



MHSSA Research and Evaluation Workgroup Meeting

June 25th, 2024



Agenda

Youth Advisory Group

MHSSA evaluation planning update

- Conceptual Framework
- Systems Change
- Design and Metrics

The MHSSA Evaluation Planning Youth Advisory Group

The MHSSA Evaluation Planning Youth Advisory Group (YAG)

- **YAG Purpose: Involve youth partners in decision-making related to MHSSA evaluation planning**
- **Through their participation, youth will:**
 - learn about the MHSSA and approaches to evaluation;
 - practice leadership, teamwork, communication, problem-solving, and shared decision-making with other youth and adults; and
 - have opportunities to participate in meetings with California state and local agency leaders.

Who makes up this group?

- **Adult staff from WestEd who coordinate, teach, and facilitate activities**
- **Youth ages 15 to 20 from LA, Orange, San Diego, Santa Clara, Solano, Tehama, and Ventura counties**
- **A group made up of people with different backgrounds and experiences—diversity is key to our group’s success!**
 - White, Asian or Asian-American, Black or African-American, and Hispanic or Latinx
 - 5 speak a language other than English at home

Meeting Structure

Ice breaker

Short presentation

Group work in breakout groups or workshop

Pre-work assignment for the next meeting

Month	Topic
Feb	Introduction and Goals for the MHSSA Evaluation
Mar	Evaluation Questions
Apr	Quantitative Methods, Surveys
May	Participatory Evaluation
June	Qualitative Methods
July	Representation and Recruitment
Aug	Dissemination
Sep	Reflection

Key Messages from the YAG to You

Message 1:

We need...

1. increased mental health awareness that destigmatizes mental health conversations for families, communities, and school staff; *and*
2. increased mental health education for all people involved with youth. This will help everyone be able to identify which youth are in need of supports and then connect them to the right ones.

“Mental health challenges are not always obvious, nor outwardly visible. Most times, teens are suffering quietly and inwardly, hiding the signs and putting on a face. Rather than seeking help, we will do all we can to be independent until help is absolutely necessary to ask for.”

“Many students can realize they have mental health issues and wish to seek help but on many occasions their family can prevent them from seeking help.”

“It can be uncomfortable and challenging for youth to open up.”

Key Messages from the YAG to You

Message 2:

Mental health challenges impact all aspects of a young person's life. These impacts can range in terms of severity, and it is critical that:

1. more resources are tailored to every type of mental health challenge and are made available and known to all community members; *and*
2. these resources and supports start at a young age.

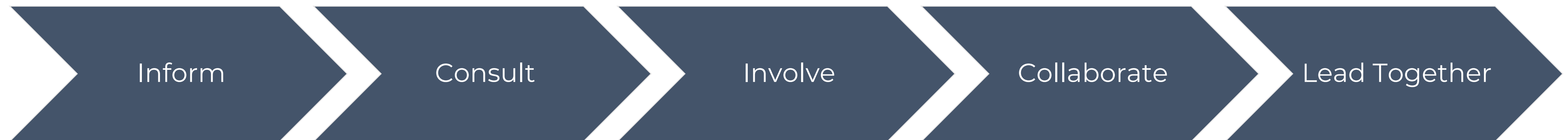
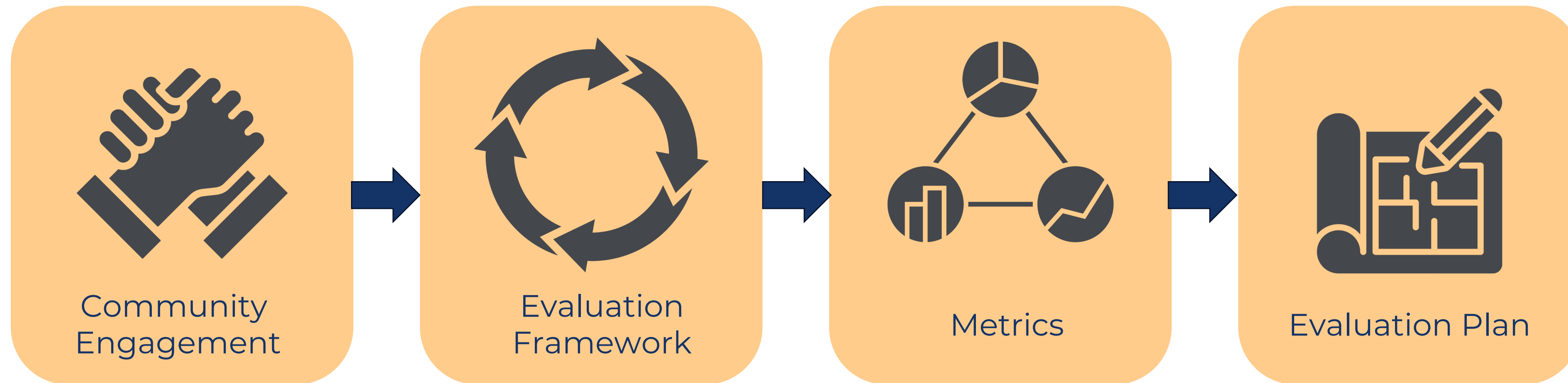
"It's serious for the evaluation to understand that these challenges can significantly impact academic performance, social life, and overall physical and mental health."

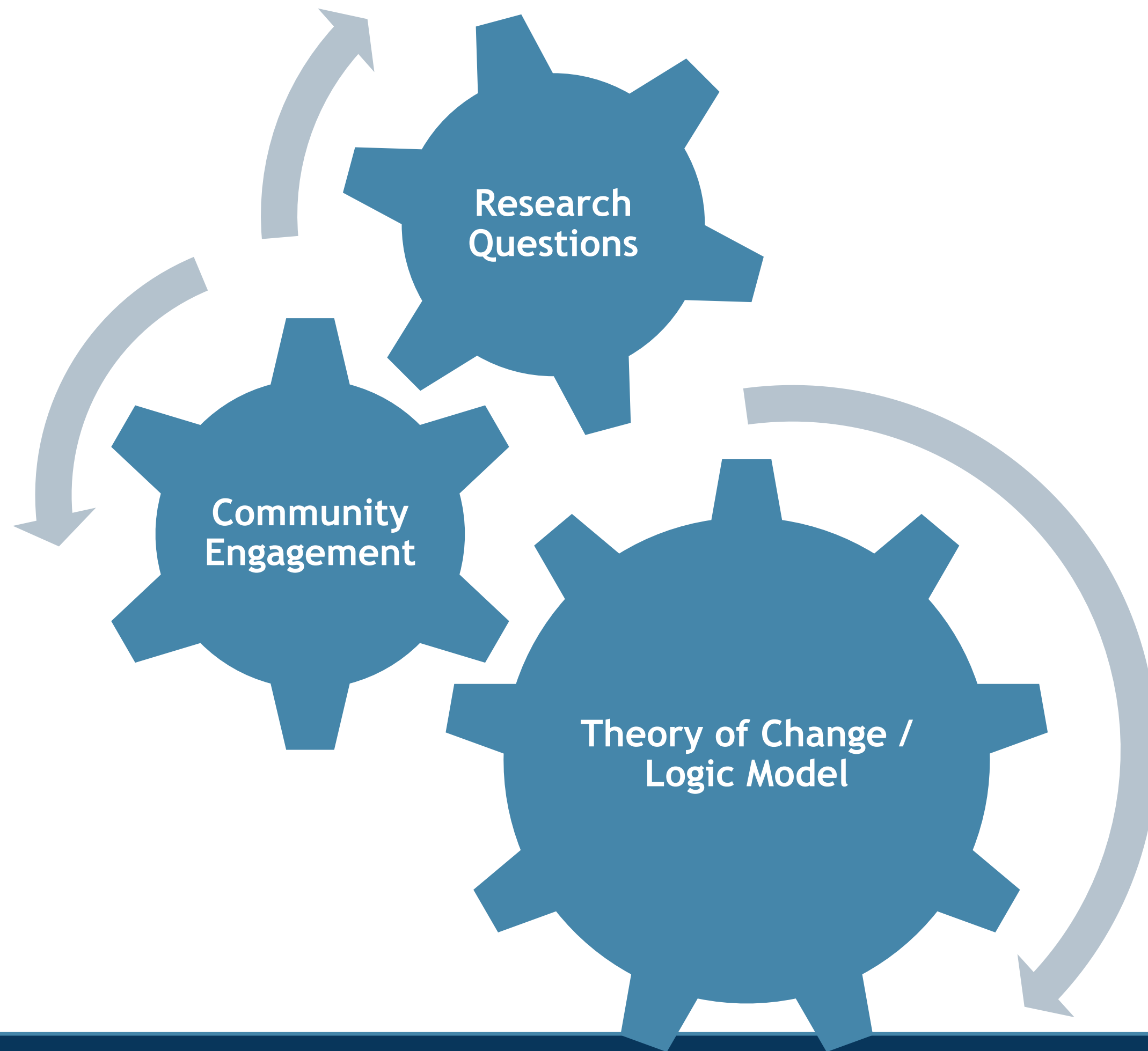
"One issue I care about deeply is every student being able to have resources to go to while feeling safe. Some schools don't have as much resources as others, such as a wellness center."

"Just like with physical health, addressing mental health concerns early leads to better outcomes. Early intervention can prevent symptoms from worsening, increase the likelihood of recovery, and reduce the long-term impact on a young person's life."

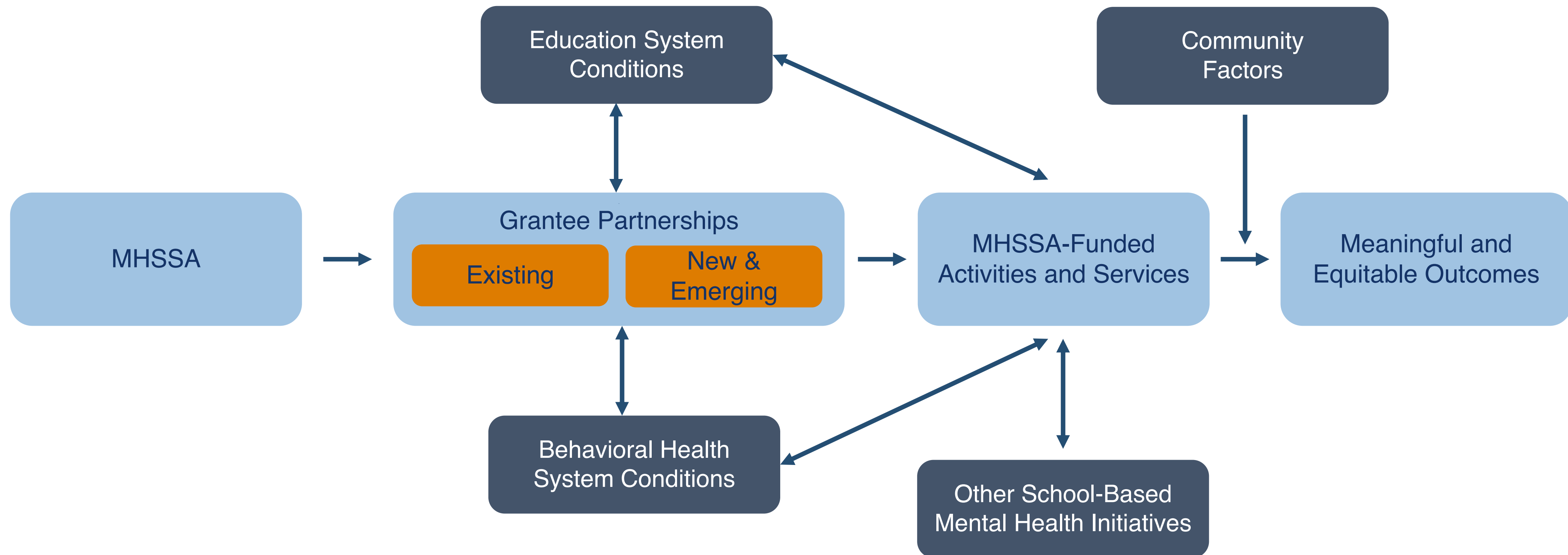
The MHSSA Evaluation Planning Update

Phase 1

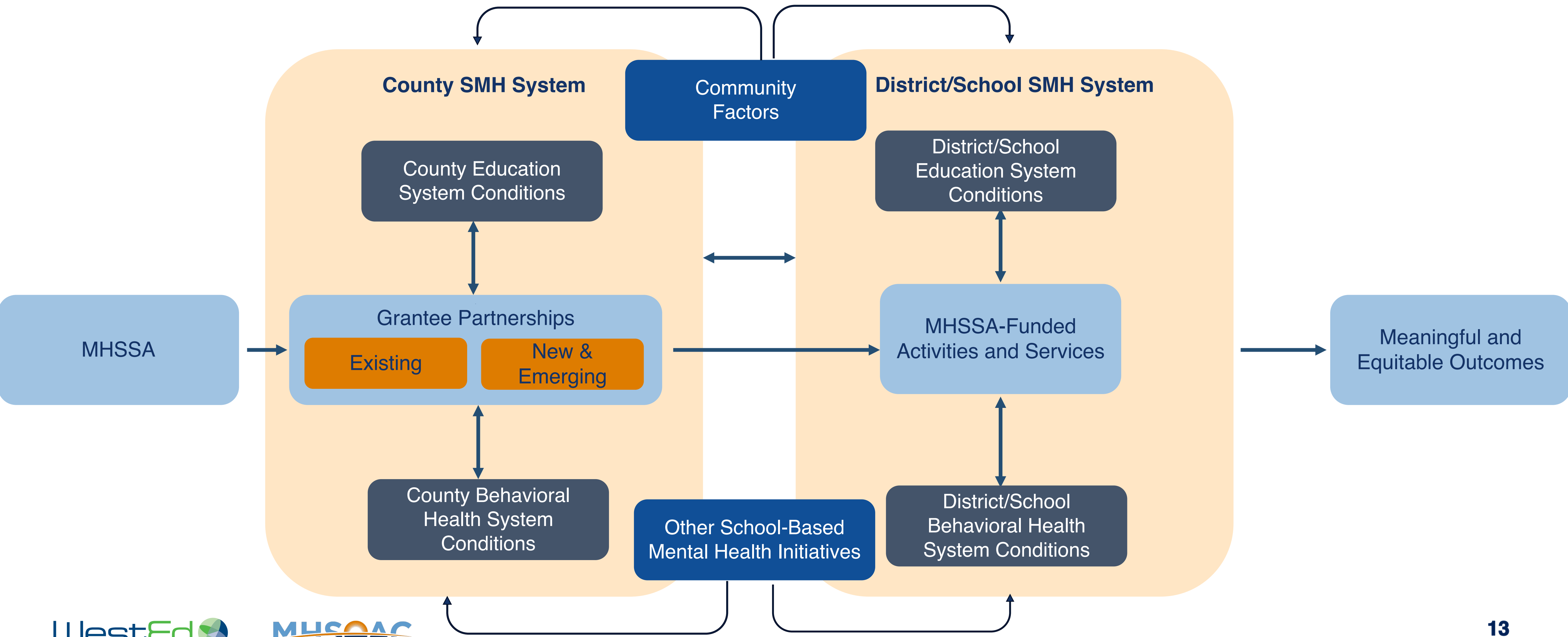




The MHSSA Theory of Change



Conceptual Model of the MHSSA



Metrics to Define a System

A system is a set of interconnected parts serving a common purpose and functioning as a whole.

Systems change occurs when the parts of a system and the relationships between them are intentionally changed to produce significantly different and improved conditions and results.

Systems change is both a **process** and an **outcome**.

School Mental Health System Essential Features



Continuum of Evaluation: Telling the Story of the MHSSA within the Broader SMH System

- **Process Evaluation**
 - Partnerships & Activities and Services
- **Systems Change Evaluation**
 - Partnerships Case Studies
 - MHSSA-Funded Activities and Services Case Studies

Metrics/Measures

Primary Data Sources

- Survey of MHSSA Partnerships and SMH System (full sample)
- Systems/partnership tool/inventory (sub-sample)
- Listening & sense-making sessions with key informants at county and school levels
- Youth Engagement
 - Listening Circle, Data Equity Walk, participation in County sense-making

Discussion



Discussion Questions

1. What do you think of the changes made to the MHSSA conceptual model and placing MHSSA within the broader school mental health system?
2. How do you think the MHSSA is going to impact systems change within California's larger school mental health landscape?
3. What is your understanding of the relationship between county- and school-level school mental health systems?

Next Steps

Next Workgroup Meeting

- Review and collect feedback on the evaluation design



Contact us anytime!

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