

Form Your Team and Analyze Data

Module 1



"IT PAYS TO ASK...IT PAYS TO KNOW"

Module One – Section One

Form Your Analysis Team

Section One:

Step #1: Determine who should be on your team

Look for diversity on your team

The more diverse your team is, the more in-depth your analysis can be. No one expects one person to be able to do all of this! Also, you want to be sure that your team isn't too large to complete this process – building a team is not about having a lot of people, but more about having the right people to ensure you can move through the process effectively and efficiently.

Examples of potential team members:

School District:

- School counselors
- SAP team members
- Administrators (Principal/Asst. Principals/Deans)
- Superintendent/Assistant Superintendent
- School program providers
- Family Liaison/Specialist
- School District Data Analyst/Research Specialist
- Student Services Director
- School Resource Officers
- PTO/PTA Presidents

Community:

- Social service provider staff
- Members of local service clubs
- Members of local prevention coalitions
- Members of the local Clergy
- Local business owners
- Interested family members
- County Drug and Alcohol staff



Don't Forget to Involve Youth!

Visit Module Six to learn more about youth engagement:

- *Why Including Youth is Important*
- *How to Identify and Engage Youth*

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Step #2: Explore completing your analysis process

Each team member should read through this guide, review the PAYS Workbook, and explore the supplemental materials found at www.epis.psu.edu/paysguide.

- **Read the report**
Each team member should read the report and plan to spend time discussing the results they found.
- **Divide and conquer**
To save time, consider dividing Sections 2-6 of the PAYS report on behaviors among the team members and have two people read each section. Be sure everyone reads Section 7, the risk and protective factors section.
- **Set completion goals**
Determine dates for several meetings to discuss the results of your PAYS report; set goals for completing the tasks.
- **Elect team leader(s)**
Identify one or more team leaders who will help organize the remaining steps in your analysis process.

Step #3: Get Familiar with PAYS Materials and Resources

The **PA Commission on Crime and Delinquency (PCCD)** website provides a variety of PAYS-related tools including:

- **Multi-year State and County Reports**
These are important for comparison and to dig more deeply into comparison data
- **Special Report Order Form**
You might want to order special reports to assist with your data; this downloadable form will provide directions on the types of reports available
- **Cross-Tabulation Tool**
This tool will assist you in doing cross tabulation analysis of specific data points from your county report; school district cross tabulations can be achieved by ordering a special report directly from Bach Harrison

[https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-\(PAYS\)-2019.aspx](https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-(PAYS)-2019.aspx)



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- **Explore Youth Behaviors, Perceptions and Attitudes (BPAs)**

You will begin your analysis process by understanding youth problem behaviors, perceptions, and attitudes. This analysis is the foundation for your overall prevention planning. You will find this data in the following sections of your PAYS report:

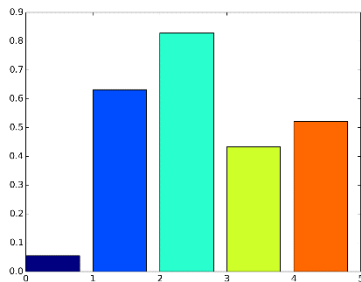
- **Section #2** – ATOD Use and Access
- **Section #3** – Systemic Factors
- **Section #4** – Social and Emotional Health
- **Section #5** – Antisocial Behaviors
- **Section #6** – Community and School Climate and Safety

- **Understand Risk and Protective Factors (RPFs)**

While it can be appealing to only identify and address problem behaviors, this should only be a way to start your PAYS conversation. To help you better understand how risk and protective factors are developed and how they are related to youth behaviors, it is important to review and understand the Risk and Protective Factor Matrices found in **Section #7** of your report. Reduction of risk factors and increasing protective factors should be the priority targets when addressing your youth behavior issues. Once you have selected your priorities, you will then want to utilize your PAYS data and other archival data that you have collected to support the risk and protective factor priorities that you selected for your area.

- **Determine Your Interests**

Identify areas of the report that you find most intriguing and where you would like to provide more in-depth analysis; this will be helpful if your team decides to “divide and conquer” the work.



Special Notes:

- For most PAYS data points, you will have access to four levels of comparison: **local, county, state, and national**
- A county level report is generated when a county had more than two school districts/private/parochial schools participate; these reports can be downloaded from the PCCD website mentioned on the previous page
- National data is provided from the Monitoring the Future nationwide survey and the Bach Harrison Norm. To learn more about these data sources, refer to the **Goals and Overview Section** of your PAYS report.

Module One – Section Two

Identify your strengths and challenges

Step #1: Identify positive and concerning behaviors, perceptions, and attitudes (BPA) that are reported by your students in your PAYS report

- **With which behaviors, perceptions, and attitudes are youth doing well?**

Look for **low percentages** of youth reporting issues such as tobacco use, bullying, and feeling depressed. Also look for **high percentages** where youth report high levels of perceptions such as the belief in the harmfulness of drug use.

- **With which behaviors, perceptions, and attitudes are youth struggling?**

Look for **high percentages** of youth reporting issues such as alcohol use, friends use of drugs, and feelings of inadequacy. Also look for **low percentages** in the area of perceptions.

- **Think about how the PAYS data relates to other data available for your area.**

PAYS should be your starting point when thinking about what is actually occurring in your area.

Comparing your PAYS data to other data sources will help to tell a more complete story of what your youth are experiencing. Additional data includes sources such as:

- **School Data:** This data includes such items as office referrals, counseling reports, and graduation rates as well as data from School Climate Surveys and Safe 2 Say Something reports
- **Student Assistance Program (SAP) Data:** This data includes such topics as referral demographics, purpose, & source as well as number of students screened & recommended services
- **ATOD Data:** Data related to local drug and alcohol prevention, intervention, treatment, and recovery support can be provided by your County Drug & Alcohol Office
- **Mental Health Data:** Your county human services office can provide a variety of mental-health-related data including Behavioral Health Screening data used by many SAP providers
- **Law Enforcement Data:** Local law enforcement for underage drinking, drug use apprehensions
- **Juvenile Justice Data:** Arrests and Youth Level of Service (YLS) information can be obtained from your county juvenile probation office

Find direct links to a vast array of data sources at

<http://www.epis.psu.edu>

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Step #2: Identify strengths and challenges related to your risk and protective factors

Behavioral data tells you what is occurring, but it is the risk and protective factors that can tell you **WHY** the behaviors are occurring. Each of the risk and protective factors in the PAYS has been shown to influence the likelihood of engaging in problem behaviors.

- **What protective factors are strengths?**
Look for protective factors where there is a **percentage** of youth reporting protection.
- **What risk factors are strengths?**
Look for risk factors where there is a **percentage** of youth at risk.
- **What protective factors are challenges?**
Look for protective factors where there is a **percentage** of youth reporting protection
- **What risk factors are challenges?**
Look for risk factors where there is a **percentage** of youth at risk.



Step #3: Summarize your results & report out

After you have identified the strengths and challenges related to your students' behaviors and their related risk and protective factors, ask yourself if there are areas where youth are experiencing more or less success. For example:

- Are strengths or challenges clustered in specific domains (individual/peer, family, school, community)?
- Are there strengths or challenges in pro-social involvement for the family, school, & community?
- Is there a specific grade that is more at risk than others?
- What protective factors were the lowest or highest?

It is important that your team showcase the information gained during your analysis process in a way that will be appealing for your audience. To assist with this sharing process, we have prepared several templates for you to use to report out your data in an engaging and informative way. These templates can be found at www.epis.psu.edu.

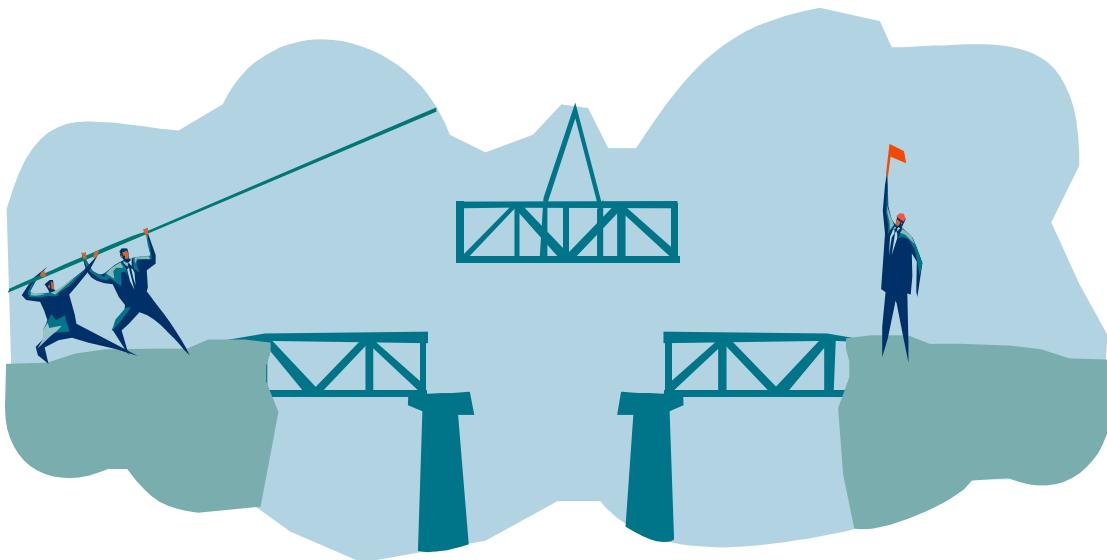


- **Online Worksheet:**
[PAYS Survey Analysis Worksheet](#)
- **Online Report Templates:**
[PAYS Data Highlights: Strengths, Challenges, and Trends](#)
This report template will assist you in telling your PAYS data story and includes some generic PAYS language and a variety of charts that you can update with your own data.

[Focusing on Youth Development in PA: A Cohort Trend Analysis](#)

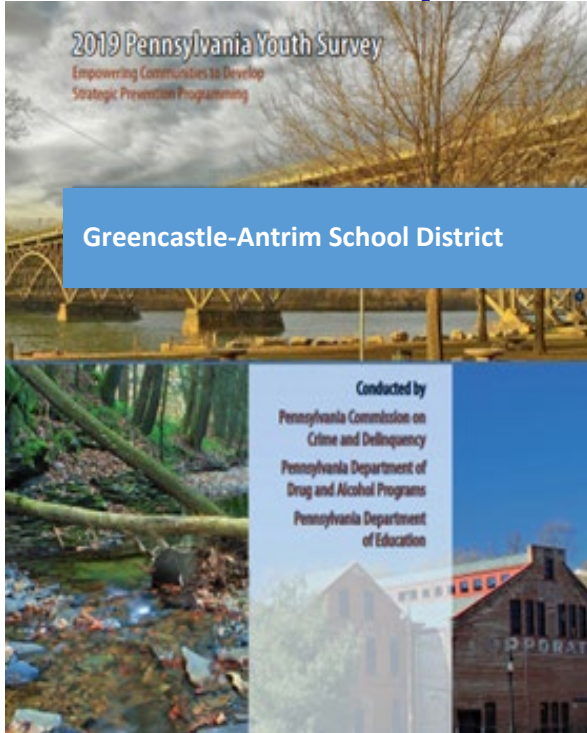
This report template provides your team the opportunity to showcase PAYS data as related to tracking a cohort of students as they progress through grades 6, 8, 10, and 12. This colorful report contains adaptable charts and textboxes to showcase data that is most meaningful to your area.

- **Online Tool:**
[County and State PAYS Cross-Tabulation Tool](#)
[https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-\(PAYS\)-2019.aspx](https://www.pccd.pa.gov/Juvenile-Justice/Pages/Pennsylvania-Youth-Survey-(PAYS)-2019.aspx)
Looking to dive a little deeper into your county and/or state PAYS data to gain a better understanding of the issues your youth are experiencing? If yes, check out the Cross-Tabulation Tool where you will find an easy to use online table that allows you to analyze the responses of 2 specific survey questions. For example, you can explore responses related to feeling depressed most days and its relationship to alcohol use rates.



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We find the information provided in the PAYS report really helpful when planning new initiatives here in the district.

The PAYS report is a great tool to communicate with our school board and general community the current trends and needs for our district in regards to social emotional learning.

Bob Crider, Ed. D
Chief Educational Officer
Greencastle-Antrim School District

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