

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.theshapessystem.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 school.

1. **To what extent did your school 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 school leverage funding and resources to attract potential contributors? An example of leveraging would be, having a Memorandum of Understanding that indicates if the local Department of Education agrees to commit funds and the local Department of Health will provide professional development.**

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

3. **To what extent did your school 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

4. **To what extent did your school 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 school is actively accessing and maximizing the financial and non-financial assets available or potentially available to your system.

1. To what extent did your school's system 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 school's system maintain and 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 school 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 school 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 school 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 school provide a full continuum of care, including Tier 1 mental health promotion and 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 school use evidence-based services and supports practices (as recognized in national registries)?

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

2. To what extent were your school use best practices to inform ongoing data-based decision making about development, quality improvement, and sustainability? Data may include systematically-collected, quantitative or qualitative information from any students, families, teachers, other school staff, the school system, community partners or district.

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

3. To what extent were your school 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 school 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 school 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 school 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

4. **To what extent did your school use best practices to report the impact of your CSMHS on educational/academic and emotional/behavioral outcomes and sustainability factors to key stakeholders?**

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 school's system to a wide range of stakeholders who play a role in your system's sustainability.

1. **To what extent did your school 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 school 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 school 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 schools 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: _____