

Level II Program Evaluation Results Link (if available) <i>All surveys request Country, State, & School</i> <i>Classes need to see ~100 responses to make meaningful conclusions around the data.</i>		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 signs and symptoms of depression <ul style="list-style-type: none"> ● <i>Strongly Agree</i> ● <i>Agree</i> ● <i>Disagree</i> ● <i>Strongly Disagree</i> 	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): <ul style="list-style-type: none"> ● Teacher ● Coach ● Parent/Guardian ● Mental Health Professional ● Religious Leader 	Encourage Help-Seeking	There should be an increase in the number of adults selected, as all listed are potential trusted adults. <i>If there is not an increase, consider a heavier focus on trusted adults.</i>	Trusted Adult Worksheet
People should talk about mental health <ul style="list-style-type: none"> ● <i>Strongly Agree</i> ● <i>Agree</i> ● <i>Disagree</i> ● <i>Strongly Disagree</i> 	Reduce Stigma	There should be an increase in this response. Students should feel more open about talking about mental health. <i>If there is no increase, consider a heavier focus on reducing stigma.</i>	Mental Health Morning Announcements
I am comfortable talking with a trusted adult about my mental health (select all that are true): <ul style="list-style-type: none"> ● At home ● At school ● In the community ● I do not have a trusted adult ● I am not comfortable 	Normalize Conversations	There should be an increase in the number of responses for at home, school or community. <i>If there is no increase, the school may need to focus on improving connections between staff and students.</i>	Overcoming Barriers to Asking for Help
I believe I have the information and ability to take care of my mental health. <ul style="list-style-type: none"> ● <i>Strongly Agree</i> ● <i>Agree</i> ● <i>Disagree</i> ● <i>Strongly Disagree</i> 	Promote Good Mental Health	There should be an increase in this response. <i>If not, consider a heavier focus on positive coping mechanisms and student empowerment.</i>	Positive Coping Mechanisms
I feel close to people at my school. <ul style="list-style-type: none"> ● <i>Strongly Agree</i> ● <i>Agree</i> ● <i>Disagree</i> ● <i>Strongly Disagree</i> 	Improve Connectedness	There may be a slight increase in this result. Having difficult conversations can open up people's willingness to talk to someone. <i>However, connectedness is a larger</i>	Intervention Language for Educators

		<p><i>issue.</i></p> <p><i>This is a universal question across all surveys and evaluations and based on YRBS.</i></p>	
<p>I believe my school cares about me and my mental health.</p> <ul style="list-style-type: none"> ● <i>Strongly Agree</i> ● <i>Agree</i> ● <i>Disagree</i> ● <i>Strongly Disagree</i> 	<p>Inclusive Culture</p>	<p>There may be a slight increase in this result. Having difficult conversations can open up people's willingness to believe someone cares. <i>However, culture is a larger issue.</i></p> <p><i>This is a universal question across all surveys and evaluations.</i></p>	<p>Strategies & Tools to Support a Student's Mental Health</p>
<p>It is important to seek help for a friend talking about suicide.</p> <ul style="list-style-type: none"> ● <i>Strongly Agree</i> ● <i>Agree</i> ● <i>Disagree</i> ● <i>Strongly Disagree</i> 	<p>Suicide Prevention</p>	<p>We know that most young people who die by suicide have told a friend. We can help promote seeking support from friends.</p>	<p>Say Something Poster</p>
<p>This program is important and helpful. *Post Only</p> <ul style="list-style-type: none"> ● <i>Strongly Agree</i> ● <i>Agree</i> ● <i>Disagree</i> ● <i>Strongly Disagree</i> 	<p>Program Value</p>	<p>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.</p>	

Class Level Review	School Level Review	District Level Review
<p>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.</p>	<p>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.</p>	<p>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.</p>

<p>Cross-Survey Results</p> <p>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:</p> <ul style="list-style-type: none"> ● 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?
