

**PENNSYLVANIA STUDENT ASSISTANCE PROGRAM  
COMPONENTS AND INDICATORS HANDBOOK**

**PREPARED FOR THE PENNSYLVANIA COMMISSION ON  
CRIME AND DELINQUENCY, SEPTEMBER 2000**

# **PENNSYLVANIA STUDENT ASSISTANCE PROGRAM COMPONENTS AND INDICATORS HANDBOOK**

PREPARED FOR

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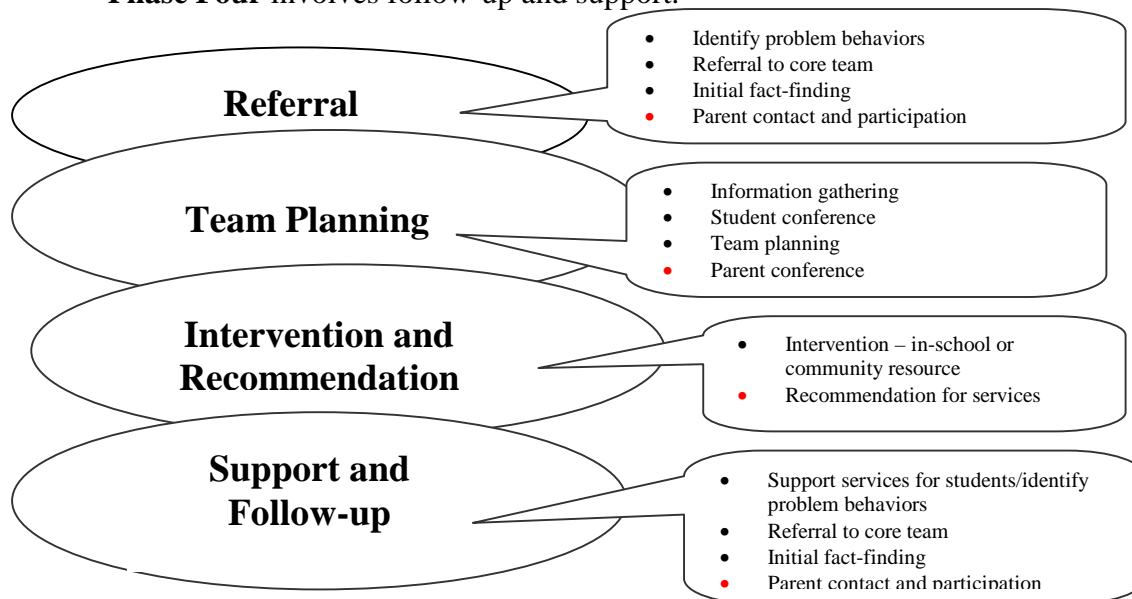
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## The Pennsylvania Student Assistance Program Components and Indicators

The Pennsylvania Student Assistance Program (SAP) ensures that students experiencing barriers to learning related to substance abuse and mental health problems are identified and linked to appropriate supportive services in the school and community. This booklet highlights the results of the Pennsylvania Student Assistance Evaluation Project. The project focused on the best SAP practices. Nine essential components of SAP practice were delineated: Policy and Procedures, Communications, Referral Mechanisms, Parent Participation, Team Planning, Intervention and Recommendations, Follow-up and Support, Training, Outcome Indicators and Evaluation. For each component area there are specific performance indicators. The component areas and their corresponding performance indicators were derived from a review of SAP literature, key informant interviews, discussions and focus groups. A number of the performance indicators were validated through cross-analysis with existing SAP databases. The components have their roots in the Pennsylvania Student Assistance Program Model which is comprised of the following four phases.

### Pennsylvania Student Assistance Program Model

- **Phase One** involves referral.
- **Phase Two** involves team planning.
- **Phase Three** includes team interventions and recommendations.
- **Phase Four** involves follow-up and support.



The goal of the components and indicators is to support and involve all SAP stakeholders in continuous improvement of SAP. Presented in the booklet are the SAP Component Areas and Indicators, Component Indicator Checklist, Strategies for using the Checklist, and how to develop benchmarks for your SAP.

## **SAP Component Areas and Indicators**

(The indicators in bold have been validated through research)

### **Component 1. Policy and Procedures**

- **Building administrators are involved and support SAP**
- **Drug and Alcohol and Mental Health SAP liaison works with team**
- **SAP Coordinator for the Building**
- **Policy violations and consequences for alcohol, drugs, involving weapons, tobacco**
- **SAP Structure and organization (including members and titles, clear delineation of roles and responsibilities, meeting times, membership selection criteria, etc.)**

### **Component 2. Communications**

- **Description of SAP Services for faculty, students and others including handbooks, brochures, etc.**
- **In-services for teachers, pupil personnel, support staff, and administrators provide time and support for SAP informational updates**
- **Specific student communication strategy**
- **Specific parent communication strategy**

### **Component 3. Referral Mechanisms**

- **SAP is accessible to all targeted students**
- **Formal referral procedures and decision-making process**
- **Screening process includes clear and consistent student data collection and review procedures**
- **Confidentiality guidelines for team are well delineated with members demonstrating respect for and understanding of parents' and student's privacy rights**
- Cases are continuously monitored

### **Component 4. Parent Participation**

- **Formal parent involvement procedure**
- Policy statement defining parents/guardians as decision makers who provide active consent and includes a formal parent involvement and satisfaction procedure
- Confidentiality guidelines known and respected
- Demonstration of respect for parent and family privacy rights
- Clear and consistent parent consent process and procedures
- Information release form process and procedures for consent to exchange confidential student information

### **Component 5. Team Planning**

- **Regular meeting time sufficient to complete SAP work**
- **Members' role assignments and responsibilities articulated (e.g. leaders, secretary, case manager)**
- Case assignment and management procedures
- Regular meeting space with access to telephone
- Inter-team communication system

#### **Component 6. Intervention and Recommendations**

- **Support and provide linkages for students and parents to access school and community services**
- Team monitors and receives feedback on school and community assessments
- Continuous monitoring of student progress, parent involvement and recommendations
- Written guidelines for dealing with problems that are beyond the scope of the school's responsibility (e.g. provision of treatment, suicidal assessment)
- Written information available on school and community resources, services, and options

#### **Component 7. Follow-up and Support**

- **Procedures promote student access to and compliance with school and community services and treatment recommendations**
- **School resources are available and accessible**
- Student follow-up procedure and process promotes student contact and support
- Community resources are available and accessible
- Continuous monitoring of student progress, parent involvement and treatment recommendations compliance

#### **Component 8. Training**

- **Team members participate in all Commonwealth Approved Training**
- **Team members participate in a maintenance and development training program**
- **Team has adequate training schedule and budget**
- Team members have opportunity and support for advanced SAP training
- School and community agency staff participate in ongoing SAP training

#### **Component 9. Outcome Indicators and Evaluation**

- **SAP monitoring and improvement mechanisms are in place**
- SAP team maintains a student data management system to track student attendance, GPA, failed courses, grade retention, and school leaving
- Student SAP service participation and utilization system provides accurate and timely information
- Student interventions, recommendations, and outcomes are regularly assessed for quality and goal attainment
- Stakeholder input and suggestions are solicited and utilized
- SAP satisfaction information is solicited and utilized

## **Pennsylvania Student Assistance Program Component Indicator Checklist**

### Purpose

The Pennsylvania Student Assistance Program Component Indicator Checklist is designed to help you determine those elements of your SAP program in which your SAP program is the strongest and those in which your SAP program is in need development. Furthermore, through utilization of the various strategies discussed in this handbook, schools can develop their individual SAP benchmarks for each indicator.

### Importance

Accurate diagnosis and feedback is an important first step in development. The Checklist feedback you receive will help you and your school benefit from your SAP program's strengths and target developmental activities to address your SAP program's specific developmental needs.

### Instructions for Completing the Checklist

1. Be sure you fill in all of the boxes at the top of the next page.
2. This checklist consists of 46 items that represent the essential SAP components. Read each item carefully and consider as it pertains to your SAP program.
3. To the right of the items rate your SAP program's current performance by circling the appropriate number. Complete the rating using the scale: 1= Never Present, 2 = Sometimes Present, 3 = Present All Of The Time.

**Pennsylvania Student Assistance Program  
Effectiveness Checklist**

Member name		Date
Building	District	

Instructions: Please rate each SAP component indicator for your SAP by using the following scale:  
**1:** = Never Present                      **2:** = Sometimes Present                      **3:** = Present All Of The Time

**Component 1 Policy and Procedures**

Building administrators are involved and support SAP	1	2	3	
Drug and Alcohol and Mental Health SAP liaison works with team	1	2	3	
SAP Coordinator for the Building	1	2	3	
Policy violations and consequences for alcohol, drugs, involving weapons, tobacco	1	2	3	
SAP Structure and organization (including members and titles, clear delineation of roles and responsibilities, meeting times, membership selection criteria, etc.)	1	2	3	Total

**Component 2 Communications**

Description of SAP Services for faculty, students and others including handbooks, brochures, etc.	1	2	3	
In-services for teachers, pupil personnel, support staff, and administrators provide time and support for SAP informational updates	1	2	3	
Specific student communication strategy	1	2	3	
Specific parent communication strategy	1	2	3	Total

**Component 3 Referral Mechanisms**

SAP is accessible to all targeted students	1	2	3	
Formal referral procedures and decision-making process	1	2	3	
Screening process includes clear and consistent student data collection and review procedures	1	2	3	
Confidentiality guidelines for team are well delineated with members demonstrating respect for and understanding of parents' and students' privacy rights	1	2	3	
Cases are continuously monitored	1	2	3	Total

**Component 4 Parent Participation**

Formal parent involvement procedure	1	2	3	
Policy statement defining parents/guardians as decision makers who provide active consent and includes a formal parent involvement and satisfaction procedure	1	2	3	
Confidentiality guidelines known and respected	1	2	3	
Demonstration of respect for parent and family privacy rights	1	2	3	
Clear and consistent parent consent process and procedures	1	2	3	
Information release form process and procedures for consent to exchange confidential student information	1	2	3	Total

**Component 5 Team Planning**

Regular meeting time sufficient to complete SAP work	1	2	3	
Members' roles and responsibilities are articulated (e.g. leaders, secretary, case manager)	1	2	3	
Case assignment and management procedures	1	2	3	
Regular meeting space with access to telephone	1	2	3	
Inter-team communication system	1	2	3	Total

**Component 6 Intervention and Recommendations**

Support and provide linkages for students and parents to access school and community services	1	2	3	
Team monitors and receives feedback on school and community assessments	1	2	3	
Continuous monitoring of student progress, parent involvement and recommendations	1	2	3	
Written guidelines for dealing with problems that are beyond the scope of the school's responsibility (e.g. provision of treatment, suicidal assessment)	1	2	3	
Written information available on community resources, services, and other options	1	2	3	Total

**Component 7 Follow-up and Support**

Procedures promote student access to and compliance with school and community services and treatment recommendations	1	2	3	
School resources are available and accessible	1	2	3	
Student follow-up procedure and process promotes student contact and support	1	2	3	
Community resources are available and accessible	1	2	3	
Continuous monitoring of student progress, parent involvement and treatment recommendations compliance	1	2	3	Total

**Component 8 Training**

Team members participate in all Commonwealth Approved training	1	2	3	
Team members participate in a maintenance and development training program	1	2	3	
Team has adequate training schedule and budget	1	2	3	
Team members have opportunity and support for advanced SAP training	1	2	3	
School and community agency staff participate in ongoing SAP training	1	2	3	Total

**Component 9 Outcome Indicators and Evaluation**

SAP monitoring and improvement mechanisms are in place	1	2	3	
SAP team maintains a student data management system to track student attendance, GPA, failed courses, grade retention, and school leaving	1	2	3	
Student SAP service participation and utilization system provides accurate and timely information	1	2	3	
Student interventions, recommendations, and outcomes are regularly assessed for quality and goal attainment	1	2	3	
Stakeholder input and suggestions are solicited and utilized	1	2	3	
SAP satisfaction information is solicited and utilized	1	2	3	Total



## **Strategies For Using The Pennsylvania Student Assistance Program Component Indicator Checklist**

Any strategic application of the component indicators should take into account all of the individuals and/or groups who may be stakeholders in the student assistance program.

The component areas and indicators involve many of the different stakeholders such as parents, students, administrators, faculty, team members, community agencies etc. One helpful mechanism for applying the components and indicators to a particular SAP might be the use of a 360 degree feedback process. This process involves getting input and feedback from all different levels of stakeholders, those both internal and external to your program.

In a 360 degree process all individuals and groups who participate or benefit from your SAP program are asked for their perceptions of how your SAP is working. A 360 degree process involves not only getting feedback from those who receive service from your program such as administrators, faculty, parents and students but also those who provide service such as treatment agencies, community resources and the SAP members themselves. Because of the subjective nature of the feedback given, this process is not useful in determining the need for or the continuation of your program but, rather, in examining perceptions, trends and program improvement issues. 360 degree processes can open up communication with parents, students and within the team itself and can provide a mechanism for ongoing involvement by using the information gathered to formulate an action improvement plan.

The following steps can be helpful in implementing a 360 degree feedback process for a student assistance program.

- Identify the stakeholders in SAP
- Using the components and indicators, identify the information you want to gather from each of your stakeholders; for example, in gathering information from parents you might want to focus on the indicators of access, confidentiality, perceptions of outcomes, and so forth.
- Provide a component area and indicators checklist for each of the stakeholders to complete. (Different stakeholders may require different checklists to be able to gather the most pertinent information)
- Process the information received. If desired, develop a rating system to summarize overall trends, findings and overall perceptions between and among different stakeholders
- Develop an action improvement plan based on the feedback given, making sure that feedback is provided to each of the stakeholder groups/individuals.

The following ten strategies are specific ideas for gathering information from different stakeholders both internal and external to your system to assist in instituting a 360 degree feedback and improvement process.

Strategy One: Individual team members, working independently, define what their teams' current practice is for each component and corresponding indicators. Use the Checklist to assess current practice levels. Gather supporting documentation for current practice.

Strategy Two: Team members of a single building meet individually and jointly to assess the team's SAP practices. Responses are compared and contrasted. Plan of action with specific tasks, responsibilities and timeline is developed to improve the SAP practice.

Strategy Three: Teams within a single school district convene to share team assessment and action plans. Drawn from the teams' assessments and plans is a district SAP practice improvement strategy and plan.

Strategy Four: School districts within a region convene to share school assessment and action plans. Drawn from the schools' assessments and plans is a regional SAP practice improvement strategy and plan.

Strategy Five: County mental health and drug and alcohol program administrators and community agency staff (SAP liaisons as well as other county and agency staff) use the benchmarks and indicators to map their current SAP practice. SAP practice improvement strategies and plans can be developed from the point of view of the county

administration, all agencies in a county, and individual agencies. Furthermore, agencies and programs not directly involved with SAP but complementary and collaborative can be included; for example, Child, Youth and Family and Boys and Girls Clubs.

Strategy Six: Parents and members of the district Safe and Drug Free School advisory committee convene to assess SAP practice within a district. The Checklist can also be used to guide discussion and provide information about how SAP is practiced in the district and in a specific school building.

Strategy Seven: School staff and members of the district Safe and Drug Free School advisory committee convene to assess SAP practice within a district. The Checklist can be used to guide discussion and provide information about how SAP is practiced in the district and in a specific school building.

Strategy Eight: Students, with their families and teachers, use the Checklist to assess how their needs are being met by SAP practice.

Strategy Nine: State wide organizations and groups (State government, PASAP, CASSP) can use aggregated data from individual schools, that have differing needs, to better understand the challenges and opportunities facing SAP practice at the local and state level.

Strategy Ten: Individual groups of SAP stakeholders (teachers, liaisons, principals, counselors, school nurses) across school buildings, districts, and the state can use

aggregated data from individual schools, that have differing needs, to better understand the challenges and opportunities facing their counterparts at the local and state level.

### **Thinking About The Strategies**

- ◆ With all strategies you can take a broad focus on all the components or a concise focus on a single or group of component indicators.
- ◆ High performance doesn't mean that all components and indicators are present at a particular level. High performance is defined by individual teams and programs and reflects a unique blend of component and indicator levels.
- ◆ The profile of a SAP's components and indicators is expected to change over time. They are dynamic. A SAP may find that certain components and indicators have priorities related to the developmental stage of their SAP program. For example, a new or struggling program might place priorities on Component 1 Policy and Procedures and Component 3 Referral Mechanisms. While an established and well supported SAP program may prioritize Component 8 Training.
- ◆ The level of SAP knowledge and experience with any given component indicator can vary among similar stakeholders. Likewise, expect rating variations among team members with different SAP roles and responsibilities. The rating variations can provide valuable insights into the SAP functioning and process.
- ◆ In some situations, a stakeholder might elect not to rate a particular indicator (unscored indicators). It is recommended to note unscored indicators in reporting and tallying of the Checklist.

## **Developing Benchmarks For Your SAP**

The 360 degree feedback process is designed to contribute to continuous SAP improvement. Using the process each SAP can establish their own unique Benchmarks to guide their program's development.

Benchmarks help organizations and individuals to excel. Tucker and Coddling (1998) define benchmarking as "The disciplined search for best practices" (p. 313). Ammons (1996) defines benchmarks as "the identification of best-in-class performers, the comparison of local performance outputs and results with those of top performers, the analysis of practices that account for any performance gaps, and the development and implementation of strategies to adjust the performance gap in one's favor" (p. 286). The American Productivity and Quality Center (APQC, 2000) defines benchmark as a measured "best in class" achievement; a reference or measurement standard for comparison; this performance level is recognized as the standard of excellence for a specific organizational process.

Once benchmarks have been established, an organization or individual may adopt procedures or techniques used by other organizations that they believe will be effective in their own circumstances. Fine and Snyder (1999) point out that the benchmarking process is ongoing. Fine and Snyder argue "In order to determine whether new techniques are working to achieve the desired benchmarks of service, organizations involved in benchmarking efforts must return to their performance indicators and measure the success of their work" (p. 24). If the results are not satisfactory, other

benchmarks may be chosen. According to O'Dell (1996), benchmarking clearly represents the process of organizational learning.

### **Using Benchmarks In Education**

The use of benchmarks in education is widespread and includes concepts of educational indicators and standards for students, teachers, services, programs, and schools. In all situations, the development and use of benchmarks focus on best practices. This search for best practices entails the identification of organizations, programs, and individuals that excels in its area of operation or practice, establishing what it is that allows it to excel, and ascertaining how to adapt those practices to other settings. APQR (2000) cautions organizations that “there is no single ‘best practice’ because best is not best for everyone. Every organization is different in some way – different missions, cultures, environments and technologies. What is meant by “best” is those practices that have been shown to produce superior results; selected by a systematic process; and judged as exemplary, good or successfully demonstrated. Best practices are then adjusted to fit a particular organization.”

The framework for the development of benchmarks has its roots in the work of Donabedian's (1980). His approach to understanding organizations and programs looks at structure, process, and outcomes. Using the framework benchmarks and indicators are developed and grouped according to their focus. For example, structural benchmarks would focus on school characteristics (e.g. school type, location, size), process benchmarks would focus on program operations (e.g. SAP) and outcome benchmarks would focus on participants (e.g. student behavior, academic achievement). Bottani and

Tuijman (1994) discuss the construction of an educational indicator framework that will “provide information about the condition, the stability or change, the functioning, or the performance of an educational system or a part thereof. Education indicators may point to—or index—a certain aspect of the condition, functioning, or performance of an educational system, but they are not the phenomenon itself” (p. 48). Sirotnik and Kimball (1999) have focused on assessment and accountability. Their work on content standards provides guidance for developing educational benchmarks and indicators.

Using their work the following benchmark development guidelines are proposed.

- The benchmarks must evaluate each school and program in terms of its own context as well as in comparison to other schools and programs.
- A single indicator must not drive the benchmarks (e.g. SAP referral rate, test scores, grades).
- The benchmarks must promote equitable and substantial opportunities for learning, support and services for all students.
- The benchmarks must be flexible enough to account for individual differences in schools.
- The benchmarks must promote substantial, long-term professional development for teachers and administrators.
- The benchmarks must not be punitive, either to students or to teachers and schools.
- The public and the political infrastructure must support the benchmarks.

In order to establish benchmarks that are meaningful to a specific SAP, each program must develop an individually tailored action plan associated with each component and indicator. The plan should be developed utilizing information gathered from the SAP’s reporting and monitoring data, the team member checklist and feedback from various stakeholders. The improvement process should include an assessment of the current situation, performance goals (benchmarks), mechanisms for measuring success and specific strategies for goal achievement.



## NOTES

## Pennsylvania Student Assistance Program Performance Improvement Plan

(Use the data gathered from the component and indicator checklist to develop an action plan)

Member name	Date
Building	District

### Component 1 Policy and Procedures

	PERFORMANCE (Select a rating for each indicator)			Performance Goal	Indicators or Measurement of Goal Achievement	Strategies for Achieving Goals	Person(s) Responsible	Resources Needed	Target Date for Completion	Outcome	How do other SAPs achieve this goal
	Exemplary	Adequate	Inadequate								
Building administrators are involved and support SAP											
Drug and Alcohol and Mental Health SAP liaisons works with team											
SAP Coordinator for the building											
Policy violations and consequences for alcohol, drugs, involving weapons, tobacco											
SAP Structure and organization (including members and titles, clear delineation of roles and responsibilities, meeting times, membership selection criteria, etc											

### Component 2 Communications

	PERFORMANCE (Select a rating for each indicator)			Performance Goal	Indicators or Measurement of Goal Achievement	Strategies for Achieving Goals	Person(s) Responsible	Resources Needed	Target Date for Completion	Outcome	How do other SAPs achieve this goal
	Exemplary	Adequate	Inadequate								
Description of SAP Services for faculty, students and others including handbooks, brochures, etc.											
In-services for teachers, pupil personnel, support staff, and administrators provide time and support for SAP informational updates											
Specific student communication strategy											
Specific parent communication strategy											

### Component 3 Referral Mechanisms

	PERFORMANCE (Select a rating for each indicator)			Performance Goal	Indicators or Measurement of Goal Achievement	Strategies for Achieving Goals	Person(s) Responsible	Resources Needed	Target Date for Completion	Outcome	How do other SAPs achieve this goal
	Exemplary	Adequate	Inadequate								
SAP is accessible to all targeted students											
Formal referral procedures and decision-making process											
Screening process includes clear and consistent student data collection and review procedures											
Confidentiality guidelines for team are well delineated; with members demonstrating respect for and understanding of privacy rights											
Cases are continually monitored											

### Component 4 Parent Participation

	PERFORMANCE (Select a rating for each indicator)			Performance Goal	Indicators or Measurement of Goal Achievement	Strategies for Achieving Goals	Person(s) Responsible	Resources Needed	Target Date for Completion	Outcome	How do other SAPs achieve this goal
	Exemplary	Adequate	Inadequate								
Formal parent involvement procedure											
Policy statement defining parents/guardians as decision makers who provide active consent and includes a formal parent involvement and satisfaction procedure											
Confidentiality guidelines are known and respected											
Demonstration of respect for parent and family privacy rights											
Clear and consistent parent consent process and procedure											
Information release form process and procedure for consent to exchange confidential student information											

### Component 5 Team Planning

	PERFORMANCE (Select a rating for each indicator)			Performance Goal	Indicators or Measurement of Goal Achievement	Strategies for Achieving Goals	Person(s) Responsible	Resources Needed	Target Date for Completion	Outcome	How do other SAPs achieve this goal
	Exemplary	Adequate	Inadequate								
Regular meeting times sufficient to complete SAP work											
Members' roles and responsibilities are articulated (e.g. leaders, secretary, case manager)											
Regular meeting space with access to telephone											
Case assignment and management procedures											
Inter-team communication system											

### Component 6 Interventions and Recommendations

	PERFORMANCE (Select a rating for each indicator)			Performance Goal	Indicators or Measurement of Goal Achievement	Strategies for Achieving Goals	Person(s) Responsible	Resources Needed	Target Date for Completion	Outcome	How do other SAPs achieve this goal
	Exemplary	Adequate	Inadequate								
Team monitors and receives feedback on school and community assessments											
Support and provide linkages for students and parents to access school and community services											
Continuous monitoring of student progress, parent involvement, and recommendations											
Written guidelines used for dealing with problems that are beyond the scope of the school's responsibility (e.g. provision of treatment, suicidal assessment)											
Written information available on community resources, services, and other options											

**Component 7 Follow-up and Support**

	PERFORMANCE (Select a rating for each indicator)			Performance Goal	Indicators or Measurement of Goal Achievement	Strategies for Achieving Goals	Person(s) Responsible	Resources Needed	Target Date for Completion	Outcome	How do other SAPs achieve this goal
	Exemplary	Adequate	Inadequate								
Student follow-up procedure and process promotes student contact and support											
School resources are available and accessible											
Community resources are available and accessible											
Procedures promote student access to, and compliance with, school and community services and treatment recommendations											
Continuous monitoring of student progress, parent involvement and treatment recommendations compliance											

**Component 8 Training**

	PERFORMANCE (Select a rating for each indicator)			Performance Goal	Indicators or Measurement of Goal Achievement	Strategies for Achieving Goals	Person(s) Responsible	Resources Needed	Target Date for Completion	Outcome	How do other SAPs achieve this goal
	Exemplary	Adequate	Inadequate								
Team members participate in all Commonwealth approved training											
Team members participate in a maintenance and development training program											
Team has adequate training schedule and budget											
Team members have opportunity and support for advanced SAP training											
School and community agency staff participate in ongoing SAP training											

**Component 9 Outcome Indicators and Evaluation**

	PERFORMANCE (Select a rating for each indicator)			Performance Goal	Indicators or Measurement of Goal Achievement	Strategies for Achieving Goals	Person(s) Responsible	Resources Needed	Target Date for Completion	Outcome	How do other SAPs achieve this goal
	Exemplary	Adequate	Inadequate								
SAP monitoring and improvement mechanisms are in place											
SAP team maintains a student data management system to track student attendance, GPA, failed courses, grade retention, and leaving school											
Student SAP service participation and utilization system provides accurate and timely information											
Student interventions, recommendations, and outcomes are regularly assessed for quality and goal attainment											
Stakeholder input and suggestions are solicited and utilized											
SAP satisfaction information is solicited and utilized											

**SAMPLE PARENT CHECKLIST**

**Pennsylvania Student Assistance Program  
Component Indicator Checklist**

Name	Date
School	District

Instructions: Please rate each SAP component indicator for your SAP by using the following scale:  
**1:** = Never Present                      **2:** = Sometimes Present                      **3:** = Present All Of The Time

**Communications**

Description of SAP Services for faculty, parents, students and others including handbooks, brochures, etc.	1	2	3
Specific parent communication strategy	1	2	3

**Referral Mechanisms**

SAP is accessible to all targeted students	1	2	3
Confidentiality guidelines for team are well delineated; with members demonstrating respect for and understanding of privacy rights	1	2	3

**Parent Participation**

Formal parent involvement procedure	1	2	3
Policy statement defining parents/guardians as decision makers who provide active consent and includes a formal parent involvement and satisfaction procedure	1	2	3
Confidentiality guidelines are known and respected	1	2	3
Demonstration of respect for parent and family privacy rights	1	2	3
Clear and consistent parent consent process and procedure	1	2	3
Information release form process and procedure for consent to exchange confidential student information	1	2	3

**Intervention and Recommendations**

Support and provide linkages for students and parents to access school and community services	1	2	3
Continuous monitoring of student progress, parent involvement, and recommendations	1	2	3

**Follow-up and Support**

Procedures promote student access to, and compliance with, school and community services and treatment recommendations	1	2	3
Continuous monitoring of student progress, parent involvement and treatment recommendations compliance	1	2	3

## SAMPLE ADMINISTRATOR CHECKLIST

### Pennsylvania Student Assistance Program Component Indicator Checklist

Name	Date
School	District

Instructions: Please rate each SAP component indicator for your SAP by using the following scale:  
**1:** = Never Present                      **2:** = Sometimes Present                      **3:** = Present All Of The Time

#### Policy and Procedures

Building administrators are involved and support SAP	1	2	3
Drug and Alcohol and Mental Health SAP liaisons works with team	1	2	3
SAP Coordinator for the building	1	2	3
Policy violations and consequences for alcohol, drugs, involving weapons, tobacco	1	2	3
SAP Structure and organization (including members and titles, clear delineation of roles and responsibilities, meeting times, membership selection criteria, etc	1	2	3

#### Communications

Description of SAP Services for faculty, students and others including handbooks, brochures, etc.	1	2	3
In-services for teachers, pupil personnel, support staff, and administrators provide time and support for SAP informational updates	1	2	3

#### Referral Mechanisms

SAP is accessible to all targeted students	1	2	3
Formal referral procedures and decision-making process	1	2	3
Screening process includes clear and consistent student data collection and review procedures	1	2	3
Confidentiality guidelines for team are well delineated; with members demonstrating respect for and understanding of privacy rights	1	2	3
Cases are continually monitored	1	2	3

#### Parent Participation

Formal parent involvement procedure	1	2	3
Confidentiality guidelines are known and respected	1	2	3
Information release form process and procedure for consent to exchange confidential student information	1	2	3

#### Team Planning

Regular meeting times sufficient to complete SAP work	1	2	3
Members' roles and responsibilities are articulated (e.g. leaders, secretary, case manager)	1	2	3
Regular meeting space with access to telephone	1	2	3
Case assignment and management procedures	1	2	3
Inter-team communication system	1	2	3

**Intervention and Recommendations**

Continuous monitoring of student progress, parent involvement, and recommendations	1	2	3
Written guidelines used for dealing with problems that are beyond the scope of the school's responsibility (e.g. provision of treatment, suicidal assessment)	1	2	3
Written information available on community resources, services, and other options	1	2	3

**Follow-up and Support**

School resources are available and accessible	1	2	3
Procedures promote student access to, and compliance with, school and community services and treatment recommendations	1	2	3
Continuous monitoring of student progress, parent involvement and treatment recommendations compliance	1	2	3

**Training**

Team members have opportunity and support for advanced SAP training	1	2	3
School and community agency staff participate in ongoing SAP training	1	2	3

**Outcome Indicators and Evaluation**

SAP monitoring and improvement mechanisms are in place	1	2	3
Stakeholder input and suggestions are solicited and utilized	1	2	3

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## Student Assistance Program Resources

- Pennsylvania Student Assistance Program: <http://www.sap.state.pa.us/>
- Adolescent and School Health: <http://www.cdc.gov/>
- National Student Assistance Association, 2000: <http://www.nasap.org/>
- Pennsylvania Student Assistance Professionals: <http://www.pasap.org>
- UCLA School Mental Health Project: <http://smhp.psych.ucla.edu/>