PREPARATION

Developing Your Team
Include content experts from different areas of your district to assist with data analysis and service planning; these can include such personnel from areas such as:
- District Data Collection
- Student Services
- Student Assistance Programs
- Building-Level Administration
- Prevention Services Providers

HELPFUL HINTS
- When planning out how your team will complete the process, decide on a desired completion date and work backwards setting team meeting dates and completion goals
- Have team members review instructional videos before beginning each section
- Reach out for Technical Assistance as needed
**Data Review**

These tabs provide an opportunity to review your school district data across multiple years. The numbers are colored to match their administration year with the numbers in the top 3 rows representing the total score for your district, Montgomery County, and the State.

While the total number is important to understand, exploring grade-level data will help you better understand where the highest need lies and we suggest that your priorities be focused on grade-level as much as possible. We suggest that you also dive more deeply into the data by exploring trends at different grade levels. This data can be found on the PAYS referenced pages found under the administration year cell.

To gain a better understanding of each data point, your team is encouraged to review the questions that were included in the survey. A list of questions can be found at the beginning of each section of your PAYS report.

The figure that appears in the SD compared to MontCo/State rows indicate how much more- or less-likely your school district is to be experiencing a particular behavior or issue, as compared to the county/state figure. When your school district rate exceeds that of the county/state, the comparison cell will auto-highlight in one of the following ways:

- Yellow = Lower-risk
- Orange = Moderately higher-risk
- Red = Higher-risk
- Blue Lettering/No highlight = Statistically similar

You are welcomed and encouraged to include supporting data from other sources than the PAYS, but including additional data is optional.

### HELPUL HINT

While completing the data review, think about these questions:

- What is the overall impact of the issue?
- How severe is the issue?
- What has happened over time?
- How does the school district rate compare to the county/state rate?
SPECIAL NOTE ABOUT PERCEPTIONS & ATTITUDE SECTIONS:
- Just as in other sections, the SD compared to MontCo/State cells highlight with a color when your school district rates exceed that of the county/state rate. However, unlike other sections, exceeding the county/state rate is considered a positive direction in the Perception of Risk and Peer/Individual Perceptions & Attitudes Sections because higher numbers are better in these sections, so the colors have different meanings than in other sections.
- When your school district rate exceeds the county/state rate, the SD comparison will auto-highlight in one of the following ways:
  - Yellow = Slightly Higher
  - Orange = Moderately Higher
  - Red = Significantly Higher

IMPORTANT SECTION NOTE:
Unlike other data sections, no highlight in this section means your school district is statistically the same as the comparison number. Your team should pay SPECIAL ATTENTION to SD comparisons where NO HIGHLIGHT appears as this means your school district is either at or below the county/state average. Each text color means the following:
- Blue Text:
  Your school district is below the county/state rate (which is in a negative direction)
- Black Text:
  Your school district is statistically the same as county/state rate

Data Analysis
TEAM DISCUSSION
- Once all data is entered into the appropriate tab(s), your assessment team should begin to work through the questions provided for further discussion in the separate handout, as Word Doc saved as Discussion Worksheets.
- The questions will advise your team to think about trends over time, subpopulations and/or age groups that are impacting the data, as well as areas where you might want to collect more information.
- The final responses from the discussion questions should be entered into the appropriate space available within this tool.
- Extra space has been provided if you have other discussion points you would like to share.

PRIORITIZATION
- Following thorough team discussion, your team should preliminarily select and enter 3-5 substance use and related behavior concerns to consider for goal setting and tracking over time.
- Your team will narrow down these 3-5 concerns to 2-3 priority selections by selecting a rating (provided in the drop-down box in each cell) for each of the following considerations:
  - Magnitude
  - Comparison
  - Severity
  - Time Trend
- Once your team has rated each concern, you will place your top 2-3 priorities in the section to the left. These data points will be used to create your problem statements.

DATA GAPS
- Are there other data that you feel is missing or is limited that could be valuable in this category in the future?

HELPFUL HINT
- In-depth instructions are included in each tool, simply click on the cells with red corners for instructions to appear on your screen
- Click on the red corners of the consideration title cells to help you think about how to best rate each consideration.
- Hover over the cells with red corners view the definition of each service type. For more information about the County Mental Health Data, contact SAP@MontCoPa.org
TEAM DISCUSSIONS:

What are the top 3-5 areas where your students are doing well?

2019: Prescription and Over-the-Counter Medications, Cigarettes, Snorterless Salves; alcohol in 12th grade; binge drinking down in 10th and 12th grades; 12th graders down in driving after alcohol use.

2021:

What are the top 3-5 most prevalent school and community issues found in your school district?

2019: Marijuana in 10th grade; Vaping Marijuana; Drink or high at school (grade 10); getting alcohol from parents; marijuana lifetime. OFFERED ILLEGAL, SUBSTANCES AT SCHOOL both 2017 and 2019; vaping nicotine lag increase in all grades; vaping other substances in 2017 and 2018.

2021:

Which items showing on or above the countywide rate stand out as potential concerns and why?

2019: Marijuana - 2017 - 10th & 12th grades, vaping, Marijuana, Vaping Drinking. The activities happening at school - being drunk or high and being offered drugs.

2021:

Which items stand out as a potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see.

2019: Being drunk or high in school in both grade 8 and 10. Increase in vaping in grade 8.

2021:

For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.

2019: Grade 8 and Grade 10. Grade 8 vaping increasing.

2021:

Are there certain schools, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.

2019:

2021:

Are there any items not listed in any of the questions above that stand out as a potential concern for a specific population (e.g., special needs students, demographic, etc)? If yes, list and explain.

2019:

2021:

Other Comments

Use the following prioritization matrix below to further assist you in prioritizing your areas of concern:

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Magnitude</th>
<th>Severity</th>
<th>Year Trends</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019: Drink single occasions at 12th</td>
<td>3</td>
<td>Increasing</td>
<td>Impact</td>
<td>2019: Increased at Grades 8 &amp; 10</td>
</tr>
<tr>
<td>2019: Vaping marijuana</td>
<td>1</td>
<td>Increasing</td>
<td>Impact</td>
<td>2019: Increased in Grade 9 &amp; 10 recorded compared to county, same as state</td>
</tr>
<tr>
<td>2019: Marijuana at school</td>
<td>1</td>
<td>Increasing</td>
<td>Impact</td>
<td>2019: Increased in Grade 9 &amp; 10 recorded compared to county, same as state</td>
</tr>
<tr>
<td>2019: Vaping marijuana at school</td>
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<td>Increasing</td>
<td>Impact</td>
<td>2019: Increased in Grade 9 &amp; 10 recorded compared to county, same as state</td>
</tr>
</tbody>
</table>

Substances Use and Related Behaviors Data Priorities

<table>
<thead>
<tr>
<th>Substance Use and Related Behaviors</th>
<th>Prioritization Level(s)</th>
<th>Specific Population(s)</th>
<th>Brief Description/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019: Alcohol &amp; Tobacco Use</td>
<td>1</td>
<td>10th Grade Students</td>
<td>Impact</td>
</tr>
<tr>
<td>2019: Marijuana &amp; Vaping</td>
<td>1</td>
<td>10th Grade Students</td>
<td>Impact</td>
</tr>
<tr>
<td>2019: Vape vs. Tobacco Use</td>
<td>1</td>
<td>10th Grade Students</td>
<td>Impact</td>
</tr>
</tbody>
</table>

DATA GAPS:

What data are we missing?

ACTION PLAN

Further details on what include in your Action Plan Report ideas for what to include.
Data Review

Visit page 5 for general directions on Data Review for this section.

CROSS TAB – DEPRESSION AND SUBSTANCE ABUSE
- Be sure to visit page 62 in your PAYS report to gain a better understanding of what this data is telling you.
- This section provides the opportunity for you to see different data points relate to each other, i.e. the link between those who report experiencing depressive symptoms and their substance use.
- This section showcases the direct link between the level of depressive symptoms and substance use. The color key listed to the right, provides you with a guide of the level of depression cross-tabulated with various substances.

CROSS TAB: BULLYING AND DEPRESSION/SUICIDE
- Be sure to visit page 63 in your PAYS report to gain a better understanding of what this data is telling you.
- This section provides the opportunity to see how different data points relate to each other, i.e. how those experiencing bullying also experience mental health issues such as depression/suicide.
- This chart shows the direct link between bullying and mental health issues. The blue and purple boxes show the number of respondents who answered yes or no to the questions listed in grey boxes above them. Again, showcasing a direct link between those who reported being bullied and serious mental health issues.

SPECIAL NOTES ABOUT COUNTY MENTAL HEALTH DATA
- The number of Access Mobile Crisis Calls are inclusive only of referrals made by your school district and are collected by school year.
- The remaining numbers are based on Magellan Behavioral Health claims for services funded through Medical Assistance for Montgomery County. These numbers DO NOT represent the total number of services received in your school district and they do not include alternatively-funded services. This data is not specific to your district because data records are collected by zip code and would not provide you with accurate information.
Data Analysis

Click the Substance Tab above to learn more.

TEAM DISCUSSION

- Once all data is entered into the appropriate tab(s), your assessment team should begin to work through the questions provided for further discussion in the separate handout, as Word Doc saved as Discussion Worksheets.
- The questions will advise your team to think about trends over time, subpopulations and/or age groups that are impacting the data, as well as areas where you might want to collect more information.
- The final responses from the discussion questions should be entered into the appropriate space available within this tool.
- Extra space has been provided if you have other discussion points you would like to share.

PRIORITIZATION

- Following thorough team discussion, your team should preliminarily select and enter 3-5 substance use and related behavior concerns to consider for goal setting and tracking over time.
- Your team will narrow down these 3-5 concerns to 2-3 priority selections by selecting a rating (provided in the drop-down box in each cell) for each of the following considerations:
  - Magnitude
  - Comparison
  - Severity
  - Time Trend
- Once your team has rated each concern, you will place your top 2-3 priorities in the section to the left. These data points will be used to create your problem statements.

DATA GAPS

- Are there other data that you feel is missing or is limited that could be valuable in this category in the future?

HELPFUL HINT

- In-depth instructions are included in each tool, simply click on the cells with red corners for instructions to appear on your screen
- Click on the red corners of the consideration title cells to help you think about how to best rate each consideration.
Data Review
Visit page 4 to learn more about this section.

Data Analysis
Visit page 5 to learn more about this section.
RISK & PROTECTION

Risk Factors

DATA REVIEW:

• Once all data is entered into the appropriate tab(s), your assessment team should begin to work through the questions provided for further discussion in the separate handout, as Word Doc saved as Discussion Worksheets.

• The questions will advise your team to think about trends over time, subpopulations and/or age groups that are impacting the data, as well as areas where you might want to collect more information.

• The final responses from the discussion questions should be entered into the appropriate space available within this tool.

• Extra space has been provided if you have other discussion points you would like to share.

PRIORITIZATION:

• Following thorough team discussion, your team should preliminarily select and enter 4-5 RPF concerns to consider for prioritization and tracking over time. Your team will want to focus on RPF concerns that are most related to your problem behaviors outlined in your logic model. Each priority RPF should connect to at least one problem statement, but it is likely that one RPF will connect to multiple problem statements.

• Your team will narrow down these 4-5 concerns to a minimum of 2-3 priority selections by selecting a rating (provided in the drop-down box in each cell) for each of the following considerations:
  • Magnitude
  • Level of Importance
  • Time Trends
  • Comparison
  • Changeability

### How to Prioritize Risk Factors

**SMART GOALS**

**ACTION PLAN**

**STEPS**

1. **Prioritize** the risk factors based on the magnitude of their impact.
2. **Select** the top 2-3 priorities.
3. **Record** the selected priorities in the appropriate section.

**IN-DEPTH INSTRUCTIONS**

In-depth instructions are included in each tool, simply click on the cells with red corners for instructions to appear on your screen.

Hover over the cells with red corners to help you think about how to best rate each concern. Once your team has rated each concern, you will place your top 2-3 RPF priorities in the section to the left and note if there are special populations that will be a focus of the priority.
Protective Factors

DATA ANALYSIS:

• Review your school district data found in this tool. The numbers in School District % columns represent the total scores for your district for each administration. It is important that you take a closer look at the data found for specific grade levels that are most impacting the data.

• To gain a better understanding of each PF score, your team is encouraged to review the questions that were included in the survey. Seven of the eight PF scores are determined by combining the scores of multiple questions while the Religiosity PF is based solely on one question. The RPF Definitions and Scale Questions are defined in your PAYS report.

• Just as in the risk factor section, the SD compared to MontCo/State cells in the PF section also highlight with a color when your school district rates exceed that of the county/state rate. However, unlike the RF section, exceeding the county/state rate is considered a positive direction in the PF Section because higher numbers are better, so the colors have different meanings here than in other sections.

• When your school district rate exceeds the county/state rate, the SD comparison will auto-highlight in one of the following ways:
  • Yellow = Slightly Higher
  • Orange = Moderately Higher
  • Red = Significantly Higher
  • No highlight means your school district is statistically the same as the comparison number.

DATA GAPS:

• Are there risk/protective factor data you that feel is missing or is limited that could be valuable in this category in the future?

HELPFUL HINT

• Remember: LOWER scores for risk factors are better and HIGHER scores for protective factors are better
SMART GOALS

Setting Your Goals

Setting Long-Term Behaviors, Perceptions, and Attitudes (BPAs) SMART Goals:
• Write SMART Goals for each Behavior, Perception, Attitude related to your problem statement; set goals 7-9 years in the future. An example is provided in row 6.

Setting Long-Term Risk & Protective Factors (RPFs) SMART Goals:
• Write SMART Goals for each Risk &/or Protective Factor related to your problem statement; set goals 7-9 years in the future. An example is provided in row 13.

Biennial Benchmarks Tracking:
• After determining the amount of change you are targeting over time, determine the bi-annual benchmark that needs to be achieved to reach your long-term goal.
• You will determine your bi-annual benchmark by taking the total amount of desired change and divide it by the number of years you have set in your goal. For decimals, simply round to the next whole number if desired. See the example in your tool for further information.
• You will then track your progress in the upcoming years.
• To calculate the biennial target benchmark, simply subtract your Target Goal from your Baseline and divide by the number of administrations you plan to track your goal.

VIDEO TUTORIAL
NA Tool Tab 6: Writing Your Goal Statements
### SMART GOALS

#### LONG-TERM BEHAVIOR, PERCEPTION, and ATTITUDE (BPA) GOALS

<table>
<thead>
<tr>
<th>Direction of Change</th>
<th>Grade</th>
<th>Behavior, Perception, or Attitude</th>
<th>% Change</th>
<th>2019 Baseline Number</th>
<th>Target Goal Number</th>
<th>Data Type (%/Rate)</th>
<th>Data Source</th>
<th>Target Date</th>
<th>2021 Benchmark</th>
<th>2021 Actual</th>
<th>2023 Benchmark</th>
<th>2023 Actual</th>
<th>2025 Benchmark</th>
<th>2025 Actual</th>
<th>2027 Benchmark/Target</th>
<th>2027 Actual</th>
<th>2029 Target</th>
<th>2029 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease</td>
<td>8</td>
<td>Vaping Marijuana</td>
<td>50%</td>
<td>21</td>
<td>10</td>
<td>%</td>
<td>PAYS</td>
<td>2029</td>
<td>19</td>
<td>17</td>
<td>14</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease</td>
<td>12</td>
<td>Lifetime Marijuana Use</td>
<td>50%</td>
<td>44</td>
<td>22</td>
<td>%</td>
<td>PAYS</td>
<td>2029</td>
<td>40</td>
<td>35</td>
<td>31</td>
<td>27</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### LONG-TERM RISK AND PROTECTIVE FACTOR (RPF) GOALS

<table>
<thead>
<tr>
<th>Direction of Change</th>
<th>Grade</th>
<th>Risk or Protective Factor</th>
<th>% Change</th>
<th>2019 Baseline Number</th>
<th>Target Goal Number</th>
<th>Data Type (%/Rate)</th>
<th>Data Source</th>
<th>Target Date</th>
<th>2021 Benchmark</th>
<th>2021 Actual</th>
<th>2023 Benchmark</th>
<th>2023 Actual</th>
<th>2025 Benchmark</th>
<th>2025 Actual</th>
<th>2027 Benchmark/Target</th>
<th>2027 Actual</th>
<th>2029 Target</th>
<th>2029 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease</td>
<td>6, 8, 10, 12 Combined</td>
<td>Parental Attitudes Favorable to Drug Use</td>
<td>50%</td>
<td>31</td>
<td>15</td>
<td>%</td>
<td>PAYS</td>
<td>2029</td>
<td>31</td>
<td>27</td>
<td>23</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease</td>
<td>6, 8, 10, 12 Combined</td>
<td>Peer Individual Attitudes Favorable to Drug Use</td>
<td>50%</td>
<td>36</td>
<td>18</td>
<td>%</td>
<td>PAYS</td>
<td>2029</td>
<td>32</td>
<td>28</td>
<td>24</td>
<td>20</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SMART GOALS

- **SPECIFIC**: Be clear and specific so your goals are easier to achieve. This also helps you know how and where to get started!
- **MEASURABLE**: Measurable goals can be tracked, allowing you to see your progress. They also tell you when a goal is complete.
- **ATTAINABLE**: Are you able to take action to achieve the goal? Actionable goals ensure the steps to get there are within your reach.
- **RELEVANT**: Avoid overwhelm and unnecessary stress and frustration by making the goal realistic.
- **TIME BOUND**: a date helps us stay focused and motivated, inspiring us and providing something to work towards.

---

**HELPFUL HINT**

- Remember: Risk and Protective Factors relate to more than once behavior, so you will most likely use your Risk and Protective Factors more than once and can simply copy and paste for each reuse.
Creating Your Logic Model

**PROBLEM STATEMENT**
- Use the problem areas identified in the Substances, Mental Health, School-Community data analysis to create broad problem statements that define the issues seen in your school district. Use the Developing Your Problem Statements Worksheet to create the statements and write one problem statement in each box labeled Problem #x.
- These should be very general, broad statements that define the problems for your school district and not the exact data point that will be tracked over time. These statements should be broad statements such as:
  - High rates of youth alcohol use
  - High rates of youth reporting depressive symptoms
- It is important to note that the more broadly the problem statement is written, the higher the likelihood that there will be multiple data points that can be used to measure the success of your efforts over time. For example:
  - Problem Statement: High rates of youth alcohol use
  - Possible data points to track over time: 30-day alcohol use, lifetime alcohol use, driving under the influence, perception of harmfulness of drinking one or more drinks each day

**PRIORITY RPF**
- Take each priority RPF determined while working in the RPF tab and connect them to each problem statement where you feel they are having the most impact. Since RPFs relate to more than one problem, you will most likely use each RPF more than once.
- At a minimum, provide at least one RPF for each problem statement. If applying more than one RPF to a problem statement, place only one RPF in each box.

Check out pages 15 and 16 for instructions and completed examples.

**HELPFUL HINT**
- The actual data points that will be measured will be identified and goals will be written in the SMART Goals Section of the tool.
- The rest of the Logic Model will be filled out as your team progresses through the tool.
TARGETED BPA & PRIORITY RPF GOALS
- Put each goal created in the SMART Goals Tab into the correlated box.
- Put only one goal in each box.

**Problem Statements**
What are our general problem behaviors, perceptions, and attitudes (BPAs)?

**Targeted BPA Goals**
What are our long-term goals for our targeted BPAs?

**Priority Risk and Protective Factors**
What are the causes (Risk Factors) and buffers (Protective Factors) of our problem behaviors (RPFs)?

**Priority RPF Goals**
What are our long-term goals for our priority RPFs?

### Problem #1

**Very broad problem statements**
- High rates of youth 30-day alcohol use
- Low perceived risk of marijuana use
- High rates of depressive symptoms

**Specific data points that will be measured over time**
- Reduce 30-day alcohol use by 12th graders
- Decrease number of 10th and 12th graders who report high rates

**Will use RPF more than once - different problems, grades, etc**
- Parental Attitudes Favorable to Antisocial Behavior
- Low Commitment to School

**Only list the actual RPF**
- No data point
- One RPF per box

**Example:**
- Decrease for students in grades 6, 8, 10, & 12 by 50% by 2029: 2019: 36% Goal: 18%
COMPLETED LOGIC MODEL

**Problem Statements**
What are our general problem Behaviors, Perceptions, and Attitudes (BPAs)?

**Targeted BPA Goals**
What are our long-term goals for our targeted BPAs?

**Priority Risk and Protective Factors**
What are the causes (Risk Factors) and buffers (Protective Factors) of our problem behaviors (RPFs)?

**Priority RPF Goals**
What are our long-term goals for our priority RPFs?

**Problem #1**

**Alcohol Use**
- Reduce 12th grade 30-day use from 49% to 40% by 2029
- Reduce 10th grade 30-day use from 35% to 25% by 2029
- Reduce total # of driving after drinking from 25% to 18% by 2029
- Increase perception of harmfulness of binge drinking from 59% to 75% by 2029

**Parental Attitudes Favorable to Drug Use**
- Reduce 12th grade from 49% to 40%
- 10th grade from 35% - 25% by 2029

**Laws and Norms Favorable to Drug Use**
- Reduce from 32% to 30% as reported by students in grades 6, 8, 10, 12 by 2029

**Friends Use of Drugs**
- Reduce 10th grade from 27% to 24% by 2029

**Parents Providing Alcohol**
- Reduce as reported by students in grades 6, 8, 10, 12 by 50% by 2029
- 2019: 36% Goal: 18%

**Video Tutorial**
NA Tool Tab 7: Creating Your Logic Model
Creating Your Resource Assessment

USING YOUR NEEDS ASSESSMENT TO GUIDE YOUR RESOURCE ASSESSMENT

- Your Goals and Logic Model tabs from your Needs Assessment have been incorporated into your Resource Assessment Tool
- Use these tabs when considering what resources to include in your assessment
- Remember: You only want to list the resources that are directly related to your Risk/Protective
- Factor priorities determined during your Needs Assessment

SUMMARIZING YOUR RESULTS

- Columns A-F will pre-populate from input from each grade-level tab from the analysis sections
- You must scroll down to see grades 9-12
- To create your “landscape”, simply transfer information from columns E & F into the appropriate grade-level boxes; this will pre-populate your Landscape Tab

HELPFUL HINT

- Programs, Practices and Strategies and Areas of Strength and Challenge will pre-populate into your Summary Tab!
County-Funded Service Requests

ENGAGING YOUR SERVICE PROVIDER
Your service provider is a valuable member of your Resource Assessment Team! They are poised to assist you in selecting programs and services that will best fit your needs by assisting you with better understanding the outcomes and objectives of each county-offered activity and providing you with knowledge of what it will take to implement each activity to determine if it is a feasible selection for your district.

COUNTY-FUNDED PREVENTION PROGRAM REQUESTS
After reviewing the Summary Tab, complete this tab to show what your recommendations are for your prevention plan. All programs and strategies list here are those supported by Montgomery County Offices of Drug & Alcohol (D&A) and Mental Health (MH). Review eligible requests from supplemental program guide.

Please note these special implementation adaptations:
- Too Good for Drugs: You are allowed to only do 8 sessions with this program, but it is recommended that you do the 10 sessions as designed. Please note this adaptation request in the comments section and your service request will be adjusted accordingly.

Botvin Life Skills requires multi-grade implementation:
- 7th Grade implementation also requires 6th grade implementation
- 8th Grade implementation also 6th and 7th grade implementation
- Hints to keep in mind when developing your requests:
  - Evidence-Based Programs are required to be facilitated by your SAP/Prevention provider to fidelity by Montgomery County SCA to fulfill state funding parameters.
  - A teacher or staff member from your district must be present in the classrooms for the entirety of the lesson.
  - SAP/Prevention providers staffing capacity necessitates schedules that are created with back-to-back activities. Final details of programs and scheduling will be agreed upon between providers and districts and contingent on availability of funding.
  - If you’d like to discuss the scope of county-funded services prior to completing this section, please contact SAP@MontCoPa.org.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>School Building Name</th>
<th>In what grade is this program implemented at this school?</th>
<th>What type of service is this?</th>
<th>Continuation or Expansion?</th>
<th>What is the total number of classrooms which this program will be implemented?</th>
<th>How many students are included in this program?</th>
<th>How long is each session?</th>
<th>Grand total number of sessions for this school</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too Good for Drugs (R-1)</td>
<td>P&amp;K Elementary</td>
<td>3rd</td>
<td>New</td>
<td>4</td>
<td>10 .5 80</td>
<td>Implement in one health class per grade, Est.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too Good for Drugs (R-2)</td>
<td>P&amp;K Elementary</td>
<td>3rd</td>
<td>New</td>
<td>4</td>
<td>10 .5 80</td>
<td>Implement in one health class per grade, Est.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too Good for Drugs (R-3)</td>
<td>P&amp;K Elementary</td>
<td>3rd</td>
<td>New</td>
<td>4</td>
<td>10 .5 80</td>
<td>Implement in one health class per grade, Est.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too Good for Drugs (R-4)</td>
<td>P&amp;K Elementary</td>
<td>3rd</td>
<td>New</td>
<td>4</td>
<td>10 .5 80</td>
<td>Implement in one health class per grade, Est.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Botvin Life Skills Training (G-L)</td>
<td>P&amp;K Elementary</td>
<td>4th</td>
<td>New</td>
<td>4</td>
<td>8 .75 32</td>
<td>Implement in one class per grade, Estimated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Step (K-G)</td>
<td>P&amp;K Elementary</td>
<td>Middle</td>
<td>Continuation</td>
<td>5</td>
<td>12 .75 80</td>
<td>Implement in one class per grade, Estimated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Step (K-G)</td>
<td>P&amp;K Elementary</td>
<td>5th</td>
<td>Expansion</td>
<td>5</td>
<td>12 .75 80</td>
<td>Implement in one class per grade, Estimated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Step (K-G)</td>
<td>P&amp;K Elementary</td>
<td>5th</td>
<td>Continuation</td>
<td>5</td>
<td>12 .75 80</td>
<td>Implement in one class per grade, Estimated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Step (K-G)</td>
<td>P&amp;K Elementary</td>
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<td>5</td>
<td>12 .75 80</td>
<td>Implement in one class per grade, Estimated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HELPFUL HINT**
- Use the Other Desired Prevention Activities section as your WISH LIST of strategies/activities that you would like to include in your prevention landscape!
**SERVICE REQUESTS**

**STUDENT ASSISTANCE PROGRAM (SAP) SCHOOL TEAM & GROUP REQUESTS**

Be sure to list all schools that are requesting services from an SAP School Team. Montgomery County Offices of D&A and MH issued SAP policies to guide the formation and facilitation of SAP Services by your SAP provider. SAP Provider agencies may not meet with a student without parental/caregiver permission for any reason, including group participation.

SAP Providers and school districts agreement around the following will allow for the greatest opportunity for partnership:

- Availability of a confidential space with access to a phone
- Flexibility for student release to meet when the provider staff is on-site at your school, a process by which permission for participation in county-funded SAP Services is provided by the district to the SAP Provider staff
- While your district is welcomed to create and implement your own SAP policies & protocols, we encourage you to reach out to your service provider for more information and to answer questions regarding policies for all county-funded services.

<table>
<thead>
<tr>
<th>Student Assistance Program (SAP) Team Service Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide list of school building names where you are requesting SAP Team services.</td>
</tr>
<tr>
<td>Does this school currently have an SAP Team?</td>
</tr>
<tr>
<td>ABC High School</td>
</tr>
<tr>
<td>XYZ Middle School</td>
</tr>
<tr>
<td>PQR Elementary</td>
</tr>
</tbody>
</table>

| | | |
| Totals | 39 | 34 |
## Other Desired Prevention Activities

In this section you will list other prevention activities not being offered by the county that you would like to conduct; these activities will be supported by funding sources other than county funding.

<table>
<thead>
<tr>
<th>Other Desired Prevention Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which priority Risk/Protective Factor is driving this need?</td>
</tr>
<tr>
<td>Program/Practice/Strategy (PPS) Name</td>
</tr>
<tr>
<td>Grade Level</td>
</tr>
<tr>
<td>Possible Funding Source(s)</td>
</tr>
<tr>
<td>Comments</td>
</tr>
</tbody>
</table>
Creating Your Action Report