priority risk/protective factors that your school/district will focus on in the coming years.

Goal Writing Worksheet

Remember to be realistic when writing your goals. Nothing changes overnight! Also, keep in mind where you are at in relation to your county, state, and national norms; this can give perspective about where your community is at and where it needs to go.

Priority #___

□ Risk Factor   □ Protective Factor   □ Behavior

Name of Priority: _____

Current percentage of students at risk in district :   _____%

Current percentage of students at risk in county :   _____%

Current percentage of students at risk in state: _____%

Current percentage of students at risk nationally (BH Norm/MTF):   _____%

Goal for this priority:

2015 Desired Outcome_____%   2017 Desired Outcome_____%   2019 Desired Outcome_____%

Priority #___

□ Risk Factor   □ Protective Factor   □ Behavior

Name of Priority: _____

Current percentage of students at risk in district :   _____%

Current percentage of students at risk in county :   _____%

Current percentage of students at risk in state: _____%

Current percentage of students at risk nationally (BH Norm/MTF):   _____%

Goal for this priority:

2015 Desired Outcome_____%   2017 Desired Outcome_____%   2019 Desired Outcome_____%

Bonus: This information can be used on the "needs assessment" section of grant applications!

Resource Assessment Worksheet

Instructions: Complete a separate Gaps Analysis Worksheet for each of your priorities. Check to see what, where, and how programs are being implemented to address the problems that you have identified.

1. Identify your priority;

What grade level shows the highest risk? _____

2. List all programs addressing that priority that are currently in place:
It is not always enough to just have a program, you also want to make sure that the program is effective. In order to be the most effective, they should be based in research, monitored for quality, and serving the right population.

Program Name	Research or Evidence-based*	Monitored for quality**	Grade-Level/ School Served	Approx. cost of program

* Research or Evidence-Based: Research or evidence-based programs are programs that have been designed for the school context by developers and will normally have a manual or standard way that the curriculum is to be delivered to be effective.
**Monitored for Quality: In order to be sure that a program is effective, there should be some way to monitor the delivery of the program. Often times, this can include observations of lessons as they are delivered, collecting surveys before and after the program is delivered, etc.

3. Think about the following questions:

- Do you have the right programs in place at the right grade levels and in the right schools to address this priority?
- Do you have the appropriate staff and classroom time to implement the right program as intended?
- What resources do you have available to put toward programs *(**Hint: think about re-appropriation of resources from non-research based programs**)*?
- What organization, agency or community contact could provide assistance in selecting, implementing, and funding your needed prevention program or programs?

Research shows that scare tactics such as using recovering addicts or inmates, one-time events and programs such as health fairs or assemblies, have no effect on changing behaviors in youth. Programs with the greatest effect are evidence based (proven to work over time by implementing the program as intended).

Need more information to support your data?
Look at local data from school reports, for suspensions, eligible students for free and reduced meals, county health department numbers on teen pregnancy, local law enforcement for underage drinking and drug use apprehensions.

School Program Analysis

Use your Resource Assessment Worksheet to answer the following questions:

What programs do you have that you believe are working well (if there is data to support that the program is working, list it here)? Where does the program fall on the "Continuum of Confidence" shown in the PDE Guide?

What programs that are currently running should be looked at for potential removal or replacement?

What problem areas did you discover that need additional resources (based on your PAYS report and your school data)?

Using the websites referred to on page 14 in the PAYS Guide (NREPP, Blueprints, etc.), what programs do you think might address the problem areas listed above?

What resources do you have to devote to starting a new program? (**Note**: While it is easy to answer this question with "NONE!" remember, we are not just talking about money. Consider staff time, potential community partnerships, area coalition resources, etc. These resources do not have to just come from the school.)

Use the Questions to ask yourself and Fit and Feasibility Handouts to further explore the programs you are looking at possibly implementing.

Sharing your data

One of the most important things you can do with this report is share the data from it with others. Use this form to help identify who and what you would like to share. You do not have to stop with what you write down here. This is just and exercise. See the example for ideas!

Example Audience: Students, Parents, PTA, School Board

Example Data to Share: 30-day Marijuana Use, Depression, High Risk Factors

Method to Share: By Grade, School Average, Change over time, Comparison to National Norms

How will it be shared: Presentation, Include in School Curriculum, Handout

Purpose of sharing: To show school need, To share with students what data they provided

Audience: _____

Data to Share: _____

Method to share:_____

How will it be shared? _____

Purpose of sharing: _____

Audience: _____

Data to Share: _____

Method to share:_____

How will it be shared? _____

Purpose of sharing: _____

Audience: _____

Data to Share: _____

Method to share:_____

How will it be shared? _____

Purpose of sharing: _____

Remember, this data is as powerful as the people who are able to use it! Share it widely and often!

Practicing the Positive

Data reporting does not always have to be framed as "**what is going wrong**". As a matter of fact, sometimes that is exactly what you do not want. This form will give you practice reframing data in a "**positive**" light, or by saying what we want, instead of what we don't.

Come up with at least three statements that you can share with students, parents, staff, etc. that reframe "Problem Behavior" information provided by the PAYS.

Example:
PAYS Data Reported: 11% of 10th graders reported lifetime use of Marijuana.
Positive Reframe: 89% of 10th graders have NEVER used Marijuana.

Now it is your turn:

PAYS Data Reported:

Positive Reframe:

PAYS Data Reported:

Positive Reframe:

PAYS Data Reported:

Positive Reframe:

Keeping it positive helps focus on what you want, rather than what you don't!