

# WestEd MHSSA Collaboration Grantee Meeting

September 6, 2023





# Activity: Word Cloud

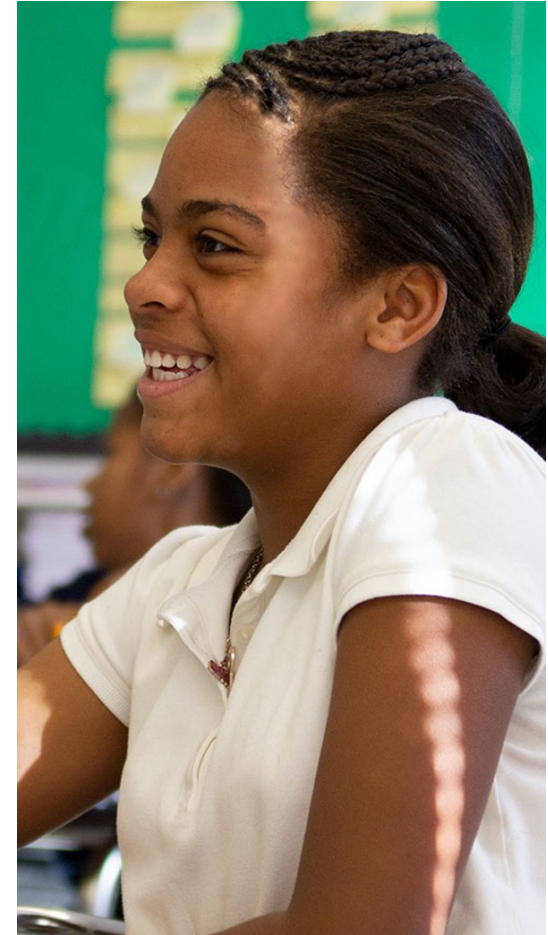
What is **one word** that comes to your mind when you hear “MHSSA evaluation”?





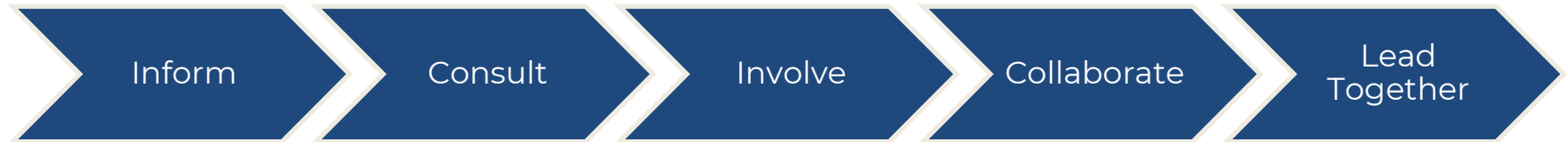
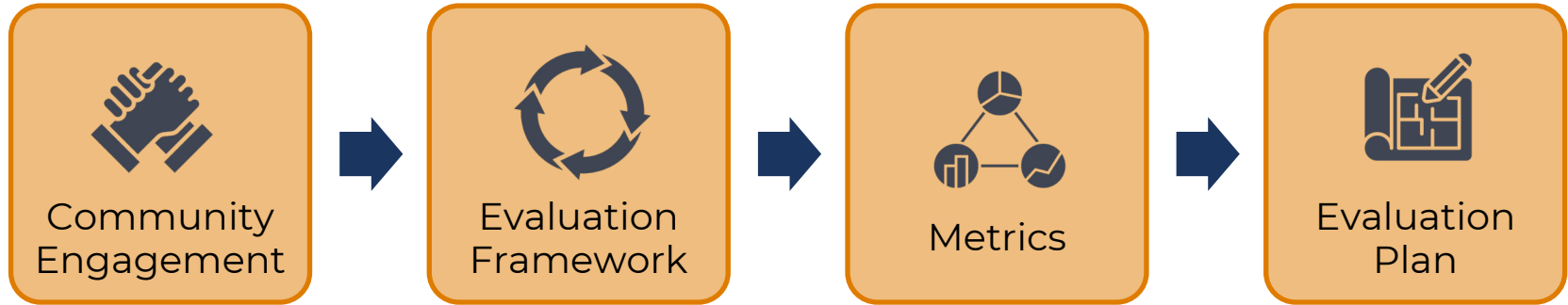
# Goals

1. **React and Reflect** on the MHSSA evaluation process with other grantees.
2. **Inform** the MHSSA evaluation planning partnership.
3. **Learn** about immediate next steps related to the MHSSA evaluation planning.





# Phase 1



*“Soliciting the opinions, interests, concerns and priorities of stakeholders early in the evaluation process is essential to establishing the focus and direction of the evaluation. The results are more likely to address specific needs and be useful for improving program effectiveness, affecting policy decisions and/or instigating behavioral change.”*

—Adapted from *A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions* (Preskill & Jones, 2009)



# Activity: Self-Facilitated Breakout Groups

- From your standpoint, what does a successful MHSSA evaluation look like?
- What does a successful relationship with an external partner (WestEd) look like?



# Activity: Self-Facilitated Breakout Groups



## Use Jamboard link in the chat

- Introductions
- 5 minutes for each of the two questions

## Roles

- Facilitator
- Timekeeper
- Notetaker



# Activity: Self-Facilitated Breakout Groups

Room 13:- Lessons learned and unplanned highlights, improving relationships,

Room 4: 4. Meeting goals set out to accomplish. 5. New Collaborations and relationships established.

Room 13: measuring overall increase in mental health services in schools

Room 19: Clearly defined variables from the start. How do we tell a good story. Data that we have access to. Shows the full picture of impact.

Room 4: 1. What services are actually being provided 2. Identify gaps to pivot to offer other/additional 3. What are barriers in place.

Room 22: Positive increase in outcomes for students, effectiveness of program/services provided. Receiving data in a timely manner and systems of collection.

look at rural vs urban

Room 1: bidirectional and strong communication

Room 1: Long Term outcomes

Room 4:

Shows positive outcomes; explains challenges; provides areas for improvement; summarize the good work that's being done; sustainability recommendations

operationally defining what we are seeking in terms of information - better pinpoint outcomes. Usable data at systems/local level (as much as possible) user friendly/ad hoc

look at qualitative not just quantitative

The data must demonstrate the impact on student mental health outcomes. The data has to be straight forward. The data needs to show commonalities.

Room 5: Being able to share barriers and what isn't working.

Room 5: collaboration with other agencies; to know how effective services were for the clients & their families (include them in the conversation); pre-determined goals, outcomes, objectives).

RM 6. when you are held accountable to do what you say you're going to do. Having an ongoing improvement process.

Room 7: Building interagency relationships, addressing mental health needs for participants & providing early intervention & prevention on services

not everyone can view jam board, it says too many people

Room 3: More attainable data; using success stories outside of number data. Relationship between COE and providers implementing the services/grant.

measure outcomes, not just services

From your standpoint, what does a successful MHSSA evaluation look like?

#9: A successful evaluation is one that is utilized for future planning, beneficial to those who are participating in the program evaluation, has a quality improvement loop.

Room 13: measuring strengthened relationships and partnerships

Room 1: collecting more than just the numbers but include a narrative to allow us to tell a story

Room 1: Usable data, data to help us develop data driven programs

Rm 2: Tells the full story of impact/shows full picture of what has been accomplished. Use of data to enhance the picture, not reductive to only data. Time limited, specific focus.

Identify successes and challenges, broad enough to elicit the information unique to the programs/initiatives. 2-3 frameworks based on focus areas/content area

Room 4: 6. Capturing positive culture shifts within community, school districts, schools and within the MH system.

Room 1: Collaborative, understanding each other needs and strengths, top to bottom

Room 21: Collect data that is useful for MHSSA as well as for our own internal purposes, schools, and communities. Tells the story of the work we are doing here at our sites.

Room 12: See the change/impact able to be made. Evaluation will be used FOR something - inform next step or identify something to change.

Additional funding provides the means to collaborate with different County departments to create working outcomes in providing services.

Room 1: Advocacy and passion; how to show the true needs and vision

Rm 2cont: Shows you impacts over time, gaps in services, positive outcomes & Tells you where to go forward.

Room 21:

Room 1: understand the differences between the counties/regions

look at indicators for suicide attempts

Room 1: Developing relationship that really builds connection

Room 8 Evaluation - Partnership as it has evolved (OE & BHRs) & Fulfillment of program implementation plan.

Room 14: -Measure program against its own goals -Building upon strengths and weaknesses -how to identify/fill gaps within the company -Clear Information on program progress





# Activity: Self-Facilitated Breakout Groups

## Breakout Groups – MHSSA Grantees



Room 4: Regularly meetings and updates, transparency, trust, collaboration, open to feedback, clear goals, tasks, and understanding. Shared data.

Coaching and mentoring imbedded, planning and opportunities for input related to reporting requirements so data is meaningful. Timely and outcome based

**Room 4: regular data evaluation**

Personable relationships w/school sites to assist with referrals, collaborative partnerships, aid with ground-level implementation, interaction with other agencies.

RM. 6 For partners, monthly check-ins, transparency, communication, collaboration. As far as WestEd specifically, these trainings are our only connection.

RM 9: transparency, partners who join in at current progress and supports with moving forward, provides constructive feedback, sharing out data, ongoing communication

Room 7: transparency, flexibility, & open communication

Room 19: Clear, concise communication. Timely information sharing. Short check ins. Framework for qualitative and quantitative data.

reducing barriers, setting up smoother process for reciprocal data sharing (results); continued collaboration / flexibility in what/how we are gathering

Rm 2: Communication, feedback loop, both parties feel heard/seen/considered. Has an overall positive/forward momentum on the work, not just sping

What does a successful relationship with an external partner (WestEd) look like?

Room 3: Help clarify data, guidance in the right direction, understand program goals and outcomes, what does the finish product look like.

West Ed is a trustworthy partner in program evaluation. Communication with West Ed is key. They share evaluation progress.

Room 5: feedback and recognition (learning from other counties); good template for fiscal reporting.

good communication and collaboration; consideration for established evaluation plan; transparency; sharing progress in the new evaluation planning process

Room 13: tangible outcome as a result of the partnership and relationship (e.g. procedural change, collaborative training, etc.)

Collaborative meetings, effective communication, compromise, two way relationship, effectiveness and timeliness

Room 22: Contextualization to the individual county application of MHSSA funds/project design. Options for flexibility and multiple criteria for success.

Room 8 - Active participation, dedicated partnership representation & communication, sustained relationship afterwards.

Room 5: A flow of infor, resources, and referral between everyone; more people being reached (including rural/hard to reach areas); building a bridge; help with analysis.

These trainings are the only connection

Our only connection with West Ed has been within these meetings. Collaboration is key, so more information on how to collaborate would be helpful.

quick connection opportunities. user friendly tool development.

Having meetings regularly where we can ask questions and discuss various needs

Room 12: Providing support so organizations don't have to reinvent the wheel; Relationship based on transparency, clarity and guidance.





# Whole Group: Debrief

- What **big ideas** emerged from your breakout groups?
- What **themes** do you notice across groups?
- What do you still **wonder** about?



# Next Steps



Check email for Doodle poll.



Listening Sessions



# Activity: Word Cloud

What is **one word** that describes what you hope we collectively bring to this MHSSA evaluation partnership?

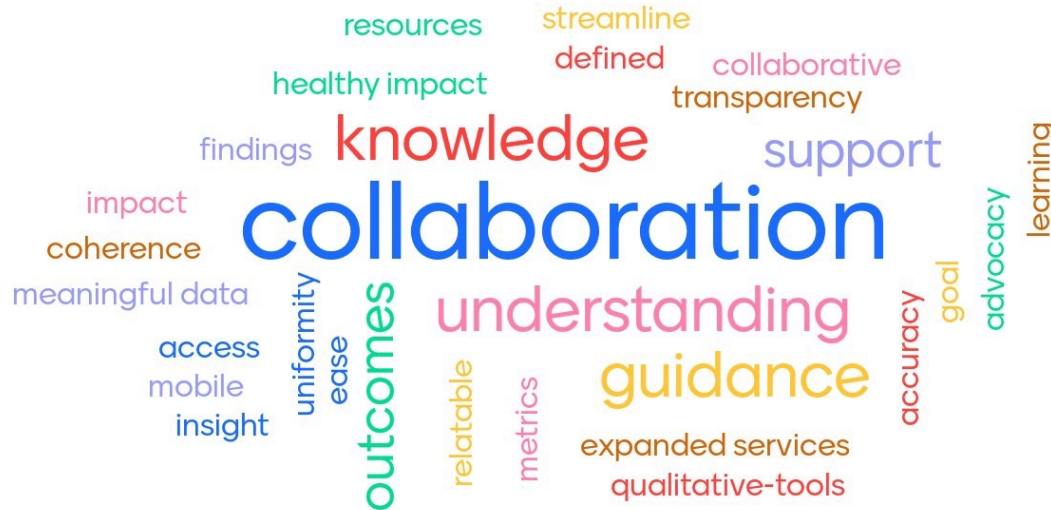


# Activity: Word Cloud

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What is one word that describes what you hope we collectively bring to this MHSSA evaluation partnership?

46 Responses



# Questions?

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