

Substances Worksheet

(Substances Tab)

What are the top 3-5 areas where your students are doing well?

What are the top 3-5 most prevalent substance use and related behaviors found in your school district?

Which items showing as at or above the county/state rate stand out as potential concerns and why?

Which items stand out as a potential concern due to the severity of their consequences (e.g., possibly resulting in arrests, deaths, etc.)?
List the item and the related consequence.

Which items stand out as a 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.

For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.

Are there certain schools, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data?
If yes, list and explain.

Other Comments:

Social and Emotional Health Data Worksheet

(Mental Health Tab)

What are the top 3-5 areas where your students are doing well?
What are the top 3-5 most prevalent social emotional health related behaviors found in your school district?
Which items showing as at or above the county/state rate stand out as potential concerns and why?
Which items stand out as a potential concern due to the severity of their consequences (e.g., possibly resulting in arrests, deaths, etc.)? List the item and the related consequence.
Which items stand out as a 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.
For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.
Are there certain schools, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.
Other Comments:

School- and Community-Related Data Worksheet *(Analysis is Optional)*

(School-Comm Tab)

What are the top 3-5 areas where your students are doing well?
What are the top 3-5 most prevalent school-community related behaviors found in your school district?
Which items showing as at or above the county/state rate stand out as potential concerns and why?
Which items stand out as a potential concern due to the severity of their consequences (e.g., possibly resulting in arrests, deaths, etc.)? List the item and the related consequence.
Which items stand out as a 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.
For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.
Are there certain schools, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.
Other Comments:

Developing Your Problem Statements Worksheet

Logic Model Tab

1a. What are all of the priority issues determined in the Substance Use and Related Behaviors Tab?
1b. How do these priority data points relate to any very general issues such as youth drinking, marijuana use, vaping? Examples: <i>30-day alcohol use by 10th graders</i> and <i>binge drinking</i> data points would both fit into a problem statement of Youth Alcohol Use.
1c. Use the general issues identified in 1b. to write very general, broad problem statements as needed. You may have only one problem statement or more than one depending on the number of broad categories from 1b. Examples: High Rates of Alcohol Use by Students, Low Perception of Risk of Marijuana Use.
2a. What are all of the priority issues determined in the Social and Emotional Health Tab?
2b. How do these priority data points relate to any very general issues such as depression, suicide, etc.? For example: <i>Felt Depressed or Sad Most Days</i> and <i>I Think I Am A Failure</i> data points would both fit into a problem statement of Youth Depressive Symptoms and <i>I Stopped Doing Usual Activities</i> and <i>Considered Suicide</i> data points would both fit into a problem statement of Suicide Ideation.
2c. Use the general issues identified in 2b. to write very general, broad problem statements as needed. You may have only one problem statement or more than one depending on the number of broad categories from 2b. Examples: High Rates of Depressive Symptoms, High Rates of Suicide Ideation.
3a. What are all of the priority issues determined in the School/Community-Related Data Tab?
3b. How do these priority data points relate to any very general issues such as student commitment to school, pro-social involvement? For example: <i>School Is Important Later in Life</i> and <i>I Feel Safe at My School</i> data points would both fit into a problem statement of Student Commitment to School and <i>I Volunteer</i> and <i>I Do Not Participate in Pro-Social Activities</i> data points would both fit into a problem statement of Pro-Social Involvement.
3c. Use the general issues identified in 2b. to write very general, broad problem statements as needed. You may have only one problem statement or more than one depending on the number of broad categories from 2b. Examples: High Rates of Depressive Symptoms, High Rates of Suicide Ideation.

Risk & Protective Factor Data Worksheet

(PAYS Risk & Protection Worksheet)

What are the top 3-5 areas where your students are doing well?

What are the five (5) highest overall risk factors? What are the three lowest (3) protective factors?

Which risk factors were selected as high-risk risk when analyzing each grade? Which protective factors were selected as low protection when analyzing each grade? List the grade and risk/protective factor.

Which risk factors presenting as above the state rate, and protective factors below the state rate, 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.)

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.

Review the CTC Risk Factors & Related Behaviors Chart to have a better understanding of how RF relates to problem behaviors. Note: This is a separate handout. Which risk/protective factors are likely to be most influential on the problems you prioritized in the Substances, Mental Health, and School-Comm tabs?

For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.

Are there certain school districts, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data?
If yes, list and explain.

Are there any risk/protective factors not listed in any questions above that stand out as a potential concern for a specific subpopulation (e.g. grade, school district, etc.)? If yes, list and explain.