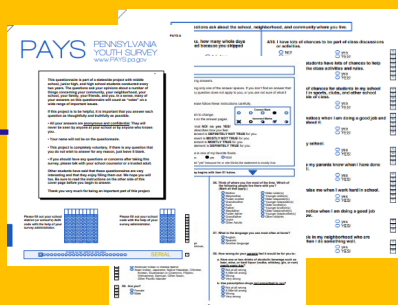
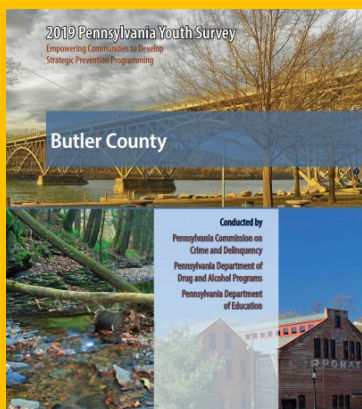


The Pennsylvania Youth Survey (PAYS)

User Guide and Worksheets

“IT PAYS TO ASK...IT PAYS TO KNOW”



**For assistance with analyzing your
PAYS data, please contact:**



EPIS

**EVIDENCE-BASED PREVENTION
AND INTERVENTION SUPPORT**

A project of the Edna Bennett Pierce Prevention Research Center

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PennState
College of Health and
Human Development

EDNA BENNETT PIERCE
PREVENTION RESEARCH CENTER



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AND DELINQUENCY



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DEPARTMENT OF DRUG AND
ALCOHOL PROGRAMS



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DEPARTMENT OF EDUCATION

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- **ATOD**
Alcohol, Tobacco and Other Drugs
- **BPA**
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- **CTC**
Communities That Care
- **DDAP**
Department of Drug and Alcohol Programs
- **EBP**
Evidence-based Programs
- **IOM**
Institute of Medicine
- **PAYS**
Pennsylvania Youth Survey
- **PBIS**
Positive Behavior Interventions and Supports
- **PCCD**
Pennsylvania Commission on Crime and Delinquency
- **PDE**
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Program, Practice, or Strategy
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Purpose of this Guide

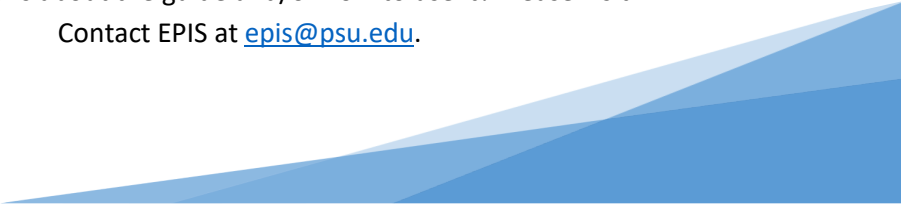
This guide and related worksheets, reports, and resources were compiled to assist in fully utilizing PAYS data. Data analysis and planning will lead to a deeper understanding of what youth are reporting and can assist in creating multi-level improvements through informed, data-driven decision making.

Online-Version of Guide

To access this guide divided into a module-based online resource, please visit www.epis.psu.edu/paysguide.

Have Questions?

Have questions about the guide and/or how to use it? Please visit
Contact EPIS at epis@psu.edu.



Getting Started



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

Getting Started:

What is the Pennsylvania Youth Survey?

The Pennsylvania Youth Survey (PAYS) is a student survey administered in odd-numbered years (e.g., 2015, 2017, 2019) to youth in 6th, 8th, 10th, and 12th grades in participating schools throughout the Commonwealth.

The PA Commission on Crime and Delinquency (PCCD) has sponsored the administration of the PAYS since 1989. In 2013, the PA Dept. of Education (PDE) and PA Dept. of Drug and Alcohol Prevention (DDAP) joined PCCD in sponsoring school-district participation in the survey.

The survey is **anonymous, voluntary and confidential**. Youth are never required to complete the survey and their identity is not connected to their answers.

The questions asked in the survey cover many types of **attitudes, knowledge, behaviors, and experiences**. Youth respond to questions on topics such as:

- ATOD Use and Access
- Perceptions and Attitudes
- Social and Emotional Health
- Antisocial Behaviors
- Community and School Climate and Safety

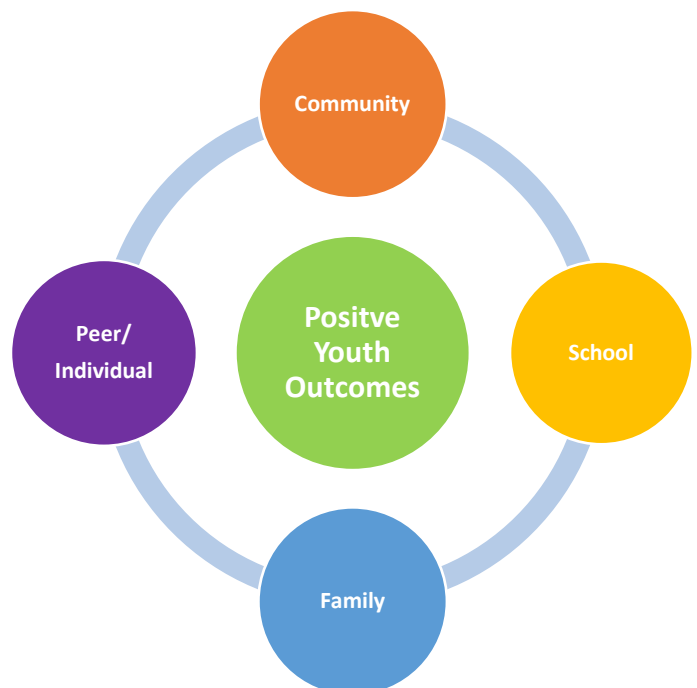


PAYS also includes questions related to **Risk and Protective Factors (RPFs)**.

Risk Factors increase the chances of a youth having problems and are predictors of problem behaviors.

Protective Factors are conditions that buffer against risk factors and decrease the chances for problem behaviors.

RPF questions in the PAYS cover many areas of a youth's life including their experiences in the following domains:



Getting Started:

What makes PAYS data valuable?

Helps to determine root causes of problems

- Your PAYS report includes data on risk and protective factors. These factors can be viewed as the root cause of youth problems and of youth well-being. PAYS data enables us **to find and address these root causes**, like low commitment to school, **instead of only looking at the symptoms**, like poor grades or truancy.

Youth report on their own experiences

- This survey asks youth to share their personal experiences across many areas of their lives. It provides an opportunity for youth to directly and confidentially share their experiences of violence, drugs, bullying, depression, and more. Research has found that youth typically respond honestly to confidential surveys, so this data can provide **valuable insight** into the lives of our young people.

Explores many areas of youth lives

- In order to understand our youth, we must understand the many parts, or domains, of their lives. PAYS does this by asking questions about the **youth's community, school, family, and peers**, as well as questions about the youth **themselves**.

Guides prevention planning and priority setting

- The PAYS data can shed a light on areas that need to be addressed by your school or community and will help you to make better data-driven decisions.
- Use your PAYS data to:
 - **Identify strengths and challenges**
 - **Determine priorities**
 - **Understand and direct resources**
 - **Develop a risk-focused strategic plan**
 - **Engage youth in using PAYS data**
 - **Connect to broad-based prevention efforts**

Getting Started:

What are the foundations of prevention science?

General Principles of Primary Prevention Science

Primary prevention is focused on **PREVENTING** the onset of problem behaviors and issues related to topics such as:

Substance use, Mental Health, Violence, Delinquency, School Drop-Out, and Teen Pregnancy.

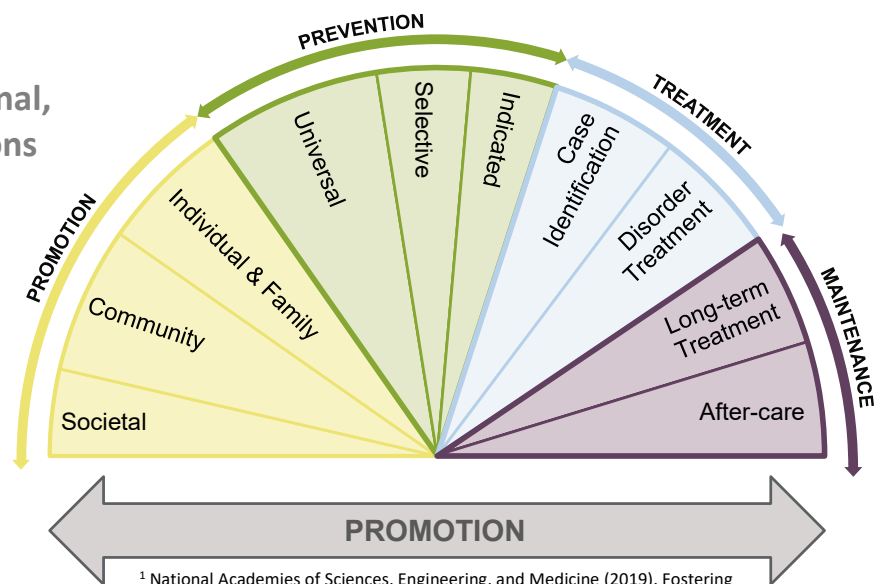
It involves interventions that are applied **BEFORE** there is any evidence of the problem. Research has proven these issues can be prevented by identifying and addressing the underlying causes (risk factors) that lead to negative outcomes for youth. While comprehensive service planning is required to meet all needs, it is vitally important health and well-being promotion and prevention services are provided.

The graphic below outlines the *2019 Spectrum of Mental, Emotional, and Behavioral (MEB) Interventions*¹ (formerly, and still often, referred to as the *Continuum of Care or Continuum of Mental, Emotional, and Behavioral Services*) from the National Academies of Sciences, Engineering, and Medicine's (formerly the *Institute of Medicine*). This Spectrum demonstrates the need for a comprehensive set of interventions that span across multiple service areas. It is important to note several new elements to the updated Spectrum:

- Promotion is divided into three segments to show that we need to increase health and well-being promotion services and that they should be focused on the different segments of an individual's life.
- Segment sizes are adjusted based on the amount of MEB required, with the larger segments reflecting the need for more MEB interventions when developing and implementing comprehensive, strategic prevention plans.

2019 Spectrum of Mental, Emotional, and Behavioral (MEB) Interventions

National Academies of Sciences,
Engineering, and Medicine



To learn more about MEBs
& related topics, visit:

<https://doi.org/10.17226/25201>.

¹ National Academies of Sciences, Engineering, and Medicine (2019). *Fostering Healthy Mental, Emotional, and Behavioral Development in Children and Youth: A National Agenda*. Washington, DC: The National Academies Press.

<https://doi.org/10.17226/25201>.

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

www.epis.psu.edu/paysguide

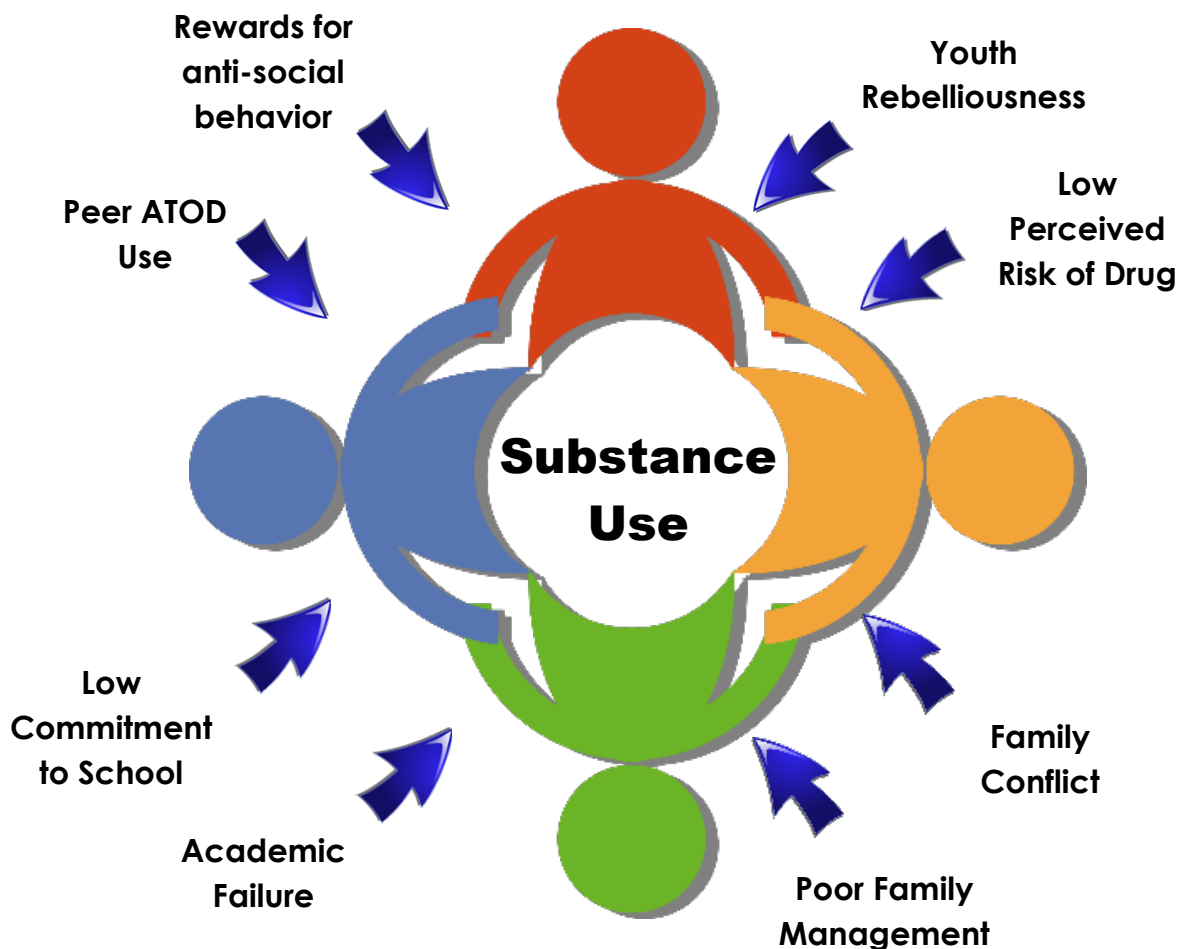
The Risk-Factor Effect

Equifinality vs Multi-finality

The effects of risk factors cross many dimensions within a youth's life. A single risk factor is not linked to a single problem behavior, but rather multiple risk factors have been scientifically linked to multiple negative youth outcomes. Conversely, a youth experiencing multiple risk factors is much more at risk for single negative behaviors. Let's explore what we mean.

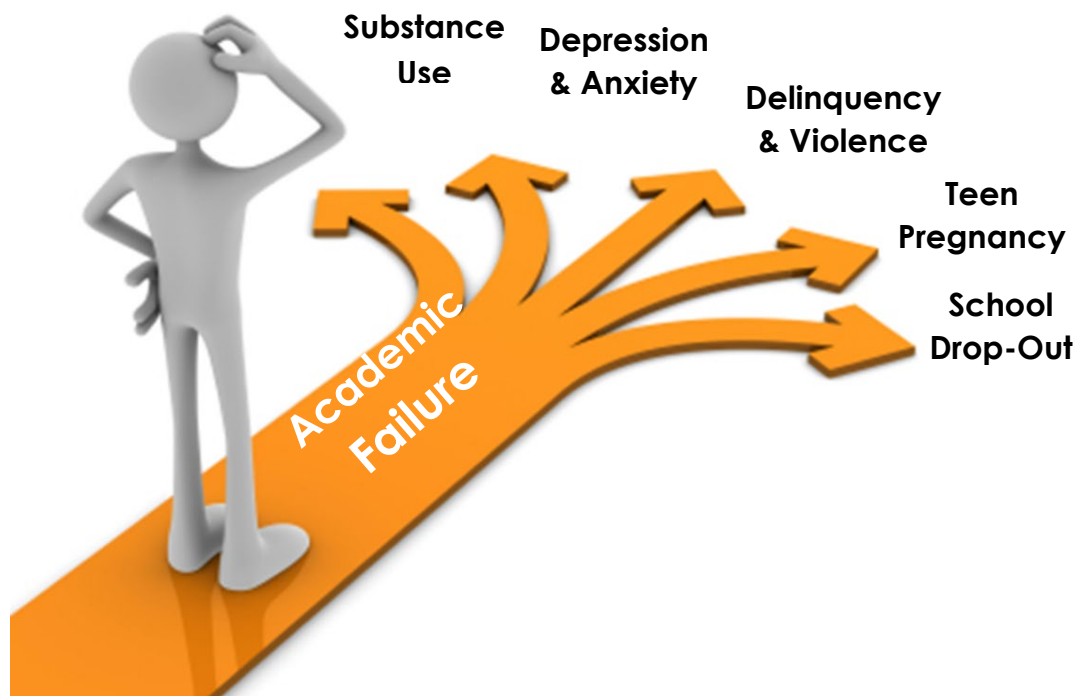
Equifinality

Equifinality is defined as "the principle that in open systems a given end state can be reached by many potential means" and in the context of prevention science it means that a youth who is experiencing multiple risk factors is at much higher risk of related negative youth outcomes. The illustration below shows how the multiple risk factors can lead to substance use.



Multi-finality

Multi-finality literally means “many ends” and in the context of the PAYS means that one risk factor can lead to many different negative youth outcomes as shown in the example below. While we would naturally tend to think that the risk factor “academic failure” might only lead to school drop-out, prevention science has shown us that academic failure puts youth at a much higher risk of all the negative youth outcomes shown here:



Risk-Focused Prevention Planning

The most effective strategic planning is done through a risk-focused, public health approach.

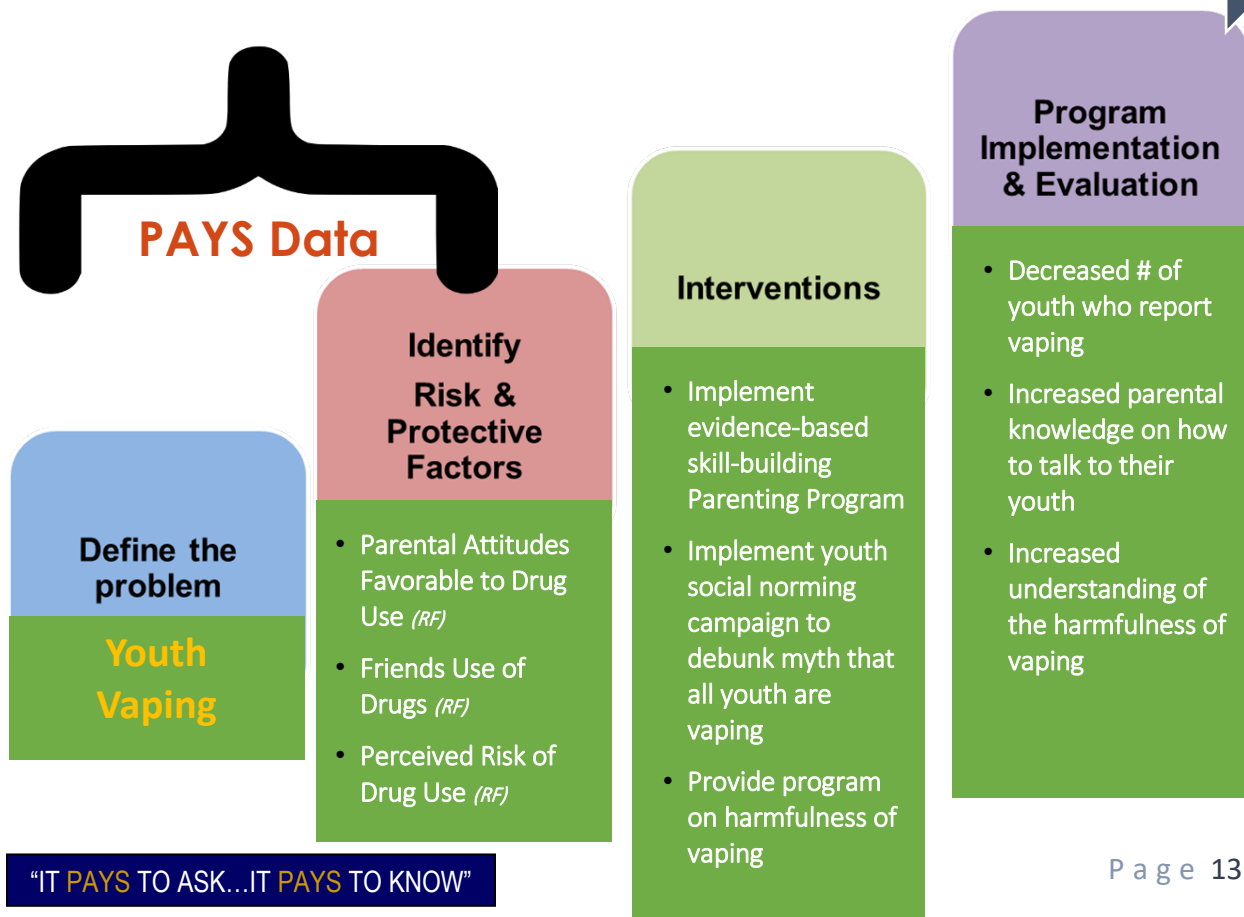
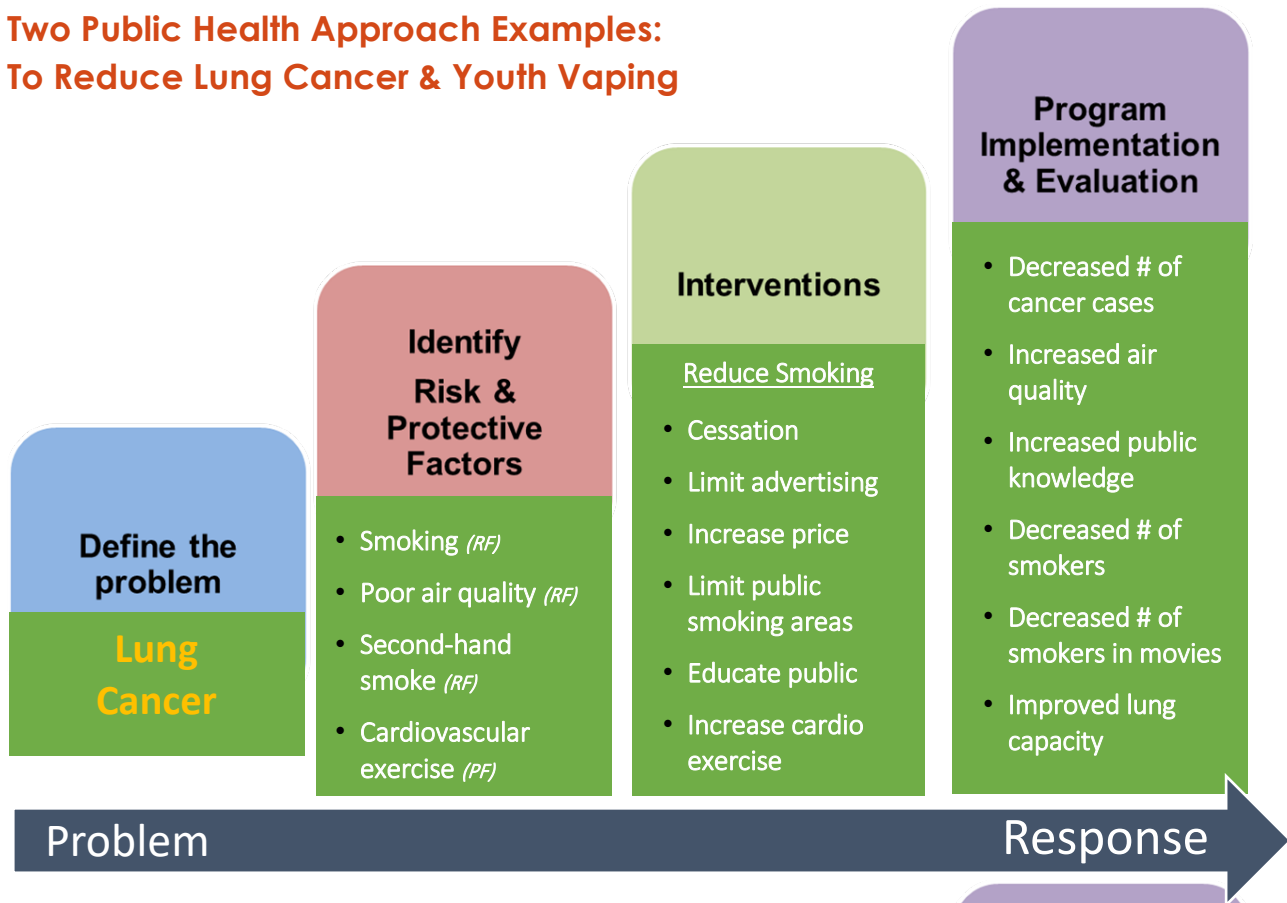
The public health approach involves defining and measuring a problem, determining what is causing the problem, determining how to alleviate the problem, implementing effective strategies, and then measuring the effects of the strategies.

Do you remember when everyone smoked in movies, when offices had ashtrays in their conference tables, or when you were asked if you wanted to sit in the smoking or non-smoking section of a restaurant?

The visual aid on the next page outlines how the public health approach was used to respond to the issue of lung cancer. You will see that the example shows that the intervention was not based on lung cancer itself, but rather on one of the causes – reducing smoking.

The PAYS is used to help define the problem and to identify risk and protective factors that most directly relate to the priorities identified through the strategic planning process.

Two Public Health Approach Examples: To Reduce Lung Cancer & Youth Vaping



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

Getting Started:

Why is it important to analyze PAYS data?

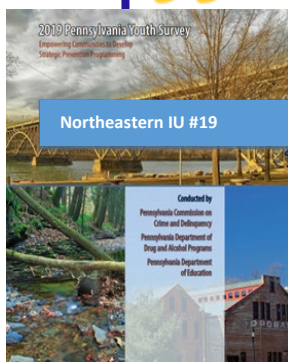


Analyzing PAYS data will help you to:

- Develop your PAYS team and analyze your data
 - Identify your strengths and challenges
 - Determine your priorities
 - Review existing resources related to your priorities
- Explore evidence-based programming
 - Develop a comprehensive prevention plan
 - Share your PAYS data
 - Engage youth in using PAYS
 - Weave your plan into the larger community prevention framework

...and ultimately map your path to success!

“ ”



The PAYS data provides a clear lens that illustrates our youth's behaviors and provides PA counties evidence to allocate support efforts. Northeastern Educational Intermediate Unit 19 and Lackawanna County utilize this data to showcase the need for support services during our K-12 SAP Trainings.

Franco Forgione
Northeastern Educational Intermediate Unit 19

“ ”

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*

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)

Tips for Reading Your Report

- Look for highs and lows that really catch your eye on first read.
- Make notes of how your local data compares with county, state and national data.

- **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:

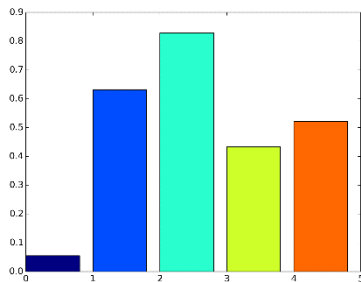
- **Section #2** – ATOD Use and Access
- **Section #3** – Systemic Factors
- **Section #4** – Social and Emotional Health
- **Section #5** – Antisocial Behaviors
- **Section #6** – Community and School Climate and Safety

- **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

- Explore how local rates compare to the county, state, and national norms
- Look for patterns in your data. Certain behaviors can co-occur or influence one another

What do you see?

Find direct links to a vast array of data sources at

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

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.

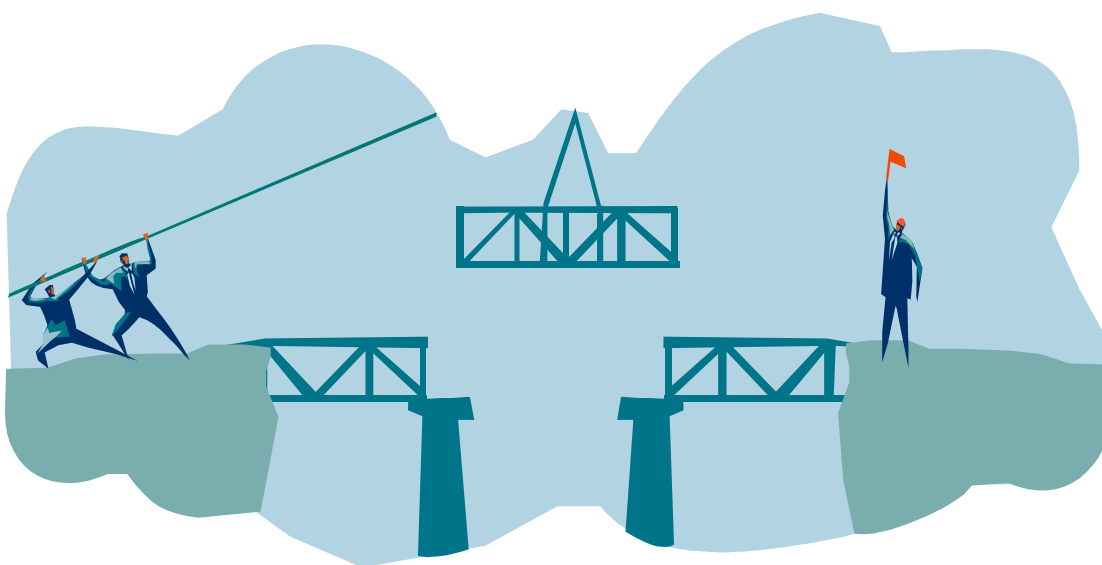


- **Online Worksheet:**
[PAYS Survey Analysis Worksheet](#)
- **Online Report Templates:**
[PAYS Data Highlights: Strengths, Challenges, and Trends](#)
This report template will assist you in telling your PAYS data story and includes some generic PAYS language and a variety of charts that you can update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

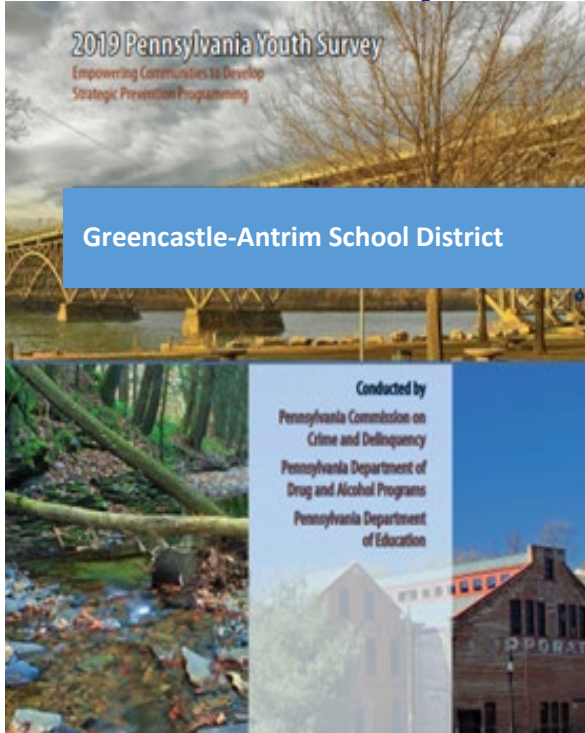
[Focusing on Youth Development in PA: A Cohort Trend Analysis](#)

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.



“ ”



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

“ ”

Module One - Section Two:

Worksheet: PAYS Survey Analysis

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 the strength and challenge assessment;
- Questions that may arise about the results; and
- Recommended follow-up actions.



What can we do once we complete the analysis?
We suggest you create reports to share using one of the templates found at www.epis.psu.edu

Section 1: Demographics & Participation

Objective: Record information from data review of PAYS demographic and participation results to determine how closely student reporting data resembles overall student population to assist with data review reporting

Directions:

Review charts on pages 6 and 8 of your report and answer the following questions.

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/excluded?
5. Is your PAYS data representative of your population, yes or no? If no, list reasons why.

Sections 2-6: Behaviors, Perceptions, and Attitudes (BPAs)

Objective: Record information from data review of PAYS Report Sections 2-6 to assist in data review reporting

Directions:

Use your PAYS report to answer the questions below for **Sections 2-6** of your report. Use one sheet for each section and expand the response areas as needed. Your team may opt to divide into small groups to analyze each section or choose to analyze the whole report as a group.

Section Number: *(Insert Number here)* **Section Title:** *(Insert Title here)*

1. What are the top 3-5 areas where youth in your area are doing well?
2. What are the top 3-5 most prevalent substance use and related behaviors found in your area?
3. Which of items that equal or exceed the county/state rate stand out as potential concerns and why?
4. Which item(s) stand out as potential concern because the severity of their consequences (e.g. possibly resulting in arrests, deaths, etc.)? List the item(s) and their related consequences.
5. Which items stand out as potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see.
6. Are there certain grades, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.
7. If you have explored other data sources, are there any items not listed in any of the questions above that stand out as a potential concern for specific populations (e.g. special needs students, demographic, etc.)? If yes, list and explain.
8. Additional comments/follow up actions:

Section 7: Risk and Protective Factors (RPFs)

Objective: Record information from data review of PAYS Report Section 7 to assist in data review reporting

Directions:

Use your PAYS report to answer the questions below for **Section 7** of your report. Use one sheet for each section and expand the response areas as needed. It will be most beneficial for each team member to review and report out on this section.

1. What are the top 3-5 risk and protective factors where your students are doing well?
2. What are the five (5) highest overall risk factors? What are the three lowest (3) protective factors?
3. Which risk factors are above the state rate & Bach Harrison Norm and which protective factors are below the state rate & Bach Harrison Norm, stand out as potential concerns and why? *(Risk factors that are low but above the state rate, may be less of a concern as compared to a risk factor that is impacting more youth but falls under the state rate.)*
4. Which risk/protective factors stand out as a potential concern because they are increasing/decreasing over time? List the items and include any other relevant details about the time-trends you see.
5. Which risk/protective factors are most likely to influence your youth problem behaviors?
6. For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.
7. Are there certain grades, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.
8. Additional comments/follow up actions:

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Determine Targets and Priorities

Module 2

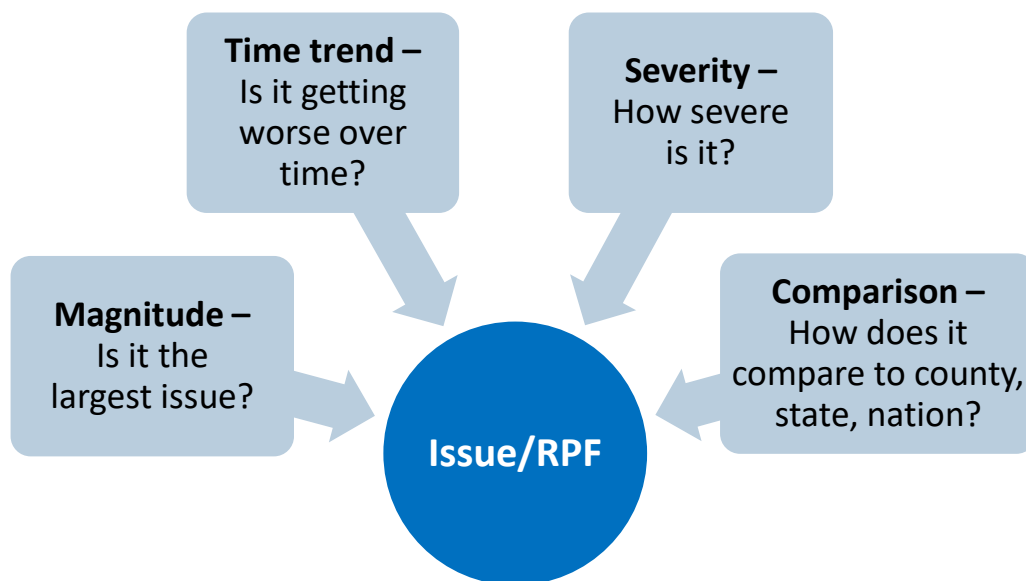


"IT **PAYS** TO ASK...IT **PAYS** TO KNOW"

Module Two:

Determine targets and priorities

Determining your targeted behaviors and risk/protective factor priorities is the next key step in your analysis process. Not all issues faced by our schools, communities, families, and youth can be addressed all at once, so it is vital to the planning process to determine your target behaviors and prioritize the causes of your targeted behaviors. When identifying targeted behaviors and priority risk/protective factors it is important to consider these factors: magnitude, trend, severity, and comparison.



There are several questions your team needs to ask when selecting targets and priorities:

- Who will be responsible for determining the priorities? Will it be your group? Are you making recommendations to others for final decision?
- What is your ability to influence the risk and protective factors on your list?
- Can programs or processes be put in place in your schools to address them?
- Do you have the resources to do so?
- Do you need to consider involving other community members (perhaps your local prevention coalition, SCA, or mental health agency)?
- Are there other political/social/economic issues that your team should consider?

Step #1: Determine Targeted Behaviors, Perceptions, and Attitudes (BPAs)

Based on the information you collected when your team analyzed Sections 2-6 of your PAYS report, you should now have a clearer understanding of behaviors, perceptions, and attitudes that need to be targeted over time. You will set goals for these areas in step 3 of this module.

Think about the key prioritization concepts outlined on the previous page: magnitude, trend, severity, and comparison when selecting your target areas.

Use the worksheet to help organize your thoughts and select your targeted behaviors, perceptions, and attitudes and then set short- and long-term goals for each data point.

Step #2: Determine Priority Risk and Protective Factors (RPFs)



Based on the information you collected and your understanding of risk and protective factors, your team should now have a clearer understanding of the areas that need to be addressed.

Once you have identified your targeted behaviors, perceptions, and attitudes, you will want to explore the RPFs that are causing your issues and determine the connections between your targeted behaviors and the related RPFs.

Need more information to help with selecting your targeted BPAs & priority RPFs? Check out the additional data sources provided for your area; a list of possible sources can be found in Module One!

CTC Risk Factors & Related Behaviors

<u>Community Domain</u> Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Low Neighborhood Attachment	✓	✓				✓
Perceived Availability of Drugs	✓					✓
Perceived Avail. of Handguns		✓				✓
Law & Norms Favorable To Drug Use	✓	✓				✓
<u>Family Domain</u> Risk Factors						
Family History of Antisocial Behavior (ASB)	✓	✓	✓	✓	✓	✓
Poor Family Management	✓	✓	✓	✓	✓	✓
Parental Attitudes Favorable To Drug Use	✓	✓				✓
Parental Attitudes Favorable To Antisocial Behavior	✓	✓				✓
Family Conflict	✓	✓	✓	✓	✓	✓

<u>School Domain</u> Risk Factors	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence	Depression & Anxiety
Academic Failure	✓	✓	✓	✓	✓	✓
Low Commitment to School	✓	✓	✓	✓	✓	✓
<u>Peer-Individual Domain</u> Risk Factors						
Rebelliousness	✓	✓		✓	✓	
Perceived Risk of Drug Use	✓				✓	
Attitudes Favorable To Drug Use	✓				✓	
Attitudes Favorable To ASB	✓	✓	✓	✓	✓	
Sensation Seeking	✓	✓	✓		✓	✓
Rewards for Antisocial Behavior	✓	✓				
Friends' Use of Drugs	✓	✓	✓	✓	✓	
Interaction with Antisocial Peers	✓	✓	✓	✓	✓	
Depressive Symptoms	✓	✓				✓

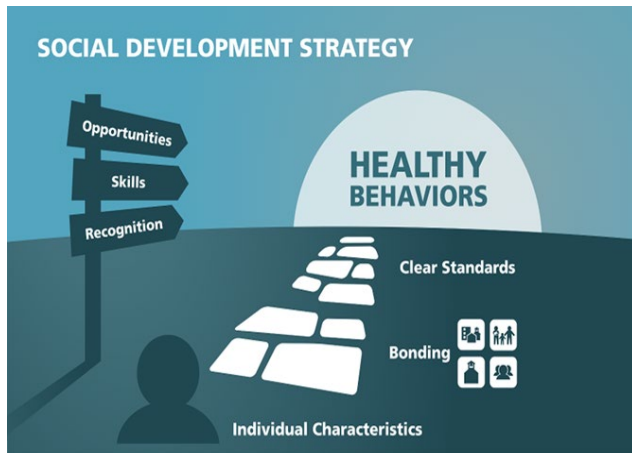
This chart exhibits which risk factors have been scientifically found to predict their related behaviors. For example, when a youth is living within a family that has **Poor Family Management**, he or she is at much higher risk for all of the behaviors. Please refer back to the Getting Started section for further information about risk factors and how they are predictors of problem behaviors.

Download a full-page chart at:

[PA Risk & Protective Factor Profile Matrices](#)

Building Protection for our Youth: The Social Development Strategy (SDS)

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



Researchers have identified multiple protective factors that increase the likelihood of healthy-outcomes for youth. The knowledge on what protects young people from developing health and behavior problems has been organized into an easy-to-use strategy called the **Social Development Strategy (SDS)**. Providing young people of all ages with opportunities, skills, and recognition strengthens bonding with family, school, community, and even among peers. Bonding is one of the most vital components in protecting a child from risky behaviors. Strong bonds motivate young people to adopt healthy standards for behavior.

For more information about SDS, visit page 115 and 116 of your PAYS report.

SDS provides the framework to understanding interaction strategies that help to decrease risks today's youth experience every day including:

- Opportunities
- Skills
- Recognition
- Bonding
- Clear Standards of Behavior

Step #3: Establish measurable long-term goals and intermediate benchmarks

It is important to track progress by establishing long-term goals for each of your targeted BPAs and prioritized RPFs. It is equally as important to set intermediate benchmarks to see how successful your efforts are in achieving the desired long-term goal.



Difference between a long-term goal and an intermediate benchmark

Long-Term Goal: These goals are generally set for five to ten years in the future. There is no exact right or wrong amount of time, you just need to be sure that you select an amount of time that you are committed to tracking and that will be relevant to your school and community as time progresses.

Intermediate Benchmark: Established for targets that will be tracked from one PAYS administration to the next. The PAYS is administered during the Fall of odd-numbered years. These benchmarks are established by incrementally dividing the total desired amount of change over time.

Goals can also be established for your process too!

Here are two general examples:

- Present your data & prevention plan to school board by August 30, 2020
- Implement targeted evidence-based program to 50% of families with 6th grade students



Measurable benchmarks and goals should include:

- A specific behavior, risk factor, or protective factor — the more specific, the easier it is to stay on target.
- How the goal will be measured – what tool will you use to measure your progress?
- A baseline data point – this shows where you currently are and will serve as the basis of your goal writing.
- How much of a change are you expecting to see and by when?

- **Online Worksheets:**

[Determining PAYS Focus Areas](#)

[Creating Long-Term Goals & Establishing Intermediate Benchmarks](#)

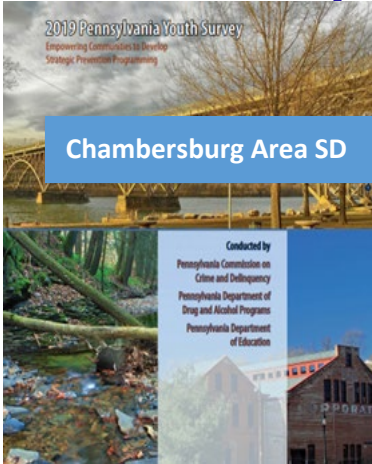
- **Online Report Template:**

[Utilizing PAYS Prevention Priorities to Examine Community Health](#)

Use this report template to showcase your selected priorities and long-term goals

GRANT WRITING: This information can be used on the needs assessment section of grant applications!

“ ”



The PAYS data has allowed our district to focus on specific challenges related to mental health and risk factors for each secondary school. By doing so, we have been able to begin to utilize PAYS data driven responses to these ongoing challenges.

Brandon Barnhart, LCSW
Social Work Supervisor
Chambersburg Area School District

“ ”

Here are some examples of well-written goals & intermediate benchmarks:

Targeted Behavior Goal

To decrease youth anti-social behaviors as measured by 6th-grade students reporting having been hit, kicked, pushed, or shoved around within the past year as measured by the PA Youth Survey (PAYS) from the 2019 baseline of 35 percent to 25 percent by 2025.

2019 Baseline: 35%

2021 Benchmark: 32%

2023 Benchmark: 29%

2025 Long-Term Goal: 25%

Targeted Perception Goal

To increase the perception of the harmfulness of regular marijuana use as reported by 12th-grade students on the PA Youth Survey (PAYS) from the 2019 baseline of 25 percent to 35 percent by 2025.

2019 Baseline: 25%

2021 Benchmark: 29%

2023 Benchmark: 32%

2025 Long-Term Goal: 35%

Targeted Attitude Goal

To increase the number of 12th-grade students who report that it would be “not at all wrong” or “a little bit wrong” for someone their age to drink alcohol regularly as measured the PA Youth Survey (PAYS) from the 2019 baseline of 35 percent to 25 percent by 2025.

2019 Baseline: 35%

2021 Benchmark: 32%

2023 Benchmark: 29%

2025 Long-Term Goal: 25%

Priority Protective Factor Goal

To increase the protective factor “family attachment” as measured by 10th-grade students who report low levels of family attachment on the PA Youth Survey (PAYS) from the 2019 baseline percentage of 40 percent to 55 percent by 2025.

2019 Baseline: 40%

2021 Benchmark: 45%

2023 Benchmark: 50%

2025 Long-Term Goal: 55%

Priority Risk Factor Goal

To decrease family conflict as measured by 8th-grade students reporting high levels of family conflict on the PA Youth Survey (PAYS) from the 2019 baseline risk factor percentage of 75 percent to 60 percent by 2025.

2019 Baseline: 75%

2021 Benchmark: 70%

2023 Benchmark: 65%

2025 Long-Term Goal: 60%

Module Two – Section One:

Worksheet: Determining PAYS Focus Areas

Determining Target Behaviors, Perceptions, and/or Attitudes (BPAs)

Objective: Record information from data review of PAYS Report Sections 2-6 to assist in selecting 3-5 targeted BPAs to set goals and track over time

Chart #1:

Directions: The chart at the top of the next page will help you determine which BPA you should target by providing a space where you can rate the magnitude, severity, trend, and comparison of each area of concern. Rating each of these areas will assist you in narrowing your concerns down so you can make the most informed decision when selecting 3-5 targeted BPAs.

- **Column 1 (BPA):** Enter any behavior, perception, or attitude that are concerning to your team; add rows if needed
- **Column 2 (Magnitude):** Think about the magnitude of the issue – how big is the problem; provide a rating from 1-5: 1 = low and 5 = high
- **Column 3 (Severity):** Think about the severity of the issue – how severe is the problem; provide a rating from 1-5: 1 = low and 5 = high
- **Column 4 (Trends):** Think about the trend of the issue over time; record if it is increasing, decreasing, staying the same, or fluctuating
- **Column 5 (Comparison):** Think about how the issue compares to the county/state/national rate: record if it higher, lower, or about the same
- **Column 6 (Grades, Location, Subpopulations):** Think about specific grades, locations, and/or subpopulations that are being affected by this issue; provide any specific additional information that needs to be considered when determining the priority

Chart #2:

Directions: This chart is provided for you to list 3-5 targeted BPAs that you will track over time. When determining which BPAs to target, explore the information that you provided in Chart #1. Think about how you rated each BPA to help you narrow down your list to the top 3-5 BPAs.

Chart #1:

Behavior, Perception, or Attitude of Concern	Magnitude	Severity	Time-Trends	Comparison	Grades, Locations or Subpopulations of Concern

Chart #2:

Selected Behavior, Perception, or Attitude Priority	Brief Description/Notes

Determining Priority Risk and/or Protective Factors (RPFs)

Objective: Record information from data review of PAYS Report Section 7 to assist in selecting 2-3 prioritized RPFs to set goals and track over time

Charts #1 & 2:

Directions: The charts on the next page will help you determine your priority RPFs by providing a space where you can rate the magnitude, changeability, trend, and comparison of each RPF of concern. The top chart is provided for you to analyze your risk factors of concern and the bottom chart is for you to analyze your protective factors of concern. Rating each of these areas will assist you in narrowing your concerns down so you can make the most informed decision when selecting 2-3 priority risk and/or protective factors.

- **Column 1 (RPF):** Enter RPFs that are concerning to your team; add rows if needed
- **Column 2 (Magnitude):** Think about the magnitude of the RPF – how big is the problem; provide a rating from 1-5: 1 = low and 5 = high
- **Column 3 (Changeability):** Think about how likely the RPF can be changed over time – this relates to how easily the RPF can be changed; provide a rating of either Low (not likely to change), Medium (somewhat likely to change) or High (pretty likely to change)
- **Column 4 (Trends):** Think about the trend of the RPF over time; record if it is increasing, decreasing, staying the same, or fluctuating
- **Column 5 (Comparison):** Think about how this RPF compares to the county/state/Bach Harrison Norm: record if it higher, lower, or about the same
- **Column 6 (Grades, Locations, Subpopulations):** Think about specific grades, locations, and/or subpopulations are that being affected by this RPF; provide any specific additional information that needs to be presented when determining the priority
- **Column 7 (Related Behaviors; only in the Risk Factor Chart):** Review the RPF Chart provided at [PA Risk & Protective Factor Profile Matrices](#) to determine which behaviors the risk factor of concern is link to; this will assist you in seeing how each risk factor of concern is linked to multiple behaviors

Chart #1:

Risk Factor of Concern	Magnitude	Changeability	Time-Trends	Comparison	Grades, Locations or Subpopulations of Concern	Related Behaviors

Chart #2:

Protective Factor of Concern	Magnitude	Changeability	Time-Trends	Comparison	Grades, Locations or Subpopulations of Concern

Chart #3:

Directions: This chart is provided for you to list 2-3 prioritized RPFs that you will track over time. When determining which RPFs to target, explore the information that you provided in Charts #2&3 to help you narrow down your list to the top 2-3 RPFs. You can select more prioritized RPFs, 2-3 is only a recommended as it is suggested to choose a few things and do them well!

Selected Risk/Protective Factor Priority	Brief Description/Notes

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Module Two – Section Two:

Worksheet: Creating Long-Term Goals & Establishing Intermediate Benchmarks

Objective: Write long-term goals and establish their intermediate benchmarks for each targeted BPA and prioritized RPF

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.

The long-term goal will be for a period of 5-10 years and the intermediate benchmarks are targets set for each PAYS administration which is held each Fall in odd-numbered years.

Write a Long-Term Goal Example:

☐ Risk Factor ☐ Protective Factor **X Behavior** ☐ Perception ☐ Attitude

- What is the specific targeted BPA or Priority RPF? **30-Day Alcohol Use**
- What is the specific grade-level? **12th-graders**
- What school district or county does the data represent? **ABC County**
- What is the baseline (current) data? **35%**
- What is the goal year for your long-term goal? **2029**
- What is your goal by the goal year? **10%**
- What benchmarks must you reach each PAYS administration to reach goal?

2021 Benchmark: **30%**

2025 Benchmark: **20%**

2023 Benchmark: **25%**

2027 Benchmark: **15%**

Now put it all together:

To decrease 30-day alcohol use by ABC County 12th graders as measured by the PA Youth Survey (PAYS) from the 2019 baseline of 35% to 10% by 2029.

2019 Baseline: 35%

2021 Benchmark: 30%

2023 Benchmark: 25%

2025 Benchmark: 20%

2027 Benchmark: 15%

2029 Long-Term Goal: 10%

Directions: Use the template below to write measurable long-term goals and related intermediate benchmark for each targeted BPA and RPF. At a minimum, each long-term should cover at least 5 years. Copy this page as many times as needed to create all long-term goals to address your needs.

☐ Risk Factor ☐ Protective Factor ☐ Behavior ☐ Perception ☐ Attitude

- What is the specific targeted BPA or Priority RPF?
- What is the specific grade-level?
- What school district or county does the data represent?
- What is the baseline (current) data?
- What is the goal year for your long-term goal?
- What is your goal by the goal year?
- What benchmarks must you reach each PAYS administration to reach goal?

2021 Benchmark: %	2025 Benchmark: %
2023 Benchmark: %	2027 Benchmark: %

Now put it all together:

2019 Baseline: %	2025 Benchmark: %
2021 Benchmark: %	2027 Benchmark: %
2023 Baseline: %	2029 Long-Term Goal: %

Conduct Resource Assessment

Module 3



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

Module Three:

Conduct Resource Assessment

Using PAYS information will allow you to use a data-driven approach to decision making in your area. Your team will be able to get a clear snapshot of what types of problems students in your area are having which can aid in intervention planning. The data can also be used for selecting targeted prevention programs that align with the problems your students are experiencing.

Step #1: Determine who would best be able to assist with your resource assessment

Your resource assessment may be done by the same team members as those who worked on the data collection part of your process or you may need to expand your team to include those who are knowledgeable of the programs, practices, or strategies that are currently in place to address your prevention needs.

Here are some examples of good team members:

- School Counselors
- SAP team members
- Administrators (AP, Principal)
- Superintendent/Assistant Superintendent
- School Resource Officer
- School/community program providers
- Family Liaison/Specialist
- School District Data Analyst/Research Specialist
- Interested community members

Step #2: Explore existing programs, practices, and strategies (PPS) that are currently available to address targets and priorities

The *PAYS Resource Assessment Excel Tool* will assist you in exploring existing programs, practices, and strategies (PPS) that directly address your priorities and that are currently being implemented in your local school districts and communities. This process is NOT about exploring ALL PPS that are being implemented, but rather to focus on those that directly relate to your issues. It is important that you find out as much as you can about each PPS as it relates to your targets and priorities.

During this step, you will provide information regarding a number of items that will assist you in step three. These steps fall into 2 consideration areas: Implementation and Funding. The Tool includes space to provide information on such topics: PPS targets, grades addressed, location, fidelity, and funding.

Step #3: Conduct a gaps analysis

Using the *PAYS Resource Assessment Excel Tool*, your team will also be able to focus on gaps in a variety of topics that fall under two consideration areas: Implementation and Resources. Consider not only the types of programs, practices, and strategies (PPS) available to address your priorities, but also gaps in the following areas:

Implementation Considerations

- RPF & Targeted BPA Gaps
- Age/Grade Gaps
- Effectiveness Gaps
- Implementation Gaps

Resource Considerations

- Funding Gaps
- Sustainability Gaps

Step #4: Summarize information gathered through this process

Completion of the PAYS Resource Assessment Excel Tool will allow you to make more informed decisions on how to best allocate resources to address your targeted BPAs and priority RPFs. Using the *PAYS Resource Assessment Excel Tool* you will:

- Identify areas of resource allocation strengths
- Identify areas in need of improvement around resource allocations
- Make sound data-informed resource recommendations

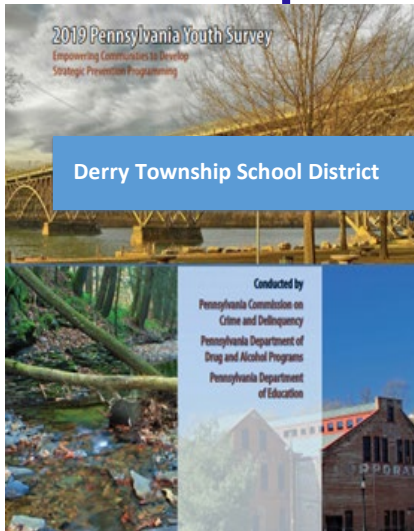


- Online Worksheets:

[PAYS Resource Assessment Excel Tool](#)

[Preparing to Complete PAYS Resource Assessment Excel Tool](#)

“ ”



The PAYS survey has been invaluable to our District. We have made it a priority in our planning. We include all stakeholders in the review of the final report for our District as well as county and statewide results.

With the ever-changing risk factors affecting academic achievement and influencing our youth, this is truly one of the most comprehensive surveys and cost-effective means of gathering comparative data to drive prevention efforts for our district.

Lisa M. Sviben Miller
Director of Safe and Supportive Schools
Derry Township School District

“ ”

Module Three:

Workbook: PAYS Resource Assessment Excel Tool

Objective: Complete a Resource Assessment that showcases the programs, practices, and strategies (PPS) are currently being provided for youth in grades PreK-12

Go to [PAYS Resource Assessment Excel Tool link](#) and download the Excel File entitled *PAYS Resource Assessment Excel Tool*. This comprehensive workbook will assist your team in understanding your prevention resource landscape, assist you in conducting your gaps analysis, and then summarize your results.

Assessing Your Programs, Practices, and Strategies (PPS)

Directions: Use the different sheets within the Tool to record current PPS being implemented in your area for each grade-level. Provide as much information as possible for each PPS. The more complete information you provide the better your analysis will be.

The workbook is divided into several worksheets:

- Grades PreK-5
- Grades 6-8
- Grades 9-12

These worksheets will assist your team in understanding your resource landscape through age/grade analysis

- Opportunities

This worksheet provides a space to explore possible other areas for success including funding opportunities and partnership development

- Summary

This worksheet auto-populates items from your age/grade analysis in a colorful representation of your prevention resource landscape



Only review the programs, practices, and strategies that directly relate to your targeted Behaviors, Perceptions, and Attitudes (BPAs) and priority Risk & Protective Factors (RPFs)

Gaps Analysis

Directions: Once you have completed the PPS chart within each grade-level, move to the bottom of the sheet and conduct a gaps analysis for each grade-level. This analysis will be done through team discussion which will lead to the team to highlight resource strengths, challenges and general recommendations for their area.

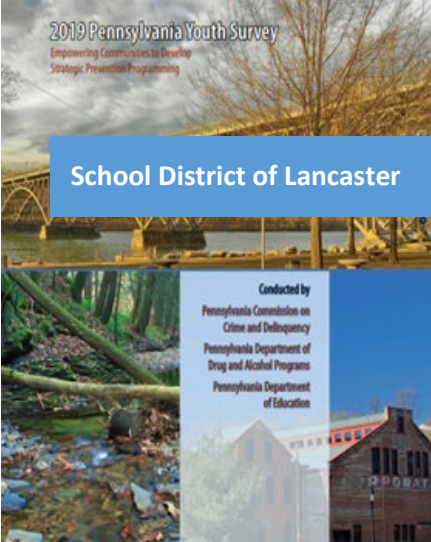
Results Summary

Directions: Information provided in columns B&H and rows 42-60 of each grade-level chart will prepopulate into the last tab of the workbook named *Summary*. The summary tab will provide you an excellent overview of your findings.

In order to get a good visual of your prevention landscape, we recommend that you take a few moments and complete the summary tab by transferring the PPA names into the appropriate grade-level boxes on the right side of the page.

Resource Assessment Tool Special Notes:

- You will find the directions for each section of the worksheets by scrolling over the cells that have a red corner which activate a pop-up note to appear
- All yellow areas of each chart are designed for you to input specific data; the peach colored cells have drop down boxes for you to provide your information



2019 Pennsylvania Youth Survey
Empowering Communities to Develop
Strategic Prevention Programming

School District of Lancaster

Conducted by
Pennsylvania Commission on
Crime and Delinquency
Pennsylvania Department of
Drug and Alcohol Programs
Pennsylvania Department
of Education

The PAYS survey provides very useful information with a historical comparison perspective.

The data has helped us to pinpoint changing trends we need to address as well as providing information that identified the need for additional mental health supports in our schools.

Amy Marenick
School District of Lancaster

Module Three:

Worksheet: Preparing to Complete PAYS Resource Assessment Excel Tool

Objective: To explore the current implementation landscape to learn more about Programs, Practices, and Strategies (PPS) currently being provided for youth in grades Pre-K-12.

Directions: The questions below are those found in the *PAYS Resource Assessment Excel Tool*. They are provided here so your team can be aware of what will be asked during the assessment and to determine if provider outreach is needed to learn more about the PPS in your resource landscape.

While it is not required that you reach out to all PPS providers, it is suggested that your team review these questions to determine if provider outreach is necessary as the more thorough the information about your PPS, the better your resource assessment results will be. It is suggested that this exploration exercise be done by asking the questions via technology (*i.e. Survey Monkey*), through a phone interview, or face-to-face meetings, whichever is most effective and efficient for your team.

Special Notes:

- To get more information about the resource assessment topic, go to the tool and hover over the cells with red corners to display more information about the questions below.
- The questions with possible answers *italicized* are the possible selections from drop-down boxes in the tool. The other questions with no options are open-ended questions in the tool.

1. PPS Name:
2. Implementing Agency Name:
3. Is PPS being actively implemented? If actively implemented sometimes, explain. *Yes, No, Sometimes*
4. If being implemented, what is the implementation frequency?

5. How many are being served by this PPS?
6. Where is this PPS being provided? *School-Based Setting, After-School Setting, Community-Setting*
7. What is/are the priority risk/protective factor(s) addressed by this PPS?
8. What is/are the targeted behavior/perception/attitude(s) addressed by this PPS?
9. What grades are addressed by this PPS?
10. Under which one of these effectiveness designations does this PPS fall?
Evidence-Based, Evidence-Informed, Supplemental
11. If this PPS is classified as evidence-based, is it being implemented with fidelity as designed by the developer? *High Fidelity, Moderate Fidelity, Low Fidelity, Not Sure, N/A*
12. What type(s) of data are collected for this PPS? *Process Only, Outcomes Only, Process and Outcomes, None, Not Sure*
13. Is the PPS currently being funded? If yes, by whom and for how much. *Yes, No, Unsure*
14. Is there a sustainability plan for this PPS? If yes, describe. *Yes, No, Sometimes, Not Sure*

Explore Evidence-Based Programs

Module 4



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

Module Four:

Explore Evidence-Based Programs (EBPs)



In Module Three, you explored your prevention resource landscape to better understand what programs, practices, and activities that you have in place to address your targeted BPAs and priority RPFs. Module Four is designed to explain the meaning of evidence-based programming (EBP) and to assist you in exploring and selecting EBPs that will best address your issues and concerns.

First, let's define what evidence-based means and how programs fall on a continuum of confidence

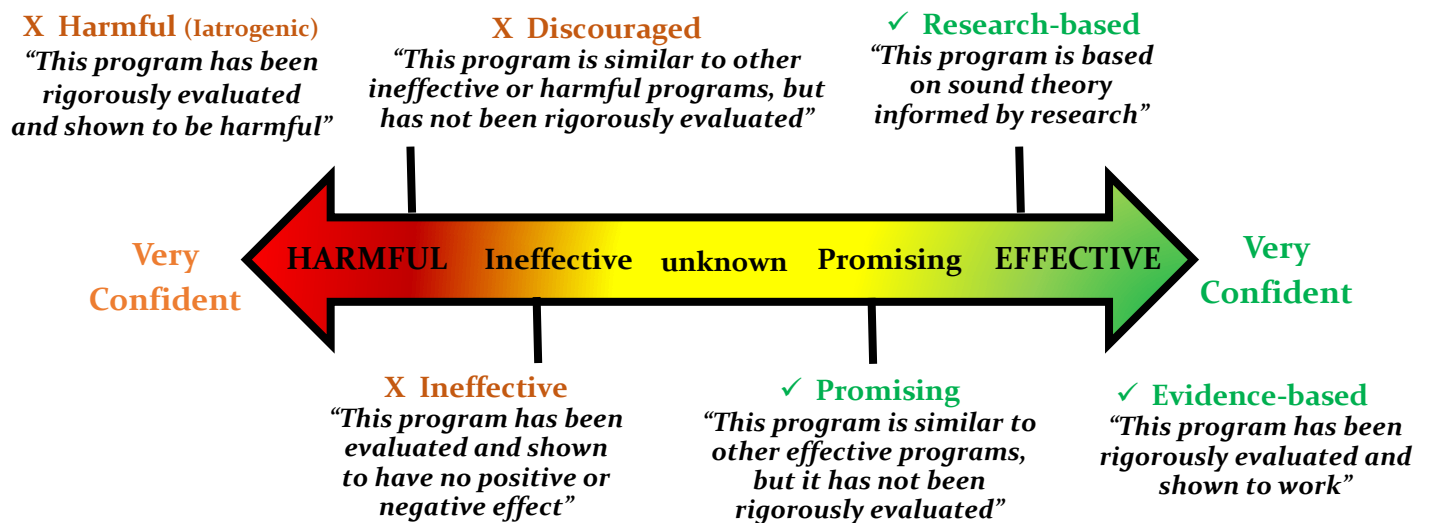


An Evidence-Based Program

- Has demonstrated effectiveness in **rigorous scientific evaluations** including randomized control trials
- Was assessed in large studies with **diverse populations** &/or through **multiple replications** by independent researchers
- Resulted in **significant and sustained effects** for a minimum of 6 months, post program

Continuum of Confidence*

Programs are rated on a continuum of confidence based on their theory of evidence. It is important to think about where the programs, practices, and activities that you identified in Module 3 fall on this continuum. You will want to implement programs that are found on the green, evidence-based end of the continuum and avoid those that fall on the red, harmful end of the continuum. This infographic explains where each type of prevention program falls on the continuum.



Step #1: Explore Highly-Rated Evidence-Based Programs

There are many websites, lists, and directories of evidence-based programs and practices. When exploring programming on a website that provides ratings, be sure to understand how the site rates programs as every program rating list is done using different rating criteria. It is important to remember that not all programs are as effective as others – just because they are on a list does not mean they are the best option.

Check out these websites for more information on evidence-based programs:

Rating Source	Focus Areas	Website
Blueprints for Healthy Youth Development	Violence, Delinquency, Substance Use, School Drop-Out, Teen Pregnancy, Depression/Anxiety	http://www.blueprintsprograms.com
CA Evidence-Based Clearinghouse for Child Welfare	Child Welfare	http://www.cebc4cw.org/
Coalition for Evidence-Based Policy	Social Policy	www.coalition4evidence.org
Collaboration for Academic, Social & Emotional Learning (CASEL)	Social Emotional Learning	https://casel.org/guide/
Crime Solutions.gov	Criminal Justice	http://www.crimesolutions.gov/
Evidence-Based Prevention & Intervention Support	Violence, Delinquency, Substance Use, School Drop-Out, Teen Pregnancy, Depression/Anxiety	http://www.epis.psu.edu/ebp
National School Climate Center	School Climate	https://www.schoolclimate.org/
Office of Juvenile Justice & Delinquency Prevention (OJJDP) Model Programs	Juvenile Justice	www.ojjdp.gov/mpg
Promising Practices Network	Child Welfare, Juvenile Justice, Social Programs	http://promisingpractices.net/programs.asp
What Works Clearinghouse	Education	http://www.ies.ed.gov/ncee/wwc/
What Works Reentry Clearinghouse	Criminal Justice	https://whatworks.csgjusticecenter.org/



Results First Program Clearinghouse

One particularly useful clearinghouse is the PEW Charitable Trusts Results First Clearinghouse Database. This is a one stop shop for accessing many of the evidence-based programs lists shown on the previous page.

1. Go To: <http://www.pewtrusts.org/en/multimedia/data-visualizations/2015/results-first-clearinghouse-database>
2. Type in the key words for the program or type of program to which you are searching
3. Compare ratings across various clearinghouses to determine which programs are most frequently highly-rated
4. Dig deeper by hovering over and clicking on the colored rating dots to learn more!

Step #2: Think about Program Fit, Feasibility, and Effectiveness

When exploring evidence-based programs, there are three important areas of consideration:

- **Program Fit:** Does the program specifically address your targeted BPAs and RPFs, desired ages and grade-levels, as well as the culture and values of your area?
- **Program Feasibility:** What is the required capacity to deliver the program with sufficient quality, sustain it, and assess its delivery and impact?
- **Program Effectiveness:** Based on a program's evaluation results, how confident are you that the program will result in improved outcomes?

Did you know?
There are evidence-based prevention programs that can be delivered as part of the regular school day curriculum that meet PA Common Core Standards.

Want to know if a program is a good selection? Conduct a Fit, Feasibility, Effectiveness Study!

As outlined above, there are many considerations to reflect upon when selecting prevention programming. We encourage your team to align potential programs on the matrix found on the following page. This matrix will help you determine which programs are the best options for implementation while steering you away from programs that should not be considered for implementation. You should select programs that are a good fit, are feasible, and have good evidence of success and stay focused in the green area of the matrix.

Still not sure which programs to select? We suggest that you use the *Program Fit, Feasibility, & Effectiveness Study Worksheet* which is a tool that will assist you in rating potential programs based on their fit, feasibility, and effectiveness. This tool is an excellent supplement to your resource assessment and will help you make good decisions around program selection!

		FIT & FEASIBILITY (F&F)		
		Poor -----> Good		
EVIDENCE	Strong <----- Weak	UNTESTED or INEFFECTIVE and poor F&F	UNTESTED or INEFFECTIVE and some challenges to F&F	UNTESTED OR INEEFECITVE but good F&F
		PROMISING EFFECTIVENESS but poor F&F	PROMISING EFFECTIVENESS but some challenges to F&F	PROMISING EFFECTIVENESS and good F&F
		EVIDENCE-BASED but poor F&F	EVIDENCE-BASED but some challenges to F&F	EVIDENCE-BASED and good F&F

*Bumbarger, B. K., Moore, J. E., & Cooper, B. R. (2013). Examining adaptations of evidence-based programs in natural contexts. The Journal of Primary Prevention, 34(3), 147-161. Retrieved from <http://link.springer.com/article/10.1007%2Fs10935-013-0303-6>



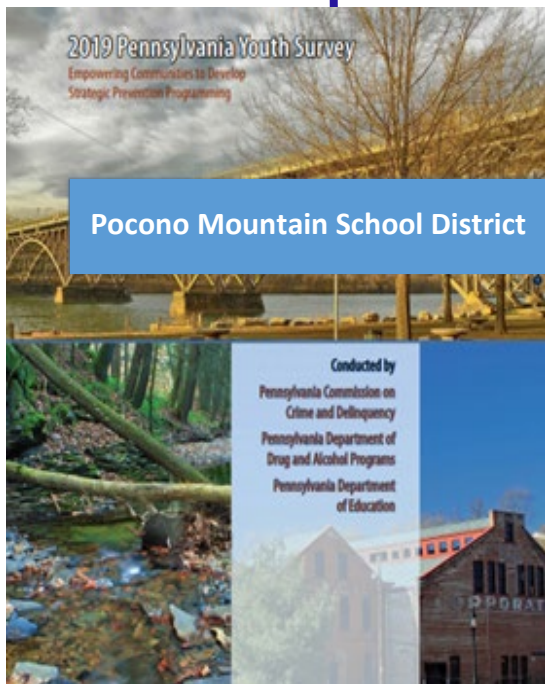
- **Online Worksheets:**

[Program Fit, Feasibility, & Effectiveness Study](#)

GRANT WRITING:

This information can be used on the Needs Assessment Section of grant applications!

“ ”



The Pocono Mountain School District (PMSD) uses the PAYS data to drive health curriculum revisions and to provide supplemental programs at a variety of grade levels to address concerns brought to light by the data.

School Counselors use the data to analyze overall student concerns and address problem areas. Survey data is shared with building-level administration and staff, so they have a pulse on trends and patterns related to issues impacting the healthy, safety and welfare of students. In addition, at the county level, the data is used to find commonalities within the school districts and work together to address them.

Most recently, the PMSD, hosted a summit with administrators and selected staff from all 4 county school districts to review the data county-wide and develop plans moving forward.

**Beth Delay, Director
Health, Physical Education, Guidance
& Nursing Services
Pocono Mountain School District**

“ ”

Module Four:

Worksheet: Program Fit, Feasibility, and Effectiveness Study

Objective: Better understand prevention program landscape by analyzing potential programs to determine fit, feasibility, and effectiveness and guide program selection

Directions: When exploring different program options, use this tool to rate a program's fit, feasibility, and effectiveness which will lead to better program selection. Complete a worksheet for each program you are considering implementing.

- Answer each of the questions in Sections #1-3. If you are unsure of an answer, consult one of the online programming listings found in Module #4 to gain more knowledge about the program
- After answering the questions in each section, use your best judgement and rate the section
- Once all sections are rated, combine the ratings in Section #4 for an overall rating
- Consult the rating rubric to see if the program should be considered for selection

Program Name:

What priority or target does the program address?

Section #1: Understanding & Rating Program **EFFECTIVENESS**

Questions to Explore	Yes	No	Not Sure	Notes
Does the program have a well-articulated underlying theory of behavior change?				
Are specific risk and/or protective factor(s) and developmental/causal pathway(s) targeted by the program identified?				
Has the program been evaluated using a rigorous evaluation such as a control or comparison group that can adequately attribute the evaluation's findings?				
Has the program published study results that have been peer reviewed in a scientific journal?				
Are the published evaluation results generalizable to your community or the specific population you are targeting?				
Have the results of the program's evaluation been replicated in more than one study, and/or by more than one researcher (or someone other than the program's developer)?				
Are there findings from other research on similar types of programs that support the program's theory (<i>i.e. programs with a similar logic model or theory of behavior change</i>)?				
Are the positive findings from the program's evaluation(s) not only statistically significant but also practically significant (<i>i.e. sufficient effect size and impact to justify the investment in the program</i>), and have program effects been found to be sustained beyond immediate post-test?				
Has research shown any unintended negative effects of the program? <i>If so, the program should NOT be considered until additional research has been conducted.</i>				

Based on your responses to questions in Section One, place a rating in the box of the program's evidence of **EFFECTIVENESS** on a scale of 1-10:
1 = having the least credible evidence of effectiveness
10 = having the most credible evidence of effectiveness

**Section
#1 Rating**

Section #2: Understanding & Rating Program **FIT**

Questions to Explore	Fits Very Well	Somewhat Fits	Does Not Fit	Not Sure	Notes
How well does the program's theory of behavior change, targeted risk and protective factors, and target population match your identified needs?					
How well do the program's theory, goals and approach fit with other existing programs and priorities in your community?					
How well does the program seem to fit with the culture and beliefs of your community and target population?					
Questions to Explore	Open-Ended Answers				
Will the program have to be significantly adapted in order to be adequately adopted and implemented in your community? Will the required adaptations maintain program fidelity?	<i>If adaptations will be needed, we suggest you reach out the developer to see if these adaptations will maintain the proven-effectiveness of the program and/or explore other program options.</i>				
How difficult will it be to recruit and retain the necessary staff with appropriate qualifications?					
How supportive will key administrators and stakeholders be of the program?					
Will the commitment of time and resources both for training and program delivery be acceptable?					
How difficult will it be to sustain the program long-term?					

Based on your responses to the questions above, place a rating in the box of the program's **Fit** on a scale of 1-10:

1 = being the worst fit

10 = being the best fit

**Section
#2 Rating**

Section #3: Understanding & Rating Program **FEASIBILITY**

Questions to Explore	Yes	No	Not Sure	Notes
Are training and program materials readily available and of sufficient quality?				
Is there ongoing technical assistance available beyond initial training?				
Is there a network of peer support among other communities who are also implementing this program?				
Are there resources that will be required for program start-up (<i>i.e. training, curriculum, etc.</i>)? If yes, list what resources will be needed in the notes section.				
Are there resources that will be required to sustain the program (<i>i.e. consumable materials, refresher trainings, new-staff training, etc.</i>)? If yes, list what resources will be needed in the notes section.				
Does the program meet the requirements of common funding sources/initiatives?				
Given the potential outcomes expected, is the program likely to represent a positive return on investment?				

Based on your responses to the questions above, place a rating in the box of the program's **FEASIBILITY** on a scale of 1-10:
 1 = not feasible
 10 = very feasible

**Section
#3 Rating**

Section #4: Total Program Rating for **EFFECTIVENESS, FIT, AND FEASIBILITY**

Add the scores from Sections #1-3 to find the total rating for your program.
 See the rubric below to review how your program rates overall.

**Section
#4 Rating**

Now, think about your total score for program **EFFECTIVENESS, FIT, AND FEASIBILITY**.
Where does it fall on this rubric? Hint: You are aiming for a score of 24 or higher!

Total Score 24-30	Total Score 20-23	Total Score Below 20
Indicates good effectiveness, fit & feasibility	Has limited effectiveness and/or poor fit/feasibility	Should not be considered
Likely to be well-implemented and sustained	Could result in implementation challenges and acceptability	Unlikely to result in positive behavior change

Where does your program land on this matrix?

		FIT & FEASIBILITY (F&F)		
		Poor -----> Good		
EVIDENCE	Weak	UNTESTED or INEFFECTIVE and poor F&F	UNTESTED or INEFFECTIVE and some challenges to F&F	UNTESTED OR INEEFECTIVE but good F&F
		PROMISING EFFECTIVENESS but poor F&F	PROMISING EFFECTIVENESS but some challenges to F&F	PROMISING EFFECTIVENESS and good F&F
	Strong	EVIDENCE-BASED but poor F&F	EVIDENCE-BASED but some challenges to F&F	EVIDENCE-BASED and good F&F

*Bumbarger, B. K., Moore, J. E., & Cooper, B. R. (2013). Examining adaptations of evidence-based programs in natural contexts. The Journal of Primary Prevention, 34(3), 147-161. Retrieved from <http://link.springer.com/article/10.1007%2Fs10935-013-0303-6>

For more information on program selection and finding a balance between fit, feasibility, and evidence of effectiveness, please see the following documents, which guided the development of this planning tool:

- Center for Substance Abuse Prevention (CSAP, 2009). Identifying and Selecting Evidence-based Interventions, 2009. Revised Guidance Document for the Strategic Prevention Framework State Incentive Grant Program. HHS Pub. No. (SMA)09-4205. Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration.
- Small, S.A., Cooney, S.M., Eastman, G., & O'Connor, C. (2007). Guidelines for Selecting an Evidence-based Program: Balancing community needs, program quality, and organizational resources. What Works, Wisconsin Research to Practice Series, 3. Madison, WI: University of Wisconsin-Madison/Extension.
- Developed by Brian K. Bumbarger. (2012). Evidence-based Prevention and Intervention Support Center (EPISCenter), Prevention Research Center, Penn State University.

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Create an Action Plan

Module 5

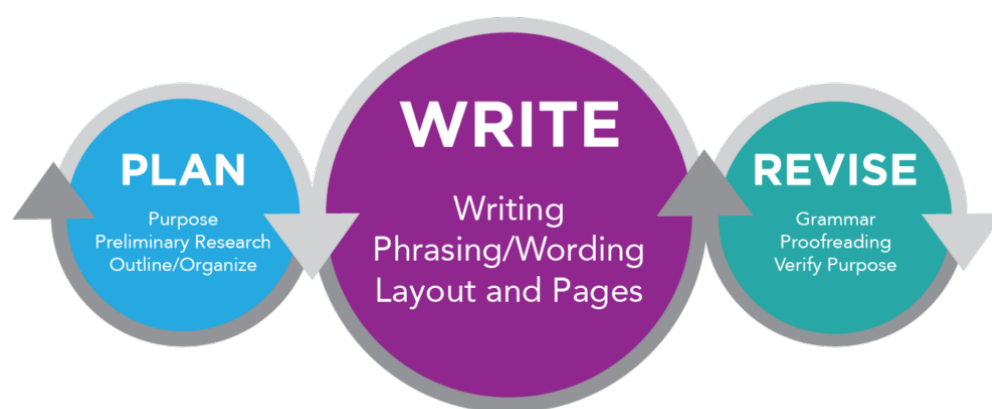


"IT **PAYS** TO ASK...IT **PAYS** TO KNOW"

Module Five:

Create an Action Plan

Now that your team has completed your data and resource assessments, it's time to create an overview of your great work! We will call this overview an Action Plan and will provide steps that will assist you in creating an appealing and useful document; however, we encourage your team to take these suggestions and adapt them to best meet your needs.



Step #1: Determine who would be best to include in plan development

This part of the process may be done by the same team members as those who worked on the data assessment part of your process or

you may need to expand your team to include those who have expertise in such areas as report writing and formatting, creating charts and tables, and proof-reading and editing as all of these skills will be important to producing the best plan.

Step #2: Explore what information should be included in the plan

Your team collected very valuable data during the assessment phase of this process and is now tasked with presenting the information collected as well as to share conclusions and to make recommendations based on your data collection effort. There are 4 general sections that are best to divide your Action Plan into:

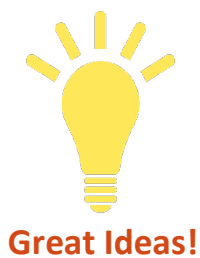
- Executive Summary
- Process, Results, Goals
- Introduction
- Conclusions and Recommendations

The chart on the following pages outlines a more detailed layout for your plan. In this chart, you will find details of a suggested outline for your Action Plan complete with information on why each section is important, suggested subsections and possible information to include.

Section	Why is This Section Important?	Suggested Subsections	Suggested Information to Include
Executive Summary	To provide: <ul style="list-style-type: none"> • Brief synopsis of the analysis process • Highlights and lowlights from data collection • Conclusions and recommendations 	<ul style="list-style-type: none"> • Plan Overview • Why This Plan is Valuable • Key findings • Established goals • Conclusions and Recommendations 	<ul style="list-style-type: none"> • Highlight key findings and recommendations • Brief overview of process • Brief overview of what the reader will find reading the full report • Should be no longer than 1-2 pages • Should have concise information that could be shared as a stand-alone document • Hint: It is much easier to write this section last
Introduction	To showcase: <ul style="list-style-type: none"> • How the plan was developed • What steps were taken to create the plan • Who was part of the analysis process • How to use the plan 	<ul style="list-style-type: none"> • Plan Development Overview <ul style="list-style-type: none"> ○ Why the plan was developed ○ What process was used ○ Who helped to develop the plan • How to Use the Plan 	<ul style="list-style-type: none"> • Acknowledgments • Why the plan was developed • Why this plan is important and how it can be used • Brief overview of prevention science and how it serves as a foundation for the process • Data collection efforts including supplemental sources used • Prioritization process • Goal and benchmark process <ul style="list-style-type: none"> ○ How long-term goals and intermediate benchmarks were determined ○ How program-level process and implementation goals were determined

Section	Why is This Section Important?	Suggested Subsections	Suggested Information to Include
Profile, Results, and Goals	To highlight: <ul style="list-style-type: none"> • Profile of the reporting area (<i>i.e. school district, community, region</i>) • Planning results • Established goals 	<ul style="list-style-type: none"> • Area Profile • Gaps, Issues, and barriers 	<ul style="list-style-type: none"> • Data assessment overview • Existing resource overview • Gaps analysis overview • Results from evidence-based program review • Highlight resource information gathered in the Resource Tool
Conclusions and Recommendations	To outline: <ul style="list-style-type: none"> • Conclusions drawn from data and resource assessments • Recommendations related to decisions made by assessment team 	<ul style="list-style-type: none"> • Conclusions • Recommendations 	<ul style="list-style-type: none"> • Summary of key findings • Conclusions and processes for such topics as selecting programs, practices, and activities selected to address gaps, issues, and barriers • Recommendations for next steps on such topics as: <ul style="list-style-type: none"> ○ How to implement the Social Development Strategy (SDS) in the area** ○ Programming selection and implementation planning ○ Resource allocations requests ○ Staffing enhancements needed to meet goals
Appendices	To provide: <ul style="list-style-type: none"> • Additional supporting information 	<ul style="list-style-type: none"> • Supporting Information 	<ul style="list-style-type: none"> • Additional programmatic information • Additional data sources used during analysis

**** See information on the next page about incorporating SDS into your action plan!**



Write Program Process and Implementation Goals

Once you have selected your evidence-based programs, don't forget to use the goal-writing principles outlined in Module 2 to write both process and implementation goals for each program included in your action plan! Process goals are goals developed to track progress on such processes as the number of staff trained to implement the program. Implementation goals are those goals that track progress on such topics as the number of participants served during a certain time period.

Incorporate Social Development Strategy (SDS) into your action plan

As highlighted in Module 2, the Social Development Strategy is an easy to use strategy designed to assist your school district or community with building protection for your youth. Bonding is one of the strongest protective factors for youth and it is achieved by providing opportunities, skills, and recognition to youth. We suggest that you consider adding the implementation of SDS to your recommended strategies in your action plan. For more information on the steps needed to implement SDS in your area, please reach out to Evidence-Based Prevention and Intervention Support by calling 814-863-2568 or emailing EPIS@psu.edu.

Step #3: Our plan is complete, now what?

It doesn't mean that the work is done just because your plan is done! Your team should now start exploring how this plan can work with other strategic planning efforts in your area. The information included in your plan can be vitally important to other entities that work with youth and families. Remember, one of the most important functions of the PAYS is to not only provide extensive student-reported data on problem behaviors, perceptions and attitudes, but also to provide data on what is causing these issues which many other data sources do not address.

Also, PAYS is the best source for student-reported data, so your information will be a great asset to other local efforts. We encourage you to seek out multiple avenues to incorporate the knowledge you have gained throughout this process and below are just two examples of where your efforts can enhance other efforts: comprehensive school prevention plans and larger community efforts.

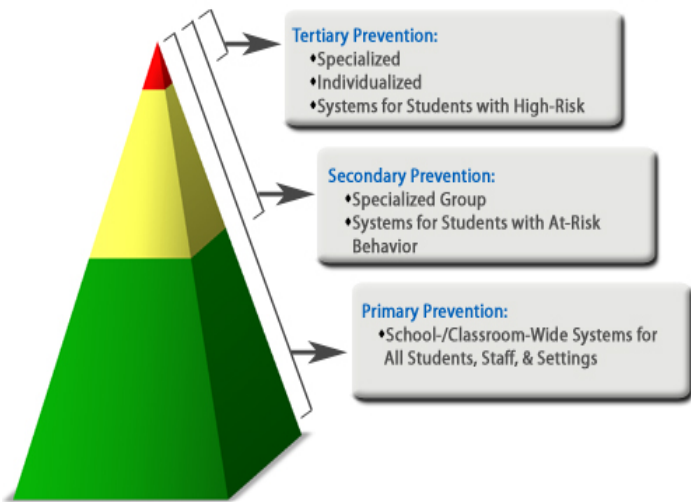


Incorporate into School Prevention Plans

PAYS supports data-driven decision making by providing schools an additional avenue to identify antisocial behaviors that students are experiencing. Using PAYS data in conjunction with the other school data (attendance, referrals, etc.) will allow schools to be more exact in selecting programs to address problems that are occurring and also to provide data for progress monitoring. Also, there are several data-driven, school-wide planning processes that many schools use including the Student

Assistance Program (SAP) and Positive Behavior Support. These service delivery models are excellent opportunities to utilize your PAYS data and analysis.

Continuum of School-Wide Instructional & Positive Behavior Support



PAYS also identifies specific problems such as ATOD use, depression, low commitment to school, etc., all of which can demonstrate a need for certain secondary prevention or intervention services as outlined here.

While the PAYS data will not identify the specific students that need a program, it can indicate the types of programs that should be made available to address the overall needs in the school.

Seek out partnerships with key stakeholders in your local area

Whether your analysis has been done for a school-district, a coalition, or an organization, partnerships throughout the community are key to successfully meeting your long-term goals and desired outcomes. Communities throughout the Commonwealth can provide resources such as funding, expertise, manpower, etc. that can assist you in meeting your goals. Identifying these key stakeholders for partnerships will allow you to broaden your resource base and increase the likelihood of success over time.



One partnership we encourage is with local prevention coalitions. Examples of these coalitions include: Communities That Care (CTC), Drug Free Communities (DFC), and school district PROSPER teams. These collaborative groups are all actively engaged in prevention planning that involve many different levels of your community and can assist you by providing additional ideas, resources, and partnerships. These coalitions can be engaged at any time during the prevention planning process.

County Drug and Alcohol Offices

Your County Drug and Alcohol Office should also be considered as a key partner in your prevention efforts. These offices can provide you with excellent resources to assist you in a variety of ways including:

- Assistance with strategic planning
- Prevention programming and funding for prevention activities (*great source for materials and curriculum*)
- Student Assistance Program liaison services
- Training & presentations

Click on the link below to find your county office contact information!

<https://www.ddap.pa.gov/Get%20Help%20Now/Pages/County-Drug-and-Alcohol-Offices.aspx>

EPIS is a technical assistance provider for coalitions throughout the Commonwealth. They maintain a website that contains a directory of coalitions to enable you to see who you could partner with in your area:

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



EPIS

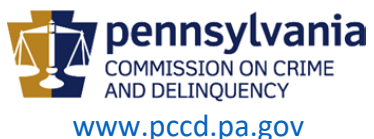
**EVIDENCE-BASED PREVENTION
AND INTERVENTION SUPPORT**

Please note: While EPIS maintains an extensive PA prevention coalition directory, if you do not see one listed for your local area, please contact EPIS for more information at epis@psu.edu



Resource Development

Your PAYS data and action plan are excellent tools to use for successful grant writing and overall resource development! Use your action plan to provide the necessary data on your grant applications to demonstrate need in your area and to share your goals. Using PAYS data, along with other school or community supporting data, you will be able to create a full picture of the need for prevention programs in your school and community. Check out the websites of these agencies that provide funding for local prevention programming:



www.pccd.pa.gov



www.ddap.pa.gov



www.pde.pa.gov

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It PAYS to Know...
It PAYS to Share!

Module 6

“IT **PAYS** TO ASK...IT **PAYS** TO KNOW”

Module Six:

It PAYS to Know...It PAYS to Share!

Step #1: Share your PAYS data

Use your local PAYS data to create your desired environment

One of the most important things you can do with your PAYS data is to share it! Everyone in your area needs to know what youth are saying about their **attitudes, knowledge, behaviors, and experiences**. Sharing your data with multiple audiences is very important and is one of the key elements to long-term success! It is also very important that you share not only the areas of concern, but also to showcase your strengths!

Sharing data with community stakeholders

Data provided through this PAYS report contains information that is pertinent to all areas of students' lives--community, family, school, peer and individual. Sometimes, the risk factors identified with the PAYS influence a student's ability to be successful but are not able to be addressed within the school context. By sharing the information in your report, you can partner with community stakeholders and have a bigger impact on your students.

Here are a few examples of the types of data you may share with different audiences:

Audience	Data Examples	Method
Parents, Community	30-day ATOD use	By grade, gateway drugs vs. other
PTAs	Prosocial opportunities	By grade, change over time
Policymakers/Funders	Risk & protective factors (Section 5)	Comparisons to state, national norms
Prevention Boards	Risk & protective factors (Section 5)	Highs & lows, change over time
School Administrators	School climate & safety (Section 2)	Comparisons to state, change over time
Youth	Prosocial opportunities, Bullying	By grade, by bullying type
County Officials	Risk & protective factors, Gambling, DUI, other illicit drugs	Youth overall, change over time
Media	ATOD prevalence, lifetime use	Comparisons to state, national norms

Highlight information that tells the best story about your strengths and your needs!



Great Idea!

Download & use the [PAYS PowerPoint Template](#) and make it your own by updating with your local data!



Report Examples

There are several report examples and templates highlighted in previous modules. We encourage you to review these tools and adapt them for your own use. Here's what you will find:

Module One:

- [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.

Module Two:

- [Utilizing PAYS Prevention Priorities to Examine Community Health](#)

This report template is best used to showcase your targeted behaviors, perceptions and attitudes and priority risk and protective factors. This template allows you to showcase your PAYS data as it compares to local, state or county data.

Step #2: Empower and Engage Youth Using PAYS Data!



Why is it important to engage youth when using PAYS data?

As referenced throughout the previous modules, youth are not only the source of your PAYS data, but they should also play an important role when analyzing the data and planning for the future.

Engaging youth throughout your process is as important to the process as it is to their overall development! Remember: the youth voice offers another level of diversity and perspective regarding the data that no other team member will be able to offer – they are living what THEY reported!

What are good sources for identifying youth to engage them with the PAYS?

It is important that you identify youth of all ages with varying interests and life experiences. The more diverse your youth team, the more introspective your outcome will be! Some great sources to help you identify your youth team include such groups as:

- School Guidance Counselors & SAP Teams
- Youth Social & Special Interest Clubs
- Church Youth Groups
- Sports Teams
- Local YMCA or other After-School Clubs
- Social Service Provider

What are some creative ways to engage youth using PAYS data?

- **Youth Inclusion in Data Analysis and Planning**

Having youth participate in the data analysis and planning benefits them by presenting an opportunity that can lead to positive youth development through an increase in civic engagement, community development, and youth empowerment. Your team should take very conscious steps for obtaining youth input throughout the process – this doesn't necessarily mean they must attend every team meeting, but they should at least be kept in the loop and solicited for input at key points.



- **PAYS Data Inclusion in School Curriculum**

Using examples and creating projects in Math, Health, and English classes that use information obtained directly from the PAYS report makes these assignments both timely and relevant to students.

- **Youth Focus Groups**

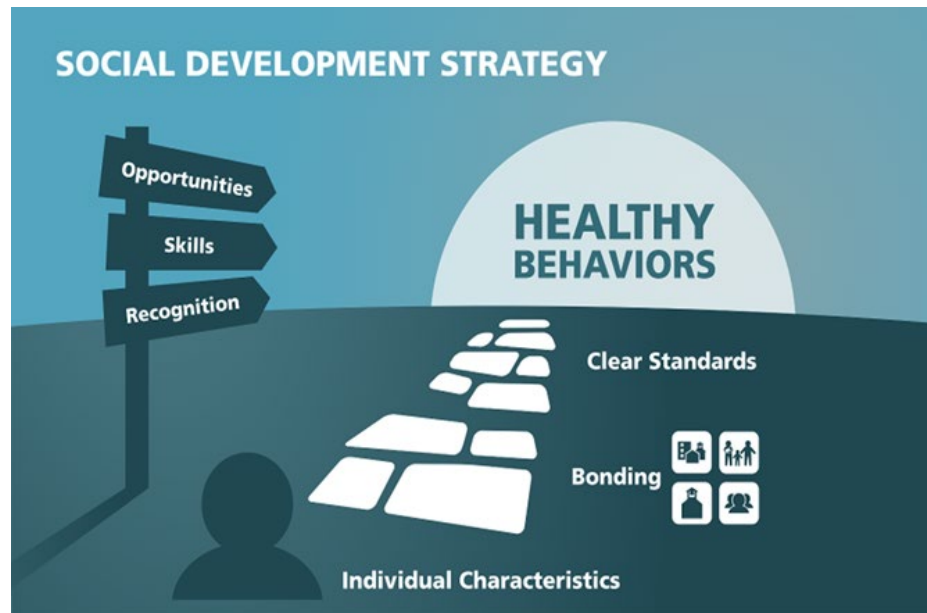
Are there certain data points that the team has questions about? Would like more information on? **Go straight to the source!** Youth focus groups can provide more context and clarity regarding data points because they are living it!

- **Positive Messaging**

Allow the youth to lead positive messaging creation and promotion efforts within their schools and communities. Youth-led initiatives encourage peer-to-peer learning regarding the norms in schools and communities. Continue reading through this module to learn more about positive messaging.

- **Utilize the Social Development Strategy (SDS)**

Use the foundations of SDS when thinking of creative ways to engage youth in using their PAYS data. Providing youth with opportunities, skills, and recognition **enhances protection and youth bonding** to their schools, communities, peers, and family!



Explore the outline below that showcases the overlay of SDS, PAYS, and youth engagement:

- **Opportunities:** Provide youth the opportunity to be an equal voice in the PAYS assessment, to participate in other opportunities to utilize the data, and have positive interactions with caring adults.
- **Skills:** Do the youth have the skills necessary to complete opportunities provided to them? Assist in preparing youth for success by teaching and modeling what they need to participate and succeed.
- **Recognition:** How are you celebrating the voices of the youth as part of your team? Be sure that part of your plan is to allow youth to showcase their initiatives throughout your schools and community.
- **Bonding:** Opportunities, skills, and recognition lead to bonding with anything associated with their part in the PAYS data assessment and initiatives. Taking ownership over the PAYS data and projects will lead to youth having stronger bonds with their schools, communities, peers, and families.
- **Clear Standards:** What do we expect from the youth? Clear standards of conduct and the communication of those standards are essential from adults and peers during the PAYS analysis and planning to enhance the bonds formed during youth engagement activities.

*To learn more about SDS,
visit the Getting Started
Module of the PAYS Guide
and review pages 115-116
of your PAYS report!*

To learn more about SDS, visit <https://www.communitiesthatcare.net/how-ctc-works/social-development-strategy/>

Step #3: Find Positive and Meaningful Ways to Share Your PAYS Data

It is not unusual to have an inclination to only share the negative issues found in our schools and communities; however, showcasing positive youth behaviors, perceptions and attitudes is also very important. When it comes to creating messages highlighting your PAYS data, positive messaging enables your adult audiences to learn more about youth positive actions and students hear positive news about their peers. Social norming research has shown that sharing positive messages also leads to an increase in positive behaviors and attitudes from students. Conversely, messages with a “scare-tactic” focus have been proven to have negative and harmful effects on youth.

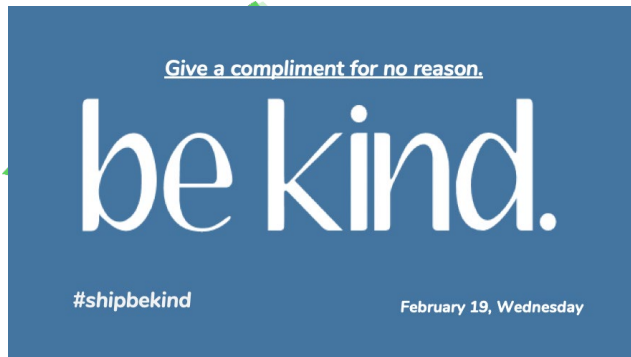
Creation of positive messaging campaigns is a very powerful youth activity that is centered around reframing problem behaviors and dispelling myths about peer norms, *e.g. Most of my peers at my school DO NOT drink/smoke*. These messages are created utilizing PAYS data and can be disseminated through social media, community billboards, posters throughout the school and community, PSAs, and much more!

Here are two examples of strong positive messaging campaigns from a local coalition in Franklin County, Chambersburg Cares:



Questions to Ask When Selecting Data to Highlight in Positive Messaging Campaigns:

- Does this data “make sense” as a stand-alone message? Is more context needed to really understand the point you are trying to make?
- Is the data point one of the priorities that was chosen as a risk and/or protective factor in the school or community?
- What is the purpose of conveying this particular data point? Begin with the end in mind.



Positive messaging campaigns don't always have to include data – they can also promote positive behavior such as this example from Chambersburg Cares *Be Kind* campaign.



PAStart

Commonwealth Prevention Alliance CPA

While discussing your PAYS data is an essential part of your overall success, we encourage you to also supplement your data overview with a positive prevention message that is designed to inspire and motivate. PA Start is a statewide media campaign that has been produced by the Commonwealth Prevention Alliance through funding provided by the PA Commission on Crime and Delinquency (PCCD) in partnership with the Department of Drug & Alcohol Programs (DDAP) and the PA Department of Education (PDE).

What is PAStart?

The mission of the campaign is to build healthy, capable children. Currently, the parent- and caregiver-focused messages recognize that meeting adolescent developmental needs, while providing the right guidance, is a delicate and challenging balancing act. We want kids to grow in a safe environment and learn how to make good choices, but sometimes we are at a loss in knowing what works best.

PAStart is here to help by providing free, thought-provoking materials that pose a question about an important lesson or milestone then a positive action is suggested. Also included on this site are reliable resource links to help you learn more about topics such as: developmental stages, prevention of risk-taking behaviors, and positive discipline techniques.

Visit www.pastart.org to access these downloadable materials (posters, flyers, digital ads, and video public service announcements) that can be used for promoting your prevention activities and are a great brand to supplement your PAYS data presentations!

www.PAStart.org

- Print Resource Materials
- Digital/Social Media Ads
- Web Video/PSAs

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

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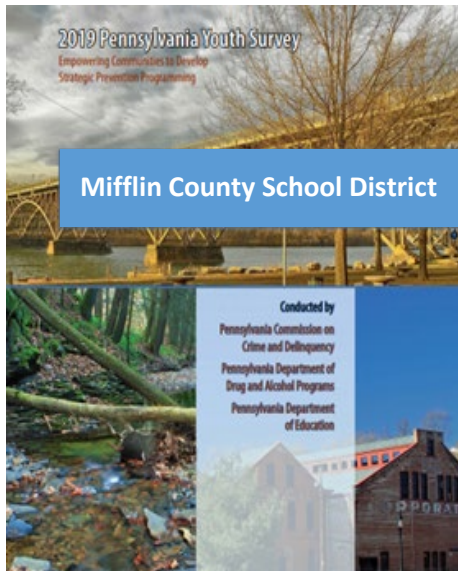


- **Online Worksheets:**
[Sharing Your PAYS Data](#)
[Practicing the Positive](#)

“ ”

Seventeen students participated in our Data Day to select priority risk and protective factors with the adults. [We selected] youth depressive symptoms as our first priority.

**Aleta Kammerer, Mobilizer
Mifflin County Communities That Care**



To help [lower] depressive symptoms, we invited students and the community to tie-dye t-shirts to help combat negative emotions by replacing negative thoughts with positive colors and feelings.

Adam, Youth from Mifflin County

The community involvement helps people [youth] feel like they are a part of something. It helps being surrounded by people who are dedicated to lifting each other up and making them smile. We've been called role models.

Breanna, Youth from Mifflin County

“ ”

Module Six:

Worksheet: Sharing Your PAYS Data

Objective: Begin the process of sharing your PAYS data by determining details of the messages

One of the most important things you can do with this report is to 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 an exercise. Review this example for ideas!

Example:

- **Audience:** Students, Parents, PTA, School Board
 - **Data to Share:** 30-day Marijuana Use, Depression, High Risk Factors, Low Protective 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
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Now it is your turn...

- **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:**

Module Six:

Worksheet: Practicing the Positive

Objective: Increase understanding of how to turn negative messages into positive messages.

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:
-
- PAYS Data Reported:
 - Positive Reframe: