

SAP: What is it?

The Governor's Prevention Advisory Council (GPAC, now called IPAC) created the High Rate Underage Users' (HRUU) workgroup. It was designed to address the intervention of high rate users of alcohol among our youth. The workgroup report begins:

Student Assistance Programs (SAPs) evolved from the Employee Assistance Program (EAP) model of the 1960s-1970s. Recognition of the importance of removing all barriers to work performance translated to school policy in the 1980s when SAPs developed in the vein of EAPs. SAPs at first only addressed substance abuse in students, but soon expanded to help address a wide range of issues that impede adolescent academic achievement.

SAP: Why implement it?

In 2014-15 school year, there were 39,254 alcohol and other drug suspensions; this represents 9% of all suspensions. There were 1,926 illicit drug related expulsions; this represents 33% of all expulsions.

SAP: How might Prop. 64 support it?

Revenue from Prop 64 sets aside "60% to the Youth Education, Prevention, Early Intervention and Treatment Account, disbursed to the Department of Health Care Services (DHCS), for programs designed to educate youth about and to prevent substance use disorders, and to prevent harm from substance use. DHCS shall enter into agreements with the Dept. of Public Health and the Dept. of Education to implement and administer these programs. This is an opportunity to create, Grants to schools to develop and support Student Assistance Programs, designed to prevent and reduce substance use, and improve school retention and performance".

The **California Department of Education (CDE)** articulates that the goals of Student Assistance Programs are to reduce students' behavioral, disciplinary violations, and substance use, and address a wide range of issues that impeded adolescent academic achievement while improving school attendance and academic performance. Refer to CDE for more details <http://www.cde.ca.gov/ls/he/at/sap.asp>

The **National Student Assistance Association (NSAA)** defines **Student Assistance** as "a collaborative framework that creates opportunities for all students and families to be healthy, successful and connected."

Characterized by a team approach, this professional, systematic process is designed to provide education, prevention, early identification, intervention, referral and support services for students exhibiting risk behaviors which are interfering with their education. (**National Student Assistance Association**).

Student Assistance Programs are one of fourteen Research-Based Activities that have been shown to be an essential component of comprehensive efforts to prevent youth drug use, violence, or disruptive behavior. Research-based prevention activities are those activities that research suggests should be used to supplement science-based programs as part of a comprehensive effort to prevent alcohol, tobacco, other drug use (ATOD) and violence. For more information refer to CDE's [Getting Results](#) publications, Part I, page 72 and Part 1, pages 110-101 and visit the CDE website <http://www.cde.ca.gov/ls/he/at/rbactivitieslist.asp> for the complete list of Research-Based Activities.

"**Help is Down the Hall**", was published by SAMSHA on Student Assistance Programs; by Jim Crowley

What is a Student Assistance Program?

A Student Assistance Program is a comprehensive school-based program for students (K-12) designed to identify issues, which prevent students from learning and being successful in school. Student Assistance Programs provide education, prevention, early identification, intervention, referral, and support groups for students. They foster risk reduction and positive asset development and work to provide a safe, alcohol and drug- free environment. SAPs provide a safe place in which students are free to express their feelings and concerns as they develop positive relationships with peers and adults and acquire knowledge, skills and attitude development leading to student success in the school setting.

The Association of Student Assistance Professionals of Vermont reminds us that SAPs are proactive rather than reactive. They are based on the recognition that personal problems can seriously affect a student's potential to achieve maximum performance in the learning environment and in life. SAPs are meant to complement, not replace, existing programs such as school-based health clinics, substance abuse prevention curricula, peer leadership programs, and community agencies.