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.

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There are many ways to get started depending on your existing infrastructure, resources, need, etc.

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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

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Difference Between Program Management & Evaluation

- **Goals of Program Management:** To use limited resources to effectively <u>implement</u> and <u>sustain</u> program components that achieve <u>agency goals</u>.

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

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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?

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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.

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Comparative Effectiveness and Cost-Effectiveness

- Only of <u>interest</u> when there is "uncertainty" about which of two or more approaches/interventions is more effective or cost-effective.

- Only of <u>value</u> 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).

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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)

	2018 –19	2019–20	2020–21	2021–22	Control 2021–22	Significance
Alcohol	1.9–2.2	1.8–2.2	1.97–2.21	2.25	1.92	< .001
Marijuana	1.8–2.1	1.8–2.1	2.00–2.14	2.15	2.05	.064
Rx Drugs	2.4–2.5	2.4–2.6	2.56–2.64	2.65	2.34	< .001
Binge Drinking	2.5–2.7	2.5–2.7	2.59–2.70	2.70	2.51	< .001

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- Conduct focus groups.

- Train staff to increase effectiveness.

- Tailor materials to different populations.

- Use commercial marketing strategies.

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Team Level	County Level	Statewide
• Implementation and fidelity checklists • Satisfaction surveys • Team member survey for improvement of team functioning	• County coordination meetings • Cross-system information-sharing and problem-solving • Multiple sources of data, including SAP-related data and other data	• School data reports • Agency data reports • Monitoring of SAP trainers • SAP team and liaison agency surveys • Academic partnership to evaluate trends

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
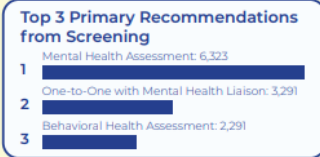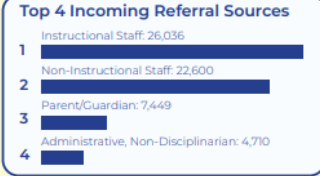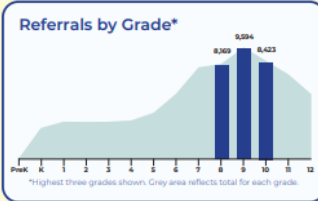 - Factors that impacted referral outcomes

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
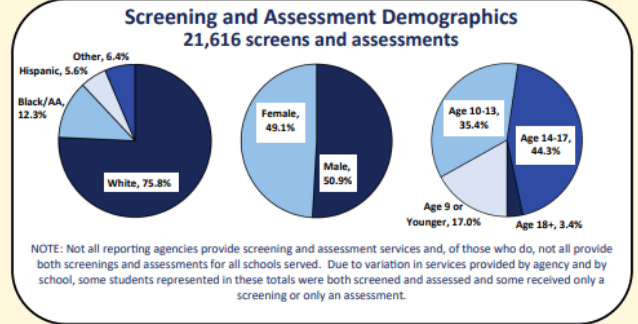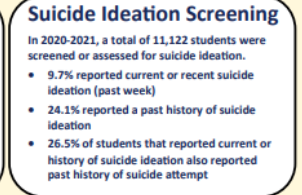 - Outcomes for screenings and/or assessments

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SAP STUDENT ASSISTANCE PROGRAM SINCE 1984-1985 IN PENNSYLVANIA

Pennsylvania Student Assistance Programs 2020-21
PA Network for Student Assistance Services (PNSAS)

72,208 Referrals

27% of referrals are for Elementary SAP (19,687)

Top 4 Incoming Referral Sources
1. Instructional Staff: 26,036
2. Non-Instructional Staff: 22,600
3. Parent/Guardian: 7,449
4. Administrative, Non-Disciplinarian: 4,710

Top 3 Primary School Services Recommended by Core Team
1. One-to-One Follow-Up with Team Member or Other School Personnel: 7,460
2. One-to-One Counseling with School Counselor and/or School Psychologist: 6,817
3. Academic Supports: 6,108

Referrals by Grade*
8,769 / 9,594 / 8,423
PreK K 1 2 3 4 5 6 7 8 9 10 11 12
*Highest three grades shown. Grey area reflects total for each grade.

Top 3 Primary Community Services Recommended by Core Team
1. No Primary Community/Agency Services Recommended: 8,914
2. Screening by Mental Health SAP Liaison: 8,078
3. Screening by Behavioral Health SAP Liaison: 6,028

Top 3 Referral Reasons
1. Academic Concerns: 15,312
2. Behavioral Concerns - Internalizing: 10,885
3. Attendance Concerns: 9,900

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

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Data obtained through the PDE 4092. Figures aggregated from the 1,837 schools that reported SAP referral data during the 2020-2021 reporting effort. The PDE 4092 is the web-based Student Assistance Programs (SAP) reporting form submitted annually by school SAP teams and records each SAP referral made over the course of one school year.

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&A) and mental health (MH) systems, professionally trained liaisons provide support to school SAP teams and families through community and/or 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 102 liaison providers and agencies for the 2020/21 school year. Data may not be comparable to prior years due to school and agency disruptions during the COVID-19 pandemic.

Liaison Activity
- 46,391 School Consultations
- 41,946 Parent Discussions
- 29,139 Team Meetings

Suicide Ideation Screening
In 2020-2021, a total of 11,122 students were screened or assessed for suicide ideation.
- 9.7% reported current or recent suicide ideation (past week)
- 24.1% 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

Other, 6.4%
Hispanic, 5.6%
Black/AA, 12.3%
White, 75.8%

Female, 49.1%
Male, 50.9%

Age 10-13, 35.4%
Age 14-17, 44.3%
Age 9 or Younger, 17.0%
Age 18+, 3.4%

NOTE: Not all reporting agencies provide screening and assessment services and, of those who do, not all provide both screenings and assessments for all schools served. Due to variation in services provided by agency and by school, some students represented in these totals were both screened and assessed and some received only a screening or only an assessment.

To learn more about SAP in Pennsylvania, visit http://pnsas.org/

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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

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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.

OSWI
Ohio School
Wellness Initiative

OSWI
Ohio School
Wellness Initiative

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

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Program Evaluation Best Practices

Self-Assessment

- 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.

Going well?

Area for improvement?

Priorities?

29

- 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?

OSWI
**Ohio School
Wellness Initiative**

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

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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.

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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:	None of the time	A little of the time	Some of the time	A lot of the time	Most of the time	All of the time
a. I think I am doing pretty well.	A	B	C	D	E	F
b. I can think of many ways to get the things in life that are most important to me.	A	B	C	D	E	F
c. I am doing just as well as other kids my age.	A	B	C	D	E	F
d. When I have a problem, I can come up with lots of ways to solve it.	A	B	C	D	E	F
e. I think the things I have done in the past will help me in the future.	A	B	C	D	E	F
f. Even when others want to quit, I know that I can find ways to solve the problem	A	B	C	D	E	F

How much do you think youth risk harming themselves if they:	No risk	Slight risk	Moderate risk	Great risk	Not sure
a. Smoke one or more packs of cigarettes per day?	A	B	C	D	E
b. Use vape devices daily or nearly every day?	A	B	C	D	E
c. Try marijuana once or twice?	A	B	C	D	E
d. Have one or two alcoholic beverages (glass or wine, beer or mixed drink, shot of liquor) nearly every day?	A	B	C	D	E
e. Have five or more alcoholic beverages (glass or wine, beer or mixed drink, shot of liquor) at one time?	A	B	C	D	E

| On how many occasions during the past 30 days (if any) have you: | Number of Occasions | | | | | | |
	None	1-2	3-5	6-9	10-19	20-39	40 or more
a. Had alcoholic beverages (including beer, wine, wine coolers, and liquor) to drink (more than a few sips)?	A	B	C	D	E	F	G
b. Had five or more drinks in a row? (A drink is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink.)	A	B	C	D	E	F	G
c. Used marijuana (weed, pot, dabs, edibles)?	A	B	C	D	E	F	G
d. Used tobacco products (cigarettes or chew)?	A	B	C	D	E	F	G
e. Used an electronic cigarette, also called e-cigs, vape pens, or JUUL (to vape liquid with nicotine, with THC, or with just flavor only)?	A	B	C	D	E	F	G

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| On how many occasions during the past 30 days (if any) have you: | Number of Occasions | | | | | | |
	None	1-2	3-5	6-9	10-19	20-39	40 or more
a. Used hallucinogens (acid, LSD; angel dust, PCP; mushrooms; ecstasy, MDMA)?	A	B	C	D	E	F	G
b. Used inhalants (things you breathe in to get high, poppers, snappers, rush, huff, sniff)?	A	B	C	D	E	F	G
c. Used cocaine or crack cocaine (coke, rock, snow)?	A	B	C	D	E	F	G
d. Used amphetamines (speed, crank, crystal meth, ice, uppers)?	A	B	C	D	E	F	G
e. Used other illegal drugs (heroin, opium, downers)?	A	B	C	D	E	F	G
f. Used prescription drugs not prescribed to you (hydrocodone, oxycodone, methadone)?	A	B	C	D	E	F	G
g. Used synthetic or designer drugs (spice, K2, bath salts)?	A	B	C	D	E	F	G

How many times in the past 3 months have you:	None	1-2 Times	3-5 Times	6-9 Times	10+ Times
a. Been in trouble at school?	A	B	C	D	E
b. Been suspended from school?	A	B	C	D	E
c. Skipped school?	A	B	C	D	E
d. Been arrested?	A	B	C	D	E
e. Been in a physical fight?	A	B	C	D	E
f. Hit or tried to hurt someone?	A	B	C	D	E

How old were you the first time you had more than a sip or two of beer, wine, or hard liquor (for example: vodka, whisky, or gin)?

- A Never have
- B 10 or younger
- C 11
- D 12
- E 13
- F 14
- G 15
- H 16
- I 17 or older

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?
- A Very important
- B Somewhat important
- C Not very important
- D Not at all important

Are you glad that you participated in the program?
- A YES!
- B yes
- C no
- D NO!

Are you more likely to attend school because of this program?
- A Yes
- B No
- C Does not apply to me; I attend school regularly

Thank you!

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Washington State Evaluation System — ESD-113

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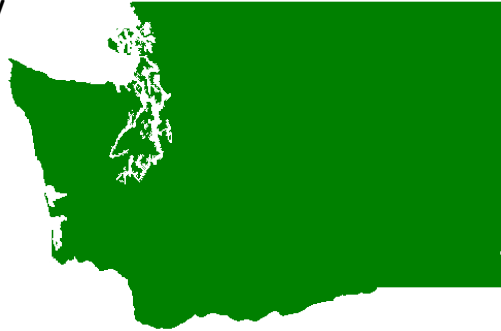
Data Monitoring Reports
- Quality Control
- Quality Control Summary
- Program Evaluation Form Status
- Follow-up (grades) Status Report
- Other Peer Support Group Referrals

Staffing Reports
- Staff Listing Report
- Staffing Summary Report
- School List Report

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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

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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

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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.

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Student Assistance: A Guide for School Administrators

Purpose: This document provides school leaders and administrators with key information about student assistance services for substance use and mental health initiatives.

Student Assistance Resources Guide

Student Assistance Resources Guide
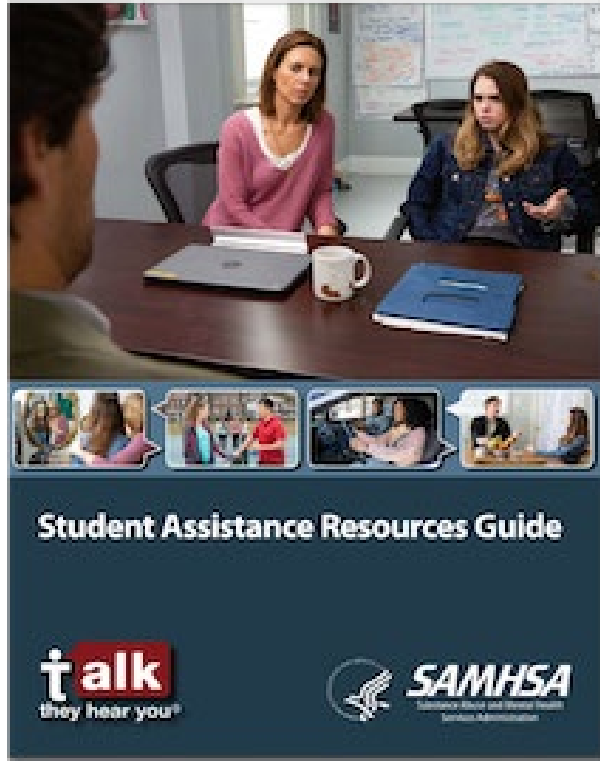
Purpose: This document describes some student assistance resources and provides tangible ways school administrators and student assistance teams can implement the strategies.

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.

Student Assistance Discussion Starter Video

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.

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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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