# DATA CENTER: EVALUATION, COLLECTION AND ANALYSIS

Erika's Lighthouse Data Center was developed to be a comprehensive data evaluation and collection system for any school, anywhere. The goal is to support schools in making data-informed decisions around student needs, effective programs and resources and offer guidance on how to best analyze the data.

## I.    Assessment, Survey and Evaluation Implementation

Erika's Lighthouse comprehensive system consists of a formal, self-administered assessment and seven pre-post surveys/evaluations; including a school culture survey and evaluations across all four pillars of programs. The implementation of these surveys is designed to be seamless through the use of short URLs and QR Codes.

**Implementation Overview**

|  | Tier-1 School Mental Health Assessment | School Culture Survey | Classroom Education Evaluation | Empowerment Club Evaluation | Family Engagement Evaluation | Staff Training Evaluation |
|---|---|---|---|---|---|---|
| **Audience** | School-based professional with knowledge of mental health programming | All students, all families, all staff | Students completing the program | Students participating in an official club | Families participating in workshops (live, recorded, or virtual) | Staff participating in All Staff Training (live, recorded or virtual) |
| **Requirements** | None. Any school can use it, regardless of Erika's Lighthouse enrollment. | None. Any school can use it, regardless of Erika's Lighthouse enrollment | Must use an Erika's Lighthouse Classroom Education program | Must be an Official Erika's LIghthouse Empowerment Club | Must use an Erika's Lighthouse Family Workshop | Must use Erika's Lighthouse All Staff Training |
| **When** (pre) | Anytime | First 3 weeks of school | Before lessons | First 3 weeks of club enrollment | Before workshop | Before training |
| **When** (post) | N/A | Last 3 weeks of school | After lessons | Last 3 weeks of school year | After workshop | After training |
| **Purpose** | Support schools in following best-practices around tier-1 mental health | Evaluate whole school culture and track prospective culture changes | Evaluate classroom education effectiveness and culture changes | Evaluate club effectiveness and culture changes | Evaluate workshops and culture changes | Evaluate training and culture changes |
| **Survey Access** | Accessed via portal | Determined by school or district | Embedded in slideshows | Determined by club leadership | Embedded in slideshows | Embedded in slideshows |
| **Survey Tools** | See portal or analysis for urls and QR code | See portal or analysis for urls and QR code | See portal or analysis for urls and QR code | See portal or analysis for urls and QR code | See portal or analysis for urls and QR code | See portal or analysis for urls and QR code |
| **Data Collected** | See analysis for specific questions | See analysis for specific questions | See analysis for specific questions | See analysis for specific questions | See analysis for specific questions | See analysis for specific questions |

# II.  Data Collection & Results

Erika's Lighthouse leverages an internal data system that collects and redistributes all data back to school communities. Here are a few details:

**Student, Family and Staff Privacy**
- All student, family and staff information is anonymous with no "personally identifiable information" collected, likely falling outside of the Family Educational Rights and Privacy Act.
- All surveys ask generalized information about school culture, stigma or attitudes, with no questions about personal mental health, likely falling outside of the scope of the Protection of Pupil Rights Amendment.
- No data collected is sold or used for any for-profit marketing purpose.

**Accessing Surveys**
- Assessment is available via Typeform, an established survey collection tool.
- Surveys are available via FormAssembly, an established survey collection tool.
- Students, family and staff can access the surveys from any internet-connected device.
- Surveys are mobile-friendly.
- Surveys are accessed via a direct url or QR code.
- Surveys are immediately available. There is no need to create an account or share personal information.
- *Please ensure Typeform and FormAssembly are not blocked by a school firewall. Your school IT should be able to help.*

**Accessing Results**
- All data is accessible in almost real-time (~12 hour delay).
- School-level data is available via the Erika's Lighthouse portal. Each school professional with a portal account will be provided a unique school-ID they can use to access school-level data. *District level data is available on a launch pilot.*
- A school must have an Erika's Lighthouse portal account to access assessment, survey or evaluation data.
- Assessment, surveys and results can be accessed through the portal in the Data Center or through specific program pages.

**Costs, Ownership and Use**
- All surveys and the technology to collect and redistribute the results is free for any school, anywhere.
- Erika's Lighthouse owns all data collected, along with the surveys, collection process and the technology leveraged to administer and redistribute the information.
- No data collected is sold or used for any for-profit marketing purpose.
- Data is used by Erika's Lighthouse to support and enhance program offerings in schools and demonstrate effectiveness to current and prospective supporters.
- Data may be used for research purposes.

# III.   Data Analysis

Data analysis can often be the most complicated and challenging aspect of reviewing evaluation and survey results. There are many important factors at work. The following guide is designed to provide limited guidance. Additional interpretations and uses exist.

## A.  Tier-1 School Mental Health Assessment

All school professionals that complete the assessment will be provided a formal report with custom recommendations based on the results. In addition, the Erika's Lighthouse Education Team is available to consult with any school around the results and recommended actions.

| **Tier-1 School Mental Health Assessment** | ***Important Information*** |
|---|---|
| ***Assessment Responses*** <br> ● Fully in Place: The program/activity is being implemented according to best practices. <br>   ○ Provide additional information on why you selected this response. <br> ● Partially in Place: Parts of the program/activity are being implemented. <br>   ○ Provide additional information on why you selected this response. <br>   ○ Would you like to consult with Erika's Lighthouse to learn more about improving this response? <br> ● Not in Place: The program/activity not being implemented. <br>   ○ Provide additional information on why you selected this response. <br>   ○ Would you like to consult with Erika's Lighthouse to learn more about improving this response? | [Assessment Link](#) <br> Results Link *(if available)* <br> QR Code to Assessment: <br>  |

**Section 1: Foundational Core**
- 1.1 MTSS: The school has planned and strategized through a mental health task force, wellness committee or similar structure as part of a multi-tiered system of support.
- 1.2 Implementation: The implementation of all programs follows appropriate best practices, as determined by the program's scope and sequence.
- 1.3 Culture Model: The school has created and established a culture and vision for school mental health.

**Section 2: Classroom Education**
- 2.1 Lesson Plans: All students, grades 4-12, are receiving grade appropriate, evidence-informed mental health, depression and/or suicide prevention education.
- 2.2 Referral Card: All students are given an opportunity to speak to a trusted adult through a self-referral process.
- 2.3 Student Voice: Programs are presented using student voice, providing for  diverse, multicultural perspectives that meaningfully engage students through their peers.

**Section 3: Student Empowerment**
- 3.1 Empowerment Clubs: A student-led good mental health club is active in the school.
- 3.2 Student-led Activities: Students are actively using building-wide activities to educate, engage and empower their peers.
- 3.3 Educated Peers: All club members complete learning opportunities to better understand and support their peers.

**Section 4: Family Engagement**
- 4.1 Family Communication: Families are provided information about mental health.
- 4. 2 Family Education: Families are given an opportunity to learn more about mental health through workshops, workbooks and other initiatives.
- 4.3 Family Support: Families are provided with information on how they can contact the school if they are concerned about their child's mental health.

**Section 5: Policy & Staff Development**
- 5.1 School Policy: A mental health task force, wellness committee or similar has established policies and procedures which coordinate mental health through an MTSS framework.
- 5.2 Staff Training: All staff are educated, trained and equipped to act as trusted adults and identify the signs and symptoms of depression and suicide.
- 5.3 Staff Wellbeing: Staff are regularly engaged through good mental health promotions, practices and opportunities.

**Section 6: Schoolwide Campaigns**
- 6.1 Suicide Prevention Week: Awareness activities are taking place during suicide prevention week and/or month in September.

- 6.2 Mental Health Awareness Month: Awareness activities are taking place during mental health awareness month in May.
- 6.3 Mental Health Breaks: Educators are encouraged to use and leverage mental health breaks regularly throughout the school year.

**Section 7: Data-Driven Practices**
- 7.1 School Data: School uses student, family and educator culture surveys to track comparable year over year data on progress.
- 7.2 Program Data: School leverages evaluation data, for each program, to better inform decisions and use.
- 7.3 Data Use: The task force is meaningfully using data to make informed decisions about school culture, program implementation, early identification and connection to care.

## B. School Culture Survey

The School Culture Survey is designed to evaluate a school's culture. It surveys all school stakeholders, including students, school staff, and families. Specific implementation is determined by each school. The survey can be used to guide school communities in all MTSS-based activities, but particularly around mental health and school connectedness.

**Pre-Year** *(first three weeks of school)*
The Pre-Year, completed at the beginning of the school year, will set a baseline for the year's activities and help school professionals determine appropriate programs and interventions.

**Post-Year** *(last three weeks of school)*
The Post-Year, completed at the end of the school year, will provide a data point on any movement from the Pre-Year survey, but also set a baseline for the subsequent school year.

| **School Culture Survey**<br>Results Link *(if available)*<br>*All surveys request Country, State, & School* | | *Early-Year*<br>Survey Link<br>QR Code to Pre-Year: | *Late-Year*<br>Survey Link<br>QR Code to Post-Year: |
|---|---|---|---|
| *Questions & Responses* | *Purpose* | *Interpretation* | *Specific Ideas & Tools* |
| Who are you?<br>● Student<br>● Parent/Guardian/Family Member<br>● School Staff | To gather feedback from all vital stakeholders in a school community. | The survey response tool will display data as a whole as well as break down specific stakeholder responses. | Erika's LIghthouse has programs that positively impact every stakeholder. |
| I feel safe at school.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | To gauge the sense of school safety. | Schools should be safe environments. A high disagreement level with this statement means schools should be more proactive about taking safety seriously. This can encompass physical and mental safety and may include bullying or school violence. | |
| I feel supported at school<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | To gauge the sense of support at school. | Schools should be supportive environments. A high disagreement level with this statement means stakeholders do not feel the school is invested in them personally. | |
| I feel comfortable sharing my ideas and thoughts at school<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | To gauge the sense of openness and willingness to communicate. | Schools should be open learning environments. A high disagreement with this statement means the school should be more open to feedback and listening to stakeholders. | |
| I feel cared about at school<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree* | To gauge the sense of being cared for and important.<br><br>*This question is a version of* | Schools should be caring environments. A high disagreement with this statement means the school needs to be | |

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| • *Strongly Disagree* | *a universal question across all Erika's Lighthouse surveys.* | proactive with demonstrating personal concern. | |
| I feel close to people at school<br>• *Strongly Agree*<br>• *Agree*<br>• *Disagree*<br>• *Strongly Disagree* | School Connectedness<br>To gauge the sense of connectedness.<br><br>*This question is a universal question across all Erika's Lighthouse surveys. It is a version of the YRBS school connectedness data point.* | Schools should be connected environments. A high disagreement with this statement means the school needs to be proactive with building connections between families, staff and students. | |
| I feel comfortable sharing my concerns with someone at school<br>• *Strongly Agree*<br>• *Agree*<br>• *Disagree*<br>• *Strongly Disagree* | To gauge the sense of comfort in speaking with others about concerns. | Schools should be stigma-free zones. A high disagreement with this statement means the school needs to work hard to break down stigmas that may prevent open, supportive dialogue. | |
| I am comfortable talking to a trusted adult at school (student question only)<br>• *Strongly Agree*<br>• *Agree*<br>• *Disagree*<br>• *Strongly Disagree* | To gauge the sense of comfort with talking to a trusted adult. | Schools should be centers of trusted adults. A high disagreement with this statement means the school needs to work hard to help students connect with adults and make themselves available for potentially uncomfortable conversations. | |

| School Level Review | District Level Review | Cross-Survey Results |
|---|---|---|
| Data at a school level should provide interesting insights, particularly for year over year outcomes.<br><br>The Pre-Year survey will help you identify particular areas of strength and challenges. If students feel safe in the school, but not comfortable sharing concerns with someone - there is a strong foundation for the school to advance conversations and reduce stigma around issues.<br><br>The Post-Year survey will help you see any progress you may have made through the year. Have your interventions been effective? Is there more you can do? | Data at a district level can provide even greater insight. While Erika's Lighthouse does not currently support district-level data as a native option, you can certainly feed the raw numbers into a spreadsheet to determine school-by-school results and the larger districts growth. If you are using multi-level, cross-school programming, results should become more pronounced over the years.<br><br>The culture survey will provide a fresh baseline year after year along with an end-year baseline that can also be leveraged. | If your school or district is using multiple survey tools, several of the goals and questions are similar. You'll be able to track student, school, and program-based growth. This is especially true for year-over-year results. A few things that could be considered:<br>• Do students that complete Classroom Education have better connectedness, culture and results than the baseline average?<br>• Do students that participate in Empowerment Clubs see better connectedness, culture and results than the baseline average?<br>• If your school is implementing family workshops, how different are the Pre-Year results to the Post-Year? What other interventions are you leveraging with families?<br>• If you implement staff training, are students identifying more trusted adults at school they would be willing to talk to?<br>• Does using more pillars of Erika's LIghthouse and other programs improve culture and increase success? |

## C. Classroom Education Program Evaluations

Erika's Lighthouse offers three levels of Classroom Education programming. These programs are:
- Level I: We All Have Mental Health (grades 4-6)
- Level II: Depression Awareness (grades 5-9)
- Level III: Depression Education & Suicide Awareness (grades 8-12)

These programs all have 1-4 lesson plans, begin with short videos, and utilize a teacher-led facilitators guide. They also mostly share the same evaluation questions, but through different surveys and QR codes to track individual program results.

| **Level I Program Evaluation** Results Link *(if available)* *All surveys request Country, State, & School* *Classes need to see ~100 responses to make meaningful conclusions around the data.* | | **Pre-Test** Survey Link QR Code to Pre-Year: | **Post-Test** Survey Link QR Code to Pre-Year: |
|---|---|---|---|
| ***Questions & Responses*** | ***Purpose*** | ***Interpretation*** | ***Specific Ideas & Tools*** |
| I can identify the difference between Everyday Feelings vs Overwhelming Feelings. <br>• *Strongly Agree* <br>• *Agree* <br>• *Disagree* <br>• *Strongly Disagree* | Increase Knowledge | There should be an increase in knowledge. However, this is an introductory course introducing new vocabulary, so students may not know there is a difference between everyday feelings vs overwhelming feelings prior to the lessons. | How do you Feel Today? Feeling Thermometer |
| Which of the following are examples of who could be a Trusted Adult (select all that apply): <br>• Teacher <br>• Coach <br>• Parent/Guardian <br>• Mental Health Professional <br>• Religious Leader | Encourage Help-Seeking | There should be an increase in the number of adults selected, as all listed are potential trusted adults. *If there is not an increase, consider a heavier focus on trusted adults.* | Beacon of Hope Door Signs |
| People should talk about mental health <br>• *Strongly Agree* <br>• *Agree* <br>• *Disagree* <br>• *Strongly Disagree* | Reduce Stigma | There should be a increase in this response. Students should feel more open about talking about mental health. *If there is no increase, consider a heavier focus on reducing stigma.* | Mental Health Morning Announcements |
| I am comfortable talking with a trusted adult about my mental health (select all that are true): <br>• At home <br>• At school <br>• In the community <br>• I do not have a trusted adult <br>• I am not comfortable | Normalize Conversations | There should be an increase in the number of responses for at home, school or community. *If there is no increase, the school may need to focus on improving connections between staff and students.* | Help Seeking Worksheet |
| I believe I have the information and ability to take care of my mental health. <br>• *Strongly Agree* | Promote Good Mental Health | There should be an increase in this response. *If not, consider a heavier* | Follow the Footprints (Level I) |

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| • *Agree*<br>• *Disagree*<br>• *Strongly Disagree* | | focus on positive coping mechanisms and student empowerment. | |
| I feel close to people at my school.<br>• *Strongly Agree*<br>• *Agree*<br>• *Disagree*<br>• *Strongly Disagree* | Improve Connectedness | There may be a slight increase in this result. Having difficult conversations can open up people's willingness to talk to someone. *However, connectedness is a larger issue.*<br><br>*This is a universal question across all surveys and evaluations and based on YRBS.* | [Intervention Language for Educators](#) |
| I believe my school cares about me and my mental health.<br>• *Strongly Agree*<br>• *Agree*<br>• *Disagree*<br>• *Strongly Disagree* | Inclusive Culture | There may be a slight increase in this result. Having difficult conversations can open up people's willingness to believe someone cares. *However, culture is a larger issue.*<br><br>*This is a universal question across all surveys and evaluations.* | [Strategies & Tools to Support a Student's Mental Health](#) |
| This program is important and helpful. *Post Only<br>• *Strongly Agree*<br>• *Agree*<br>• *Disagree*<br>• *Strongly Disagree* | Program Value | We would like to see many agree or strongly agree responses on this, but it is ultimately a quality control question for Erika's Lighthouse. | |

| Class Level Review | School Level Review | District Level Review |
|---|---|---|
| Data results for individual classes may provide a very small sample that presents challenges with analyzing. However, if there is enough data, the areas to really look for are around education, help-seeking, stigma reduction, and good mental health. Also take into consideration the use of referral cards, how many students asked to speak with a trusted adult, and compare those numbers to the evaluation results. | Data at a school level should provide interesting insights, particularly if you are using a multi-grade implementation model. You will be able to view the data similar to the class level review (left), but also see growth and changes by grade. As students progress through grade-levels, you should see continued growth and development year after year. | Data at a district level can provide even greater insight. While Erika's Lighthouse does not currently support district-level data as a native option, you can certainly feed the raw numbers into a spreadsheet to determine school-by-school results and the larger districts growth. If you are using multi-level, cross-school programming, results should become more pronounced over the years. |

**Cross-Survey Results**

If your school or district is using multiple survey tools, several of the goals and questions are similar. You'll be able to track student, school, and program-based growth. This is especially true for year-over-year results. A few things that could be considered:

- Do students that complete Classroom Education have better connectedness, culture and results than the baseline average?
- Do students that participate in Empowerment Clubs see better connectedness, culture and results than the baseline average?
- If your school is implementing family workshops, how different are the Pre-Year results to the Post-Year? What other interventions are you leveraging with families?
- If you implement staff training, are students identifying more trusted adults at school they would be willing to talk to?
- Does using more pillars of Erika's LIghthouse and other programs improve culture and increase success?

| Level II Program Evaluation<br>Results Link *(if available)*<br>*All surveys request Country, State, & School*<br>*Classes need to see ~100 responses to make meaningful conclusions around the data.* | | *Pre-Test*<br>Survey Link<br>QR Code to Pre-Year: | *Post-Test*<br>Survey Link<br>QR Code to Pre-Year: |
|---|---|---|---|
| *Questions & Responses* | *Purpose* | *Interpretation* | *Specific Ideas & Tools* |
| I can identify the signs and symptoms of depression<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Increase Knowledge | There should be an increase in knowledge. However, this may be an introductory course introducing new vocabulary, so students may not know what they don't know prior to the lessons. | About Depression Poster |
| Which of the following are examples of who could be a Trusted Adult (select all that apply):<br>● Teacher<br>● Coach<br>● Parent/Guardian<br>● Mental Health Professional<br>● Religious Leader | Encourage Help-Seeking | There should be an increase in the number of adults selected, as all listed are potential trusted adults. *If there is not an increase, consider a heavier focus on trusted adults.* | Trusted Adult Worksheet |
| People should talk about mental health<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Reduce Stigma | There should be a increase in this response. Students should feel more open about talking about mental health. *If there is no increase, consider a heavier focus on reducing stigma.* | Mental Health Morning Announcements |
| I am comfortable talking with a trusted adult about my mental health (select all that are true):<br>● At home<br>● At school<br>● In the community<br>● I do not have a trusted adult<br>● I am not comfortable | Normalize Conversations | There should be an increase in the number of responses for at home, school or community. *If there is no increase, the school may need to focus on improving connections between staff and students.* | Overcoming Barriers to Asking for Help |
| I believe I have the information and ability to take care of my mental health.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Promote Good Mental Health | There should be an increase in this response. *If not, consider a heavier focus on positive coping mechanisms and student empowerment.* | Positive Coping Mechanisms |
| I feel close to people at my school.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Improve Connectedness | There may be a slight increase in this result. Having difficult conversations can open up people's willingness to talk to someone. *However, connectedness is a larger issue.*<br><br>*This is a universal question across all surveys and evaluations and based on* | Intervention Language for Educators |

| | | YRBS. | |
|---|---|---|---|
| I believe my school cares about me and my mental health.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Inclusive Culture | There may be a slight increase in this result. Having difficult conversations can open up people's willingness to believe someone cares. *However, culture is a larger issue.*<br><br>*This is a universal question across all surveys and evaluations.* | Strategies & Tools to Support a Student's Mental Health |
| It is important to seek help for a friend talking about suicide.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Suicide Prevention | We know that most young people that die by suicide have told a friend. We can help promote seeking support from friends. | Say Something Poster |
| This program is important and helpful. *Post Only<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Program Value | We would like to see many agree or strongly agree responses on this, but it is ultimately a quality control question for Erika's Lighthouse. | |

| Class Level Review | School Level Review | District Level Review |
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| Data results for individual classes may provide a very small sample that presents challenges with analyzing. However, if there is enough data, the areas to really look for are around education, help-seeking, stigma reduction, and good mental health. Also take into consideration the use of referral cards, how many students asked to speak with a trusted adult, and compare those numbers to the evaluation results. | Data at a school level should provide interesting insights, particularly if you are using a multi-grade implementation model. You will be able to view the data similar to the class level review (left), but also see growth and changes by grade. As students progress through grade-levels, you should see continued growth and development year after year. | Data at a district level can provide even greater insight. While Erika's Lighthouse does not currently support district-level data as a native option, you can certainly feed the raw numbers into a spreadsheet to determine school-by-school results and the larger districts growth. If you are using multi-level, cross-school programming, results should become more pronounced over the years. |

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- If you implement staff training, are students identifying more trusted adults at school they would be willing to talk to?
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| Level III Program Evaluation<br>Results Link *(if available)*<br>*All surveys request Country, State, & School*<br>*Classes need to see ~100 responses to make meaningful conclusions around the data.* | | Pre-Test<br>Survey Link<br>QR Code to Pre-Year: | Post-Test<br>Survey Link<br>QR Code to Pre-Year: |
|---|---|---|---|
| **Questions & Responses** | **Purpose** | **Interpretation** | **Specific Ideas & Tools** |
| I can identify the signs and symptoms of depression<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Increase Knowledge | There should be an increase in knowledge. However, this may be an introductory course introducing new vocabulary, so students may not know what they don't know prior to the lessons. | Warning Signs & Symptoms |
| Which of the following are examples of who could be a Trusted Adult (select all that apply):<br>● Teacher<br>● Coach<br>● Parent/Guardian<br>● Mental Health Professional<br>● Religious Leader | Encourage Help-Seeking | There should be an increase in the number of adults selected, as all listed are potential trusted adults. *If there is not an increase, consider a heavier focus on trusted adults.* | Trusted Adult Worksheet |
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| I feel close to people at my school.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Improve Connectedness | There may be a slight increase in this result. Having difficult conversations can open up people's willingness to talk to someone. *However, connectedness is a larger issue.*<br><br>*This is a universal question across all surveys and evaluations and based on* | Intervention Language for Educators |

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| | | *YRBS.* | |
| I believe my school cares about me and my mental health.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Inclusive Culture | There may be a slight increase in this result. Having difficult conversations can open up people's willingness to believe someone cares. *However, culture is a larger issue.*<br><br>*This is a universal question across all surveys and evaluations.* | Strategies & Tools to Support a Student's Mental Health |
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| Data results for individual classes may provide a very small sample that presents challenges with analyzing. However, if there is enough data, the areas to really look for are around education, help-seeking, stigma reduction, and good mental health. Also take into consideration the use of referral cards, how many students asked to speak with a trusted adult, and compare those numbers to the evaluation results. | Data at a school level should provide interesting insights, particularly if you are using a multi-grade implementation model. You will be able to view the data similar to the class level review (left), but also see growth and changes by grade. As students progress through grade-levels, you should see continued growth and development year after year. | Data at a district level can provide even greater insight. While Erika's Lighthouse does not currently support district-level data as a native option, you can certainly feed the raw numbers into a spreadsheet to determine school-by-school results and the larger districts growth. If you are using multi-level, cross-school programming, results should become more pronounced over the years. |

**Cross-Survey Results**
If your school or district is using multiple survey tools, several of the goals and questions are similar. You'll be able to track student, school, and program-based growth. This is especially true for year-over-year results. A few things that could be considered:
- Do students that complete Classroom Education have better connectedness, culture and results than the baseline average?
- Do students that participate in Empowerment Clubs see better connectedness, culture and results than the baseline average?
- If your school is implementing family workshops, how different are the Pre-Year results to the Post-Year? What other interventions are you leveraging with families?
- If you implement staff training, are students identifying more trusted adults at school they would be willing to talk to?
- Does using more pillars of Erika's LIghthouse and other programs improve culture and increase success?

## D. Empowerment Club Evaluation

The Empowerment Club Evaluation is designed to gauge the impact of an Empowerment Club on the students in the good mental health club. While Erika's Lighthouse Empowerment Clubs are designed to be tier-1, schoolwide initiatives, we recognize the limitations of schools surveying an entire student population on a singular extracurricular club. Focusing on students of the club can demonstrate the impact on school connectedness, belonging, feeling cared for and how this group can build a broader, more inclusive school community.

*Please know: The School Culture Survey should be the main driver for schoolwide program and resources effectiveness throughout a school year that impacts the student population and other stakeholders.*

| **Empowerment Club Evaluation**<br>Results Link *(if available)*<br>*All surveys request Country, State, & School*<br>This will generate very small sample sizes for individual schools. Data may not be relevant or helpful on a school by school basis. | | *Club Start*<br>Survey Link<br>QR Code to Pre-Year: | *Club End*<br>Survey Link<br>QR Code to Pre-Year: |
|---|---|---|---|
| *Questions & Responses* | *Purpose* | *Interpretation* | *Specific Ideas & Tools* |
| I know about mental health and depression.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Increase Knowledge | There should be an increase in knowledge. However, this may be an introductory course introducing new vocabulary, so students may not know what they don't know prior to the lessons. | Watch Level II or Level III classroom video |
| Which of the following are examples of who could be a Trusted Adult (select all that apply):<br>● Teacher<br>● Coach<br>● Parent/Guardian<br>● Mental Health Professional<br>● Religious Leader | Encourage Help-Seeking | There should be an increase in the number of adults selected, as all listed are potential trusted adults. *If there is not an increase, consider a heavier focus on trusted adults.* | Trusted Adult Worksheet |
| People should talk about mental health<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Reduce Stigma | There should be a increase in this response. Students should feel more open about talking about mental health. *If there is no increase, consider a heavier focus on reducing stigma.* | Mental Health Morning Announcements |
| I would be comfortable talking with a trusted adult about my mental health (select all that are true):<br>● At home<br>● At school<br>● In the community<br>● I do not have a trusted adult<br>● I am not comfortable | Normalize Conversations | There should be an increase in the number of responses for at home, school or community. *If there is no increase, the school may need to focus on improving connections between staff and students.* | Overcoming Barriers to Asking for Help |
| The empowerment club offers tools to promote good mental health habits.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree* | Promote Good Mental Health | There should be an increase in this response. *If not, consider a heavier focus on positive coping mechanisms and student* | Positive Coping Mechanisms |

| | | | |
|---|---|---|---|
| ● *Strongly Disagree* | | *empowerment.* | |
| I feel close to people at my school.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Improve Connectedness | There should be an increase in this result. Students actively engaging with one another and their peers towards a cause will build connectedness..<br><br>*This is a universal question across all surveys and evaluations and based on YRBS.* | Intervention Language for Educators |
| I believe my school cares about me and my mental health.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Inclusive Culture | There should be an increase in this result. Having difficult conversations can open up people's willingness to believe someone cares.<br><br>*This is a universal question across all surveys and evaluations.* | Strategies & Tools to Support a Student's Mental Health |
| This program is important and helpful. *Post only<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Program Value | We would like to see many agree or strongly agree responses on this, but it is ultimately a quality control question for Erika's Lighthouse. | |

| School Level Review | District Level Review | Cross-Survey Results |
|---|---|---|
| Data at a school level should provide interesting insights, particularly for year over year outcomes.<br><br>The Pre-Test survey will help you identify particular areas of strength and challenges. If students feel safe in the school, but not comfortable sharing concerns with someone - there is a strong foundation for the school to advance conversations and reduce stigma around issues.<br><br>The Post-Test survey will help you see any progress you may have made through the year. Have your interventions been effective? Is there more you can do? | Data at a district level can provide even greater insight. While Erika's Lighthouse does not currently support district-level data as a native option, you can certainly feed the raw numbers into a spreadsheet to determine school-by-school results and the larger districts growth. If you are using multi-level, cross-school programming, results should become more pronounced over the years. | If your school or district is using multiple survey tools, several of the goals and questions are similar. You'll be able to track student, school, and program-based growth. This is especially true for year-over-year results. A few things that could be considered:<br>● Do students that complete Classroom Education have better connectedness, culture and results than the baseline average?<br>● Do students that participate in Empowerment Clubs see better connectedness, culture and results than the baseline average?<br>● If your school is implementing family workshops, how different are the Pre-Year results to the Post-Year? What other interventions are you leveraging with families?<br>● If you implement staff training, are students identifying more trusted adults at school they would be willing to talk to?<br>● Does using more pillars of Erika's LIghthouse and other programs improve culture and increase success? |

## E. Family Engagement Evaluation

The Erika's Lighthouse Family Engagement pillar contains many resources for school communities to communicate, educate and support families. However, formal evaluation of resources is difficult. Providing a formal evaluation for the Family Workshops is the most effective measure on program effectiveness and family engagement.

*Please know: The School Culture Survey should be the main driver for schoolwide program and resources effectiveness throughout a school year that impacts families and other stakeholders.*

| **Family Engagement Evaluation** <br> Results Link *(if available)* <br> *All surveys request Country, State, & School* <br> *Please know your school may get survey results from pre-recorded workshops available online.* | | **Pre-Test** <br> Survey Link <br> QR Code to Pre-Year: | **Post-Test** <br> Survey Link <br> QR Code to Pre-Year: |
|---|---|---|---|
| *Questions & Responses* | *Purpose* | *Interpretation* | *Specific Ideas & Tools* |
| I know how to support my young person's mental health. <br> ● *Strongly Agree* <br> ● *Agree* <br> ● *Disagree* <br> ● *Strongly Disagree* | Increase Knowledge | There should be an increase in knowledge. However, this may be an introductory course introducing new vocabulary, so families may not know what they don't know prior to the lessons. | Family Bookmark |
| I identify as being my young person's trusted adult. <br> ● *Strongly Agree* <br> ● *Agree* <br> ● *Disagree* <br> ● *Strongly Disagree* | Encourage Help-Seeking | There should be an increase in the number of adults that feel they are trusted adults. *If there is not an increase, consider a heavier focus on trusted adults.* | Intervention Language for Parents |
| People should talk about mental health <br> ● *Strongly Agree* <br> ● *Agree* <br> ● *Disagree* <br> ● *Strongly Disagree* | Reduce Stigma | There should be a increase in this response. Students should feel more open about talking about mental health. *If there is no increase, consider a heavier focus on reducing stigma.* | Watch Family Workshop I: We All Have Mental Health and/or Family Workshop: Depression & Suicide |
| I feel comfortable having a conversation with my young person if I notice changes in their behavior. <br> ● *Strongly Agree* <br> ● *Agree* <br> ● *Disagree* <br> ● *Strongly Disagree* | Normalize Conversations | There should be an increase in the number of responses that are comfortable talking about mental health. *If there is no increase, consider a stronger focus on education and talking to young people.* | Let's Talk: A Conversation Guide for Families |
| I have tools that I can use to promote good mental health habits in my home. <br> ● *Strongly Agree* <br> ● *Agree* <br> ● *Disagree* <br> ● *Strongly Disagree* | Promote Good Mental Health | There should be an increase in this response. *If not, consider a heavier focus on positive coping mechanisms and in-home activities.* | Good Mental Health Plan |
| I feel close to people at my school. | Improve Connectedness | There should be an | Framework for Inclusive |

| | | | |
|---|---|---|---|
| ● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | | increase in this result. Families actively engaging with one another and school staff will build connections..<br><br>*This is a universal question across all surveys and evaluations and based on YRBS.* | School Culture |
| I believe my school cares about me and my mental health.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Inclusive Culture | There should be an increase in this result. Having difficult conversations can open up people's willingness to believe someone cares.<br><br>*This is a universal question across all surveys and evaluations.* | White Paper - Integrating Mental Health into the Whole School, Whole Community, Whole Child Model for School Health |
| This program is important and helpful.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Program Value | We would like to see many agree or strongly agree responses on this, but it is ultimately a quality control question for Erika's Lighthouse. | |

| School Level Review | District Level Review | Cross-Survey Results |
|---|---|---|
| Data at a school level should provide interesting insights, particularly for year over year outcomes.<br><br>The Pre-Test survey will help you identify particular areas of strength and challenges. Erika's Lighthouse regularly hears that families may be the most resistant to mental health conversations.<br><br>The Post-Test survey will help you see any progress you may have made through the year. Have your interventions been effective? Is there more you can do? | Data at a district level can provide even greater insight. While Erika's Lighthouse does not currently support district-level data as a native option, you can certainly feed the raw numbers into a spreadsheet to determine school-by-school results and the larger districts growth. If you are using multi-level, cross-school programming, results should become more pronounced over the years. | If your school or district is using multiple survey tools, several of the goals and questions are similar. You'll be able to track student, school, and program-based growth. This is especially true for year-over-year results. A few things that could be considered:<br>● Do students that complete Classroom Education have better connectedness, culture and results than the baseline average?<br>● Do students that participate in Empowerment Clubs see better connectedness, culture and results than the baseline average?<br>● If your school is implementing family workshops, how different are the Pre-Year results to the Post-Year? What other interventions are you leveraging with families?<br>● If you implement staff training, are students identifying more trusted adults at school they would be willing to talk to?<br>● Does using more pillars of Erika's LIghthouse and other programs improve culture and increase success? |

## F. Staff Training Evaluation

The Erika's Lighthouse All Staff Training is designed to help school professionals become trusted adults, recognize the signs and symptoms of depression and suicide, and manage mental health crisis intervention in a classroom.

| Staff Training Evaluation<br>Results Link *(if available)*<br>*All surveys request Country, State, & School*<br>*Please know your school may get survey results from pre-recorded workshops available online.* | | Pre-Test<br>Survey Link<br>QR Code to Pre-Year: | Post-Test<br>Survey Link<br>QR Code to Pre-Year: |
|---|---|---|---|
| *Questions & Responses* | *Purpose* | *Interpretation* | *Specific Ideas & Tools* |
| I can recognize the signs and symptoms of depression and suicide in young people.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Increase Knowledge | There should be an increase in knowledge. However, this may be an introductory course introducing new vocabulary, so families may not know what they don't know prior to the lessons. | Warning Signs & Symptoms |
| I identify as being a young person's trusted adult.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Encourage Help-Seeking | There should be an increase in the number of adults that feel they are trusted adults. *If there is not an increase, consider a heavier focus on trusted adults.* | Intervention Language for Educators |
| People should talk about mental health problems<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Reduce Stigma | There should be a increase in this response. Students should feel more open about talking about mental health. *If there is no increase, consider a heavier focus on reducing stigma.* | Primer on Depression |
| I feel comfortable having a conversation with a young person if I notice changes in their behavior.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Normalize Conversations | There should be an increase in the number of responses that are comfortable talking about mental health. *If there is no increase, consider a stronger focus on education and talking to young people.* | Intervention Language for Educators |
| I have tools and resources that I can use to promote good mental health habits.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Promote Good Mental Health | There should be an increase in this response. *If not, consider a heavier focus on positive coping mechanisms and in-home activities.* | Strategies & Tools to Support Student Mental Health |
| I feel close to people at my school.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Improve Connectedness | There should be an increase in this result. Staff actively engaging with one another will build connections..<br><br>*This is a universal question* | Mindful Meetings |

| | | across all surveys and evaluations and based on YRBS. | |
|---|---|---|---|
| I believe my school cares about me and my mental health.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Inclusive Culture | There should be an increase in this result. Having difficult conversations can open up people's willingness to believe someone cares.<br><br>*This is a universal question across all surveys and evaluations.* | [Self-Care Stations](#) |
| This program is important and helpful.<br>● *Strongly Agree*<br>● *Agree*<br>● *Disagree*<br>● *Strongly Disagree* | Program Value | We would like to see many agree or strongly agree responses on this, but it is ultimately a quality control question for Erika's Lighthouse. | |

| School Level Review | District Level Review | Cross-Survey Results |
|---|---|---|
| Data at a school level should provide interesting insights, particularly for year over year outcomes.<br><br>The Pre-Test survey will help you identify particular areas of strength and challenges. Staff are a key first line defense for the identification of mental health issues among young people.<br><br>The Post-Test survey will help you see any progress you may have made through the year. Have your interventions been effective? Is there more you can do? | Data at a district level can provide even greater insight. While Erika's Lighthouse does not currently support district-level data as a native option, you can certainly feed the raw numbers into a spreadsheet to determine school-by-school results and the larger districts growth. If you are using multi-level, cross-school programming, results should become more pronounced over the years. | If your school or district is using multiple survey tools, several of the goals and questions are similar. You'll be able to track student, school, and program-based growth. This is especially true for year-over-year results. A few things that could be considered:<br>● Do students that complete Classroom Education have better connectedness, culture and results than the baseline average?<br>● Do students that participate in Empowerment Clubs see better connectedness, culture and results than the baseline average?<br>● If your school is implementing family workshops, how different are the Pre-Year results to the Post-Year? What other interventions are you leveraging with families?<br>● If you implement staff training, are students identifying more trusted adults at school they would be willing to talk to?<br>● Does using more pillars of Erika's LIghthouse and other programs improve culture and increase success? |

# IV.    Data Mapping

A key benefit of leveraging the Erika's Lighthouse Data Center is the utilization of consistent goals and questions across survey tools. This enables direct one-to-one tracking across key goals or directly comparable data points (questions/responses). These surveys and data points can be used independently or broadly to effectively track progress on goals across a classroom, school or district.

| Survey/Evaluation Tool | School Culture (Baseline) | Education Level I | Education Level II/III | Empowerment Club | Family Workshop | Staff Training | School Culture (Culmination) |
|---|---|---|---|---|---|---|---|
| Increase Knowledge | | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | |
| ⭐ Encourage Help-Seeking | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 |
| ⭐ Reduce Stigma | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 |
| ⭐ Normalize Conversations | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 |
| Promote Good Mental Health | | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | |
| ⭐ Improve Connectedness | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 |
| ⭐ Inclusive Culture | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 |
| School Safety | 🗼 | | | | | | 🗼 |
| School Support | 🗼 | | | | | | 🗼 |
| Peer Intervention | | | 🗼 | | | | |
| Program Value | | 🗼 | 🗼 | 🗼 | 🗼 | 🗼 | |

🗼 *Lighthouses indicate a goal contains a data point (question) in the survey tool.*

⭐ *Gold stars indicate key goals, with data points (questions) included in every survey tool to track progress.*