

Supports to Advance Emotional Well-Being in Schools Learning Collaborative Cohort

SEA Bi-Monthly Call

March 8, 2023 3:00 – 4:00 p.m. ET



The National Initiative to Advance Health Equity in K-12 Education by Preventing Chronic Disease and Promoting Healthy Behaviors project is supported by the Centers for Disease Control and prevention (CDC) of the U.S. Department of Health and Human Services (HHS). The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, CDC/HHS or the U.S. Government.

© Call Objectives

- Identify the top 1-3 needs of LEAs participating in the Learning Collaborative
- Reflect on opportunities to use data, particularly disaggregated data, to drive health and well-being decision-making at the state and local levels.
- Share examples of what's happening in your state with other state leaders







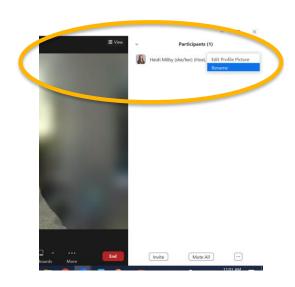
Welcome, Introductions and Icebreaker



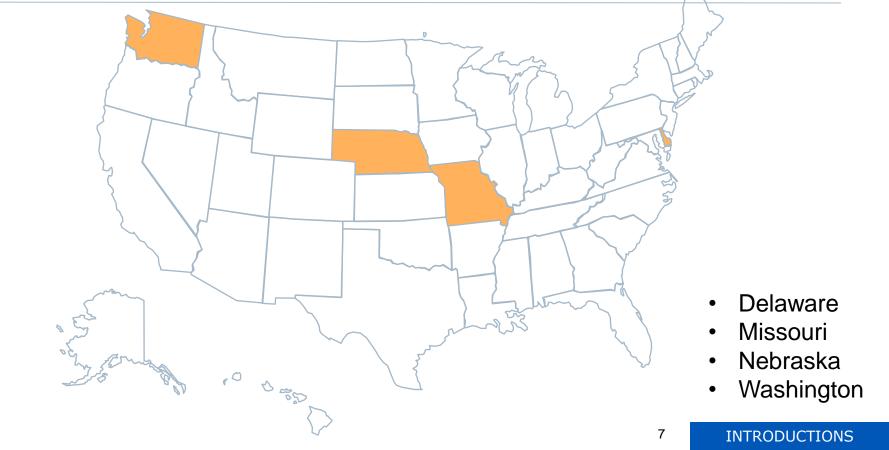
 To change your Zoom name, click on:

- Participants
- Click on 3 dots
- Rename

NAME (preferred pronouns), ORGANIZATION



(2) Introductions: States



Introductions

- 1) Name
- 2) Role
- 3) Organization
- 4) What's your favorite part of spring?



- Effective School Solutions
 - MindBEAT podcast
 - EP 6: Dorothy Espelage Anti-Bullying Initiatives in Schools
 - General Hurdles Teens Face
- Oroup reflection: How does this resonate?
 What else comes to mind?



Purpose of SEA Bi-Monthly Calls



- Calls will involve a mix of:
 - Project related updates
 - Professional development
 - Peer-to-peer sharing
- SEA teams will meet bi-monthly during the project period
 - Anyone working at the state-level is welcome to join
- Goals: Support SEAs in:
 - Working with LEAs participating in the learning collaborative
 - Strengthening supports for staff and student emotional wellbeing and mental health for LEAs state-wide

What We Heard

Strengthening
capacity
building and
interactions
with LEAs

Enhancing health equity

Learning from state partners how they have reimagined emotional wellbeing for children and youth

Data usage and evaluation for impact Intentional state collaborations to support the Whole Child

Frameworks to support successful MTSS implementation



LEA Assessment Results

© LEA Assessment

- A district-level tool that assesses policies, programs, and practices related to emotional well-being and mental health for staff and students.
- Results of the LEA Assessment are guiding the development of the Action Plan



© LEA Assessment

<u>Topics Addressed</u>: Teams | Mental Health Screening |
 Tier 1, 2, 3 supports | Funding + Sustainability |
 Community Partnerships | Policies

- Three components:
 - The SHAPE System School Mental Health Profile
 - The SHAPE System School Mental Health Quality Assessment
 - The NACDD Supplemental Assessment



Opportunities for Growth

Resource Mapping

Written policies/procedures

Support implementation

Monitor needs assessment/resource mapping

Assess and refine district supports

Impact

Document impact of Comprehensive School Mental Health Systems

Report school-level impact to stakeholders

Disaggregate data

Report district-wide impact to stakeholders

Monitor documenting/reporting

Assess and refine district supports

Funding & Sustainability

Develop relationships and collaborate with state leaders to promote funding/sustainability



Staff Well-Being

Staff can take breaks when feeling overwhelmed

Policies related to work-life balance

Policies around workplace secondary traumatic stress



Teaming

Address all tiers

Structure/Process for meetings

Referrals to communitybased services

Tier 1

Schoolwide positive reinforcement systems

Student social-emotional skills

Evidence-informed services/supports

Support implementation

Tier 2/3

Monitor student progress across tiers

Support implementation



Staff Well-Being

Employee Assistance Programs

Free or subsidized school employee wellness programs

Role of SEAs

- Where you have existing resources, share them!
- Could you develop templates, materials, tools, training, etc. to support districts in these areas?
- Showcase LEA successes





Using Data to Drive Decision Making

Why We're Talking about Data

- LCC LEAs are "emerging" in this area (ratings range from 1 - 2.8)
- Data can help districts understand strengths and opportunities to identify areas for improvement
- Data supports continuous quality improvement (to add, remove, or change a service or support)
- Plus, disaggregating data tells a more complete picture and can highlight inequities



Implementation + Impact Data

- Attendance
- Discipline referrals
- Suspensions and expulsions
- Grades
- Performance test scores
- Benchmark test scores

- Social/emotional/behavioral health screenings and assessments
- Behavioral observations
- Crisis incidents
- School climate data
- School health environment (e.g., School Health Index, SHAPE Assessment)

© Challenges with Data

Lack of standardization on what data is collected (and how)

Services aren't well defined, resulting in poor data quality

Poor technology infrastructure

Data is collected, but never used or reported on

Educational and health data is collected separately



A Systematic Approach to Collecting/Using Data

Create a Theory of Change

Explains why a change is expected to occur and shows the pathway from the root cause(s) of the problem

to the desired

outcome.

Define Data, Services & Supports Determine and Implement Data Collection

Monitor Data Collection

Analyze and Report Out

- What data is needed to measure outcomes?
- Data dictionaries
- What is classified as a Tier 1, 2, 3 program or service?
- How are students identified for Tiers 2 & 3?

- What information is being collected?
- How is data currently being collected?
- Who is collecting data?
- How often is data collected?
- Student Information System capabilities

- What is/isn't working?
- Are certain groups doing better than others?
- How do you share data with others in the school community?

THEORY OF CHANGE DEVELOPMENT PROCESS



GOAL: Start by identifying the goals that reflect the intent of a program or strategy.



STRATEGIES: Next, identify strategies and activities that are expected to lead to goals.



OUTCOMES: Then clarify the outcomes that result from activities and lead to goals ("the messy middle").



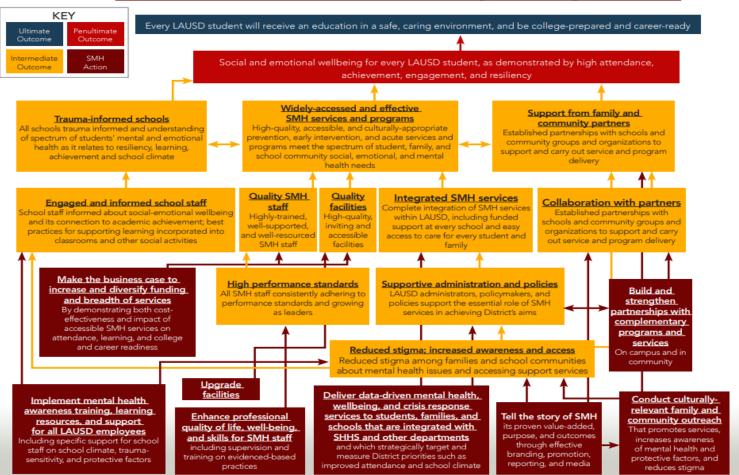
REFLECTION:

- Test the logic and relevance of your theory
- · Review and document key assumptions
- · Analyze external forces and context

ALONG THE WAY **EXPLORE UNDERLYING ASSUMPTIONS AND BELIEFS** about your strategies, outcomes and goals, as well as overarching assumptions about the context of your work and the conditions that must exist to make progress.

How will you measure your outcomes? (Data)

School Mental Health's Theory of Change





Analyze and Report Out

- Disaggregating Data
 - Disaggregation of student data refers to breaking down data about a student population into smaller groupings

Data disaggregation is sometimes referred to as...

- "separating a whole into its component parts" or
- "drilling down into the data"

Data aggregation is often referred to as...

- "summing the data" or
- "rolling up the data"



Benefits

- The use of detailed subgroups more fully acknowledges the heritage of students and families
- State and district administrators can better customize services to students and families
- Helps monitor equity in educational resources and outcomes.

ODISAGGREGATING Data

Gender	Race
Ethnicity	Mental health need intensity
Grade level	English proficiency
Length of time in the district	Types of tiered services received
Severity of mental health needs	Academic performance

Receipt of mental health services and supports relative to referrals	Acheivement of individual goals
Social, emotional, behavioral and/or functional improvement	School connectedness
Sense of safety at school	Academic performance
Disciplinary incidents	

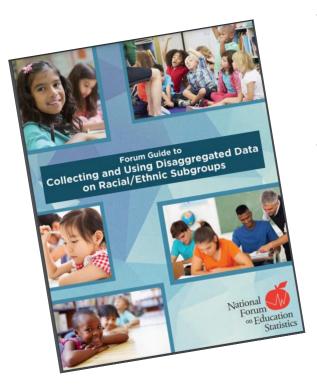


Analyze and Report Out





Resources & Tools for Data Driven Decision-Making



- Theory of Change
 - Annie E. Casey Foundation
 - Developing a Theory of Change <u>Part 1</u>, <u>Part 2</u>, <u>Part 3</u>, <u>Part 4</u>
- Analyze and Report Out
 - Collecting and Using Disaggregated
 Data on Racial/Ethnic Subgroups
 - A Blueprint for Using Data to Reduce
 Disparities/ Disproportionalities in

 Human Services and Behavioral Health
 Care
 - Reports <u>Example #1</u>, <u>Example #2</u>



Peer to Peer Sharing



- How does your state effectively use data to drive decision making?
 - How do you support LEAs in doing this?
- How does your state practice disaggregating data as it relates to health and well-being?
 - How do you support LEAs in doing this?



Looking Ahead

Outpoint Upcoming Topics

- Using data to drive decision-making and advance health equity
- Developing successful and sustainable teams
- Applying the Whole School, Whole Community, Whole Child model to emotional well-being and mental health
- Fostering school connectedness
- Engaging youth and caregivers as collaborative partners
- Facilitating effective state-wide learning collaboratives and approaches to professional development
- Using best practice frameworks for quality improvement and program alignment (e.g., PDSA, Interconnected Systems Framework, etc.)
- Developing state-wide strategic plans as infrastructure for social, emotional, and behavioral wellbeing
- Using sustainable funding for comprehensive school mental health and whole child efforts
- Applying a systems approach to comprehensive school mental health and whole child efforts
- Other? What's missing?



Next Steps



Please promote upcoming webinar!







Webinar: Engaging Students in Building Emotional Self-Awareness

MAR. 28, 2023 11AM - 12PM PT | 12-1PM MT | 1-2PM CT | 2-3PM ET

LCC LEAs are required to attend, but the webinar is open for anyone to participate

Presented by Mental Health America, Child Trends and NACDD, join this webinar panel discussion to learn from others on the importance of youth mental health literacy, how personal, social and cultural identities impact how youth identify and manage emotions, and strategies educators can use to support students in developing selfawareness and emotional regulation.





Please take a few minutes to complete a brief evaluation for this call:

https://nacdd.sjc1.qualtrics.com/jfe/form/SV_6WpnBp7DKUc21zo



Thank you!

Wey Contact



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