

Sample County Drug & Alcohol Agency Prevention Evaluation Report

This report provides a summary of outcomes from prevention programming implemented from July 2024 to June 2026.

Revised 01/29/2027



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Outcomes Overview

Successes/Accomplishments Highlights

The following highlights key accomplishments from SFY 24/25 and SFY 25/26 and the impact of those accomplishments. These accomplishments represent the combined prevention efforts of Sample County Drug & Alcohol Agency and our contracted providers: ABC Agency, XYZ Agency and Smithville Youth Center.

REACH

In SFY 24/25 and SFY 25/26 we implemented 24 prevention programs and strategies. Youth and parents/caregivers were our primary audience and from July 2024 to June 2026 we served over 7,000 youth and 500 parents/caregivers.

Programs included the six evidence-based prevention programs below. Reach of all six of these programs increased from SFY 24/25 to SFY 25/26.

Program	# of school districts served	# of groups	# of participants
Too Good for Drugs	SFY 24/25: 2 SFY 25/26: 3	SFY 24/25: 72 SFY 25/26: 103	SFY 24/25: 1,842 SFY 25/26: 2,595
Project Towards No Drug Abuse	SFY 24/25: 1 SFY 25/26: 1	SFY 24/25: 7 SFY 25/26: 8	SFY 24/25: 171 SFY 25/26: 198
Botvin LifeSkills Training	SFY 24/25: 1 SFY 25/26: 1	SFY 24/25: 12 SFY 25/26: 12	SFY 24/25: 348 SFY 25/26: 360
CBITS	SFY 24/25: 1 SFY 25/26: 2	N/A	SFY 24/25: 18 SFY 25/26: 31
The Blues Program	SFY 24/25: 1 SFY 25/26: 2	SFY 24/25: 2 SFY 25/26: 3	SFY 24/25: 10 SFY 25/26: 15
Strengthening Parents Program for Parents and Youth 10-14	SFY 24/25: 2 SFY 25/26: 3	SFY 24/25: 2 SFY 25/26: 4	SFY 24/25: 24 families SFY 25/26: 46 families

In addition to this evidence-based programming, we provided:

- Student Assistance Program liaison services for four school districts and one charter school
- Talk They Hear You Campaign and 11 Power of Parents presentations to increase parent/caregiver communication with their children about substance use
- Tutoring and mentoring programs reaching 162 youth
- Summer day camp reaching 140 youth
- 7 trainings for school staff and other professionals
- 43 presentations on topics such as Fetal Alcohol Spectrum Disorder (FASD) awareness, vaping education and problem gambling prevention.
- Teens & Technology problem gambling prevention program for 310 students in two school districts
- “One Choice” campaign to promote the positive norm of youth choosing not to use any substances through presentations, trainings and events reaching over 500 youth and their parents/caregivers
- Informational table at 30 school and community events to provide prevention resources (e.g. Back to School Nights, National Night Out, Health Fairs, Medication Take Back Day)

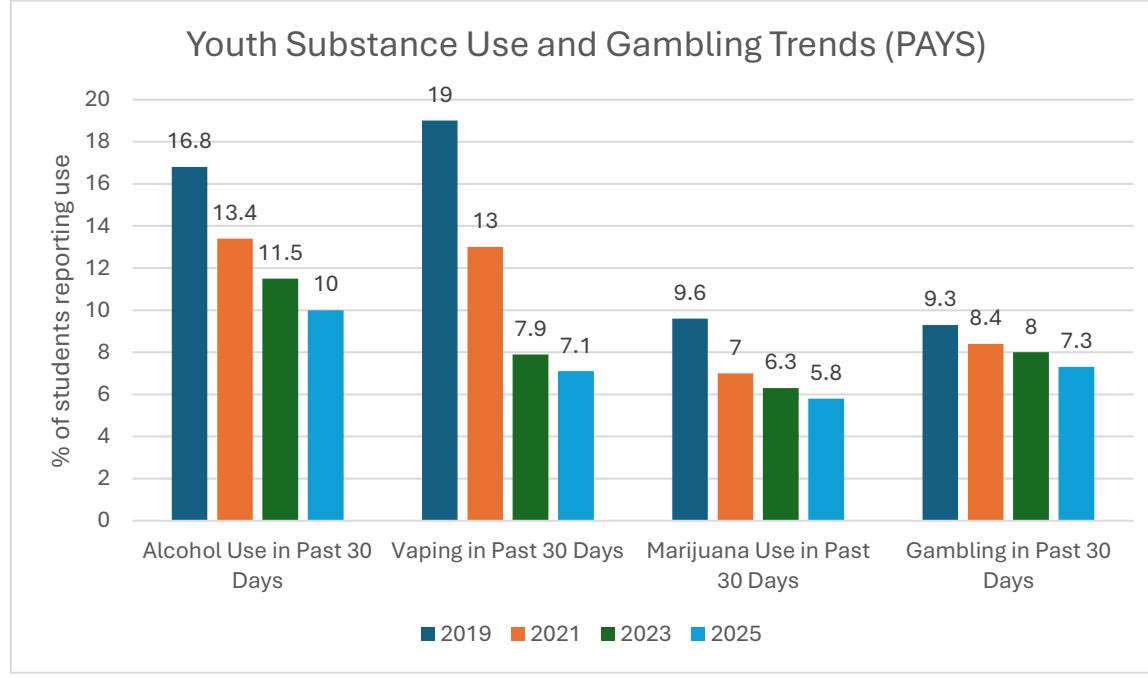
IMPACT

Pre/post tests, surveys and other measures used to evaluate program outcomes have shown positive outcomes indicating improvement in areas such as knowledge; attitudes toward substance use and gambling; skills such as coping, communication and refusal skills; intentions to use substances or gamble; grades; and parental monitoring and communication with children about substance use.

Innovation has also helped expand the impact of our prevention efforts. The new “One Choice” campaign led by SADD clubs in Anytown and Mytown school districts quickly grew and has allowed student leaders to build their leadership skills and increase the number of their peers committing to make the one choice not to use any substances.

Our prevention programming has been a force for positive change demonstrated through gratitude and positive feedback from students, parents/caregivers and many others. School staff and administrators have praised the prevention and education programs provided to their students. The youth we reach express excitement for the programs offered and are eager to share when they use the skills we've taught to help them lead happy, healthy lives. At a recent Smithville Community Foundation Board meeting participants in the Connections Mentoring Program shared the about the impact of the program: “I used to feel like I had to hide who I was, now I feel like I can be all of me.”

These prevention efforts may be contributing to reductions in youth substance use and gambling. In Sample County Drug & Alcohol Agency’s prevention needs assessment completed in SFY 2018/2019 and SFY 2024/2025 youth gambling and use of alcohol, marijuana and vapes were identified as priority areas of concern. 2025 PA Youth Survey data for Sample County shows steady downward trends in youth gambling and substance use (data for grades 6, 8, 10, 12 combined):



Our commitment to prevention, dedicated prevention staff, and strong school and community collaborations are helping youth and families in Sample County flourish!

Challenges/Areas for Improvement

IMPLEMENTATION CHALLENGES

- In-School Programming: Time constraints and competing priorities for schools present an ongoing challenge for delivering programs in schools, especially at the high school level. This challenge has been addressed in several ways:
 - Adaptations have been made to some evidence-based programs to reduce the length of program sessions to better fit school schedules. Pre/post test data for those programs still shows expected positive results indicating the adaptions have not impacted program effectiveness.
 - A significant investment in relationship building and maintenance with school administrators needs to be made annually to sustain programming. In SFY 25/26 we provided all schools with a brief infographic report highlighting the positive impact of programs implemented in their school. This strategy helped increase buy-in and allowed us to expand the number of schools and classrooms served.
- Parent/Caregiver Engagement: Engaging parents/caregivers in prevention programs has been a challenge. Once engaged in programs like Strengthening Families, the majority attend all sessions. However, initial engagement is challenging, so we continue to look for new and creative ways to offer and promote programs for parents/caregivers.

PROBLEM GAMBLING PREVENTION CHALLENGES

- Lack of Buy-In: Schools and other community partners have been reluctant to partner in providing problem gambling prevention programs. This reluctance primarily stems from a lack of awareness of the potential negative impact of problem gambling and a lack of time for schools. In SFY 25/26 we shifted our marketing of programs and moved to implementing the Teens & Technology program for youth. The Teens & Technology program allowed us to better connect problem gambling to priority concerns among schools (e.g. gaming and screen use). In SFY 26/27 we plan to expand Teens & Technology into more after school settings.
- Reaching Young Adults: Young adults were identified as a priority population of concern for problem gambling in both our 2018/2019 and 2024/2025 needs assessment. However, identifying strategies to reach this population has been very challenging. We are working on future plans to identify young adult leaders in the community to help plan and develop strategies to effectively reach their peers.

EVALUATION CHALLENGES

Information dissemination activities have posed challenges for evaluation. This includes information tables at events, FASD awareness messaging and “Talk. They Hear You.” media campaign. While measures such as the number of materials given out, number of clicks on posts, or number of video views can be tracked, we have insufficient capacity to measure the impact this messaging has on knowledge, attitudes, etc. In SFY 26/27 we plan to partner with the Anytown SD PTO to send a survey to parents to measure whether those who were exposed to the “Talk. They Hear You.” campaign used the resources shared and talked with their child about alcohol and other drugs.

CHALLENGES RELATED TO PRIORITY RISK/PROTECTIVE FACTORS

- **Low Commitment to School:** The % of youth at risk of engaging in problem behaviors due to low commitment to school has steadily increased on the PAYS for Sample County from 2015 to 2025. While the Supporting Success After School Tutoring Program and Connections Mentoring Program in Smithville School District are working to impact this risk

factor, similar services are not available in other school districts due to a lack of funding. We are planning meetings with other school districts to help them analyze their 2025 PAYS data and are hoping those meetings can open up conversations about what schools or others could be doing to help better address this risk factor.

- **Social Emotional Competencies:** We have had success in implementing multiple programs to address this protective factor. The challenge is that social emotional competencies are not specifically measured on the PA Youth Survey, so we lack a broader standard measure of this protective factor across schools to gauge the long-term impact of this programming.

Program Spotlights

ATOD Prevention Program: Too Good for Drugs

Overview

Description	School-based prevention education program to reduce risk factors and enhance protective factors related to alcohol, tobacco and other drug use among students. The lessons introduce and develop skills for making healthy choices, building positive friendships, developing self-efficacy, communicating effectively, and resisting peer pressure and influence.
Population	Grades 4-9
Location	Anytown School District, Smithville School District, Ridgeville School District
Implemented By	ABC Provider Agency
Time Period	Outcomes below are for the time period: SFY 2025/2026

Process Outcomes

# of groups	103 classrooms
# of participants	2,595 students
# of services	1,015 sessions
Other	N/A

Fidelity Measure Outcomes

None measured

Short-term Outcomes

Primary Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
Pre/Post Test	Pre-test: Grade 4: 475 tests analyzed Grade 5: 463 tests analyzed Grade 6: 480 tests analyzed Grade 7: 491 tests analyzed Grade 8: 402 tests analyzed Grade 9: 275 tests analyzed Post-test: Grade 4: 471 tests analyzed Grade 5: 458 tests analyzed Grade 6: 481 tests analyzed Grade 7: 478 tests analyzed Grade 8: 410 tests analyzed Grade 9: 269 tests analyzed
Data/Results	
Pre/post tests were analyzed to determine overall improvement per grade in the average percent of correct responses.	

Grade 4:	Grade 7:
14% point gain in knowledge	8% point gain in knowledge
Average Pre-test: 75%	Average Pre-test: 77%
Average Post-test: 89%	Average Post-test: 85%
Grade 5:	Grade 8:
9% point gain in knowledge	19% point gain in knowledge
Average Pre-test: 78%	Average Pre-test: 72%
Average Post-test: 87%	Average Post-test: 91%
Grade 6:	Grade 9:
14% point gain in knowledge	3% point gain in knowledge
Average Pre-test: 70%	Average Pre-test: 83%
Average Post-test: 84%	Average Post-test: 86%
Rating	Comments on Rating
Positive	8 th grade showed the largest gain in knowledge at 19% points. The smaller improvement for 9 th grade is likely in part due to the higher pre test score leaving less room for improvement.

Other Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
Choose an item.	
Data/Results	
Rating	Comments on Rating
Choose an item.	

Anecdotal Feedback

Teachers reported satisfaction with the program, and many said that they used topics during other classroom activities. One teacher said, “When I talked about making good decisions in another class, several students recalled what we learned during an earlier TGFD lesson.”

ABC Provider staff reported that students were attentive, enjoyed the activities and generally responded well to the lessons.

Challenges/Areas for Improvement

Due to the new weather cancellation policy of using virtual days rather than make-up days, ABC Provider Agency was not able to conduct all sessions. However, teachers and schools did attempt to reschedule when possible and only 15 total sessions were skipped out of 1,030 possible sessions.

Conclusion

Overall rating of SCA's satisfaction with the program/service.

Rating	Comments on Rating/Other Comments on Program
Very Satisfied	Program is successfully reaching many students, has been well received by schools and students and pre/post tests show positive results for all grades. We will continue to implement this program.

ATOD Prevention Program: Strengthening Families Program 10-14

Overview

Description	Evidence-based prevention program for families with youth aged 10-14 years. Includes family meal and separate sessions for youth and parents to: <ul style="list-style-type: none">• help parents/caregivers learn nurturing skills that support their children,• teach parents/caregivers how to discipline and guide their youth effectively,• give youth a healthy future orientation and an increased appreciation of their parents/caregivers, and• teach youth skills for dealing with stress and peer pressure.
Population	Families of youth aged 10-14 years
Location	Fall locations: Anytown High School and Mytown Community Center Spring locations: ABC Provider Agency Smithville Office and Ridgeville Elementary School
Implemented By	ABC Provider Agency
Time Period	Outcomes below are for the time period: SFY 2025-2026

Process Outcomes

# of groups	4 (2 groups held in fall 2025 and 2 groups held in Spring 2026)
# of participants	125 (45 parents; 80 youth)
# of services	28 sessions
Other	75% of families attended at least 6 sessions

Fidelity Measure Outcomes

For each of the four groups a fidelity observation was completed for 2 parent sessions, 2 youth sessions and 2 family sessions. The overall average fidelity scores were all above 90%:

- Anytown Group: Parent Sessions- 90%; Youth Sessions-93%; Family Sessions-90%
- Mytown Group: Parent Sessions- 92%; Youth Sessions-94%; Family Sessions-90%
- Smithville Group: Parent Sessions- 93%; Youth Sessions-95%; Family Sessions-93%
- Ridgeville Group: Parent Sessions- 95%; Youth Sessions-96%; Family Sessions-95%

Short-term Outcomes

Primary Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
Pre/Post Test	Pre-test: 45 parents, 80 youth Post-test: 38 parents, 65 youth
Data/Results	

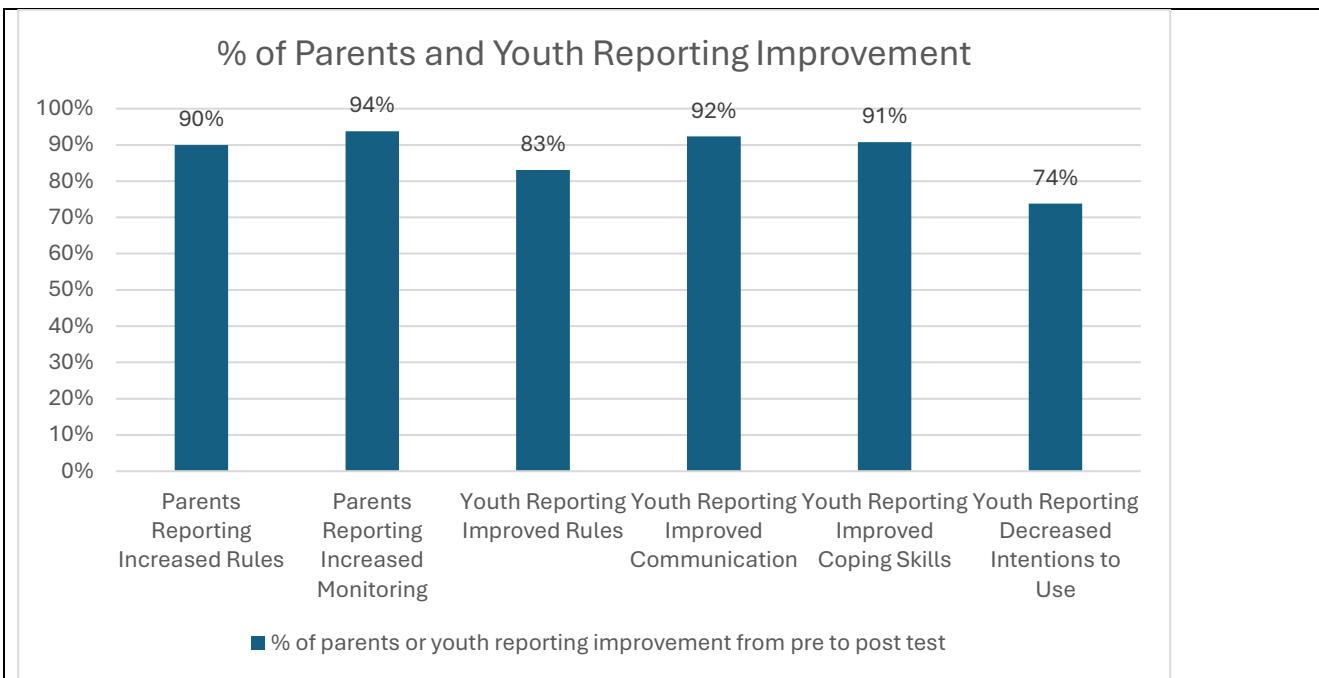


Chart above shows the % of parents and youth with improvement in the following items (out of 80 parents and 65 youth completing a pre and post test):

1. Parents/Caregivers with Increased Substance Use Rules & Expectations for Their Youth: 72 parents reporting improvement
2. Parents/Caregivers with Increased Parental Monitoring: 74 parents reporting improvement
3. Youth Reporting Improved Substance Use Rules & Expectations: 54 youth reporting improvement
4. Youth Reporting Improved Family Communication: 60 youth reporting improvement
5. Youth with Improved Stress Coping Skills: 59 youth reporting improvement
6. Youth with Decreased Intentions to Use Alcohol, Tobacco and Other Drugs: 48 youth reporting decreased intentions

Rating	Comments on Rating
Positive	Results were similar across all four groups. While results were positive, 20% of youth who completed the pretest did not complete a post test. This could be biasing the results if the youth not completing the posttest had different outcomes from the youth who did complete the posttest.

Other Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
Choose an item.	
Data/Results	
Rating	Comments on Rating
Choose an item.	

Anecdotal Feedback

All participants reported that they enjoyed the program, learned new skills and have already or plan to implement those skills. Participants appreciate the meal, the gift card incentives and free childcare during programming. Examples of comments we received when asked for general feedback at the end of each session include:

“Every session included something that we could try doing with our family that week. It was nice to be able to use new ideas immediately!”

“We don’t always have time to eat dinner together and really enjoyed that part of the class. We want to make family dinners something we do more often.”

Additionally, instructors report that staff at each of the locations have been helpful with implementation details and easy to work with.

Challenges/Areas for Improvement

Recruiting families for this program is a challenge. While ABC Provider Agency has had enough families to run a program each session, they usually end up with the minimum required to make the program cost-effective.

Conclusion

Overall rating of SCA’s satisfaction with the program/service.

Rating	Comments on Rating/Other Comments on Program
Very Satisfied	Program implementation fidelity, outcomes and participant feedback have all been positive. We will continue to implement this program in the future.

ATOD Prevention Program: Supporting Success After School Tutoring Program

Overview

Description	After school tutoring program held at Smithville Youth Center. Held every Tuesday and Thursday during the school year. Program serves youth who are struggling academically. Students are provided transportation from the school to the youth center and directly to the home after the program concludes. A nutritional meal is provided onsite each day. Program staff are able to access the students' academic profile via Smithville School District's online records and tailor tutoring to each student's academic needs and current assignments. The program's goal is to increase student's academic success and commitment to school.
Population	Students in grades 4-8
Location	Smithville Youth Center
Implemented By	Smithville Youth Center
Time Period	Outcomes below are for the time period: SFY 24/25 and SFY 25/26

Process Outcomes

# of groups	1
# of participants	73 students participated in school year 2024/2025 85 students participated in school year 2025/2026
# of services	Program was held 68 times in 2024/2025 and 70 times in 2025/2026
Other	Students participated in 44 tutoring sessions on average in 2024/2025 and 45 sessions on average in 2025/2026

Fidelity Measure Outcomes

None measured

Short-term Outcomes

Primary Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
School Grades, Attendance or Discipline Metrics	School Year 2024/2025: 70 students' grades were analyzed School Year 2025/2026: 80 students' grades were analyzed
Data/Results	
2024/2025: 75% of students' grades improved by at least one letter grade in reading and/or language arts from Marking Period 1 to Marking Period 4	
25 students with one or more failing grade in Marking Period 1 was reduced to 15 students with one or more failing grade in Marking Period 4	
2025/2026: 83% of students' grades improved by at least one letter grade in reading and/or language arts from Marking Period 1 to Marking Period 4	

21 students with one or more failing grade in Marking Period 1 was reduced to 8 students with one or more failing grade in Marking Period 4

Rating	Comments on Rating
Positive	Grade improvement was based on reading and language arts classes. Smithville Youth Center would like to expand this to analyze grades on math classes in the future.

Other Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
Pre/Post Test	School Year 2024/2025: Pre-test: 73 students completed and analyzed Post-test: 70 students completed and analyzed School Year 2025/2026 Pre-test: 85 students completed and analyzed Post-test: 80 students completed and analyzed
Data/Results	
Students were given a short pre-test at the start of the school year, and the same post-test at the end of the school year. They were asked questions that mirror those in the PA Youth Survey regarding Low Commitment to School.	
2024/2025: Q1: Thinking back over the past year in school, how often did you enjoy being in school? <ul style="list-style-type: none"> Pre-Test: 45% of students reported "Often" or "Almost Always" Post-Test: 47% of students reported "Often" or "Almost Always" Q2: Thinking back over the past year in school, how often did you try to do best work in school? <ul style="list-style-type: none"> Pre-Test: 71% of students reported "Often" or "Almost Always" Post-Test: 86% of students reported "Often" or "Almost Always" Q3: How important do you think the things you are learning in school are going to be for your later life? <ul style="list-style-type: none"> Pre-Test: 37% of students reported "Very Important" or "Quite Important" Post-Test: 41% of students reported "Very Important" or "Quite Important" 	
2025/2026: Q1: Thinking back over the past year in school, how often did you enjoy being in school? <ul style="list-style-type: none"> Pre-Test: 46% of students reported "Often" or "Almost Always" Post-Test: 49% of students reported "Often" or "Almost Always" Q2: Thinking back over the past year in school, how often did you try to do best work in school? <ul style="list-style-type: none"> Pre-Test: 76% of students reported "Often" or "Almost Always" Post-Test: 92% of students reported "Often" or "Almost Always" Q3: How important do you think the things you are learning in school are going to be for your later life? <ul style="list-style-type: none"> Pre-Test: 42% of students reported "Very Important" or "Quite Important" Post-Test: 45% of students reported "Very Important" or "Quite Important" 	

Rating	Comments on Rating
Mixed	<p>Questions # 1 and # 3 on our pre/post test showed low results on the pre-test and little growth on the post-test. Question #2 showed much higher initial results on the pre-test as well as a greater increase in post-test results. Question # 2 “How often did you try to do your best work in school” showed positive improvement that is also reflected student’s grade improvement. We feel that this program achieves our goal of increasing student academic success but may fall short in increasing student commitment to school more broadly.</p>

Anecdotal Feedback

The school district is very pleased with this program and has been very helpful with providing access to the student grade database. Parents have reported they appreciate the program, with some reporting that they feel it gives them more quality family time since they don’t have to juggle homework along with other family/parenting responsibilities. Parents have said that they have recommended the program to friends, and this has contributed to increasing participation in the program over time.

Challenges/Areas for Improvement

This is an expensive program to implement. We would like to serve more students but are at capacity. We would also like to expand to other school districts, but this would require significant additional funding that is not currently available.

An additional challenge is recruiting individuals to serve as tutors. Smithville Youth Center plans to advertise this position to college students in the education program at the local college as well as substitute teachers already working in the school districts.

Conclusion

Overall rating of SCA’s satisfaction with the program/service.

Rating	Comments on Rating/Other Comments on Program
Somewhat Satisfied	<p>We are very happy with the results we are seeing with improvement in grades and reduction in academic failure; however, pre/post test results show only limited improvement in commitment to school more broadly. In addition, this is a very resource intensive program, which limits its potential reach.</p>

ATOD Prevention Program: FASD Awareness Training

Overview

Description	Training provided to special education teachers, juvenile probation officers and Head Start staff to increase awareness of FASD and knowledge of strategies that can be used to support children and youth with an FASD (e.g. 8 Magic Keys).
Population	Teachers and School Staff, Juvenile Probation Officers
Location	Anytown Elementary School, Mytown Head Start Center, County Juvenile Probation Office
Implemented By	Sample County Drug & Alcohol Agency
Time Period	Outcomes below are for the time period: SFY 25/26

Process Outcomes

# of groups	N/A
# of participants	37 people trained
# of services	3 trainings
Other	7 visits to SCA's FASD webpage following training 65% indicating on post-event survey that they are very likely to share information learned with others

Fidelity Measure Outcomes

None measured

Short-term Outcomes

Primary Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
Survey	Post-survey- 35 collected and analyzed
Data/Results	
• 49% reported that they are more knowledgeable about FASD	
• 62% reported that they feel confident they could implement at least one strategy to support a child with FASD	
Rating	Comments on Rating
Neutral	Our survey was very brief and we don't feel like it provided us with a real understanding of why respondents answered the way in which they did.

Other Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
Choose an item.	
Data/Results	
Rating	Comments on Rating
Choose an item.	

Anecdotal Feedback

Since these were small group settings we were able to generate a lot of good discussions and Q&A. Participants were engaged and welcomed us to repeat these sessions again in the future.

Our post-survey included a space for general comments. Some received were:

“I think I missed some of the signs of FASD previously. I now have a better understanding of what to look for and tools I can use when working with the kids on my caseload.”

“I didn’t know that the drug and alcohol agency had so much information about FASD. I will use them as a resource in the future.”

Challenges/Areas for Improvement

Attendance was somewhat low, and while this provided for an environment that made discussions easier, we would like to reach more people. It’s difficult to generate interest on this topic.

Conclusion

Overall rating of SCA’s satisfaction with the program/service.

Rating	Comments on Rating/Other Comments on Program
Unsure	<p>Although the general feedback received was positive, our post-survey results showed that only about half of the respondents felt they learned something new about FASD. We were not able to determine if this was because they already were very knowledgeable about FASD, or if our training was insufficient. Also, only just over half of the respondents reported that they feel equipped to implement strategies for children with FASD.</p> <p>We plan to reach out to a few people who attended the training to gain a better understanding of how we can address these challenges in order to make the training more effective.</p>

ATOD Prevention Program: Student Assistance Program

Overview

Description	SAP is designed to identify academic, social, attendance, substance use, mental health, and other concerns which pose a barrier to student success. The primary goal of SAP is to help students overcome these barriers so that they may achieve, advance, and remain in school.
	Liaison services provided included attendance at SAP team meetings (at least once per month per team), meeting with parents of SAP referred students and brief substance use screenings for SAP referred students.
Population	Elementary, Middle and High School Students
Location	Anytown SD, Mytown SD, Ridgeville SD, Smithville SD, Success Charter School
Implemented By	XYZ Provider Agency
Time Period	Outcomes below are for the time period: SFY 24/25 & SFY 25/26

Process Outcomes

# of groups	N/A		
# of participants		SFY 24/25	SFY 25/26
	Team Meetings	242 students discussed	235 students discussed
	Parent Meetings	Met with parents of 91 students	Met with parents of 88 students
# of services	Attended 105 team meetings in SFY 24/25 and 102 team meetings in SFY 25/26		
Other	SAP Team Satisfaction Survey (collected in SFY 25/26 only) <ul style="list-style-type: none"> ○ Survey completed by 75 team members across all 5 LEAs served (all teams had at least two team members complete survey) ○ 92% of team members were very satisfied with liaison services SAP Parent Satisfaction Survey (collected in SFY 25/26 only) <ul style="list-style-type: none"> ○ Survey completed by 48 parents of students screened ○ 88% of parents were very satisfied with the screening process ○ 77% of parents said the resources provided were helpful 		

Fidelity Measure Outcomes

None measured

Short-term Outcomes

Primary Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
School Grades, Attendance or Discipline Metrics	Tracked data through PowerSchool for 50 students screened in SFY 24/25 and 45 in 25/26.
Data/Results	
90% (SFY 24/25) and 88% (SFY 25/26) of the students tracked showed improvement in grades, attendance and behavior (measured through discipline referrals) from marking period of referral to SAP to end of school year. Students referred/screened in the final marking period of the year were not included in the cohort of students tracked.	



Rating	Comments on Rating
Positive	Students who were referred to SAP and screened by a liaison showed improvement, on average, from the beginning to end of the school year in grades, attendance and behavior.

Other Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
Other: PDE 4092 Report	Based on 491 (SFY 24/25) and 485 (SFY 25/26) referrals reported by schools for Sample County
Data/Results	
In SFY 24/25 of the 147 students with an action plan, 65% were reported as meeting the identified goal(s) from the action plan (30% somewhat met goals).	

In SFY 25/26 of the 145 students with an action plan, 63% were reported as meeting the identified goal(s) from the action plan (29% somewhat met goals).

Rating	Comments on Rating
Unclear	While the majority of students with an action plan met the goals in that plan, only 30% of referrals had an action plan which makes this data difficult to interpret and limits understanding of how the SAP process may have benefited students without an action plan.

Anecdotal Feedback

Quote from Parent/Caregiver Satisfaction Survey: "I was really nervous about having my son meet with the SAP counselor for a screening, but they were very kind and also very helpful and supportive in helping us get our son services he needed. He's doing really well now and I'm so thankful!"

Quotes from SAP Team Satisfaction Survey:

- "Paige is amazing! She is such a great resource and goes above and beyond to support our team and students!"
- "We greatly appreciate the liaison services XYZ Provider Agency provides to our SAP team. You've been vital to the success of our SAP team especially in regard to helping parents and families understand the SAP process and be willing to engage in the SAP process. You've helped us improve the number of parents consenting to the SAP process which has made a positive impact in the lives of many of our students."

Challenges/Areas for Improvement

XYZ Provider Agency has worked to encourage and support districts to have teams that meet regularly in every building, the challenge it poses is having the capacity to get to SAP team meetings in all buildings. Current staff capacity limits the number of meetings SAP liaisons can attend each month. SAP Liaisons focus on trying to ensure they can attend at least one meeting per month for each team.

With only 30% of SAP referred students having an action plan, XYZ Provider Agency is planning to focus next school year on providing resources and maintenance to teams on action planning for students.

Parents/families at Anytown SD and Mytown SD who completed the parent satisfaction survey shared concerns that the vaping cessation program offered through the school was hard to access because it took place outside of school hours and did not offer enough support. XYZ Provider Agency is working with these districts to shift to implementation of the American Lung Association's INDEPTH program.

Conclusion

Overall rating of SCA's satisfaction with the program/service.

Rating	Comments on Rating/Other Comments on Program
Very Satisfied	While there is always room to continue improving, data from students, parents and SAP teams indicates that liaison services are having a positive impact and are supporting SAP teams in helping students succeed.

Problem Gambling Prevention Program: Gambling Away the Golden Years

Overview

Description	A single session presentation addressing the warning signs of a gambling problem for older adults, assessment tools, referral techniques as well as stories from older adults and their adult children about the impact of a gambling addiction. Tips for responsible gambling are reviewed and participants are provided with a card on the “10 Rules for Responsible Gambling.”
Population	Older Adults
Location	Anytown, Mytown, Smithville and Ridgeville Senior Centers
Implemented By	ABC Provider Agency
Time Period	Outcomes below are for the time period: SFY 24/25 & SFY 25/26

Process Outcomes

# of groups	SFY 24/25: 1 group; SFY 25/26: 4 groups
# of participants	SFY 24/25: 16; SFY 25/26: 112
# of services	N/A (# of groups = # of services)
Other	N/A

Fidelity Measure Outcomes

None measured

Short-term Outcomes

Primary Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
Retrospective Post Test	98 completed tests from SFY 25/26 (data was not analyzed for SFY 24/25 given the small group size)

Data/Results	
How aware were you of the warning signs of problem gambling before this presentation and how aware are you now?	
<ul style="list-style-type: none">• Before presentation: 20% very aware• After presentation: 82% very aware	
How likely were you to engage in the following responsible gambling behaviors before this presentation and how likely are you to engage in these responsible gambling behaviors now?	
<ul style="list-style-type: none">• Set a dollar limit and stick to it:<ul style="list-style-type: none">○ Before presentation: 52% very likely (9% said they had never gambled)○ After presentation: 81% very likely (11% said they do not plan to gamble in future)• Set a time limit and stick to it:<ul style="list-style-type: none">○ Before presentation: 39% very likely (9% said they had never gambled)○ After presentation: 77% very likely (11% said they do not plan to gamble in future)• Don’t gamble as a way to cope with emotional or physical pain:<ul style="list-style-type: none">○ Before presentation: 74% very likely (9% said they had never gambled)○ After presentation: 82% very likely (11% said they do not plan to gamble in future)	

Rating	Comments on Rating
Positive	Improvement was seen in all key measures on the post test. Participants report being more aware of the warning signs of problem gambling and more likely to engage in responsible gambling behaviors.

Other Short-Term Outcome Measure

Type of Measure	# analyzed (list pre and post test # separately)
Choose an item.	
Data/Results	
Rating	Comments on Rating
Choose an item.	

Anecdotal Feedback

Participant Quotes:

- “This was a really helpful presentation. I’ve been worried about my best friend’s gambling. I’m going to share the self-assessment tool and other resources with her.”
- “I really never thought about the potential risks of gambling before this. Appreciated getting to hear John’s story of how gambling addiction impacted his life.”

Senior Center Manager Feedback:

- “Anne and John did a great job – they kept everyone very engaged!”
- “Before a recent bus trip to the casino, two of the individuals who attended your presentation reminded others about the rules of responsible gambling before they left.”

Challenges/Areas for Improvement

When first implementing this program in SFY 24/25, ABC Provider Agency reached out to senior centers but there was little interest in the program. To address this, they shifted how they marketed the program to emphasize the program wasn’t meant to tell people to never gamble but to equip them with information to gamble responsibly and to recognize and take action if a gambling problem develops. This shift in marketing worked and all four senior centers in the county participated in the program in SFY 25/26. Despite this success, they are still facing a challenge of finding other venues or locations to reach older adults with this program. They are reaching out to senior housing complexes in SFY 26/27 but are still challenged to find other ways to reach a broader audience of older adults.

Conclusion

Overall rating of SCA’s satisfaction with the program/service.

Rating	Comments on Rating/Other Comments on Program
Somewhat Satisfied	<p>Program outcomes have been positive, but the lack of venues and opportunities to reach older adults with this program limits its potential impact.</p> <p>Having a local older adult who is in recovery as a co-presenter has been important to the program’s success and helping participants connect to the content.</p>