A State-Wide Learning Community focused on Advancing High-Quality School Mental Health Systems

Jennifer Warmingham, M.A., and Melissa Heatly, Ph.D.

UR MEDICINE | GOLISANO CHILDREN'S HOSPITAL

NEW YORK STATE | Office of Mental Health

INTRODUCTION, METHODS, AND PARTICIPANTS

BACKGROUND

- **The *quality* of school mental health systems directly impacts student wellbeing, social and emotional learning, and access to screening and mental health supports.**
- The School Health Assessment and Performance Evaluation (SHAPE) System is a public-access, web-based platform that offers schools, districts, and states/territories a workspace and targeted resources to **support school mental health quality improvement**.
- The SHAPE system was developed to **increase the quality and sustainability of comprehensive school mental health systems**.
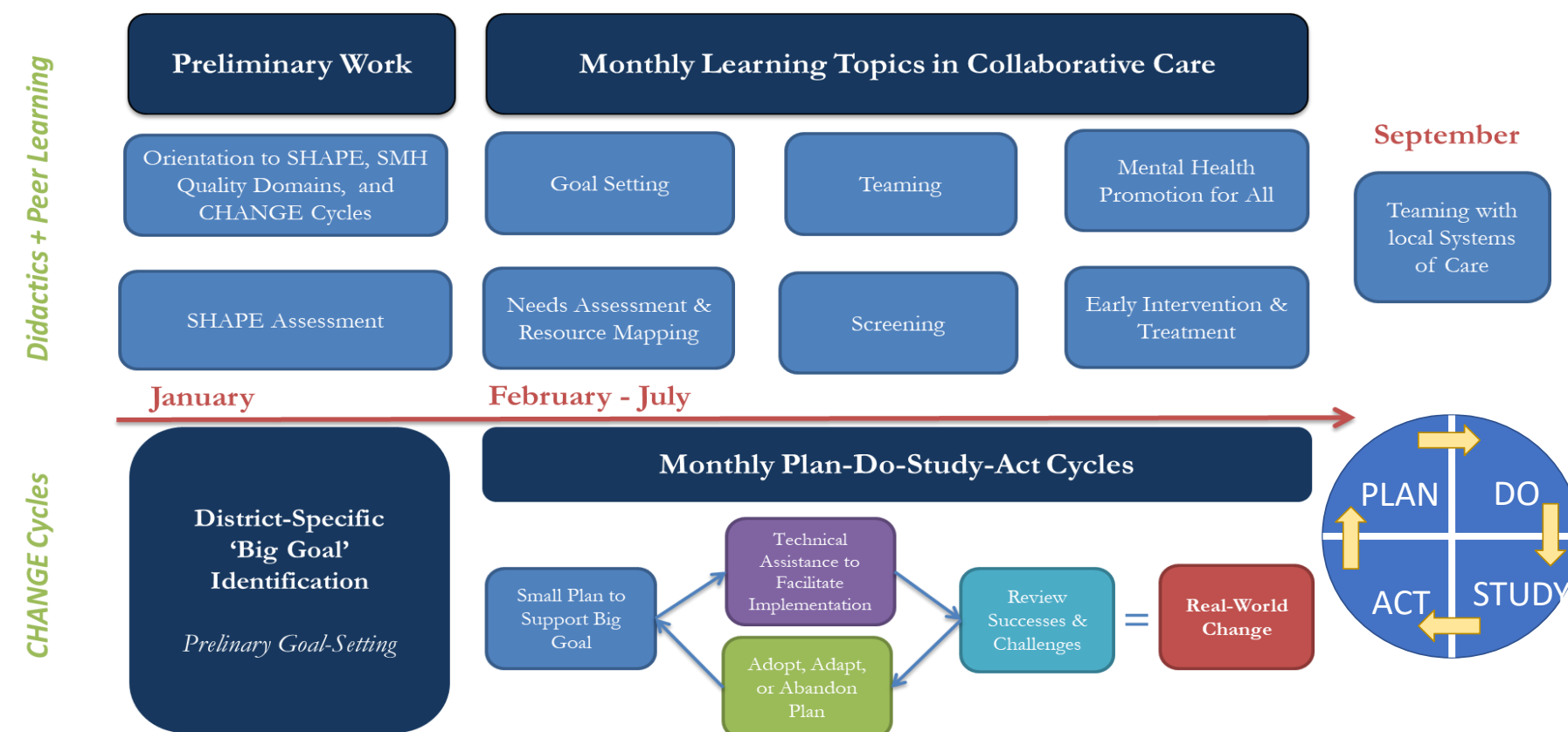
SHAPE UP NY is a state-funded learning collaborative that uses the SHAPE system to assess and improve the quality of school mental health systems across New York State.

SHAPE UP NY Objective:
Improve the Quality and Sustainability of Comprehensive School Mental Health Systems across New York State Using Evidence-Based and Nationally-Recognized Benchmarks

SHAPE Up New York
A Model for Supporting Quality Improvement

Didactics + Peer Learning

Preliminary Work
- Orientation to SHAPE, SMH Quality Domains, and CHANGE Cycles
- SHAPE Assessment

Monthly Learning Topics in Collaborative Care
- Goal Setting
- Teaming
- Mental Health Promotion for All
- Needs Assessment & Resource Mapping
- Screening
- Early Intervention & Treatment

September
- Teaming with local Systems of Care

January — *February - July*

CHANGE Cycles

District-Specific 'Big Goal' Identification
Prelinary Goal-Setting

Monthly Plan-Do-Study-Act Cycles
- Small Plan to Support Big Goal
- Technical Assistance to Facilitate Implementation
- Adopt, Adapt, or Abandon Plan
- Review Successes & Challenges
= Real-World Change

PLAN — DO — ACT — STUDY

METHODS

- Seven NY State public schools participated in SHAPE UP NY, a learning collaborative to help improve the quality of school mental health systems from January to July 2021.
- **2 hour Learning Collaborative sessions** took place via zoom and included:
  - → Didactics
  - → Time for school staff to collaborate on their identified project
  - → **PLAN-DO-STUDY-ACT Cycles** were used to set and revise goals and track progress
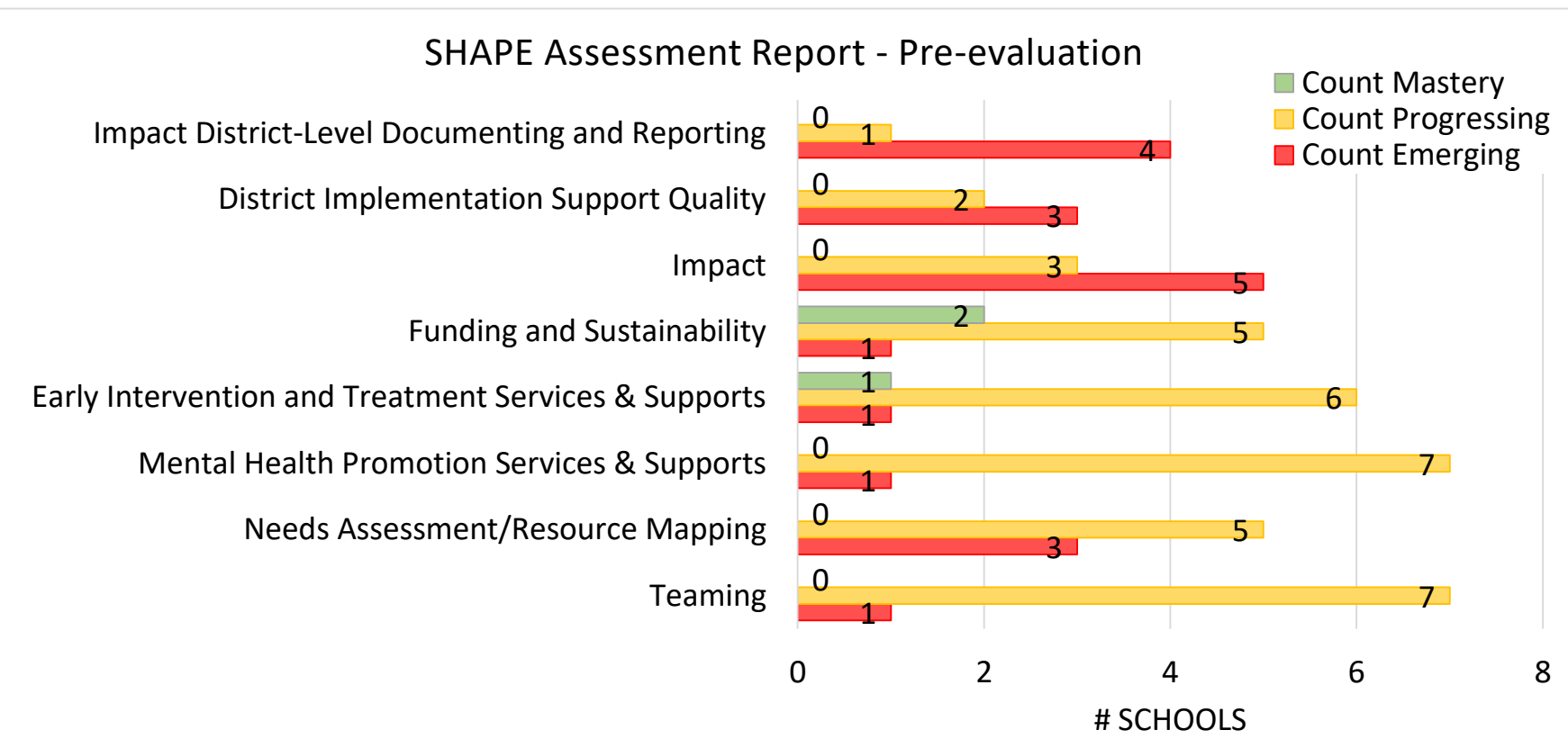
DATA COLLECTION

A subset of participants completed an evaluation survey via REDCap in Fall of 2021 (n=21)
- **Demographics**: 4 men, 16 women; Race/ethnicity: 2 African-American/Black; 2 Asian, 16 White; 20 not Hispanic/Latino
- **Roles**: 8 (38.1%) School Mental Health Staff, 11 (52.4%) School Administrator; 2 Missing/Unknown roles
- **Response Rate**: Overall response rate was 21 participants. At least one member of each SHAPE Team from all but one school completed the post-evaluation survey.

RESULTS

BASELINE ASSESSMENT OF SCHOOL MENTAL HEALTH SYSTEM QUALITY

→ Schools completed the **SHAPE system** before starting SHAPE UP NY

SHAPE Assessment Report - Pre-evaluation (bar chart by # SCHOOLS, legend: Count Mastery, Count Progressing, Count Emerging)

WHAT CHANGED?

→ Schools teams chose to focus on **Needs Assessment, Resource Mapping, Screening, and Teaming Domains** and used *Plan-Do-Study-Act Cycles* to track progress toward personalized goals
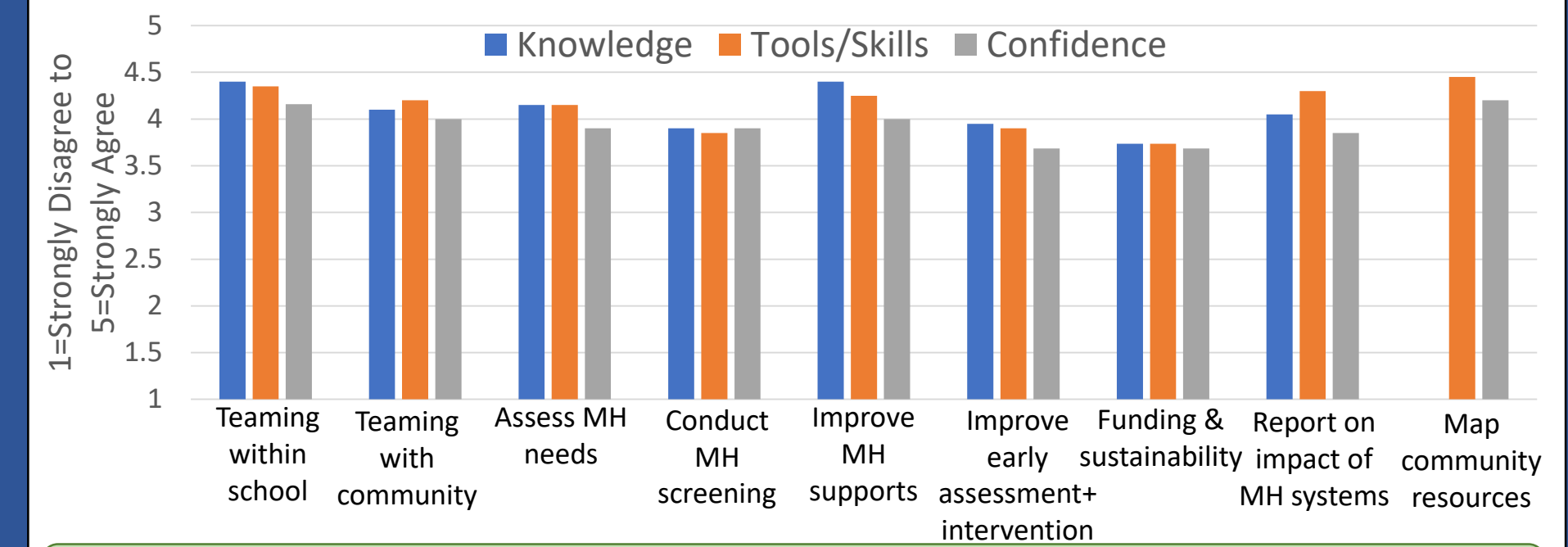
School District	Domain	Plan-Do-Study-Act Accomplishments (6 Mos)
School 1	Needs Assessment	• Created, disseminated, and analyzed results of Needs Assessment • Created "Got Sleep" Campaign in response to Needs Assessment
School 2	Resource Mapping	• Created index of interventions across multi-tiered system of supports • Generated web-based tool for school district resources
School 3	Screening	• Identified a Screener & protocol for consent & response • Identified ARP/CARES Act funding to support screening • Created "Universal Screener Checklist" for Implementation
School 4	Screening	• Identified socio-emotional learning screening tool & protocol for response • Engaged CoVitality for administration & implementation support
School 5	Screening	• Identified socio-emotional learning screening tool & protocol for response • Engaged CoVitality for administration & implementation support
School 6	Screening; Teaming	• Identified *resiliency* screener & protocol for consent • Created and distributed inventory of school teams and functions
School 7	Teaming; Screening	• Developed District MH Team, Mission Statement, & Tasks • Identified a Screener & protocol for consent & response • Engaged community stakeholders in implementation discussion

RESULTS

HOW HELPFUL WAS SHAPE UP NY?

→ Participants reported that SHAPE UP NY improved **KNOWLEDGE, TOOLS/SKILLS,** and **CONFIDENCE** to promote high-quality school-based MH systems

→ Ratings were notably high for skills related to **TEAMING, ASSESSMENT,** and **PROMOTION SERVICES AND SUPPORTS, w**hich were domains focused on during didactics and targeted by *Plan-Do-Study-Act* Cycles

→ **KNOWLEDGE** and **TOOLS/SKILLS** were typically higher than **CONFIDENCE** to make changes within participant's school system

Overall Impressions	Average Rating 1=strongly disagree 5=strongly agree
Good use of time	4.45
Format works well	4.50
Effectiveness of. . .	
Didactics	4.50
Peer Learning	4.30
PDSA Cycles	4.80
Helpful during COVID	3.90
Recommend to Others	4.70

(Bar chart — 1=Strongly Disagree to 5=Strongly Agree; legend: Knowledge, Tools/Skills, Confidence; categories: Teaming within school, Teaming with community, Assess MH needs, Conduct MH screening, Improve MH supports, Improve early assessment+intervention, Funding & sustainability, Report on impact of MH systems, Map community resources)

What has been the greatest benefit to you in participating in the SHAPE UP New York Learning Collaborative?

→ *"Learning from each other, sharing ideas, hearing other districts trial and errors and best practices"*
→ *"Learning about mental health screeners"*
→ *"Having the ability to take small steps with accountability for making progress (even if it seemed like small progress)"*
→ *"We have strengthened teaming, relative to mental health. And, as a district we have made mental health a district-wide priority."*
→ *"The focus on mental health with a district team was a huge benefit. If we didn't have the collaborative, we wouldn't have accomplished what we have done. It was very powerful."*

DISCUSSION

- **Provided pilot data from first statewide, state-sponsored learning collaborative using national benchmarks to improve quality of school mental health systems.**
- Schools that participated came into the learning collaborative with different goals and strengths and weaknesses in their school mental health systems.
- This study finds preliminary support for the Learning Collaborative format and Plan-Do-Study-Act Cycles (IHI.org) as helpful tools to improve the quality of school mental health systems.

FUTURE DIRECTIONS

- SHAPE UP NY – Year 2 underway!
- **Increase response rate** of post-evaluation survey and post-evaluation SHAPE system evaluation by providing time during learning collaborative.
- **More time to learn from other school districts** through breakout rooms