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

SCHOOL-BASED HEALTH ALLIANCE
Redefining Health for Kids and Teens

CSMH
Center for School Mental Health

School Mental Health Sustainability Assessment Tool
For Schools

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This is an ABBREVIATED version of the Sustainability Assessment.
Visit www.theSHAPEsystem.com to register your school and then complete and score this form electronically on our interactive, user-friendly platform.
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INSTRUCTIONS: School mental health teams should work together to complete this assessment tool, answering questions about the Comprehensive School Mental Health System (CSMHS) in their school. Follow these steps:

1. Register your school with The SHAPE System.
2. Identify your SHAPE team (i.e., new or existing team to inform your responses).
3. Prepare your SHAPE team (i.e., convene team, explain purpose, decide how to proceed).
4. Invite SHAPE team members to your account (this is optional, but helpful).
5. Complete this tool as a team process. We recommend you PRINT this tool, divide the sections among your team and/or have team members review tools or answer questions before you convene as a group to discuss your responses. One person will need to enter the final responses in your SHAPE account (estimated data entry time = 20 minutes).
6. Use customized reports and resources to identify and prioritize the top 1 or 2 areas of school mental health that your team would like to focus quality improvement efforts.

What if we have difficulty answering a question?
If you don't have the data to report, you can skip the question. Also, many teams start out with low scores, AND no team can tackle all parts of their CSMHS at once or in a given school year. This assessment should be used as a quality improvement tool to facilitate structured conversations, strategic planning, metric for team reassessment, and to optimize the quality of all aspects of your CSMH over time.

Definitions

"CSMHS" refers to any school district-community partnership that provides a full continuum of mental health services to support students, families and the school community. All school-employed, community-employed, and other partners and stakeholders, including youth and families, are included in the CSMHS.

"Mental health services" are broadly defined as any activities, services and supports that address social, emotional and behavioral well-being of students, including substance use.

"School Mental Health 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.

TIME FRAME: If this is your first assessment, we recommend you answer all questions for LAST SCHOOL YEAR. However, your team can choose any time frame that best suits your quality improvement and self-assessment process.

(CSMH, 2018)

SUSTAINABILITY INDICATORS

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
N/A	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 <u>question</u>; If No – skip to next <u>section</u> (System Quality)

4a. 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

4b. 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
N/A	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?**

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