

2024

# School Mental Health Virtual Learning Series

## *Using Data to Promote Equity*

May 14, 2024

# Introductions



## **Cameron Sheedy, MS**

*Senior Research Coordinator, The National Center for School Mental Health  
at the University of Maryland School of Medicine*

### **Share in the chat box:**

- Name, Role, Location
- Why is this topic – ***Using Data to Promote Equity*** – important to you?

# Technology Support

- **Slides & recording will be posted in** ~one week on the NCSMH website

[www.schoolmentalhealth.org/Webinars](http://www.schoolmentalhealth.org/Webinars)

- Type **questions for the presenters into the Q&A box**
- Message ***"Hosts and panelists"*** in the chat box **for technical support**
- Message ***"Everyone"*** in the chat box **to share resources and provide general comments**

\* *Note:* CE credits are not available for this series, but **Certificates of Attendance** are

# Certificates of Attendance

## Process:

1. Complete GPRA Post-Event Evaluation
2. Redirected to a *Certificate Request* form
3. Submit name and email address
4. Expect to receive Certificate within 30-45 days from webinar

## Notes:

- You must attend **at least 50%** of webinar *in real time*
- Your Zoom name **must match** name on evaluation
- **If you are calling in**, email [csheedy@som.umaryland.edu](mailto:csheedy@som.umaryland.edu) & confirm your phone number
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2 digit birth year:

First 3 letters of preferred name

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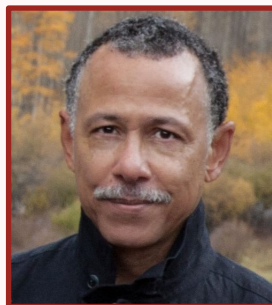
**Oscar Morgan**  
Executive Director  
MHTTC Project Director



**Michael Thompson**  
MHTTC Senior TA  
Coordinator



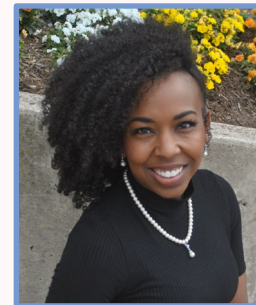
**Dave Brown**  
Senior Associate:  
School-Based Health &  
Behavioral Health Equities



**Raymond Crowel**  
Clinical Director



**Dana Cunningham**  
PGSMHI Director



**Brittany Patterson**  
NCSMH Faculty



**Cameron Sheedy**  
NCSMH Research Coordinator

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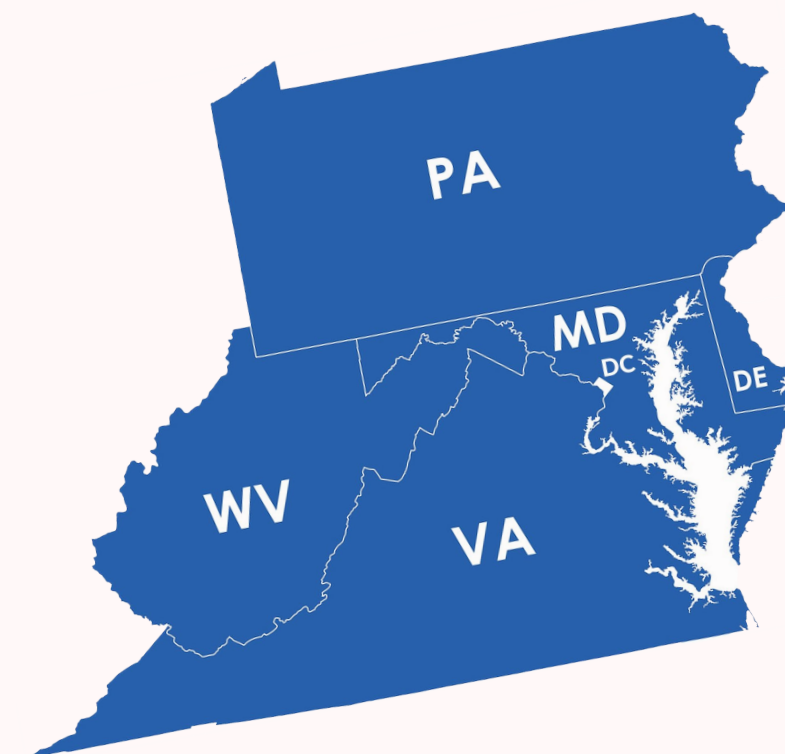
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# Central East MHTTC

## Actions

- **Accelerates** the adoption and implementation of evidence-based and promising treatment and recovery-oriented practices and services
- **Strengthens** the awareness, knowledge, and skills of the behavioral and mental health and prevention workforce, and other stakeholders, that address the needs of people with behavioral health disorders
- **Fosters** regional and national alliances among culturally diverse practitioners, researchers, policy makers, funders, and the recovery community
- **Ensures** the availability and delivery of publicly available, free of charge, training and technical assistance to the behavioral and mental health field

## Area of focus



# National Center for School Mental Health

## Mission

***To strengthen policies and programs in school mental health to improve learning and promote success for America's youth.***

## Goals

1. Advance high-quality, sustainable comprehensive school mental health systems at school, district, state, regional, and national levels.
2. Conduct research and evaluation on mental health promotion, prevention, and intervention in schools and other aspects related to the planning, delivery, and continuous quality improvement of high quality, sustainable school mental health systems.
3. Train and support diverse stakeholders and a multidisciplinary workforce in understanding, promoting, and advancing child, adolescent, and young adult mental health and wellbeing.

## Directors

Nancy Lever, *Ph.D.*, & Sharon Hoover, *Ph.D.*,

## Faculty

Tiffany Beason, *Ph.D.*, Jill Bohnenkamp, *Ph.D.*, Elizabeth Connors, *Ph.D.*, Aijah K. B. Goodwin, *Ph.D.*,  
Britt Patterson, *Ph.D.*, Sam Reaves, *Ph.D.*, Cindy Schaeffer, *Ph.D.*

[www.schoolmentalhealth.org](http://www.schoolmentalhealth.org)

[www.theshapesystem.com](http://www.theshapesystem.com)



[@CenterforSchoolMentalHealth](https://www.facebook.com/CenterforSchoolMentalHealth)



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# Commitment



**BLACK  
LIVES  
MATTER**

- Racial and social justice lens
- Cultural responsiveness and equity
- Developing and modeling equitable and anti-racist policies and practices
- Learn, heal, grow together



# Upcoming Events

## 2-Part Pride Series

**June 11, 2024**, 3-4pm ET: ***Implementing Policies and Practices to Support LGBTQ+ Youth in Schools, Part 1***

*Speakers to be announced soon; [Register here](#)*

**July 9, 2024**, 3-4pm ET: ***Implementing Policies and Practices to Support LGBTQ+ Youth in Schools, Part 2***

*Speakers to be announced soon; [Register here](#)*

**Stay updated & register for upcoming sessions:**

[www.schoolmentalhealth.org/webinars](http://www.schoolmentalhealth.org/webinars)

# Today's Objectives

- 1** Identify data sources to decrease disproportionality and promote equitable emotional, behavioral, and academic outcomes among BIPOC students.
- 2** Describe how to analyze data with an equity-focused lens.
- 3** Explore strategies to enhance data collection that are anti-racist and inclusive.

# Our Presenters



## **Elizabeth Connors, PhD**

*Assistant Professor of Psychiatry, and Director of School Mental Health Implementation Consultation and Research, Yale School of Medicine*



## **Ashley Griffin Gilchrist, PhD**

*Assistant Professor and Child and Adolescent Studies Program Coordinator, Department of Behavioral Sciences & Human Services, Bowie State University*

## *Discussion and Q&A facilitated by:*



## **Britt Patterson, PhD**

*Core Faculty & Assistant Professor of Psychiatry, National Center for School Mental Health at the University of Maryland School of Medicine*



## **Dana Cunningham, PhD**

*Director of the Prince George's School Mental Health Initiative, National Center for School Mental Health at the University of Maryland School of Medicine*



## Elizabeth H. Connors PhD

### MY ROLES

- **Assistant Professor of Psychiatry(Psychology)** and in the Child Study Center, Yale School of Medicine
- **Core Faculty**, National Center for School Mental Health, University of Maryland
- **Director**, Yale Program on School Mental Health Implementation Consultation and Research
- **Co-Founder**, Yale Measurement-Based Care Collaborative

### MY LENS

- White, Non-Hispanic
- Cisgender Woman (she/her)
- Christian
- Child/Clinical-Community Psychologist
- First generation college student
- Raised in the Florida panhandle
- Passionate about increasing equitable access to high-quality education and healthcare



**KEEP  
CALM  
AND  
LOVE  
DATA**

Data Are Just Information

# Data Sources in School Mental Health

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- Needs Assessment Surveys or Listening Activities
- Home/Classroom/Community Visits
- Universal Student Mental Health Screening
- Satellite or Surveillance Data (e.g., Youth Risk Behavior Survey, attendance, grades, discipline, state testing, Annual Yearly Progress)
- Student-, Caregiver- or Teacher-Reported Progress or Outcome Measures (e.g., Subjective Student Wellbeing Questionnaire; PHQ-9)
- Structured observations (e.g., of meetings, instruction, behavior, implementation)
- Teacher/Staff Stress and Well-being
- Comprehensive School Mental Health System Quality (see [www.theshapesystem.com](http://www.theshapesystem.com) )

# Identifying Data Sources to Decision-Making in School Mental Health

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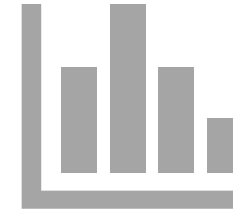


## Identify the question or concern

*Examples:*

Why are students in our Title I schools less likely to consent to services or interventions they are referred to?

How safe and supported do our [LGBTQ+ / BIPOC / Jewish / Muslim / other minoritized subgroups of students] feel at school?



## Match the level and type of data to the issue

*Examples:*

Attendance data or student connectedness survey disaggregated by subgroup

Student and/or caregiver listening sessions

School counselor wellness checks

# Quality Improvement Data: How Do We Know What We Know?



## Level 1 - Satellite Data



Large grain size.



Illuminate patterns of achievement, equity, and teacher quality and retention.



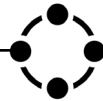
Point us in a general direction for further investigation.



## Level 2 - Map Data



Medium grain size.



Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions), or instructional skill gaps for teachers.



Point us in a slightly more focused direction.



## Level 3 - Street Data



Fine-grain and ubiquitous.



Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets. Help us to monitor students' internalization of important skills.



Require focused listening and observation. Inform and shape our next moves.

(Safir & Dugan, 2021)



# Using Data to Promote Equity in Individual Student Services

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- Collaboratively identify and regularly update student goals
- Select progress measures to promote student- and caregiver-centered communication and empowerment in their own services
- Complement standardized measures with individualized goal monitoring and discussion
- Personalize interventions to individual student and family needs, strengths, values, and preferences
- Make shared decisions about when and how to adjust interventions
- Progress monitor therapeutic alliance
- Pursue ongoing cultural competence training and consultation

# Resources and References

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## Ashley Griffin Gilchrist PhD

### MY ROLES

- **Assistant Professor of Behavioral Sciences Human Services,** Bowie State University
- **Program Coordinator of Child and Adolescent Studies Program,** Bowie State University
- **Founder and Chief Researcher,** Black Education Equity (BEE) Consulting, LLC.

### MY LENS

- Black
- Woman (she/her)
- Christian
- Cisgender
- Middle Class
- Parent
- Committed and dedicated advocate for Black children



# Using Data to Promote Equity

“The question is not why black students don't achieve; it is why they achieve despite the circumstances and systems provided to them.”

~Author Unknown~

# Data for Equity: Four Considerations

1

Reframe the narrative

2

Understand the why –  
systems matter

3

Remember data are not objective

4

Tell a powerful story



# Discussion

**How can we identify data sources to decrease disproportionality and promote equitable outcomes among BIPOC students?**

# How can data be analyzed with an equity-focused lens?



# What are strategies to enhance data collection that are anti-racist and inclusive?

# Audience Q & A

# Resources

- **The School Health Assessment and Performance Evaluation (SHAPE) System**
  - *A free, interactive tool designed to improve accountability, excellence, and sustainability in school mental health in schools, districts, and states/territories.*
  - **The CARE (Culturally Responsive, Anti-Racist, and Equitable) School Assessment**
- **EduClimber**
  - *An interactive system that integrates all whole child data into a single platform with numerous built-in tools.*
- **Data Sources to Assess SEL Implementation and Outcomes**
  - *CASEL's tool to help teams identify data and data sources needed to assess progress toward SEL goals.*
- **The National Equity Project**
  - *A leadership and systems change organization committed to increasing the capacity of people to achieve thriving, self-determining, educated and just communities; provides interactive trainings, resources, and tools.*
- **Using Student Data for Equity**, *article by Chanel Ward Biddle*
- **Root Cause Analysis Protocol: Fishbone**, *Minnesota Department of Education*
- **School Mental Health Virtual Learning Series**



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& receive your Certificate of Attendance

by completing the post-webinar evaluation

*(link shared in chat box)*

**THANK YOU!**