



MIAMI UNIVERSITY

CENTER FOR SCHOOL-BASED  
MENTAL HEALTH PROGRAMS



**QUALITY AND EFFECTIVE PRACTICE (QEP) APPLICATION**

**School/District/Community Agency:** \_\_\_\_\_

\_\_\_\_\_

*Check all that apply:*

Early Childhood     Elementary     Middle/Jr.     High School     Other: \_\_\_\_\_

**Name of program contact:**

Contact Person: \_\_\_\_\_

Job Position: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email address: \_\_\_\_\_

Address:  
\_\_\_\_\_

**Name of Program/Practice/Strategy:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Program website (if applicable): \_\_\_\_\_

\_\_\_\_\_

1. Describe the program/practice/strategy. (up to 400 words)
2. Why should your school/agency be included on the Ohio Effective Practice Registry? (100 words)
3. How long did it take for the program/practice/strategy to initiate implementation? (e.g., How long was the period from when you first had the idea to when you began to implement it?)
4. How long has the program/practice/strategy been in use?
5. Describe the population served (e.g., age range, types of mental health issues, race, SES, family background, etc). How many people are served by this program/practice/strategy (using a time point, such as monthly or yearly, as a reference point)?
6. Who implements the program/practice/strategy (teachers, guidance counselor, community organization, etc.)? Please list all that apply and describe their role.
7. Please explain if the program/practice/strategy has already been vetted by another registry (for example, SAMHSA, Blueprints)? (up to 200 words)
8. What is your evidence of effectiveness for your local implementation of the program/practice/strategy? (e.g., see Guidelines for Evaluating Effectiveness for instructions) (500 words)
9. What community partners and/or family members played a role? How were community partners and/or family members recruited? How do you maintain community partner/family engagement? (200 words)
10. Describe your program's capacity and resources. This may include how many youth are served by your program and/or how the program is funded. (250 words).
11. What is the plan for program/practice/strategy sustainability? (300 words)
12. We would like to engage in a collaborative dialogue with you concerning current challenges you may be experiencing with your program/practice/strategy. What would you like to discuss in a consultation session with network members?

Please submit completed applications via mail, fax, or electronic submission to:

Cricket Meehan, Ph.D.  
Center for School-Based Mental Health Programs  
Department of Psychology  
Miami University  
90 N. Patterson Ave.  
Oxford, OH 45056

FAX: (513) 529-2420

[meehandc@miamioh.edu](mailto:meehandc@miamioh.edu)

**Ohio's Quality and Effective Practice Registry**  
**Guidelines for Presenting Information on the Effectiveness of a Program**

Below, we provide a series of questions that may guide you in presenting your effectiveness data

- How are you defining “improved” or “changed?”
  - How many scale points were necessary to achieve change?
  - How did you make the decision about how much change is necessary to achieve improvement?
  - Is the metric you used to capture change the same as the one the measure suggests? (i.e., does it map onto clinical cutoff scores set by the measure developers?)
- If you measured a trait/situation, how was it measured?
  - If you used a rating scale, please tell us
    - the name of the rating scale
    - who completed the scale
    - when the scale was completed (e.g., first grading period, what month, before program implementation, following program implementation)
  - If you can provide a score on this rating scale, how does this score or the change in scores compare to national or regional scores, or to scores prior to program implementation?
- If you report a percentage improvement, please also provide the actual numbers that went into calculating this percentage (e.g., the numbers before services started and after services were provided)
- Is the change in scores that you report clinically or educationally meaningful? Why?
- Is there a comparison group who did not receive the new program/services?
  - If so, how do the data for the treated children compare to this comparison group?
  - If there was not a comparison group, are there naturally occurring data that could be used to form a comparison group (e.g., graduate rates or grades in this same school before the program started)
- Were there any statistical analyses performed on the data?
  - If so, what were they?
  - Can you report the values and p-values of said statistics?
- Did other policy or programmatic changes occur at this same time? Or did the student population change significantly during this time?

**Here are some examples:**

1. An applicant may report: “83% of the students with behavioral problems showed academic improvement with grades and homework completion.”

The evaluation team may ask:

- How are students identified or categorized into this group?
- How did you define improvement in grades? (e.g., Did you look at the GPAs for these students in the 1<sup>st</sup> quarter and in the 4<sup>th</sup> quarter? Did you look at the number of students who had 1 or less “F” grade? How great a difference did it take to count as “improved”? Was it a third of a letter grade or a certain amount of GPA points? )
- How is homework completion measured? How is improvement in this behavior measured?

2. An applicant may report: “Office referrals decreased by 66% percent over the year.”

The evaluation team may ask:

- How did you determine this decrease?
- What is the time frame of measurement? (e.g., Can you provide the number of office referrals in the 1<sup>st</sup> quarter and the last quarter?)
- Did the student population stay roughly the same during this time frame?
- Were there any other school policies that changed during this time?

3. An applicant may report: “Satisfaction surveys indicate that parents and teachers found the program to be beneficial.”

The evaluation team may ask:

- What were the questions on the satisfaction survey?
- What was the rating scale (e.g., 4-point ranging from “Very Dissatisfied” to “Very Satisfied”)
- Can you report the number of parents who reported being “Satisfied” or “Very Satisfied” with the service?

4. An applicant may report: “The outcome evaluation suggests that students who participated in the program had higher self-esteem scores and higher emotional expressiveness scores than students who had not yet participated.”

The evaluation team may ask:

- How was self-esteem and emotional expressiveness measured? What rating scales did you use?
- Who completed the rating scales? When were they completed? Were they completed at 2 time points or just after the program ended?
- Can you tell us the average score of both groups before and after the program?