

Student Assistance Program Levels of Development

The Levels of Development tool assists SAP teams in assessing programs, practices and services at various stages of development. Levels 1, 2, and 3 identify benchmarks at chronological stages of the SAP's development. The levels and benchmarks are based on data identified through both twenty years of technical assistance provided to schools in Illinois and through the Illinois Landscape Questionnaire conducted by Prevention First in over 150 Student Assistance Programs (2007-2008). The Standards of Practice were developed through research at the University of Pittsburgh (2000) and tailored for Illinois by the Center for Prevention Research and Development (2002).

This tool includes a statement of benchmarks typical at three levels of programmatic development. A second column is provided to indicate the degree of attainment for each benchmark based on the following five suggested degrees.

Degree of Attainment

1. New for us; no work on this yet.
2. Have some level of familiarity.
3. Have implemented random strategies
4. Have a plan and working toward the plan.
5. Achieved and solidly in place for us.

For a more thorough self-assessment of the Student Assistance Program Standards of Practice, see the *Best Practices Formative Assessment Tool* at <https://www.prevention.org/EducatorsAndSchools/SAC/Tools.asp>.

The tool may be used in several formats. A team may distribute the tool to each team member to complete independently the Degree of Attainment, with combined results formulating a range of responses including the most commonly indicated response. The tool may also be implemented verbally during a team meeting or evaluation session. The "Who" column indicates the person responsible for implementing actions identified by the SAP; the "Does What" column indicates what action will be taken; and the "When" column indicates when the action will be implemented.

Level 1: Functioning and benchmarks for common for the newly trained Student Assistance Program up through the first 9 to 12 months.

| Functionality Benchmarks | Degree of Attainment | Who | Does What | When |
|---|----------------------|-----|-----------|------|
| a. Populations at higher risk due to socio emotional issues, basic life needs, and other life stressors have been assessed. | | | | |
| b. Existing programs and resources (both in school and out of school) have been assessed. | | | | |
| c. Existing processes that integrate with the SAP framework have been assessed. | | | | |
| d. Completed appropriate entry level training for all team members. | | | | |
| e. Developed mission statement, goals and objectives for program operation. | | | | |
| f. Conducted information gathering meetings with intervention program or process coordinators to identify integration opportunities. | | | | |
| g. Developed a referral system including protocol for identification and reporting concerns (should include policy violations, staff concerns, student and friend referral, and parent concerns). | | | | |
| h. Developed the data screening process including collection protocol for archival, school staff, student interviews, and parent involvement. Should include academic, behavioral, | | | | |

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| attendance, health and other life stressor data. | | | | |
| i. Developed a problem solving action step process based on multi-disciplinary problem-solving best practices. | | | | |
| j. Delineated parent involvement processes have been. | | | | |
| k. Developed protocols and processes for monitoring student cases. | | | | |
| l. Created the initial staff in-service. | | | | |
| m. Created and delineated team processes and protocols including clearly defined roles, responsibilities, meeting structures. | | | | |
| n. Agreements about confidentiality processes have been delineated. | | | | |
| o. Created and distributed program marketing materials to administrators, staff, students, and parents. | | | | |
| p. Standardized a file maintenance process. | | | | |
| q. Process evaluation benchmarks have been established and monitored. | | | | |

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Level 2: Levels of functioning and benchmarks for SAPs that have been in place for approximately 12 to 36 months.

| Functionality Benchmarks | Degree of Attainment | Who | Does What | When |
|---|----------------------|-----|-----------|------|
| a. Implementing all referral and identification processes. | | | | |
| b. Conducting a triage process to move referrals to the most appropriate school service in addition to or outside of SAP services (school counselor, nurse, administrator, RtI, other). | | | | |
| c. Conducting sufficient data screening for all identified students. | | | | |
| d. Incorporating data from other programs and services as appropriate (RtI, Pupil Personnel Team, other). | | | | |
| e. Developing and implementing program awareness | | | | |

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| strategies for staff, students, parents, and agencies including new students and new staff. | | | | |
| f. Developing relationships with local community services. | | | | |
| g. Securing community service providers and others to implement programs and services in the school. | | | | |
| h. Implementing linkage agreements with service providers. | | | | |
| i. Creating and identifying staff development opportunities to build capacity to effectively identify and respond to students with non-academic barriers to learning. | | | | |
| j. Identifying additional prevention strategies to build social emotional skills. | | | | |
| k. Establishing SAP educational support groups for selective populations (based on assessment conducted in level 1). | | | | |

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| l. Developed protocols and processes for conducting educational support groups. | | | | |
| m. Developed protocols and processes for collaborative work with external partners. | | | | |
| n. Developed a community services and resources grid. | | | | |
| o. Maintaining ongoing dialogue with relevant internal and external systems for both evaluation data and service coordination. | | | | |
| p. Develops, monitors, and measures process and program improvement goals annually. | | | | |
| q. Utilizes data to create process and outcome reports appropriate for staff, administration, and community partners. | | | | |
| r. Utilizes collected data to make programmatic and service modification and improvements. | | | | |
| s. New services are identified and developed based on collected data. | | | | |

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Level 3: Levels of functioning and characteristics of SAPs that have been in place for approximately 3 + years.

| Functionality Benchmarks | Degree of Attainment | Who | Does What | When |
|--|-----------------------------|------------|------------------|-------------|
| a. Integrates Student Assistance Program into the school improvement plan. | | | | |
| b. Conducts assessment of SAP Standards of Practice implementation. | | | | |
| c. Creates strategies to align practices to the SAP Standards of Practice. | | | | |

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| d. Uses the SAP Standards of Practice to set priorities and goals. | | | | |
| e. Uses a Multidisciplinary Team Best Practices tool to align problem-solving practices with best practices for multidisciplinary problem-solving teams. | | | | |
| f. Assesses school policies and procedures and makes recommendations for change as needed. | | | | |
| g. Conducts staff and student surveys to identify areas of need and improvement. | | | | |
| h. Develops new in-school programs to meet identified need. | | | | |
| Other: | | | | |
| Other: | | | | |