



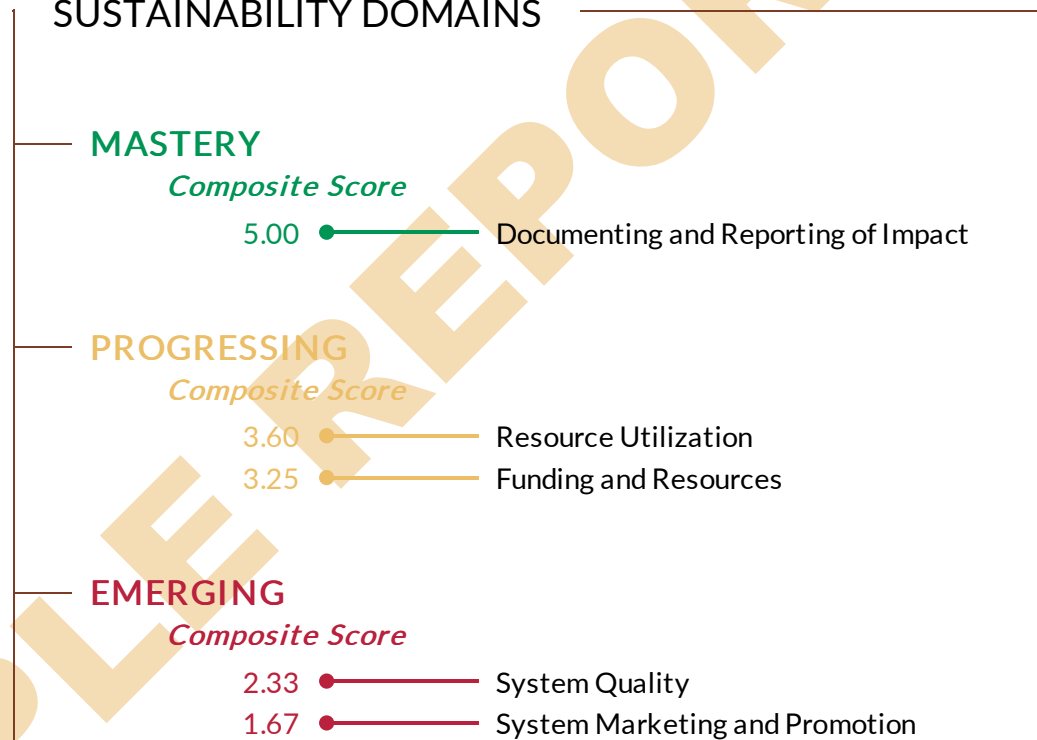
Report Time Frame: 2014/08/25-2015/06/09
Date of Report: 12-2-2015

Understanding this Summary.

This report is generated based on the information you provided for the sustainability survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-2.9 are classified as "Emerging" areas, 3.0-4.9 are classified as "Progressing" areas, and 5.0-6.0 are classified as areas of "Mastery."

SUSTAINABILITY DOMAINS



SAMPLE REPORT



The following team members contributed to this sustainability assessment:

Monica Walker
Principal

Stephen Yu
School Psychologist

Wendy Tilly
Community Mental Health Provider

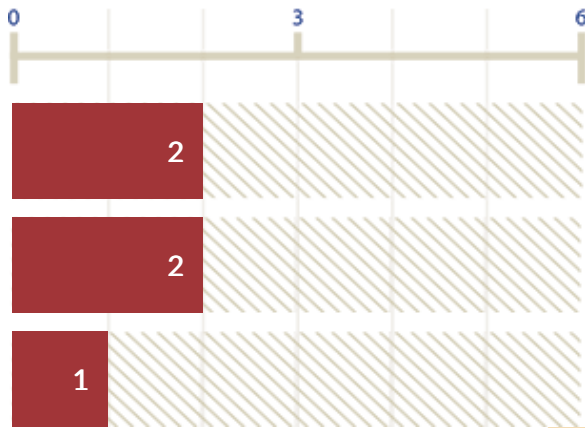
Jorge Cruz
Family Advocate

Makayla Coleman
Student

SAMPLE REPORT



OVERALL COMPOSITE SCORE: 1.67



Disseminate findings to community

Market CSMHS to school district leaders

Market CSMHS to non-education partners

About System Marketing and Promotion

System Marketing and Promotion is a system's implementation of strategies to market and promote itself to both school leadership and other stakeholders in the broader community, in an effort to sustain high quality systems and secure funding. Your CSMHS team's *System Marketing and Promotion* self-assessment score comprises your ratings on 3 indicators: (1) disseminating findings to community; (2) marketing CSMHS to school and/or district leaders; (3) marketing CSMHS to non-education partners. Primary action steps to advance your CSMHS' sustainability in the area of *System Marketing and Promotion* include evaluating your current strategies to share CSMHS information and findings with school leadership and other stakeholders in the broader community. For more in-depth guidance and specific strategies to advance your CSMHS's *System Marketing and Promotion* processes, please refer to:

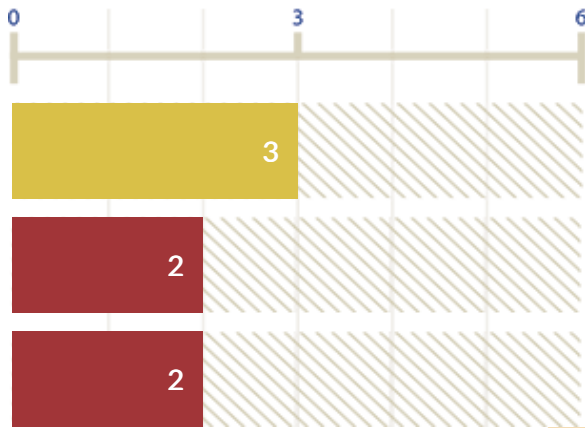
Resource Library > Sustainability Progress Report and Resources > Sustainability Guide: System Marketing and Promotion



SUSTAINABILITY DOMAIN | System Quality



OVERALL COMPOSITE SCORE: 2.33



Use evidence-based services

Use data to inform decision-making

Involve youth and families in CSMHS

About System Quality

System Quality refers to the CSMHS quality or standard of services and supports provided to students and families. Your CSMHS team's *System Quality* self-assessment score comprises your ratings on three indicators: (1) using evidence-based services; (2) using data to inform decision-making; and (3) involving of youth and families in CSMHS. Primary action steps to advance your CSMHS's sustainability in the area of system quality include evaluating your current use of evidence-based services, data to inform decision-making about CSMHS development, quality improvement, sustainability, and engagement of youth, family, school, and community partners in the design, implementation, and evaluation of system services and supports. For more in-depth guidance and specific strategies to advance your CSMHS's *System Quality* processes, please refer to:

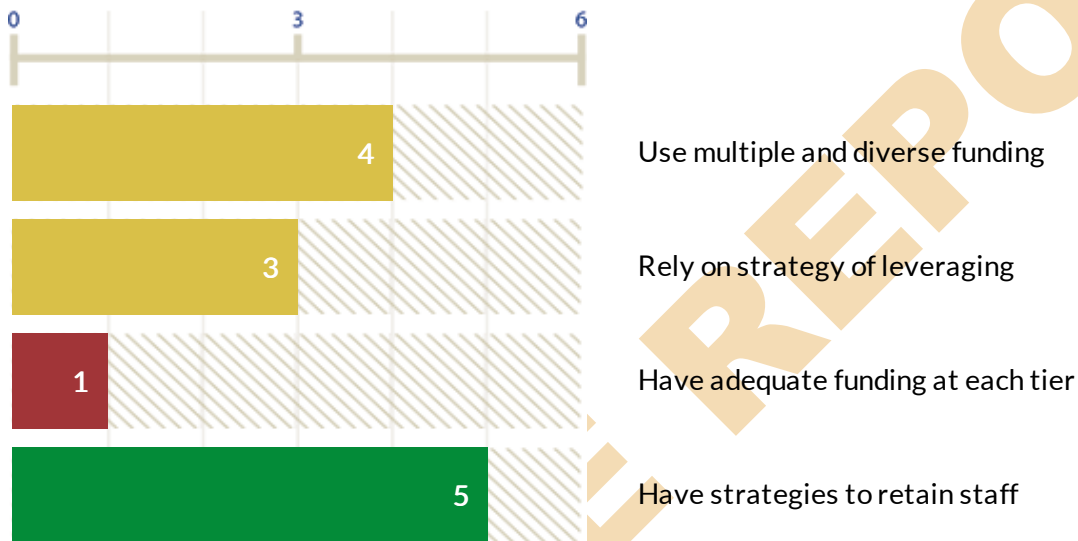
Resource Library > Sustainability Progress Report and Resources > Sustainability Guide: System Quality



SUSTAINABILITY DOMAIN | Funding and Resources



OVERALL COMPOSITE SCORE: 3.25



About Funding and Resources

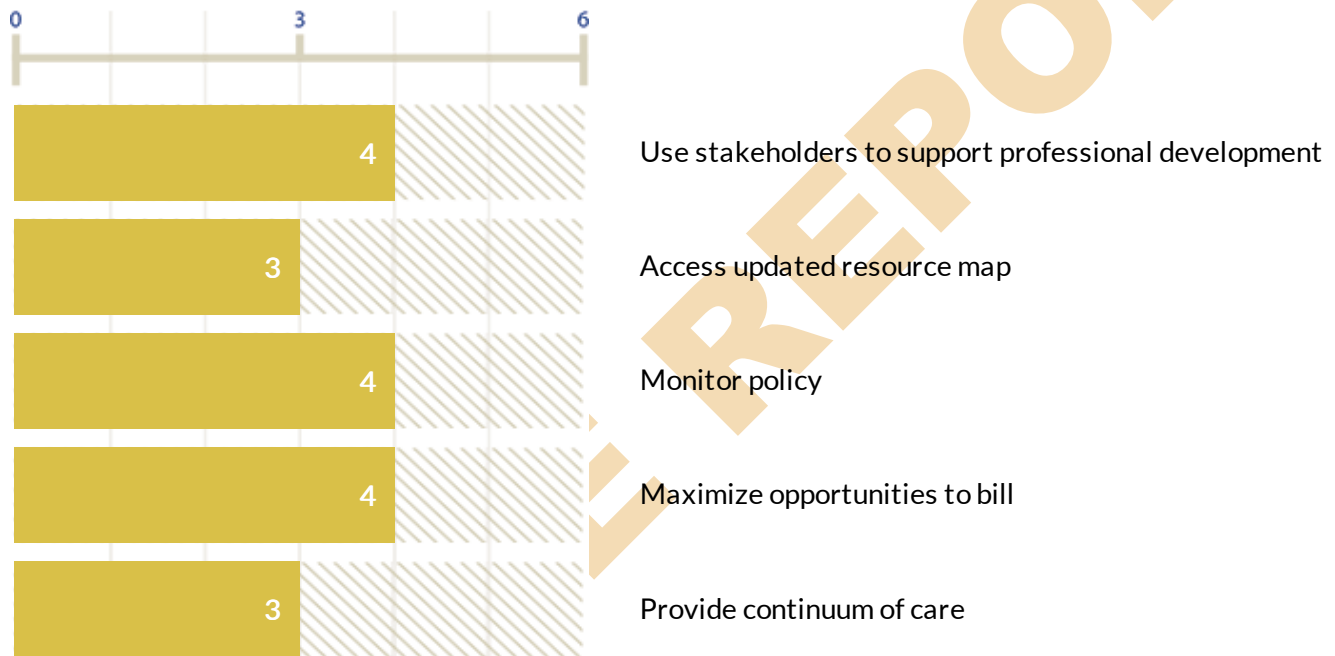
Building and sustaining school mental health funding and resources to support a full continuum of school mental health services and supports requires strategies to leverage and apply various financial and non-financial assets in your school or district's CSMHS. Your CSMHS team's *Funding and Resources* self-assessment score includes your ratings on four indicators: (1) using multiple and diverse funding mechanisms; (2) leveraging of funding and/or resources to attract and maintain contributors; (3) funding and/or resources to support services at each tier (Tier 1 mental health promotion, Tier 2 selective prevention, Tier 3 indicated intervention); and (4) using strategies to retain staff. Primary action steps to advance your CSMHS's sustainability in the area of funding and resources include evaluating your current use of diverse funding sources, use of funding strategies that rely on shared funding and promote sustainability (e.g., braided, pooled, blended funding), leveraging of funding by developing relationships with other agencies, matching of funding to service delivery across multiple tiers, and ongoing monitoring of policy and new funding opportunities (e.g., education, behavioral health, health, climate/safety, juvenile justice). For more in-depth guidance and specific strategies to advance your CSMHS's funding and resources processes, please refer to:

Resource Library > Sustainability Progress Report and Resources > Sustainability Guide: Funding and Resources





OVERALL COMPOSITE SCORE: 3.60



About Resource Utilization

Resource Utilization refers to the CSMHS’s access to and maximization of the financial and non-financial assets available or potentially available to the system. Your CSMHS team’s Resource Utilization self-assessment score comprises your ratings on three, four, or five indicators, depending on what is applicable to your site: (1) maximizing stakeholder expertise to support professional development; (2) accessing an updated resource map; (3) monitoring policy; (4) maximizing opportunities to bill; and (5) providing a full continuum of care. This domain also assesses whether or not your CSMHS used third-party reimbursement.

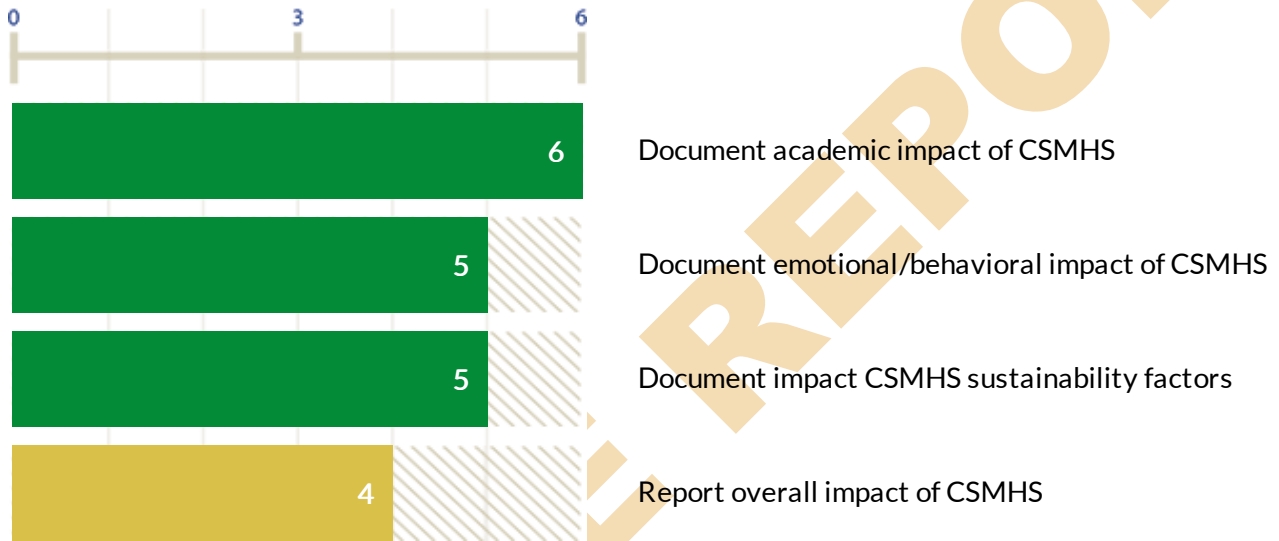
Primary action steps to advance your CSMHS’s sustainability in the area of resource utilization include evaluating your current use of stakeholder expertise and resources, mapping of current resources in the school and community, and continuous monitoring of opportunities for new resources. In addition, using and maximizing third-party reimbursement (third-party billing to Medicaid and/or private insurance) is critical. For more in-depth guidance and specific strategies to advance your CSMHS’s resource processes, please refer to the Sustainability Guide: Resource Utilization.



SUSTAINABILITY DOMAIN | Documenting and Reporting of Impact



OVERALL COMPOSITE SCORE: 5.00



About Documenting and Reporting of Impact

Documentation and Reporting of Impact involves the collection, evaluation and dissemination of CSMHS effectiveness to a wide range of stakeholders. Your CSMHS team's *Documentation and Reporting of Impact* self-assessment score includes your ratings on four indicators: (1) documentation of academic impact of CSMHS; (2) documentation of emotional/behavioral impact of CSMHS; (3) documentation of impact of the CSMHS on sustainability factors; and (4) reporting overall impact of CSMHS. Primary action steps to advance your CSMHS's sustainability in the area of *Documentation and Reporting of Impact* include evaluating your current collection, evaluation, and dissemination of data on the academic, emotional/behavioral, and sustainability factors for your CSMHS. For more in-depth guidance and specific strategies to advance your CSMHS's *Documentation and Reporting of Impact* processes, please refer to:

Resource Library > Sustainability Progress Report and Resources >
Sustainability Guide: Documentation and Reporting of Impact



Thank you for completing the *School Mental Health Sustainability Assessment Survey*. We encourage you to meet with your school mental health team and review your scores on each performance domain provided in this report and engage in a strategic planning process to guide increased sustainability. Sustainability guides are available for each performance domain and indicator with action steps and resources to guide improvement. Consider using these materials and the *Strategic Planning Guide* to create a strategic plan for improving your team's performance in one or more areas.

List the domain(s) on which you scored the lowest (Emerging and Progressing) and evaluate your system's capacity and motivation to implement change in each domain.

Domain	Need for change (1-10) 1=no need 10=great need	Desire to change (1-10) 1=no desire 10=great desire	Resources to achieve change (1-10) 1=no resources 10=many resources	Barriers to change (1-10) 1=no barriers 10=many barriers
1.				
2.				
3.				

Select one domain from the list above that your team wants to improve.

DOMAIN: _____



Please state a specific goal within this domain. (For example, if you selected the Resource Utilization domain, one goal might be to maximize opportunities to bill for eligible services within your state for your CSMHS.)

GOAL: _____

How will you know if you've achieved success within this goal? (For example, if you selected the Resource Utilization domain and your goal is to maximize opportunities to bill, one way of measuring success might be that by the next academic school year, the school mental health team will receive reimbursement from at least one third party payor for 25% of students seen by a school or community employed mental health professional within the CSMHS).

INDICATOR OF SUCCESS: _____

What opportunities exist related to this goal?

- What have been our past successes?
- What current work is taking place related to this goal?
- What are our available resources (leadership, infrastructure, staffing, partnerships)?

What barriers exist related to this goal?

- What would prevent us from moving forward with this goal?
- What would we need to overcome this/these barrier(s)?



Who will be involved: List the individuals who will help move this goal forward and their role. Consider multidisciplinary stakeholders from the district, school, community, and family levels.

Individual	Role
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Identify 3-5 action steps that can be taken toward achieving this goal.

- 1.
- 2.
- 3.
- 4.
- 5.



Timeline for improvement

Short term: 0-6 months

Action Step	Individual(s) Responsible	Data to Evaluate Change	Date



Timeline for improvement

Long term: 7-24 months

Action Step	Individual(s) Responsible	Data to Evaluate Change	Date