

School Health Services NATIONAL QUALITY INITIATIVE



Accountability • Excellence • Sustainability
an initiative of the School-Based Health Alliance and the Center for School Mental Health



This is an ABBREVIATED VERSION of the Sustainability Assessment.

Please go to www.theSHAPEsystem.com to complete this form electronically on our interactive, user-friendly platform.

School Mental Health Sustainability Assessment Tool for School Districts

INSTRUCTIONS: The School Mental Health Team District Leader should complete this assessment tool, answering questions about the status of the Comprehensive School Mental Health System (CSMHS) in their district**. CSMHS are defined as school district-community partnerships that provide a continuum of mental health services to support students, families and the school community.

District "Sustainability" refers to the financial and non-financial dimensions of maintaining or supporting the system over time, in which its operational structure and capacity is sound and can evolve and adapt to match the changing needs of students, families, schools, communities, and other systems in their context.

** "District" refers to your district-level comprehensive school mental health system (or district CSMHS), including all school-employed, community-employed, and other partners and stakeholders, including youth and families, who comprise your team.

How do I answer for ALL the schools in our district?

We anticipate most districts will have a range of self-ratings from 1 to 6, as every district has strengths as well as areas for improvement. Also, the schools within your district might reflect a range of progress as well, and a variety of data collection and reporting strategies, depending on how different the schools in your district are. For items where some of your schools have the indicator "Fully in Place" or a 6, but other schools are more accurately described as having the indicator "Not in Place", please respond in between 1 and 6 accordingly. That is, please respond based on your district as a whole; a "mix" of progress among the schools in your district would be reflected by a rating of 2, 3, 4, or 5, depending on what that mix looks like.

This School Mental Health Sustainability Assessment Tool is designed for your district to self-assess your system's sustainability. The team-based process of completing this Sustainability Assessment Tool is also intended to facilitate your team's communication about various aspects of school mental health sustainability and establish a common language about how sustainability improvements are pursued in your local district.

Please list report contributors below:

Name	Role

SUSTAINABILITY INDICATORS

TIME FRAME: Please complete these questions for LAST SCHOOL YEAR.

For other time frame reporting options, see the full sustainability assessment at
www.theshapesystem.com.

FUNDING AND RESOURCES

Funding and Resources assessed in this section refer to strategies in place to leverage and apply various financial and non-financial assets in your district.

1. **To what extent did your district use multiple and diverse funding and resources to support a full continuum of school mental health services and supports?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

-
2. **To what extent did your district leverage funding and resources to attract potential contributors?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

-
3. **To what extent did your district have funding and resources to support services at each tier (Tier 1 mental health promotion, Tier 2 selective prevention, Tier 3 indicated intervention)?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

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4. **To what extent did your district have strategies in place to retain staff?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

RESOURCE UTILIZATION

Resource Utilization refers to the extent to which your district is actively accessing and maximizing the financial and non-financial assets available or potentially available to your system.

1. **To what extent did your district’s system(s) maximize the expertise and resources of all stakeholder groups (including school and community employed staff, youth and families) to support ongoing professional development activities?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

2. **To what extent did your district’s system(s) maintain or have access to a regularly updated mapping or listing of relevant school and community resources, including information about quality and how to access?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

3. **To what extent did your district monitor federal, state and local policies that impact school mental health funding (e.g., Affordable Care Act, Free Care Rule) and new funding opportunities on a regular basis?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

4. **Did your district bill health insurers or other third parties (e.g., Medicaid, Managed Care Organization) to support your CSMHS?**

- Yes
 No

If Yes – go to next question; If No – skip to next section (System Quality)

- a) **To what extent did your district maximize opportunities to bill for eligible services, (under federal/state regulations)?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

- b) **If only billing for Tier 3 indicated intervention, to what extent did your district provide a full continuum of care, including Tier 1 mental health promotion and Tier 2 selective prevention?**

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

SYSTEM QUALITY

The quality or standard of services and supports provided to students and families is highly important to system sustainability. Fundamental aspects of quality including use of evidence-based services and supports, regular use of data for decision making and youth and family partnership are included in this section.

1. To what extent did your district use evidence-based services and supports (as recognized in national registries)?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

-
2. To what extent did your district use best practices to inform ongoing data-based decision making about development, quality improvement, and sustainability?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

-
3. To what extent did your district use best practices to meaningfully involve youth and families in partnership with school and community partners in designing, implementing, evaluating and sustaining school mental health services and supports?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

DOCUMENTATION AND REPORTING OF IMPACT

It is critical to document and report on the impact of your system to a wide range of stakeholders who play a role in your system's sustainability. These activities can also support your advocacy for the system's maintenance, growth and change in many ways over time.

1. To what extent did your district use best practices to document the impact of your CSMHS's effectiveness on educational/academic outcomes?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

-
2. To what extent did your district use best practices to document the impact of your CSMHS's effectiveness on emotional/behavioral outcomes?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

-
3. To what extent did your district use best practices to document the impact of your CSMHS's effectiveness on sustainability factors?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

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4. To what extent did your district use best practices to report the impact of your CSMHS on educational/academic and emotional/behavioral outcomes and sustainability factors to key stakeholders (e.g., youth, families, school and community partners, existing or potential funders)?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

SYSTEM MARKETING AND PROMOTION

It is critical to actively market and promote your district’s system(s) to a wide range of stakeholders who play a role in your system’s sustainability.

1. To what extent did your district use best practices to disseminate findings to the larger community?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

2. To what extent did your district implement best practices to broadly market and/or promote your CSMHS to district leadership?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

3. To what extent did your district implement best practices to broadly market and/or promote your CSMHS to non-education community partners, state agencies, local and statewide representatives, etc.?

1	2	3	4	5	6
Not in place	Rarely	Sometimes	Often	Almost always	Always

Thank you for completing the Sustainability Self-Assessment!

Standardized performance measurement is very new to the field of behavioral health, particularly school mental health. We would like to follow-up with some districts about their responses to understand how these indicators are working. May we contact you with follow-up questions about your answers to this self-assessment?

If yes, what is your preferred method of contact?

Phone: _____

Email: _____