WEBINAR #5: Student Assistance Programs (SAP): Program Evaluation and Improvement
“Talk. They Hear You.”® Campaign SAP Webinar Series

March 30, 2022, 3 p.m. ET
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Today’s Session Objectives

Today’s session will cover:

• Program evaluation best practices
• Program performance and monitoring examples
• Making improvements to SAPs
SAP Webinar Series Overview

 ✓ Webinar #1: Student Assistance Programs
 ✓ Webinar #2: Standing Up SAP Services
 ✓ Webinar #3: Assessing Needs and Building Capacity
 ✓ Webinar #4: Planning and Implementation

 • Webinar #5: Program Evaluation and Improvement
Polling Questions

This presentation includes five short polls to help us learn more about today’s webinar participants.

• All answers will be presented as totals or percentages, and no one will be able to tell how specific individuals answered.

• By answering the questions, you agree to have your answers anonymously included in the totals as percentages.
There are many ways to get started depending on your existing infrastructure, resources, need, etc.
Review: 9 Critical Components of Effective SAPs

1. School Board Policy
2. Staff Development
3. Program Awareness
4. Internal Referral Process
5. Problem-solving Team and Case Management
6. Direct Services to Students
7. Cooperation and Collaboration
8. Integration with Other School-based Programs
9. Program Evaluation and Improvement
Difference Between Program Management & Evaluation

• **Goals of Program Management:** To use limited resources to effectively implement and sustain program components that achieve agency goals.

• **Goals of Program Evaluation:** To provide *useful feedback* about the *program* to a variety of *audiences*. Most often, feedback is perceived as *useful* if it aids in *decision-making*. 
Common Questions in Evaluation

• Who is being served, and what are their needs?
• How are services triaged or matched to those in need?
• To what extent is a process or intervention being implemented as planned?
• Is there evidence of health disparities, service gaps, or policies that can be addressed to improve implementation?
• How is the degree of implementation related to outcomes?
• What does the intervention cost to implement well?
• Which of two or more approaches are more effective?
• Which of two or more approaches are more cost-effective?
Needs Assessment and Approach Selection

• What are the needs of the target population?
• How are services being targeted by need and severity?
  – Who needs suicide prevention? (someone who is suicidal)
  – Who needs prevention, early intervention, or treatment for alcohol use? (frequency/frequency of use, substance use disorder)
• How well targeted are the services provided/planned to the needs of the students or other populations?
  – What are the “evidence-based” practices that have worked better than average before?
  – To what degree are services already targeted at this population in terms of intellectual development, demographics, or other context?
• Given constraints of the policy, funding, staffing, and school setting, what is feasible?
  – Which approach is more likely to be implemented well?
Implementation/Process Improvement Evaluation

• How well is an approach, process, or intervention being implemented?
  – Can you make a service cascade of the desired steps and identify where there are large gaps or dropoffs?

• Examine potential reasons for gaps/dropoffs like:
  – Check for health disparities by gender, ethnicity, race, and age.
  – Check for variation by site or clinical profile.
  – Identify long gaps between steps.
  – Check for policies that may limit or delay access to services.
  – Check for possible misfits between original materials with the population or context.

• Examine whether the degree of implementation is related to outcomes:
  – Test the presumed causal mechanism.

• Consider possible revisions to the original needs assessment.
Comparative Effectiveness and Cost-Effectiveness

• Only of interest when there is “uncertainty” about which of two or more approaches/interventions is more effective or cost-effective.

• Only of value if the intervention was implemented well and outcomes/costs were reliably measured.

• Can compare them on the basis of changes over time, matching, analysis of covariance, needs-based assignment (aka regression discontinuity), and random assignment.

• Costs may vary by perspective (to program, to school, to society).

• Cost-effectiveness usually focuses on the cost per the main clinical outcome(s).
A Westchester-based substance abuse prevention agency serving schools and communities
Monthly, Semi-annual, and Annual Monitoring

• **Sources of referrals**
  Students, parents, administrators, faculty, support staff, and community members

• **Numbers of students seen**
  Individual, group, and family sessions

• **Consultations and meetings with school staff and community providers**

• **Referrals for additional services**
  Private practitioners, mental health services, substance use disorder treatment, relationship abuse, etc.

• **Schoolwide awareness activities**
  Drug Facts Week, Great American Smokeout, National COA Awareness Week, etc.
Semi-annual and Annual Monitoring

• Demographics
• Identified issues

Annual Monitoring: Pre/Post

• Perceived risk of harm
• Maintenance of no use
• 30-day use
• Disciplinary actions
• Bonding to school
Evaluation Challenges

• Multi-component program
• Workforce
• Situations (COVID-19, natural disasters, other disasters)
• Experimental design
### Mean Pre/Post Change in Perception of Risk:
Moderate Risk (2) ➞ Great Risk (3)

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<tr>
<td>Alcohol</td>
<td>1.9–2.2</td>
<td>1.8–2.2</td>
<td>1.97–2.21</td>
<td>2.25</td>
<td>1.92</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Marijuana</td>
<td>1.8–2.1</td>
<td>1.8–2.1</td>
<td>2.00–2.14</td>
<td>2.15</td>
<td>2.05</td>
<td>.064</td>
</tr>
<tr>
<td>Rx Drugs</td>
<td>2.4–2.5</td>
<td>2.4–2.6</td>
<td>2.56–2.64</td>
<td>2.65</td>
<td>2.34</td>
<td>&lt; .001</td>
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<tr>
<td>Binge Drinking</td>
<td>2.5–2.7</td>
<td>2.5–2.7</td>
<td>2.59–2.70</td>
<td>2.70</td>
<td>2.51</td>
<td>&lt; .001</td>
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</tbody>
</table>
• Conduct focus groups.
• Train staff to increase effectiveness.
• Tailor materials to different populations.
• Use commercial marketing strategies.
Program Evaluation Efforts — Pennsylvania

**Team Level**
- Implementation and fidelity checklists
- Satisfaction surveys
- Team member survey for improvement of team functioning

**County Level**
- County coordination meetings
- Cross-system information-sharing and problem-solving
- Multiple sources of data, including SAP-related data and other data

**Statewide**
- School data reports
- Agency data reports
- Monitoring of SAP trainers
- SAP team and liaison agency surveys
- Academic partnership to evaluate trends
Data and Reporting — Pennsylvania

**PDE4092 (School Report)**
- Reported by school entities to the Pennsylvania Department of Education (PDE) annually
- Data provided:
  - Demographics
  - Referral reason
  - Recommendations for school and/or community services
  - Access to school and/or community services
  - Factors that impacted referral outcomes

**Joint Quarterly Reporting System (Agency Report)**
- Reported by counties to the Pennsylvania Department of Human Services and the Department of Drug and Alcohol Programs quarterly
- Data provided:
  - Participation in team meetings, parent meetings, and consultations
  - Demographics for screenings and/or assessments
    - Number of students screened or assessed for suicide risk
  - Outcomes for screenings and/or assessments
Pennsylvania Student Assistance Programs 2020-21
PA Network for Student Assistance Services (PNSAS)

Top 4 Incoming Referral Sources
1. Instructors/Staff (25,246)
2. Non-Instructional Staff (22,600)
3. Parent/Guardian (5,427)
4. Administrative Non-Discipline (4,790)

Top 3 Primary School Services Recommended by Core Team
1. One to One Follow-Up with Team Member or Other School Personnel (1,400)
2. One to One Counseling with School Counselor or Other School Staff (1,000)
3. Referral to external agency (420)

Top 3 Primary Community Services Recommended by Core Team
1. Referral to Community Mental Health Services (6,400)
2. Referral to Community Mental Health Services (5,400)
3. Referral to external agency (420)

Top 3 Referral Reasons
1. Academic Concerns (13,992)
2. Behavioral Concerns - Intimidation (9,685)
3. Assembly/Conduct (9,500)

Top 3 Primary Recommendations from Screening
1. Mental Health Assessment: 6,323
2. One-to-One with Mental Health Liaison: 3,291
3. Referral to Health/Wellness: 3,291

Data received through the D38D SAP. Figures aggregated from the D38D schools that reported SAP referrals data during the 2020-21 reporting period. For the D38D at the web-based Student Assistance Program (SAP) reporting form submitted annually by school SAP teams and accessed each year, referrals made and the course of one school year.

Pennsylvania Statewide Data Infographics

2020-2021 PA Student Assistance Program Liaison Services
The Pennsylvania Department of Human Services and Department of Drug and Alcohol Programs collaborate to provide the Joint Quarterly Reporting System (JQRS) to collect data from agencies who provide SAP liaison services. As representatives of the county drug and alcohol (D&AA) and mental health (MH) systems, professionally trained liaisons provide support to school SAP teams and families through community and school-based screenings, assessments and other services for drug and alcohol and/or mental health related concerns. Below is an overview of the data reported by 153 liaison providers and agencies for the 2020-21 school year. Data may not be comparable to prior years due to school and agency data submissions during the COVID-19 pandemic.

Liaison Activity
46,831 School Consultations
41,946 Parent Meetings
29,139 Team Meetings

Suicide Ideation Screening
In 2020-2021, a total of 11,122 students were screened or assessed for suicide ideation.
- 5.7% reported current or recent suicide ideation
- 34.7% reported a past history of suicide ideation
- 26.5% of students that reported current or history of suicide ideation also reported past history of suicide attempt

Screening and Assessment Demographics
21,616 screens and assessments
- 21.2% Female
- 50.5% Male

To learn more about SAP in Pennsylvania, visit [http://saps.org](http://saps.org)
Collaborative analysis of SAP data to:

1) Identify trends in referral data
2) Highlight program successes and challenges
3) Disseminate findings to Pennsylvania schools and communities

Emerging Focus Areas:
- SAP awareness building and stigma reduction
- Development of resources for youth and families
- Increasing use of data to drive referrals and monitor outcomes
- Increased focus and training on diversity, equity, and inclusion
- Increasing training on behavioral health topics
- SAP training revision
Pennsylvania Network for Student Assistance Services (PNSAS) website: https://pnsas.org/

Additional PA Data and Evaluation Resources:

- Implementation Checklist for New SAP Teams
- SAP Best Practice Guidelines for Fidelity
- SAP Satisfaction Surveys – for staff, students, and parents/caregivers
- PNSAS Data – infographics, data summaries, and data reporting forms
Goal

Schools should plan for evaluating, sustaining, and innovating their SAP practices. Implementation of SAP will be less impactful when plans have not been made to ensure that its long-term goals can be met through its continuation and improvement in the face of potential changes and obstacles.
Framework for Evaluation and Improvement

**Plan for Evaluation**
- Identify SAP goals
- Determine evaluation questions
- Identify methods and measures
- Develop action plan

**Implement Evaluation**
- Implement action plan to answer evaluation questions
- Collect data from multiple sources

**Reflect, Examine, Adjust**
- Reflect on results
- Identify strengths and areas for improvement
- Identify plans to improve

**Share Results**
- Prepare method to present results
- Share results with staff, partners, and advisory groups
- Check for accuracy
• The SAP has a formal process for **reviewing** and **evaluating** practices and procedures.

• SAP **satisfaction** and stakeholder **input** information is solicited and utilized.

• Program evaluation includes **input** from administrators, staff, students, parents, and community members.
Plan and Implement

• Develop and implement a clear evaluation plan from the outset.
• Evaluate **process** variables (e.g., implementation) and **outcome** variables (e.g., mental health and substance use) (Virginia Department of Education, 2013).
• Obtain feedback and data from diverse stakeholders, using multiple methods of data collection.
• Common evaluation questions (Center on Positive Behavioral Interventions and Supports, 2020):

  - **Reach:** Who is participating in SAP?
  - **Process:** What is happening with the SAP initiative?
  - **Capacity:** What is the ability of the organization to implement / sustain SAP?
  - **Fidelity:** Are the core features of SAP being implemented?
  - **Outcomes:** Is the initiative achieving valued outcomes and worth sustaining?
Gaining quick knowledge gives you the ability to pivot your efforts (when things are not working) and dig deeper (when things are working) to increase the positive outcomes experienced by your school community. This is especially important when we consider the mental health and behavioral health concerns facing our students.

**Determine priorities shared across stakeholder groups**

**Determine improvements to be made**

**Objective data should be given to staff when necessary with helping the student**

**Use evaluation data to inform decision-making**

**Schools, courts, and social service agencies should develop policies that allow them to exchange sensitive information while respecting the needs and rights of their students**
Program Evaluation and Improvement

Goals:
- Monitor the effectiveness and quality of programs.
- Ensure compliance with state and federal regulations.
- Identify service gaps and prioritize improvements.
- Inform training and education for staff.
# Program Evaluation Example — ESD-113

## PROGRAM EVALUATION FORM

**Prevention & Intervention Programs**

The questions below are part of an evaluation of the Washington State Prevention and Intervention Services Program. This is not a test, so there are no right or wrong answers. You do not have to answer any of these questions, but we ask that you answer all the questions honestly and thoughtfully to help us improve this program. Your answers will be kept strictly confidential. Your answers will be combined with the answers given by other students participating in your school district. Only summary data will be shared with school staff to improve this program.

Mark only one answer for each question. Please use a No. 2 pencil and make no stray marks on this sheet.

### Mark how often you felt this way in the past 30 days:

<table>
<thead>
<tr>
<th>None of the time</th>
<th>A little of the time</th>
<th>Some of the time</th>
<th>Most of the time</th>
<th>All of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I think I am doing pretty well.</td>
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<tr>
<td>b. I can think of many ways to get the things in life that are most important to me.</td>
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<td>c. I am doing just as well as other kids my age.</td>
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<tr>
<td>d. When I have a problem, I can come up with lots of ways to solve it.</td>
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<tr>
<td>e. I think the things I have done in the past will help me in the future.</td>
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<tr>
<td>f. Even when other people want to quit, I know that I can find ways to solve the problem.</td>
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### How much do you think youth risk harming themselves if they:

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<tr>
<th>No risk</th>
<th>Slight risk</th>
<th>Moderate risk</th>
<th>Great risk</th>
<th>Not sure</th>
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</thead>
<tbody>
<tr>
<td>a. Smoke one or more packs of cigarettes per day?</td>
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<tr>
<td>b. Use vapes daily or nearly daily?</td>
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<tr>
<td>c. Try marijuana once or twice?</td>
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<tr>
<td>d. Have one or two alcoholic beverages (glass of wine, beer or mixed drink, shot of liquor) nearly every day?</td>
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<tr>
<td>e. Have five or more alcoholic beverages (glass of wine, beer or mixed drink, shot of liquor) at one time?</td>
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### On how many occasions during the past 30 days (if any) have you:

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<thead>
<tr>
<th>None</th>
<th>1-2</th>
<th>3-5</th>
<th>6-9</th>
<th>10-19</th>
<th>20-39</th>
<th>40 or more</th>
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<tbody>
<tr>
<td>a. Had alcoholic beverages (including beer, wine, wine coolers, and liquor) to drink (more than a few sips)?</td>
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<td>b. Had five or more (plain) drinks (A drink is a glass of wine, a bottle of beer, a shot class of liquor, or a mixed drink)?</td>
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<td>c. Used marijuana (weed, pot, dabs,地址)?</td>
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<td>d. Used tobacco products (cigarettes or chew)?</td>
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<td>e. Used an electronic cigarette, also called e-vups, vape pens, or JUUL (Nicotine liquid with nicotine, THC, or with just flavor only)?</td>
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<thead>
<tr>
<th>Number of Occasions</th>
<th>Number of Occasions</th>
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<tr>
<td>a. Used hallucinogens (ecst, LSD, angel dust, PCP, mushrooms, ecstasy, MDMA)?</td>
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<tr>
<td>b. Used inhalants (things you breathe in to get high, poppers, sniffers, rush, huff, etc)?</td>
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<td>c. Used cocaine or crack cocaine (snort, rock, snort)?</td>
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<td>d. Used amphetamines (speed, crank, crystal meth, ice, uppers)?</td>
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<tr>
<td>e. Used other illegal drugs (heroin, oxycodone, methadone)?</td>
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<tr>
<td>f. Used prescription drugs not prescribed to you (hydrocodone, oxycodone, methadone)?</td>
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<tr>
<td>g. Used synthetic or designer drugs (spice, “K2,” bath salts)?</td>
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</table>

### How many times in the past 3 months have you:

<table>
<thead>
<tr>
<th>None</th>
<th>1-2 Times</th>
<th>3-5 Times</th>
<th>6-9 Times</th>
<th>10 or More Times</th>
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<tbody>
<tr>
<td>a. Been in trouble at school?</td>
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<td>b. Been suspended from school?</td>
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<td>c. Skipped school?</td>
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<td>d. Been arrested?</td>
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<td>e. Been in a physical fight?</td>
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<td>f. Not tell a person you trust?</td>
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### How old were you the first time you had more than a sip of two of beer, wine, or hard liquor (for example, vodka, whiskey, gin, etc.)?

<table>
<thead>
<tr>
<th>None</th>
<th>1-4</th>
<th>5-10</th>
<th>11-17</th>
<th>18-20</th>
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<tbody>
<tr>
<td>a. Never had?</td>
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<td>b. 10 or younger?</td>
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<td>c. 11?</td>
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<td>d. 12?</td>
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<td>e. 13 or older?</td>
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### Complete the next questions ONLY if you have met with the person who gave you this sheet more than once or twice.

**Overall, how important has this program been to you?**

- Very important
- Somewhat important
- Not very important
- Not at all important

**Are you glad that you participated in the program?**

- YES
- NO

**Are you more likely to attend school because of this program?**

- Yes
- No

*Thank you!*
Universal Activity Reports
• Prevention Activities Summary
• Prevention Activities Summary for OSPI
• Groups Conducted Summary

Indicated Student Reports
• Service Summary
• Student Progress
• Student Outcomes
• Substance Use Change
• Substance Use Change Categories
• Case Management Referral Status by Agency

Data Monitoring Reports
• Quality Control
• Quality Control Summary
• Program Evaluation Form Status
• Follow-up (grades) Status Report
• Other Peer Support Group Referrals

Staffing Reports
• Staff Listing Report
• Staffing Summary Report
• School List Report
Student Behaviors

- Decreased substance use
- Alcohol—average 37% reduction
- Binge drinking—average 44% reduction
- Marijuana—average 41% reduction
- Decreased problem behaviors
- School suspensions—average 38% reduction
- Arrests—average 29% reduction
Student Behaviors

• Increased school attendance
  – Average of 39% of participants reported they were more likely to attend school because of SAP services

• Satisfaction with services
  – Average of 92% reported they were glad the participated in SAP services
Program Improvement Strategies

• Develop and improve outreach efforts.
• Monitor data collection.
• Consistently share data/program outcomes with stakeholders.
• Promote staff training and education.
• Implement evidence-based practices.
Q&A

LET'S TALK
Purpose: This document provides school leaders and administrators with key information about student assistance services for substance use and mental health initiatives.
Purpose: This document describes some student assistance resources and provides tangible ways school administrators and student assistance teams can implement the strategies.

It also assists school leaders and student assistance teams with increasing their awareness of student assistance services by providing guidance on resources available for this critically important work.
Purpose: This video describes some student assistance resources and provides tangible ways school administrators and student assistance teams can implement the strategies.

It also assists school leaders and student assistance teams with increasing their awareness of student assistance services by providing guidance on resources available for this critically important work.
Access and view previous SAP webinars!

Webinar #1: Student Assistance Programs
Webinar #2: Standing Up SAP Services
Webinar #3: Assessing Needs and Building Capacity
Webinar #4: Planning and Implementation

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- Featured resources and prevention tips
- Campaign news
- Partner spotlights

http://eepurl.com/grCRjD

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- @samhsa
- @samhsagov
- @samhsagov
- Substance Abuse and Mental Health Services Administration (SAMHSA)
- SAMHSA