How Do We Know What's Happening?

Creating a Data Collection Plan

To develop an effective plan, you must first try to get a picture of what is really happening in your community: where are the data you need? What is it telling you? What additional data do you need? This tool will help you address these questions.

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Compile all relatively current data collected from any prior needs assessments (e.g., Youth Risk Behavior Survey/Surveillance System (YRBS/YRBSS) data; Communities that Care (CTC) survey data; data collected from your partner agencies (e.g. schools, police, juvenile justice).

For the youth in your school or community,
identify the indicators for which you have current data:

	Substance use		Academic Failure		Pregnancy and Childbirth
	Violence		Delinquent Behavior		Early Childhood School Readiness
	Depression		Attachment to School		Achievement Motivation, Positive Expectations, and Optimism for the Future
	Suicide		Bullying Behavior		
	Antisocial and Aggressive Behavior		Positive Relationships with Adults		

For your school or community in general,
identify the indicators for which you have current data:

	Neighborhood violence and crime
	Community Mental Health
	School Climate
	School policies that support safety
	Level of community engagement

If you are missing current data on any of the above, consider conducting a needs assessment to collect these data. Refer to the chart below of related risk and protective factors for potential data sources.

RISK FACTORS	RELATED DATA INDICATORS	POSSIBLE DATA SOURCES
Substance use	• Early initiation of tobacco, alcohol, and other drug use • Past year and "current" (past 30-day) use • Substance use violations (possession, consumption) on school property or at school events	• Self-reported data from student surveys (e.g., YRBS/YRBSS, CTC Survey) • School district data on violent incidents

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Violence	• Physical fighting • Weapon carrying • Violence on school property (including physical fighting, weapon carrying, face-to-face bullying, and cyberbullying)	
Depression and suicide	• Feeling sad or hopeless • Suicidal ideation and attempts	
Antisocial and aggressive behavior	• Referrals to social services or counseling • Placements for children with emotional or behavioral disorders	• School-based health center • Community health center • Local hospitals • Social services agencies • School district data on student achievement (e.g., test scores, "School Report Cards"), attendance, dropout, and disciplinary actions
Academic failure	• Grade retention • Number of students reading below grade level	
Delinquent school culture **Low attachment to school**	• Suspensions and expulsions • Average daily absenteeism and truancy • Dropout rates • Vandalism, theft, and property damage • Teacher attendance	
Neighborhood violence and crime	• Youth offenses and arrests for violence, substance use violations, property damage and other vandalism, and theft • Arrests for violent crimes and homicides	• Census data • Social services agencies • Local police department • Court records • Department of Juvenile Justice • Local hospitals and community health centers • State Department of Corrections
PROTECTIVE FACTORS	**RELATED DATA INDICATORS**	**POSSIBLE DATA SOURCES**
Positive relationships with adults and peers	• Supportive, caring relationship with a parent or other adult • Engagement in school clubs, organized sports, and other school activities	• Student surveys • Social services agencies
Motivation to do well in school **Positive expectations** **Optimism for the future**	• Plans to graduate from high school • Plans to pursue education beyond high school • Number of students going on to postsecondary education	• Student surveys • School climate survey • School district data on disciplinary actions

Positive school climate; strong school connection	• Sense of connectedness to school • Perception of school as a positive, safe environment	
School policies that support safety	• Discipline referrals for violence or bullying	
Community engagement Social networks	• Participation in a religious community • Community service participation • Presence of active and welcoming community centers	• Community health centers and hospitals • Social services agencies • Religious organizations

Use the form below to create your partnership's data collection plan:

RISK OR PROTECTIVE FACTOR	IF YOU HAVE DATA, WHAT IS THE SOURCE?	IF YOU NEED DATA, WHAT METHOD WILL YOU USE TO COLLECT IT?

Upon reviewing your needs assessment data, decide on the areas of greatest need. Use the What is Being Done to Address this Issue? Resource Mapping Tool to identify existing programs that address these needs and determine if they are being effectively implemented.