

National Assembly on School-Based Health Care School Mental Health Capacity Building Partnership (SMH-CBP)

## ASSESSMENT TOOLS FOR SCHOOL MENTAL HEALTH CAPACITY BUILIDNG

The School Mental Health Capacity Building Partnership developed this list of assessment tools to build key capacities in five key areas related to school mental health. These areas include:

- Planning (needs assessment, resource mapping, organizational readiness)
- Collaboration & Stakeholder Involvement (collaborations, coalitions, and partnerships; involvement of families, youth and school staff)
- Cultural Competence (culturally appropriate policies, programs, and services)
- Quality Improvement (quality assessment, evaluation, benchmarking)
- Surveillance

Please note: Many of these tools are multi-purpose and can be used for more than one dimension (e.g. an evaluation tool can be used for planning purposes).

The following list is not intended to be exhaustive. The tools below were selected using the following criterion:

- They are easily accessible
- They are user-friendly
- They can be easily adapted for assessment in a school setting
- They can be easily adapted for assessment of school mental health services

PLANNING					
Name of Tool and Description	Purpose	Target Group/Sample	Contact Information		
		& Method			
Organizational Readiness for Change (ORC) Assessment	Readiness	Treatment staff, program directors	Available at:		
A comprehensive assessment of organizational functioning and		and supervisors	http://www.ibr.tcu.edu/pubs/datacoll/Forms/or		
readiness for change, the ORC focuses on motivation and			<u>c-s.pdf</u>		
personality attributes of program leaders and staff, institutional		PDF available online			
resources, and organizational climate as an important first step in			For more information visit:		
understanding organizational factors.			http://www.Ibr.tcu.edu/resources/TCU-ORC-		
			AFS.pdf		
			Institute of Behavioral Research		
			Texas Christian University		
			Fort Worth, TX 76129		
			w.lehman@tcu.edu		

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Community Strengths and Needs Assessment	Needs Assessment	Parents	Available at:
Parent survey aimed at assessing the supply and quality of			http://www.communityschools.org/index.php?
services in a community, the unmet needs of the community, and		PDF available online	option=content&task=view&id=29&Itemid=5
the likelihood of participation in new programs. Also asks			1#Needs
questions aimed at compiling demographic data.			
			Coalition for Community Schools
			455 Connecticut Ave, NW
			Suite 310
			Washington, DC 20008
			(202) 822-8405 x156
			ccs@iel.org
School Health Index (SHI)	Self-assessment	Schools team including teachers,	Available at:
This self-assessment and planning guide enables schools to:	and planning	parents, students and community	http://apps.nccd.cdc.gov/shi/default.aspx
	and plaining	parents, students and community	http://apps.need.ede.gov/sni/derault.aspx
• identify the strengths and weaknesses of policies and programs		Online and names format available	Contant for Disasse Control and Provention
for promoting health and safety, and		Online and paper format available	Centers for Disease Control and Prevention 600 Clifton Road
• develop an action plan for improving student health and safety;			
and involve teachers, parents, students, and the community in			Atlanta, GA 30333
improving school policies, programs, and services			(800) 311-3435
The SHI is structured around CDC's eight-component model of a			
coordinated school health program (CSHP). The items in the SHI			
are based on CDC's research-based guidelines for school health			
programs, which identify the policies and practices most likely to			
be effective in improving youth health risk behaviors.			
School Mental Health Inventory (SMHI)	Self-assessment	School team including teachers,	Draft version available by contacting:
This Coordinated School Health self-assessment and planning	and planning	parents, students and community	Isabelle Barbour at
guide is modeled after the SHI. Unlike the SHI, the tool focuses			Isabelle.S.Barbour@state.or.us
on mental health. The questions are designed to assist lay-staff in		Paper format to be completed by	
a school to determine how school policies, protocols and		team.	
programs promote mental health and address student mental			
health needs. The tool was developed as part of the Oregon			
Healthy Kids Learn Better Mental Health Demonstration Project.			
The SMHI is structured around the eight components of the			
CSHP model with focus on mental health.			
Community Resource Mapping Inventory	Mapping	All community stakeholders	From Building Sustainability in
A Planning Tool to identify formal and 'informal' community		-	Demonstration Projects for Children, Youth,
resources, assess duplication and build comprehensive,		PDF available online	and Families (pp. 23-26) Prepared by the
sustainable resources.			Institute for Education Leadership
			*
			Available at:
			http://ojjdp.ncjrs.org/resources/files/toolkit2fi
			nal.pdf
			The Institute for Educational Leadership
			1001 Connecticut Avenue NW, Suite 310

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<i>Rev.</i> 1.13.09			
			Washington, DC 20036
			Telephone: (202) 822-8405 iel@iel.org
Who and What Are at the School?	Monning	School team including teachers,	Tools from the <i>School Community</i>
Provides a template to clarify the people and positions at a school	Mapping	parents, students and community	Partnerships: A Guide (p. I.4)
that provide services and programs related to mental health		parents, students and community	Prepared by School Mental Health
and/or school support.		PDF available online	Project/Center for Mental Health in Schools
and/or school support.		I DI' avanable onnie	Troject/Center for Wentar Health in Schools
			Available at:
			http://smhp.psych.ucla.edu/pdfdocs/guides/sch
			oolcomm.pdf
			UCLA, Dept. of Psychology 405 Hilgard Ave.
			Los Angeles, CA 90095
			(866) 846-4843 <u>smhp@ucla.edu</u>
Survey of System Status at a School Helps review how well the	Mapping	School team including teachers,	Tools from the School Community
systems have been developed and are functioning		parents, students and community	Partnerships: A Guide (p. I.5-I.7)
		PDF available online	Available at:
			http://smhp.psych.ucla.edu/pdfdocs/guides/sch
			<u>oolcomm.pdf</u>
Mapping Matrix for Analyzing School-Community	Mapping	School team including teachers,	Tools from the <i>School Community</i>
Partnerships Relevant to Addressing Barriers to Learning and Promoting Healthy Development Analyzes prevention,		parents, students and community	Partnerships: A Guide (p. I.8-I.9)
early intervention and treatment activities offered as part of		PDF available online	Available at:
school-community partnerships and assessed functioning at the			http://smhp.psych.ucla.edu/pdfdocs/guides/sch
national, state, and local levels.			oolcomm.pdf
Building Communities From the Inside Out	Asset-Building	Community builders	Center for Urban Affairs and Policy Research.
John Kretzmann & John McKnight	Capacity inventory	, i i i i i i i i i i i i i i i i i i i	Neighborhood Innovations Network
A capacity inventory that looks at the building of an asset-based		Introduction and asset maps online	
approach to community development and helps shift people from			Introduction available at:
problem/deficit-oriented approaches to strengths or asset-based			http://www.northwestern.edu/ipr/publications/
strategies.			community/introd-building.html
			Asset maps available at:
			http://smhp.psych.ucla.edu/pdfdocs/guides/sch
			oolcomm.pdf
			(p. I.24-I.27)
			ABCD Institute
			2120 Campus Drive
			Evanston, IL 60208
			(847) 491-8711
			To order call: (800) 397-2282

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			abcd@northwestern.edu
A Self-Assessment and Planning Guide: Developing a	Financing	Treatment staff, program directors	Research and Training Center for Children's
Comprehensive Financing Plan		and supervisors	Mental Health
Develop a better understanding of what are the critical financing			
structures and strategies to support system development and		PDF available online	Available at:
examine how these strategies operate separately and collectively.			http://rtckids.fmhi.usf.edu/rtcpubs/hctrking/pu
			bs/AssessPlanGuide2006/default.cfm
			University of South Florida
			13301 Bruce B. Downs Blvd.
			Tampa, FL 33612
			(813) 974-4661
Gap Analysis/Build Consensus	Planning	School team including teachers,	Tools from the School Community
Analysis of vision, policy infrastructure, leadership, staff, and		parents, students and community	Partnerships: A Guide (p. IV.1-IV.2)
resources. Describes process of analyzing scope of gap between			
vision and current status.		PDF available online	Available at:
			http://smhp.psych.ucla.edu/pdfdocs/guides/sch
			<u>oolcomm.pdf</u>
Action Planning Worksheets	Planning	School team including teachers,	Tools from the School Community
Provides questions and outline for group process to develop		parents, students and community	Partnerships: A Guide (p. IV.3-IV.5)
objectives, strategies, persons who will carry out strategies,			
timeline, and possible barriers.		PDF available online	Available at:
			http://smhp.psych.ucla.edu/pdfdocs/guides/sch
			<u>oolcomm.pdf</u>

COLLABORATION & STAKEHOLDER INVOLVEMENT					
Name of Tool and Description	Purpose	Target Group/Sample &	Contact Information		
		Method			
Strengthening Partnerships: Community School Assessment	Collaboration	School and community leaders	Prepared by Finance Project		
Checklist			and the Coalition for Community Schools		
A series of checklists to assist school and community leaders in		PDF available online	Institute for Educational Leadership		
creating and/or strengthening community school partnerships. The					
first checklist assesses the development of a school-community			Available at:		
partnership. The second checklist takes an inventory of existing			http://www.communityschools.org/index.php?		
programs and services in or connected to your school that support			Itemid=62&id=41&option=content&task=vie		
children, youth, families, and other community residents. The third			W		
checklist catalogs funding sources that support these programs and					
services.					
Wilder Collaboration Factors Inventory	Collaboration	All community stakeholders	Inventory available at:		
The Wilder Collaboration Factors Inventory surveys twenty factors			http://surveys.wilder.org/public_cfi/index.php		
that influence the success of collaboration. The inventory can be		Inventory to be taken online	<u>?e=a8b72303c1ecb924e0858429e6d85b45</u>		
used to assess the likelihood of success before beginning					
collaborative work or to analyze the strengths and weaknesses of			919 Lafond Avenue		
your collaborative venture.			Saint Paul, Minnesota 55104 (651) 642-4000		

<b>School and Family Partnership Surveys</b> The quantitative information collected from the surveys helps parents and schools develop a comprehensive, successful partnership program. A checklist, "Starting Points," is also available	Partnership Survey	Elementary, middle and high school parents and teachers; high school students.	Prepared by the Center on School, Family and Community Partnerships Available at:
to help schools and parent groups develop their partnerships.		Surveys available for order online	http://www.csos.jhu.edu/P2000/survey.htm National Network of Partnership Schools, JHU 3003 N. Charles Street, Ste 200 Baltimore, MD 21218 (410) 516-8800
			nnps@csos.jhu.edu
School-Community Partnerships; Self-Study Surveys These instruments map and analyze the current status of school- community partnerships and can be used for program quality review.	School-Community Partnership Survey	School and community leaders PDF available online	Tools from the School Community Partnerships: A Guide (p. I.11-I.18) Available at: <u>http://smhp.psych.ucla.edu/pdfdocs/guides/sch</u> oolcomm.pdf
			UCLA, Dept. of Psychology 405 Hilgard Ave. Los Angeles, CA 90095 (866) 846-4843 <u>smhp@ucla.edu</u>
Analysis of Mechanisms for Connecting Resources List of questions regarding existing mechanisms in school and	Connecting Resources	School and community leaders	Tools from the School Community Partnerships: A Guide (p. I.29)
community for integrative intervention efforts and how mechanisms could strengthen school-community partnerships.	Kesources	PDF available online	Available at: http://smhp.psych.ucla.edu/pdfdocs/guides/sch oolcomm.pdf

CULTURAL COMPETENCY				
Name of Tool and Description	Purpose	Target Group/Sample &	Contact Information	
		Method		
Self-Assessment Checklist for Personnel Providing Services and	Cultural Competence	Personnel Providing Services	Available at:	
Supports to Children with Disabilities & Special Health Needs	Self-Assessment	and Supports to Children with	http://www11.georgetown.edu/research/gucch	
and their Families	Checklist	Disabilities & Special Health	d/nccc/documents/checklist.CSHN.doc.pdf	
Adapted from Adapted from – "Promoting Cultural Competence		Needs and their Families		
and Cultural Diversity in Early Intervention and Early Childhood				
Settings" (June 1989), the National Center for Cultural Competence		PDF available online		
developed this tool to heighten the awareness and sensitivity of				
personnel to the importance of cultural diversity and cultural				
competence in human service settings. It provides concrete				
examples of the kinds of values and practices promote a culturally				

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diverse and culturally competent service delivery system for			
children with disabilities or special health care needs and their			
families.			
Planning, Implementing and Evaluating Cultural and	Organizational	Child and youth serving	Available at:
Linguistic Competency for Comprehensive Community	Self-Assessment	organizations	http://www11.georgetown.edu/research/gucch
Mental Health Services for Children and Families	Checklist		d/nccc/documents/Getting_Started_SAMHSA
This checklist was developed by the National Center for Cultural		PDF available on line	<u>.pdf</u>
Competence (NCCC). It is one in a series designed to assist			
organizations and systems of care to develop policies, structures			
and practices that support cultural and linguistic competence. This			
checklist focuses on systems of care and organizations concerned			
with the delivery of services and supports to children and youth			
with emotional, behavioral and mental disorders and their families.			
Cultural competence is a key principle that must be integrated			
within all aspects of systems of care. This checklist is also designed			
to support efforts by the Child, Adolescent and Family Branch,			
Substance Abuse and Mental Health Services Administration, U.S.			
Department of Health & Human Services to eliminate racial and			
ethnic disparities in mental health.			
Cultural and Linguistic Competence Policy Assessment	Healthcare	Health care providers	To register and download:
(CLCPA)	organizational self-		http://www.clcpa.info/
Developed by the National Center for Cultural Competence	assessment checklist	Must register to download the	
(NCCC) at the request of the Bureau of Primary Health Care		available PDF and online	
(BPHC), Health Resources and Services Administration (HRSA),		versions	
U.S. Department of Health and Human Service (DHHS) to assist			
community health centers to advance and sustain cultural and			
linguistic competence. The CLCPA is intended to support health			
care organizations to:			
• improve health care access and utilization			
• enhance the quality of services within culturally diverse			
and underserved communities			
<ul> <li>promote cultural and linguistic competence as essential</li> </ul>			
approaches in the elimination of health disparities			

QUALITY IMPROVEMENT				
Name of Tool and Description	Purpose	Target Group/Sample &	Contact Information	
		Method		
Benchmarks for Monitoring and Reviewing Collaborative	Benchmarking	School and community	Tools from the School Community	
Progress		stakeholders	Partnerships: A Guide (p.V.5-V.6)	
Used to monitor the implementation of evaluation plans. Grid with				
start and completion dates for and the status of readiness, start-up		PDF available online	Available at:	
institutionalization.			http://smhp.psych.ucla.edu/pdfdocs/guides/sch	
			oolcomm.pdf	

LessLessUCLA. Dept. of Psychology 405 Hilgard Ave. Los Angeles, CA 20005 (866) 984-843 symbol velaced)The School Mental Health Quality Assessment Questionnaire (Wesis et al., 2006) (SM11-QAQ)SMH Clinicians, Administrators administrators and others investion in their school mental health is assess strengths and weaknesses within their school mental health is exvices and programming. Quality indicators are based on the Ten Principles for Expanded School Mental Health. Findings from the measure can assis in identifying protripy area for messare heads in indicators are based on the Ten Principles for Expanded School Mental Health. Findings from the measure can assis in identifying protripy area for a research grant. Enhancing Quality indicators are based freahth and Human services. R1H:04AQ is part of a research grant. Enhancing Quality indicators are based freahth and Human services. R1H:01AV is 12: 008-2005.Available at: http://www.ideapurcents/Principle softmental Health programs, and school-based Health Car School Assembly on School Pased Health Car School Mental Health (SMH) developed MiHPET to systematically assess and improve the quality of mental health services delivered within school-based settings.Planning & Program Quality Self Assessment Tool This self-assessment tool provides an opportunity for program ladees and key staff. In collaboration set of standark to assess, plan, design and execute strategies for ongoing program improvement.Program Assessment PDF available onlinePrepared by the New York State After School National Assembly on School-Based Health Carc Genessment tool provides an opportunity for program ladees and key staff. In collaboration with other stakeholders, to wailableProgram Quality del Assessment tool provides an opportunity for program ladees can be st	Kev. 1.15.09	1	1	1
(Weist et al., 2006) (SMH-QAQ)       and others invested in school mental health services, administrators, and others invested in school mental health services, and programming. Quality indicators are based on the Ten Principles for Expanded School Mental Health. Findings from the measure can assist in identifying priority areas for improving school mental health services, SMH-QAQ is part of a research grant. <i>Findings from the measure can assist in identifying priority areas for improving school mental health</i> . Stational Institute of Mental Health, Stational Institute of Mental Health, Stational Institute of Mental Health (2003) 2006.)       PDF available online       www.ideapartnership.org/documents/Principle school/MentalHealth (2003) 2006.)         Mental Health Planning & Evaluation Template (MHPET) The National Assembly on School-Based Health Care (NASBHC) in partnership with the Carter for School Mental Health (2003) 2006.)       Planning & Schools, school mental health programs, and school-based settings.       Schools, school mental health programs, and school-based health care (NASBHC) in partnership with the Carter for School Mental Health (2004) 2003.       National Assembly on School-Based Health Care (NASBHC) in previous and improve the quality of mental health services delivered within school-based settings.       Planning & School-Based Mealth Care (1000) 2006.)       National Assembly on School-Based Health Care (1000) 2006.)       National Assembly on School-Based Health Care (1000) 2006.)       National Assembly on School-Based School Mental Health (2004) 2002.       National Assembly on School-Based Health Care (1000) 2006.)       National Assembly on School-Based School Mental Health (2004) 2002.       National Assembly on School-Based Health Care (1000) 2006.)       National Assembly on School-Based Health Ca	The School Montal Health Quality Assessment Questionnoire	Evaluation	SMH Clinicians Administrators	Los Angeles, CA 90095 (866) 846-4843 <u>smhp@ucla.edu</u>
A research-based measure designed to help elimicans, administrators, and others invested in school mental health services and programming. Quality indicators are based on the Ten Principles for Expanded School Mental Health. Findings from the 		Evaluation		
administrators, and others invested in school mental health to assess       strengths and weaknesses within their school mental health services and programming. Quality indicators are based on the Ten       Self-administered         Principles for Expanded School Mental Health. Strong school mental health services, SMH-QAQ is part of a research grant, Enhancing Quality in Expanded School Mental Health. National Institute of Mental Health, U.S. Department of Health and Human Services, 41R01MH71015-01A1; 2003-2006.)       Planning & Schools, school mental health programs, and school-based Health Care (NASBHC) in partnership with the Center for School Mental Health (SMH) developed MHPET to systematically assess and improve the quality of mental health services delivered within school-based settings.       Planning & Schools, school mental health programs, and school-based health Care (SMH) developed MHPET to systematically assess and improve the quality of mental health services delivered within school-based settings.       Planning & Schools, school mental health programs, and school-based health Care (SMH) developed MHPET to systematically assess and improve the quality of more and collaborators       National Assembly on School-Based Health Care (SGE) (202) 638-5872 info@nashbc.org/site/.isJPKWPE)rHb, solitoped mental health services a diverse group of providers and collaborators       National Assembly on School-Based Health Care (202) 638-5872 info@nashbc.org/site/.isJPKWPE)rHb, solitoped mental health services and program leaders, to uilize a common set of standards to assess, plan, design and caccute strategies for ongoing program improvement.       Program Assessment       Program leaders, key stall and other stakeholders (202) 638-5872       Network         This self-ascenter the policies, systems, and activities school have in place r				
strengths and weaknesses within their school mental health services and programming. Quality indicators are based on the Ten Principles for Expanded School Mental Health. Findings from the measure can assist in identifying priority areas for improving school mental health services. SMI-OAQ is part of a research grant, Enhancing Quality in Expanded School Mental Health. National native to Mental Health. US. Department of Health and Human Services, #1R01MH711015-01A1; 2003-2006;)Palaning & Palaning & Schools, school mental health programs, and school-based health care (NASBHC) in partnership with the Center for School Mental Health (CSMHU) in partnership with the Center for School-based Health (CSMHU) of mental health services delivered within school-based settings.Palaning & Palaning & Self-administered, by a team of trefer e- eight people that represent a diverse group of providers and collaboratorsNational Assembly on School-Based Health Care (NW, Suite 735 Washington, DC 20001 (2003-83-8572) info@masbhc.org/availableProgram Ausership on Schol-Based Health Care Self-administered, by a team of trefersent a diverse group of providers and collaboratorsProgram Call School Based Health Care School-Based Health Care School-Based Health Care School-Based Health Care trefersent a diverse group of providers and collaboratorsProgram leaders, key staff and other stakeholders, to utilize a common set of standards to assess, plan, design and execute strategies for ongoing program improvement.Program Assessment Program leaders, key staff and other stakeholders, to utilize a common set of standards to assess, plan, design and execute strategies for ongoing program improvement.Palaning & evaluationAll school staff PDF and online version availableAvailable at: <b< td=""><td></td><td></td><td>Stakenoluers</td><td>storbestracticemschoolwientarreatur</td></b<>			Stakenoluers	storbestracticemschoolwientarreatur
and programming. Quality indicators are based on the Ten Principles for Expanded School Mental Health. Findings from the measure can assist in identifying priority areas for improving school mental health services. SMH-QAQ is part of a research grant, Enhancing Quality in Expanded School Mental Health National Institute of Mental Health. U.S. Department of Health and Human Services, #1R01MH71015.01A1; 2003-2006. Mental Health Planning & Evaluation Template (MHPET) The National Assembly on School Based Health Care (NASBHC) in partnership with the Center for School Mental Health (CSMH) developed MHPET to systematically assess and improve the quality of mental health services delivered within school-based settings. Program Quality Self Assessment Tool This self-assessment tool provides an opportunity for program leaders and key staff, in collaboration with other stakcholders, to utilize a common set of standards to assess, plan, design and execute strategies for ongoing program improvement. School Mental Health Capacity Building Instrument (SMHCI) (Feigenberg, Watt, & Buckner, 2008) The SMHCI measures the policies, systems, and activities schools assessment of how proactive a school is in addressing mental health. Finding also point to the specific acad trivities schools assessment of how proactive a school is in addressing mental health. Finding also point to the specific acad trivities schools assessment of how proactive a school is in addressing mental health. Finding also point to the specific acad trivities schools assessment of how proactive a school is in addressing mental			Salf administered	
Principles for Expanded School Mental Health. Findings from the measure can assist in identifying priority areas for improving school mental health services. SMH-QAQ is part of a research grant, Enhancing Quality in Expanded School Mental Health. National Institute of Mental Health. Value of a research grant, Enhancing Quality in Expanded School Mental Health National Assembly on School-Based Health Care (NASBHC) in partnership with the Center for School Mental Health (CSMH) of mental health services delivered within school-based settings.Planning & EvaluationSchools, school mental health programs, and school-based health centersAvailable at: http://www.mashbc.org/site/c.jsJPKWPFIrH/h. 30154694.D4EX/HL_MHPET_humProgram Quality Self Assessment Tool The set audition set of standards to assess, plan, design and execute strategies for ongoing program improvement.Program Assessment Program All school-based settings.Program Assessment evaluationProgram leaders, key staff an collaborators vork state After School Mental Health Case(Coll Case)Planning & evaluationProgram Quality Self Assessment Tool This self-assessment tool provides an opportunity for program leaders and key staff, in collaboration with other stakeholders, to utilize a common set of standards to assess, plan, design and execute strategies for ongoing program improvement.Program Assessment evaluationProgram leaders, key staff an collaboration with other stakeholders, to valuationPlanning & evaluationAll school staffAvailable at: http://www.tascorp.org/content/document/deta it/fo12/Port and online version availableAll school staffAvailable by contacting: (Freigenberg @childrens, harvard.edu) Laba Feigenberg @childrens, harvard.e			Sen-administered	
measist in identifying priority areas for improving school mental health services. SMH-QAQ is part of a research grant, Enhancing Quality in Expanded School Mental Health. National Institute of Mental Health. U.S. Department of Health and Human Services. #IRVIDIMT/1015-1011; 2003-2006.)       Planning & Evaluation       Schools, school mental health programs, and school-based health centers       Available at: http://www.nashbc.org/site/c.jsJPKWPFIrH/h. beveloped MHPET to systematically assess and improve the quality of mental health services delivered within school-based settings.       Planning & Evaluation       Schools, school mental health health centers       National Assembly on School-Based Health Care (NASBHC)         Program Quality Self Assessment Tool This self-assessment tool provides an opportunity for program leaders and key staff, in collaborators with other stakeholders, to utilize a common set of standards to assess, plan, design and execute strategies for ongoing program improvement.       Program Assessment evaluation       Program Assessment PDF and online version available       Prepared by the New York State After School Network         Resond MHEI Health Capacity Building Instrument (SMHCI) (Friegenberg, Watts, & Buckner, 2008) The SMHCI measures the policies, systems, and activities schools have in place related to crisis intervention, early recognition and referral, and promotion and prevention. Results provide an assessment of how proactive a school is in addressing mental health. Finding also point to the specific areas where a school       Planning & evaluation       All school staff       Available by contacting: (Friegenberg Edu) Crisi Agenberg, BdJ, Children's Hospital Boston (617) 919-3224 phone			DDE queilable online	
mental health services. SMH-QAQ is part of a research grant, Enhancing Quality in Expanded School Mental Health. National Institute of Mental Health. National Assembly on School-Based Health Care (NASBHC) in partnership with the Center for School Mental Health (CSMH) developed MHPET to systematically assess and improve the quality of mental health services delivered within school-based settings.Planning & EvaluationSchools, school mental health programs, and school-based health centersAvailable at: http://www.nasbhc.org/site/c,js/PKWPE/H4/b, 3015469/s,D4E8/MH_MHPET.htmProgram Quality Self Assessment Tool This self-assessment tool provides an opportunity for program leaders and key staff, in collaboration with other stakeholders, to utilize a common set of standards to assess, plan, design and execute strategies for ongoing program improvement.Program Assessment Program Assessment for an improvement.Planning & evaluationProgram Assessment PDF and online version availableProgram leaders, key staff and three/www.tascorp.org/content/document/deta ti/to12/School Mental Health Capacity Building Instrument (SMHCI) (Feigenberg, Wats, & Buckner, 2008)Planning & evaluationPlanning & evaluationPlanning & evaluationPDF and online version assessment of how proactive a school is in addressing neural have in place related to crisis intervention, early recognition and represental assessment of how proactive a school is in addressing mental have in place related to crisis intervention, early recognition and represental assessment of how proactive a school is in addressing mental have in place related to crisis intervention, early recognition and represental assessment of how proactive a school is in addressing mental health. Findings also po			PDF available online	
Enhancing Quality in Expanded School Mental Health. National Institute of Mental Health, U.S. Department of Health and Human Services, #IR01MH71015-01A1; 2003-2006.)       Planning &       Schools, school mental health programs, and school-based health centers       Available at: http://www.nashbe.org/site/c.isJPKWPEJrH/h. 3015469/k.D4E8/MH_MHPET.htm         Mental Health Planning & Evaluation Template (MHPET) in partnership with the Center for School Mental Health (CSMH) developed MHPET to systematically assess and improve the quality of mental health services delivered within school-based settings.       Planning & Evaluation       Schools, school mental health programs, and school-based health centers       National Assembly on School-Based Health Care 66611th Street NW, Suie 735         Program Quality Self Assessment Tool This self-assessment tool provides an opportunity for program leaders and key staff, in collaboration with other stakeholders, to utilize a common set of standards to assess, plan, design and execute strategies for ongoing program improvement.       Program Assessment evaluation       Program leaders, key staff and other stakeholders       Prepared by the New York State After School Network         School Mental Health Capacity Building Instrument (SMHCI) (Feigenberg, Watts, & Buckner, 2008)       Planning & evaluation       All school staff       Available at: http://www.tascorp.org/content/document/deta il/1612/         Phan online version assessment of how proactive a school is in addressing mental head the Finding also point to the specific areas where a school       Planning & evaluation       All school staff       Available at: http://www.tascorp.org/content/document/deta il/1612/				
Institute of Mental Health, U.S. Department of Health and Human       Schools, school mental health       Available at:         Mental Health Planning & Evaluation Template (MHPET)       Planning &       Schools, school mental health       Available at:         In partnership with the Center for School Mental Health (CSMH)       Evaluation       Self-administered, by a team of       National Assembly on School-Based Health Care (NASBHC)       National Assembly on School-Based settings.       National Assembly on School-Based Health Care (NASBHC)       National Assembly on School-Based Health Care (Shool Dased Settings.)         Program Quality Self Assessment Tool       Program Assessment       Program Assessment       Program Ieaders, key staff and other stakeholders, to uitize a common set of standards to asses, plan, design and execute strategies for ongoing program improvement.				
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courd rocus cupacity building initiatives.	could focus capacity-building initiatives.			

SURVEILLANCE			
Name of Tool and Description	Purpose	Target Group/Sample &	Contact Information

<i>Kev.</i> 1.15.09		Method	
The survey Search Institute Profiles of Student Life: Attitudes	To provide data on	6 <sup>th</sup> -12 <sup>th</sup> grade youth	To order:
and Behaviors (A&B)	which to develop	0 -12 grade youth	http://www.search-
The 156 item survey provides baseline aggregate data on which to	asset-building	Order form available	institute.org/surveys/abOrderForm.pdf
develop asset-building strategies and the creation of positive new	strategies for youth at	order form available	institute.org/surveys/aborderrorm.pur
visions for the youth in your community. The A&B survey	the community level.		
provides a portrait of 40 Developmental Assets, thriving indicators,	the community level.		
deficits, and risk behaviors of your 6th- to 12th-grade youth. The			
survey has become a catalyst for many communities becoming			
involved in Search Institute's Healthy Communities - Healthy			
Youth initiative (HC-HY). The HC-HY national effort seeks to			
motivate and equip individuals, organizations, and their leaders to			
join together in nurturing caring and responsible children and			
adolescents.			
Youth Risk Behavior Surveillance System (YRBSS)	Surveys prevalence	Public and private high school	Available at:
Used to determine the prevalence of health-risk behaviors among	of health-risk	students; representative students	http://www.cdc.gov/HealthyYouth/yrbs/index.
students, to assess trends in these behaviors and to examine the co-	behaviors	in middle schools, alternative	htm
occurrence of health-risk behaviors. Topic areas include:		schools, Navajo Nation and	
<ul> <li>Unintentional injuries and violence</li> </ul>		Bureau of Indian Affairs	Please note the CDC has developed an
Tobacco use		schools, Juvenile Justice,	optional list of additional questions, many of
• AOD use		Colleges	which are related to mental health. These
Sexual behaviors			additional questions can be obtained by
• Unhealthy dietary behaviors		Self administered paper and	contacting: Nancy Brener <u>NBrener@cdc.gov</u>
• Physical inactivity		pencil questionnaires conducted	
		in classrooms	
		PDF available online	
School Health Policies and Programs Study (Mental Health and	Surveys school health	All state schools and school	Available at:
Social Services Questionnaires)	policies and	districts	http://www.cdc.gov/HealthyYouth/shpps/inde
The School Health Policies and Programs Study (SHPPS) is a	programs		x.htm
national survey periodically conducted to assess school health	1 0 0	Computer assisted telephone and	
policies and programs at the state, district, school, and classroom		personal interview	
levels. SHPPS provides national data on eight components of a		-	
school health program at state, school district, school and classroom		PDF and TXT versions available	
levels.		online	
School Health Profiles (Profiles)	Surveys school health	Public middle/junior high and	Available at:
Provides data on health policies and activities at schools for states	policies and	senior high schools in states or	http://www.cdc.gov/HealthyYouth/profiles/in
and large urban school districts. Mental health is mentioned only in	programs	large urban school districts	dex.htm
cross cutting areas (e.g. staffing, membership on school health			
teams, professional development, health promotion, health		Self-administered, mailed	
education).		questionnaires	
Profiles include following content areas:		PDF available online	
<ul> <li>School health education requirements</li> </ul>			

## Rev. 1.15.09

Rev. 1.15.09			
Physical education requirements			
Asthma Mgt activities			
Foods service			
Competitive foods practices			
• Family and community involvement			
• Policies on HIV/AIDS prevention, tobacco-use, violence			
prevention, and physical activity			

Note: Funding was made possible through cooperative agreement #000433 with the Centers for Disease Control and Prevention (CDC).