

School Mental Health Quality Assessment for Family Engagement (SMHQA-FE) – District Version

The following assessment includes two sections to assess family engagement and partnerships in your school mental health system. The first section focuses on district engagement in activities to partner with family organizations and/or caregivers to promote positive mental health outcomes for students. The second section focuses on a district's ability to meet caregiver expectations for a high-quality school mental health system. The two domains offer an opportunity to improve engagement from two directions by accounting for the family and programmatic needs, the relationship, and the environment. This tool provides suggestions for action planning that can be tailored to meet your local school community's needs using the resources located in our resource library.

Instructions: Team completion of this measure is recommended. Broad and diverse participation ensures meaningful assessment, successful planning, and effective implementation. Your team may include school- and community-employed staff, family advocacy organization staff, and other partners (e.g. PTA members, NAMI leaders). Use your results to encourage conversation as well as to prioritize and plan key improvements in family engagement. Check progress by retaking the measure as needed during the school year!

Family Participation: Use the anonymous link to distribute the survey to caregivers and compare their scores to your district's reported scores. These results can provide a discussion point for how to move forward and continue to build a strong collaborative partnership across the district.

	Never	Rarely	Sometimes	Often	Almost Always	Always	Don't Know
Engagement Activities: Activities to partner with caregivers or caregiver organizations to promote positive mental health outcomes for students. As it relates to caregivers or caregiver groups, how often does your district...							
1. ...spend time and resources to build positive relationships?	1	2	3	4	5	6	DK
2. ... establish and maintain two-way communication in preferred language(s)?	1	2	3	4	5	6	DK
3. ... maintain proactive and positive communication?	1	2	3	4	5	6	DK
4. ... use approaches that respect and include different cultures when building relationships?	1	2	3	4	5	6	DK
5. ... share information about the various ways to get involved in supporting mental health at school and in the district?	1	2	3	4	5	6	DK
6. ... invite caregivers to participate in school mental health teams for planning and implementation?	1	2	3	4	5	6	DK
7. ... schedule meetings at days, times, and locations that are convenient for caregivers to attend?	1	2	3	4	5	6	DK
8. ... provide alternative options to participate in decision-making if unable to attend meetings?	1	2	3	4	5	6	DK
9. ... gather perspectives and priorities regarding the mental health strengths, needs, and services for students?	1	2	3	4	5	6	DK

10. ... welcome feedback on policies and procedures for mental health screening?	1	2	3	4	5	6	DK
11. ... include caregivers in evaluating whether interventions fit with the strengths, needs, and cultural/language considerations of students, families, and communities?	1	2	3	4	5	6	DK
12. ... exchange information to promote consistency between home and school environments?	1	2	3	4	5	6	DK
13. ... invite caregivers to attend trainings and events related to mental health, behavior, and well-being?	1	2	3	4	5	6	DK
14. ... seek and incorporate input regarding mental health trainings for staff, caregivers, and students?	1	2	3	4	5	6	DK
15. ... seek active involvement in leading trainings about mental health, behavior, and well-being?	1	2	3	4	5	6	DK
16. ... share data about how students are using mental health services (e.g. availability and access)?	1	2	3	4	5	6	DK
17. involve caregivers in sharing mental health information with students and families?	1	2	3	4	5	6	DK
18. ... collaborate to review data on school mental health system outcomes to inform ongoing mental health programming?	1	2	3	4	5	6	DK
19. partner to plan fundraising events that support school mental health programs?	1	2	3	4	5	6	DK
20. ... collaborate on pursuing and securing funding, such as applying for grants or speaking to potential funders and partners?	1	2	3	4	5	6	DK
21. ...work together with them to prioritize how to best use funding for school mental health services and supports?	1	2	3	4	5	6	DK

Caregiver Expectations: Consider the following activities and rate alignment with caregiver expectations for high quality school mental health. To what extent is your district meeting caregivers' or caregiver organizations' expectations for...

	Never	Rarely	Sometimes	Often	Almost Always	Always	Don't Know
1. ...teaching social and emotional life skills in daily school lessons and activities?	1	2	3	4	5	6	DK
2. ... organizing events to promote mental health and well-being for students?	1	2	3	4	5	6	DK
3. ... having a system to regularly check in with students about their well-being?	1	2	3	4	5	6	DK

4. ... providing training for school staff on student mental health (e.g., teaching them how to recognize signs of mental health issues, offer support, promote positive mental health, and be mindful of students from different backgrounds)?	1	2	3	4	5	6	DK
5. ... offering training for caregivers on topics such as promoting positive mental health, recognizing signs of concern, establishing routines, and managing behavior at home?	1	2	3	4	5	6	DK
6. ... having programs to teach students how to support their peers who are facing mental health challenges?	1	2	3	4	5	6	DK
7. ...providing information to caregivers about the mental health supports available in schools and in the district including how to access support?	1	2	3	4	5	6	DK
8. ... using programs and strategies for mental health that have been proven effective?	1	2	3	4	5	6	DK
9. ... ensuring there are mental health professionals available to help students and families when needed?	1	2	3	4	5	6	DK
10. ... ensuring mental health professionals regularly communicate with caregivers about the services and supports their children receive at school?	1	2	3	4	5	6	DK
11. ... asking input on student strengths, challenges, and effective approaches to inform programming?	1	2	3	4	5	6	DK
12. ...providing mental health services that respect different cultures, languages, and values?	1	2	3	4	5	6	DK
13. ... making appropriate accommodations to support students' mental health needs and strengths?	1	2	3	4	5	6	DK
14. ...monitoring staff program implementation?	1	2	3	4	5	6	DK
15. ... monitoring how students are responding to programming?	1	2	3	4	5	6	DK
16. ... being open and transparent about how student mental health is evaluated?	1	2	3	4	5	6	DK
17. ... working with community organizations and partners to organize events that raise funds for mental health programs in schools?	1	2	3	4	5	6	DK
18. ... securing funding and building partnerships with the community to	1	2	3	4	5	6	DK

ensure there are enough mental health services and supports available to students?							
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