



Idaho State
University

Idaho Lives Project: Preventing and Addressing Youth Suicide

Garrett Lee Smith Grant
Supplemental Data Report
July 2021

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Abbreviations

BHCM	Behavioral Health Case Managers
BPA	Behavior Psychology Associates
CADC	Certified Alcohol/Drug Counselor
CDC	Center for Disease Control and Prevention
Gatekeeper Eval	Gatekeeper Training Evaluation
Gatekeeper Survey	Gatekeeper Training Outcomes Survey
GLS	Garrett Lee Smith
IDHW	Idaho Department of Health and Welfare
ILP	Idaho Lives Project
IRH-ISU	Institute of Rural Health-Idaho State University
Hotline Report	Idaho Suicide Prevention Hotline Report
LCP	Licensed Counseling Professional
LCPC	Licensed Clinical Professional Counselor
LCSW	Licensed Clinical Social Worker
LMFT	Licensed Marriage and Family Therapist
LMSW	Licensed Master Social Worker
LPC	Licensed Professional Counselor
LSW	Licensed Social Worker
SAMHSA	Substance Abuse and Mental Health Services Administration
SDE	State Department of Education
RCM Family Survey	Regional Case Manager Services Family Survey
RCM Services Report	Regional Case Manager Services Report
RCM School Survey	Regional Case Manager Services School Survey
Rudd Eval	Assessment and Treatment Training Evaluation
Rudd Survey	Assessment and Treatment Training Outcomes Survey
SIRF	Sources School Suicide Ideation Referral Form
SOS	Sources of Strength
Team Assessment	Sources School Team Assessment
Team Status Report	Sources School Team Status Report
University Report	University Program Summary Report

Project Overview

Idaho is consistently a state with one of the highest suicide rates in the nation. In 2017 it had the fifth highest suicide rate in the nation (22.9 per 100,000 people) with 393 deaths. In 2018 the death rate increased to 23.8 per 100,000 people with 418 deaths, and suicide was the fifth leading cause of death in the state. In 2019 the rate decreased to 20.4 per 100,000 people with 365 deaths. With this year-to-year variation and continued high rates of suicide, there continues to be a need to perform and evaluate activities to address suicide in Idaho.

The Institute of Rural Health at Idaho State University (IRH-ISU) was awarded a continued twelve-month contract from the State Department of Education (SDE) through the Idaho Lives Project (ILP), effective June 15, 2021. The purpose of this work is to analyze, evaluate, and report on data addressing the scope of work and programmatic goals of the Garrett Lee Smith (GLS) Grant. The GLS Grant is focused on preventing and addressing youth suicide in Idaho.

This supplemental data report covers four specific tools (see below) and data from January 1, 2020 – June 1, 2021.

Tool #3: Regional Case Manager Services Report (RCM Services Report)

In the Regional Case Manager Services Report, behavioral health case managers track the activities they undertake in response to a request for support of suicidal students. The goals of these activities are to inform the project about numbers of suicidal youth and assessments, services suicidal youth are receiving, referrals made to whom and where, acceptance for services, types of activities found useful, and if more or different support is needed.

From October 2020 – May 2021, there were 22 active cases in five separate regions of the state (1, 2, 3, 4, and 6) with 208 total contacts and services provided, including 21 interventions. In 15 cases, there was a referral to mental health services. Eleven cases reported services received as a result of the referral, six cases reported services are pending, and five indicated that the child already had a counselor.

Table. October 2020 – May 2021 RCM Services Report Summary

Summary of Monthly ILP/BPA Health Regional Case Management Activity										October 2020 - May 2021		
Total Active Cases		22		Postvention Support		0						
Case Identifier	Date Case Opened	Date Case Closed	Region	Total Contacts & Services Provided	# of Meetings	# of Follow-up Calls/Emails	Interventions	Screening	Assessment	Referred to MH Services?	Services Received as Result of Referral?	Other Services Provided?
ILP-R2-01	10/5/2020	11/2/2020	2	6	1	4	0	1	0	Yes	Yes	CALM
ILP-R3-01	10/21/2020	11/25/2020	3	9	3	3	4	1	0	Yes	Yes	SUD options, counseling referral and Medicaid case management services
ILP-R6-01	10/21/2020	11/25/2020	6	15	2	9	2	1	1	Yes	Pending (on YES wait list)	CALM
ILP-R1-01-004	1/4/2021	2/9/2021	1	5	1	4	2	1	1	No	Child already had a counselor	Two Follow-up calls with counselor

ILP-R6-02-005	1/5/2021	3/2/2021	6	9	1	5	2	1	0	Yes	Pending callback	CALM, Safety Planning, 504 planning with school, follow-up
ILP-R3-02-006	1/25/2021	3/11/2021	3	9	5	4	0	1	0	No	Child already had a counselor	Just the initial meeting in January, follow-up
ILP-R4-01-007	1/28/2021	3/25/2021	4	8	2	5	1	1	1	Yes	Pending callback and finding counselor with openings	Just initial phone call to schedule first meeting, follow-up, safety planning
ILP-R2-02-008	2/3/2021	2/24/2021	2	3	1	2	0	1	1	Yes	Yes	Follow-up
ILP-R6-03-009	2/4/2021	3/3/2021	6	10	1	6	2	1	0	Yes	Yes	Follow-ups, safety planning, CALM, discussed 504/IEP plans
ILP-R6-04-010	2/5/2021		6	48	0	25	4	1	1	Yes	Yes	Extensive service coordination with outside providers and school for when student discharged from hospital
ILP-R4-02-011	2/23/2021	5/11/2021	4	9	1	6	0	1	1	Yes	Yes	CALM, Safety Planning, Service Coordination/ Referrals with counselors and YES program
ILP-R2-03-012	2/25/2021	3/25/2021	2	8	1	5	1	1	0	Yes	Yes	CALM, sent safety plan for family to fill out upon hospital discharge
ILP-R4-03-013	2/26/2021	4/6/2021	4	0	0	0	0	0	0	Yes	Yes	Service Coordination/Referrals with counselors and YES program
ILP-R1-02-014	3/1/2021		1	2	0	6	0	0	0	No	Student already had a counselor	RCM Discussed case with school counselor. Multiple attempts at contacting 18 y.o. student. Case set to close for lack of student follow-up.
ILP-R2-04-015	3/1/2021	3/24/2021	2	24	1	15	2	1	1	Yes	Yes	Extensive service coordination with outside providers and school along with inpatient providers. Hospital, CALM.
ILP-R1-03-016	3/5/2021	4/7/2021	1	4	0	4	0	0	0	No	18 y.o. student missed two assessment appts	Multiple attempts at contacting 18 y.o. student. Case set to close for lack of student follow-up.
ILP-R4-04-017	3/10/2021		4	8	2	6	0	1	0	Yes	Yes	Referrals to mental health providers, equine therapy, art therapy, sensitive hair stylists

ILP-R4-05-018	3/16/2021	5/4/2021	4	2	1	1	0	1	0	No	Student already had a counselor	Student has Medicaid. RCM provided case management and Medicaid navigation services
ILP-R2-04-019	3/24/2021	5/4/2021	2	6	1	5	0	1	0	Yes	Yes	Referrals to multiple mental health counselors and assistance with finding sliding scale fee structure in area with limited therapists
ILP-R4-06-020	3/30/2021		4	20	1	14	1	1	0	Yes	Pending	Extensive service coordination with multiple mental health providers of various modalities and communication with family and school
ILP-R4-07-021	4/23/2021		4	2	0	2	0	0	0	Not Yet	Pending communication with family	Phone call with school, attempt to reach family with interpreter. Waiting on client callback
ILP-R2-05-022	4/30/2021		2	1	0	1	0	0	0	Not Yet	Pending communication with family	Made initial phone calls / waiting on callback from family
TOTAL				208	25	132	21	17	7			

CALM=Counseling on Access to Lethal Means; IEP=Individualized Education Plan; SUD=Substance Use Disorder

Tool #8: Idaho Suicide Prevention Hotline Report (Hotline Report)

Idaho's Suicide Prevention Hotline (ISPH) has served Idahoans since 2012 as Idaho's only statewide nationally accredited crisis line. People can make contact through toll free and local voice, text, and online chat.

During the reporting time period (January 2020 – May 2021), there were 21,488 total inbound contacts (19,930 calls + 1,558 texts/online chats).

Table. Contacts by Type

	1 st Quarter 2020	2 nd Quarter 2020	3 rd Quarter 2020	4 th Quarter 2020	1 st Quarter 2021	Apr-May 2021
Total Calls Received	3231	3001	3497	3408	3919	2874
Texting or Online Chat Interventions	292	144	294	323	253	252
Total Inbound Contacts	3523	3145	3791	3731	4172	3126

Tool #15: Sources Schools Team Assessment (Team Assessment)

The Sources Tool Team Assessment is used by schools to measure the effectiveness of Sources of Strength training and reflects feedback from both peer leaders as well as adult advisors. The team assessment is intended to help teams take a quick look at the overall health and quality of their peer led efforts. The purpose of this tool is to help teams strengthen their efforts by setting goals to achieve sustainability. It includes 13 core categories which are identified as essential for program fidelity and long- term sustainability of the program.

The following team data was collected from May 3, 2021 – June 14, 2021. There were 47 responses. The average number of peer leaders and adult advisors on a team was 25 (range 17-65) and 5 (range 1-18), respectively. The most common range for number of peer leaders was 11-20 (30%), followed by 21-30 and 31-40 (both at 21%). Most teams had 1-5 adult advisors (68%). Sixty-eight percent of teams had been going for 1-2 years.

Table. Team Demographics

Characteristic	n	Percent
Number of Peer Leaders		
1-10	7	14.89%
11-20	14	29.79%
21-30	10	21.28%
31-40	10	21.28%
41-50	4	8.51%
51-60	0	0.00%
61-70	1	2.13%
Did not answer	1	2.13%
Number of Adult Advisors		
1-5	32	68.09%
6-10	12	25.53%
11-15	1	2.13%
16-20	1	2.13%
Did not answer	1	2.13%
Longevity of team (years)		
<1 year	3	6.38%
1-2 years	32	68.09%
3 or more years	9	19.15%
Other	2	4.26%
Did not answer	1	2.13%

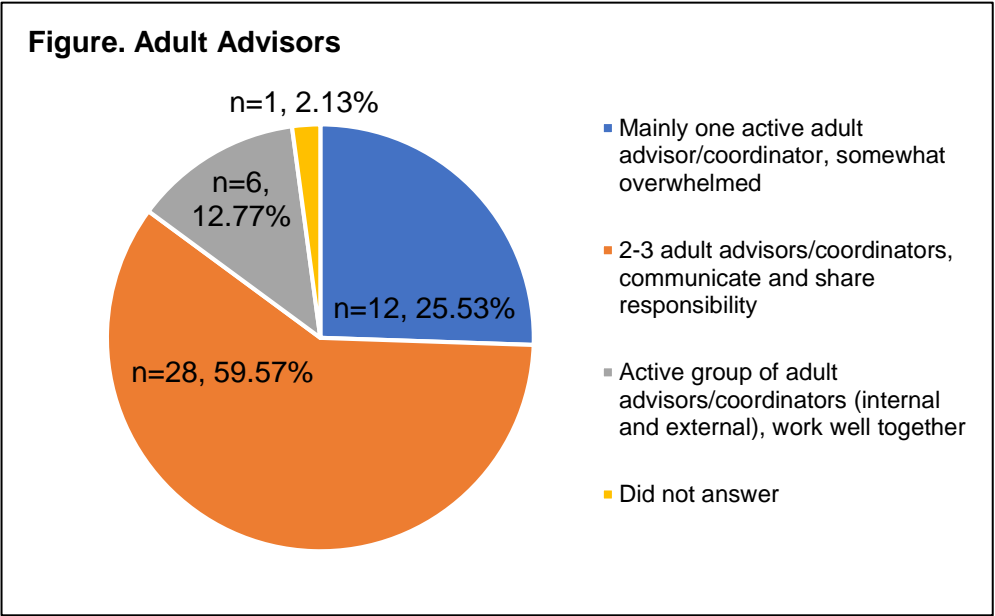
Almost half of programs (47%) reported no partnership support (i.e., not linked with any outside entities, coalitions, or groups) while 38% reported that their programs communicate with other partners about their efforts making them aware of activities. There were positive responses to administrative supports with almost 60% of teams reporting that they were actively supported and a quarter of teams agreeing that their administrator was an active champion.

Table. Support

Type of Support	n	Percent
Partnership		
Not linked with partners	22	46.81%

Communication/awareness	18	38.30%
Shared funding, coordination, and training	3	6.38%
Variety of partners	3	6.38%
Did not answer	1	2.13%
Administrative		
Not supportive	0	0.00%
Passively supportive	6	12.77%
Actively supportive	28	59.57%
Active champion	12	25.53%
Did not answer	1	2.13%

The majority of teams responded positively about their adult advisors/coordinators communicating and sharing responsibility (60%) or working well together (13%). However, nearly a quarter of respondents said their adult advisor was somewhat overwhelmed (26%). No teams reported that their adult advisor/coordinate team did not work well together or did not find the time to coordinate the program.



When considering overall peer teams and leaders, results were mixed.

- In regards to diversity, 57% of teams started with diverse students and have been able to keep over 60% engaged; nearly a quarter reported that teams were extremely diverse for the setting and that they have been able to keep over 75% engaged.
- Most peer leaders (n=28, 60%) waited for adult initiative before pursuing ideas or adult advisors used the peer leaders to initiate adult ideas.
- When asked about staff and other adult presentations, 38% reported no outside presentations followed by 32% reporting one or more presentations and 23% reporting one of more presentations *per semester*.
- Between 3-5 peer leader activities/messaging campaigns were reported by 40% of respondents followed by 38% reporting 1-2 activities/campaigns.
- Peer leaders engaging other students was reported as “active” (i.e., peer leaders have conducted at least 2 interactive activities) by 53% of respondents. Eleven percent reported very interactive activities.

- There was good meeting frequency (at least twice/month) for the first 3 months with many teams showing continued progress after the initial 3 months as well.
- Retention was high with nearly 75% of teams reporting that >50% of peer leaders were trained, involved, and active; 45% reported >75% trained, involved, and active.
- When asked about recognition of peer leaders 38% reported that they received personal recognition and recognition as a group within the school or community; 19% also received public and personal recognition in front of others and that a celebration event for accomplishments had been held. Only 6% of respondents reported little to no recognition for peer leaders.
- When measuring the “fun factor” or enjoyment by the leader, some degree of fun was had by most respondents except 3 that reported peer leaders did not seem to enjoy planning meetings or doing peer to peer activities; 55% reported that peer leaders had fun, 26% reported that they regularly used humor/led fun games, and 11% reported that their peer leader teams were contagious with fun.
- In the area of core messaging activities, nearly half of respondents (49%) listed 1 activity completed followed by 30% reporting 2 activities completed.

Table. Peer Team and Leaders

Characteristic	n	Percent
Team Diversity		
Not very active or diverse	2	4.23%
Active students but not diverse	6	12.77%
Diverse students and able to keep >60% engaged	27	57.45%
Extremely diverse and able to keep >75% engaged	11	23.40%
Did not answer	1	2.13%
Leader Ownership		
Driven by adult advisors	3	6.38%
Wait for adult initiative	28	59.57%
Active facilitators	11	23.40%
High level of ownership	4	8.51%
Did not answer	1	2.13%
Presentations		
No presentations	18	38.30%
At least one presentation	15	31.91%
At least one presentation per semester	11	23.40%
Several presentations including school boards, councils, or admin groups	2	4.23%
Did not answer	1	2.13%
Level of activities/messaging campaigns		
Did not complete	1	2.13%
1-2 activities or campaigns	18	38.30%
3-5 activities or campaigns	19	40.43%
> 5 activities or campaigns	8	17.02%

Did not answer	1	2.13%
Engaging other students		
No engagement	7	14.89%
Non-interactive activities	9	19.15%
At least 2 interactive activities	25	53.19%
Very interactive activities	5	10.64%
Did not answer	1	2.13%
Meeting Frequency		
Did not meet for first 2 months	1	2.13%
Less than once/month for first 3 months	11	23.40%
At least twice/month for first 3 months	17	36.17%
At least twice/month for first 3 months with continued progress	17	36.17%
Did not answer	1	2.13%
Retention		
<25% of original leaders	4	8.51%
25%-50% of original leaders	7	14.89%
>50% trained, involved, active	14	29.79%
>75% trained, involved, active	21	44.68%
Did not answer	1	2.13%
Recognition		
Little or no recognition	3	6.38%
Some verbal recognition	16	34.04%
Personal and group recognition within school or community	18	38.30%
Public and personal recognition, celebration event	9	19.15%
Did not answer	1	2.13%
Enjoyment by peer leader ("fun factor")		
Did not seem enjoyable	3	6.38%
Had fun	26	55.32%
Regularly used humor/led fun games	12	25.53%
Contagious with fun	5	10.64%
Did not answer	1	2.13%
Core messaging activities		
No activities completed	2	4.26%
1 activity completed	23	48.94%

2 activities completed	14	29.79%
All 3 activities completed	7	14.89%
Did not answer	1	2.13%

Three out of 47 respondents requested a call back to discuss questions or concerns about their peer lead efforts.

From the open-ended evaluation question asking about the team’s areas of greatest strength, respondents noted the team’s positivity, enthusiasm, and willingness to work together.

“Many of our peer leaders are enthusiastic and want to plan big events. They want to make a positive impact in our school and community. This year our team had protected meeting time during an advisory period, and that consistency made a huge difference in what we were able to accomplish.”

“We have a high level of student and adult support. People are passionate about Sources of Strength and everything it stands for.”

See **Appendix A** for a complete list of responses.

From the open-ended evaluation question asking about the team’s areas of greatest challenge, respondents noted COVID was a challenge this year along with scheduling.

“The greatest challenge we encountered was the ability to have all peer leaders meet at the same time together and develop connections together due to COVID restrictions.”

“This year was hard. We were on a hybrid schedule so half of our students’ were there one day and half the other. On average we had 7 students present in the Sources class daily that couldn’t interact with the other day students. We tended to have a lot of students out on quarantine so they would miss 2 weeks or start projects and then be gone.”

See **Appendix B** for a complete list of responses.

From the open-ended evaluation question asking what would help the program meet these challenges, respondents noted having a booster training sessions and making Sources into an elective class.

“Next year should go much smoother with the booster trainings as well as an entire year to implement campaigns. We will have a much better idea of what the program is and what to expect next year”

“We would like to make the SoS into a class next year to be able to provide more in-depth training and opportunities for students to lead and plan the campaigns without time constraints.”

See **Appendix C** for a complete list of responses.

Tool #16: Sources Schools Team Status Report (Team Status Report)

The Sources Schools Team Status Report is used by schools to measure the effectiveness of Sources of Strength training and reflects feedback from adult team leaders. The data is used to make improvements in the Sources of Strength program including improvement of school requirements to receive the program, assisting schools with their readiness to benefit from the program, and strategies to increase program fidelity and success.

The following data was collected from May 3, 2021 – June 14, 2021. There were 50 responses to the team status report. Responses were predominantly completed by team leads (n=42, 84%), but adult advisors (n=2, 4%), counselors (n=2, 4%), and other personnel (n=4, 8%) also provided responses.

Team meetings were most often held in person with one-third of respondents reporting meeting once per month. Of note, there were several “other” responses for meeting frequency. More than 80% of meetings were less than 60 minutes (40% less than 30 minutes and 42% 30-60 minutes).

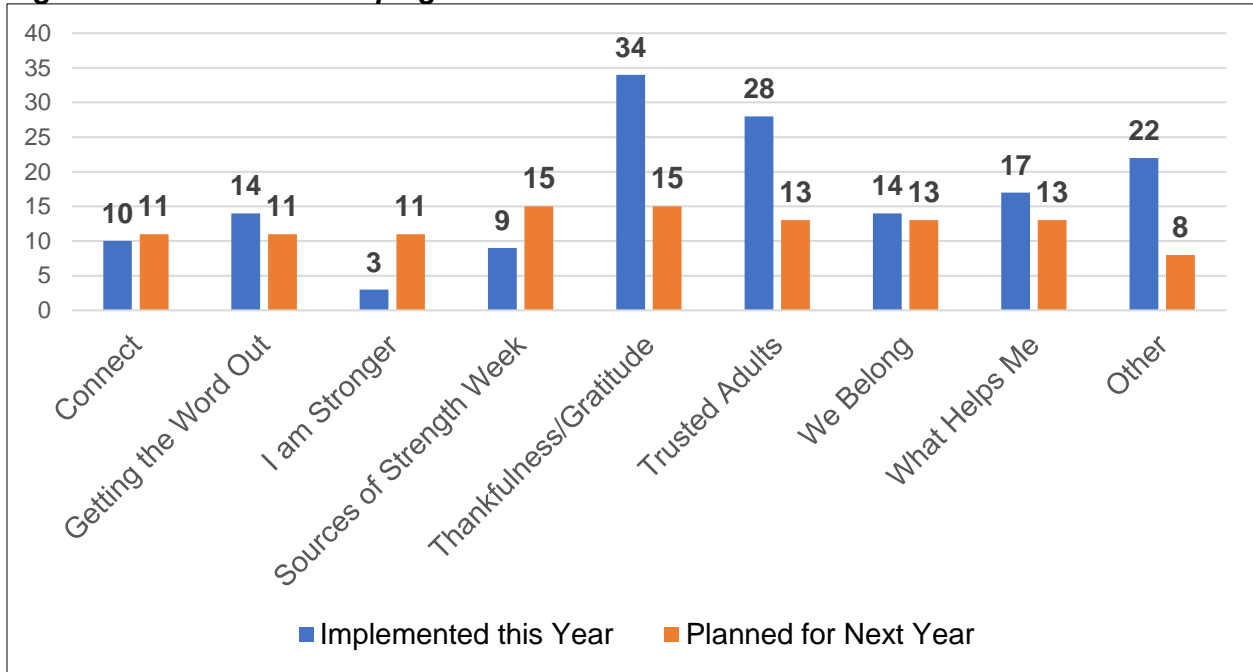
Table. Team Meetings

Characteristic	n	Percent
Method		
In-person	31	62.00%
Hybrid (online and in-person)	13	26.00%
Online	1	2.00%
Did not meet	3	6.00%
Other	2	4.00%
Meeting Frequency		
Once per week	1	2.00%
Twice per week	3	6.00%
Once per month	16	32.00%
Twice per month	10	20.00%
Did not meet	3	6.00%
Other	17	34.00%
Length		
Less than 30 minutes	20	40.00%
30 to 60 minutes	21	42.00%
60 to 90 minutes	5	10.00%
Longer than 90 minutes	1	2.00%
Did not meet	3	6.00%

Two-thirds of (n=33) of activities/campaigns were delivered in-person, but hybrid (n=10, 20%), online (n=1, 2%), and other (n=4, 8%) delivery methods were also used. Two respondents (4%) reported not implementing any activities or campaigns. The most common activities/campaigns implemented this past year were Thankfulness/Gratitude (n=34), Trusted Adults (n=28), and others (n=22). For next year, Thankfulness/Gratitude

is as well as Sources of Strength Week were the two most common items planned for next year (n=15 each). Twenty-nine respondents reported no plans for activities/campaigns for next year.

Figure. Activities and Campaigns*



*Respondents could select all that apply

Figure. Games Played this Year by Teams

Rock/paper/scissors was the preferred game played by teams virtually and in-person.

Table. Games Played this Year by Teams*

Game	n
Virtual	n
Bob Ross or Bust	1
Categories	1
Copycat Commotion	2
Group Charades	5
Heads or Tails	4
Pictionary	2
Quick Change	2
Rock/Paper/Scissors	12
Rollercoaster Or "Yes, Please; No, Thank You"	4
Ya Muted	0
Pterodactyl	0
Social Distance Party	2
Zoom Scavenger Hunt	3
Did not meet online	29
Other	11

In-person	
1-2-3 Look	11
Ball Toss	7
Blizzard	4
Chair Game	8
Cups (Head, Toes, Cup)	7
Dance Master	4
Gotcha/Hot Hands	2
Group Charades	9
Hog Call	0
Jedi Mind Trick	0
Jump In, Jump Out	2
Pterodactyl	2
Quick Change	5
Rock/Paper/Scissors Tournament	17
Thumper	2
Walk Around Cool	8
Yarn Knot	6
Did not meet in-person	4
Other	24

*Respondents could select all that apply

In regards to communication from ILP personnel, 62% (n=31) of respondents said they would like to receive communication once per month. Nine (18%) said when there is something new, seven (14%) said quarterly, two (4%) said once per semester, and one (2%) said once per week. Respondents preferred email as the primary method of communication.

From the open-ended evaluation question asking for some positive changes that occurred because of program implementation, respondents noted increased awareness and connection.

“Creating an awareness of our strengths and the importance of connecting ourselves and those around us to support; building capacity within the peer leader team; I don't think we are as strong as I'd like to be at this point but am hoping to continue building our program!”

“I have seen a group of students from all walks of life decide to make the school better and to try in any way they could. They were not worried about what people might think and they were more aware of what good things were going on in the building. They also tried to make people everywhere feel included.”

See **Appendix D** for a complete list of responses.

From the open-ended evaluation question asking what might be needed to be successful next year, many respondents asked for an in-person training.

“Hopefully we can do the training in person next year. The online training was too long for our students and I ended up losing students due to complaints over not feeling excited after the training.”

“Continued support with check ins from regional people is great. A fall in-person training would be very helpful. We experienced a lot of turnover in student participation from year one to year two and we have many peer leaders that have done no training.”

See **Appendix E** for a complete list of responses.

Appendix A: Open-Ended Responses to Sources Schools Team Assessment #14

Question #14: What are your team's areas of greatest strength?

The students who are involved are young and really excited about continuing the group during a "normal year." We also have done our best to have lots of fun this year despite challenges (games, pizza, tie dye end of year party).
They work together well, have great ideas, and take initiative
Peer Leaders get involved. Have lots of ideas. Help each other.
Positivity and great energy! Good leadership.
Many of our peer leaders are enthusiastic and want to plan big events. They want to make a positive impact in our school and community. This year our team had protected meeting time during an advisory period, and that consistency made a huge difference in what we were able to accomplish.
Caring and compassionate Adult Leaders. Diverse students.
Regular meetings, diversity, and self-motivation.
They are a new team, of young students! The Junior high has never had a program like this and they are super thrilled to be chosen to participate.
The kids are great and very energetic
Our team is willing to do what is asked of them and do it with enthusiasm.
Activities and follow through
Positive, willing to work hard when directed
The peer leaders did well as a core group. They reached out to students individually in an awesome way. They touched the lives of many students personally
Our team's greatest strengths were ability to meet and plan regularly to accomplish several campaigns in a short amount of time.
The ideas of our Peer Leaders/support of our Adult Advisors
Enthusiasm, passion, and showing up.
They are a group of students that truly want to help other.
After completing the training, the group bonded and really seem to enjoy being with other members of the group. They have more ideas than we can keep up with.
We have a very engaging group of students with great ideas but need more time to execute.
The peer leaders want to participate and do things to help other students at the school.
Great students were recruited to be peer leaders. I feel that the upcoming 6th graders will be a great strength to the program next year
Our Adult Advisors are definitely a strength to the program, they are caring and passionate about our students
Our greatest strength is our team wanting to help others. Always thinking about other students and how they are doing.
We have a core of peer leaders who really help facilitate the rest of the group
Those that do attend find a place of belonging and welcome. Our peers work well together and each one contributes to the project/campaign. The students are heard and encouraged to lead.
Our adult leaders are extremely driven and creative

We were able to incorporate our Sources of Strength group into an advisory class - so students were able to meet daily. They could bounce off ideas and work with one another.
They had some personal dramas that they had to work through. Now, they are much more of a cohesive team. They are excited for the activities and are always willing to help with planning and implementing the activities.
Sources of Strength is well accepted and woven into the core of our school. Our peer leaders are positive and enthusiastic. If it were not for covid restrictions this year, we would have been much more active.
Work well together
Our greatest strength as a team is all recognizing there are problem areas within our school and we are all wanting to actively participate to help solve those problems.
We have a high level of student and adult support. People are passionate about Sources of Strength and everything it stands for.
Diversity of student involvement
We have maintained the number of Peer Leaders all year. Once a campaign is decided and planned, students work hard together to make it happen. We all are very excited to put these campaigns on.
Peer Leaders had lots of great ideas for campaigns and activities. Our team had fun at meetings together!
We have a willing and committed group of adult advisers. The students are all engaged and willing to participate in activities
Enthusiasm, passion, and showing up.
We were able to implement some great campaigns this year and students seemed to enjoy what we planned.
Team members were able to work together well.
Commitment to the group and attendance at every meeting. Fantastic adult advisors really helped check in with group members as well as make sure meetings were productive.
Their talents in technology and artistic skill.
Students are involved
We are still building and students are interested in learning more.
Always willing to help out!
Our peer leaders are mostly positive and willing to participate. Our goal was to run 3 campaigns this year but we were only able to do 2.
Diverse. Strong communication.

Appendix B: Open-Ended Responses to Sources Schools Team Assessment #15

Question #15: What are your team's areas of greatest challenge?

Keeping participation from upper classman and sharing responsibility among adult advisors (much of that due to teacher work load this year, not willingness).
In the beginning of the year, we did less activities & classroom presentations due to social distancing. Also, our training was very short.
It appeared there were 8th graders that stopped coming and spread around campus that it was not cool. There were still several 8th graders that came.
Keeping positive with our COVID struggles
It was challenging to get some of our upperclassmen to take a leadership role. We only intentionally did not include any students from our Student Council (with the exception of one student.) We were hoping to create leadership opportunities for students that do not normally seek them, but we did not consider that we might have to coach and teach them to be leaders, so that was difficult. We saw the most enthusiasm and leadership in our younger members, but it was difficult for them to be vocal leaders as 8th and 9th graders.
Getting students to attend regularly in our bi-monthly meetings; handing ownership to student leaders
We got started late. If would have had the whole year we would have done better.
The age is a great strength but also a weakness. They are immature and struggle with being serious during meetings.
Meeting times and finding or making time with so many kids out with sports and activities
Our team's challenges are asking peer leaders to step up without being led mostly by the adult leaders. It would be good to see them step out of the shadows more readily.
Peer Leaders to lead, in high school time is the biggest challenge Adult Advisors do a great job at listening to what the peer leaders want to implement and planning has spread. Spread the word needs to be a strong focus next year. I feel we did well with student council voting, nominations are some great peer leaders in our community Junior Miss was also represented by a peer leader.
Not self- initiating
The greatest challenge was in completing the campaigns.
The greatest challenge we encountered was the ability to have all peer leaders meet at the same time together and develop connections together due to COVID restrictions.
Engaging students, encouraging Peer Leadership to take responsibility/ownership of meetings/events
The ever-evolving COVID schedule was a challenge for all of us. We need to put more fun and humor in our meetings.
Consistent commitment
Time. Being in a small school, everyone is involved in multiple activities, so they don't have a lot of extra time.
Not enough time to get anything done
The greatest challenge was finding time to get the students together and try to get the student to lead more with campaigns and meetings.
This year was super hard being online for more than half of the year. When we transitioned back to being in person, there were so many hurdles to make the campaigns doable with covid precautions. We also seemed to run out of steam and time when we could all plan and be together. We only had a few students who were willing to lead activities.

Our greatest challenge has been timing and scheduling meetings that have the least impact on the student's academic schedule. Another challenge has been the limit on how many students we were able to include in the training this year
This was our first year, so we'll start earlier in the year next year
Time. Being in a small school, everyone is involved in multiple activities, so they don't have a lot of extra time.
Time to get together is difficult. Lunch is the 'best time' but our students want to be with their peers interacting socially. Class time this year especially has been nearly off limits. Students have different schedules so their free periods vary greatly.
Additional staff support is limited to ONE authorized staff. That person had a difficult time participating due to other duties and difficulty begin allowed the time to engage with SOS planning and activities.
This year was hard. We were on a hybrid schedule so half of our students' were there one day and half the other. On average we had 7 students present in the Sources class daily that couldn't interact with the other day students. We tended to have a lot of students out on quarantine so they would miss 2 weeks or start projects and then be gone.
The greatest challenge was having new students join us throughout the year. It created a competition between grade levels and on the amount of effort that each person was contributing to the group.
Meeting time. The only time we can meet in the school day is during our 25- minute Advisory time. We hope to implement changes next year that will give us a bit more time to meet.
This is still new for all of us, still learning
Our greatest challenge as a team is not having the whole year to have met enough times to really get the program off and running. I feel like our team needs more training and AA led groups to really be successful. I also think we need to get our name out there more. I don't think the whole student body knows SOS or what it is.
For next year, it's getting new students involved . . . since our school years were kind of unusual in 2019-20 and 2020-21, our middle school students will all have moved on to high school. We haven't trained some of the younger kids yet.
It was very difficult to get our administration to see Sources of Strength as a needed thing in our school. It was hard to get students out of class.
With the variety of learning environments this year, it was difficult to plan meetings where everyone could be present (in person or online). Once we came back to school in a full capacity, we were able to meet and plan campaigns for the spring. One of the other biggest challenges is getting time with both AA's and PL's. Our AA's are teachers in the building and have classes when we try to meet. So, we farm out their students, but can't do so too often as it is difficult for other teachers to have so many in their rooms. After school is not an option because of bussing. Additionally, after completing this survey, it has helped me to realize that my hope for next year is to have the students step up more in their roles to plan meetings and campaigns. I felt overwhelmed by them this year because a lot of it fell to me. Next year, I will delegate more to students and let them take on more of the work. I would also like to spread the word about SOS more next year, with a beginning of the year assembly (hopefully, we will be able to again!) as well as have students share with staff some of our goals.
Follow-through was the biggest challenge. Students would come up with ideas, we would assign out roles, and projects just wouldn't get completed. I think a big part of this could be due to not having enough meeting time. We only met twice a month for 30 minutes (and sometimes less) by the time every arrived to the meeting.

As I read through the questions, I get the feeling that I don't really have an understanding of how a highly effective Sources of Strength group works. Should we be meeting more than monthly? Should we have leaders within the peer leader group?
The ever-evolving COVID schedule was a challenge for all of us. We need to put more fun and humor in our meetings.
We meet during lunch and as the year progressed we started losing some students.
Our student population needs a lot of training and support to know how to lead activities and plan events and our time just doesn't allow for this. Staff used their ideas but still a lot of the planning and implementation was led by us.
It was challenging to meet with everyone
The lack of autonomy of peer leaders to make things happen was a challenge. They often waited for the adult advisors to do the work for them.
The greatest challenge is COVID limitations this year. Last year and the year before it was much easier to have students work on projects during school.
We started meeting in the Spring, because of COVID and online learning.
Finding Teachers or staff that have the time to be involved, time to meet with the crazy year it has been. Organization of the team and letting students leading Teachers or staff that have the time to be involved.
Sometimes can't coordinate time to help out. Jr High students, don't have rides sometimes, scattered so forget at times, with a shortened school week it has been hard to take them out of class for meetings but because of bussing and tight schedules, meetings outside of the school days are hard.
Meeting frequently and for enough time to play, share, and plan activities. This investment would create a stronger team that is invested in the program with peer leaders who are taking the lead with Adult Leaders facilitating and supporting them. This would also increase the peer leader's contact with the program and put them in a position to more strongly speak out and share with their peers.
Organization.

Appendix C: Open-Ended Responses to Sources Schools Team Assessment #16

Question #16: What would realistically help your Sources of Strength program meet these challenges?

I think just staying strong next year as we come out of the challenges covid presented, even if our group is small. I would love to still have an in person training next year.
A booster training would help
We are making it an elective course.
Keep providing the great resources!
I think we need to be a little more intentional in how we structure meetings so that we teach students to take turns leading activities and meetings. We also might consider more carefully who we choose out of our 11th grade populations since they will naturally be looked to as leaders.
Speaking with other schools who have already gone through the process.
Starting at the beginning of the year and know what the program is from the start.
It will take time, but the more we meet the better we will become a cohesive unit.
a bit more organized and set days. Now we know how to roll it out, we can beef it up a bit
I think assigning leadership roles within the sources peer team might help them take more ownership
More peer leader meetings, again challenge in high school is the time and place to meet outside of class. We have split lunches and it has been up to the Adult Advisors to keep connected
Not sure
Honestly the challenges had to do with the fluctuations in our district that were beyond reasonable control. It was Covid
It would be best to have training in person as a group in order for students to interact with each other and develop stronger connections. However, due to COVID, this was not realistic this year.
Next year should go much smoother with the booster trainings as well as an entire year to implement campaigns. We will have a much better idea of what the program is and what to expect next year
Longer time frames for meetings. We are very purpose-driven in our meetings preparing for our next campaign. I need to make more time for fun.
n/a
Start earlier in the school year. We will also be on a different schedule next year, so it will be easier to rotate the times we meet. Our students miss a lot of school because of other school activities, so teachers complained this year that they were spending too much time outside of class and it was hard for them to teach when they were missing so much class time.
Having a set time every other week for our team to meet and plan activities to have the peer leaders more actively involved
Having more support from the admin./staff and training students how to plan and execute campaigns.
I think as the first year coordinator I overestimated the students capacity at owning/leading activities. I also need to assign more responsibilities to the adult advisors rather than letting them take a passive role. I also struggled myself as the year wore on with using creativity and carving out time when all peer leaders could meet.

We would like to make the SoS into a class next year to be able to provide more in-depth training and opportunities for students to lead and plan the campaigns without time constraints.
This was our first year, so we'll start earlier in the year next year
Our schedule having the flexibility
I would like to see our admin. support and authorize regularly scheduled SOS meetings. These would need to 'interfere' with the teacher/student classroom time - allowing the SOS students to be absent for 30-45 minutes every two weeks. Assignment (freedom from other duties) of additional staff to facilitate the group - at least 2 but 3 would be better.
We need another training where we can bring more people in. We have one scheduled in the fall, but this year has been a disaster
I think that we need to make sure our students who are in Sources are trained and get the word out so we have more students who are joining. The possibility of it being a club is a good idea versus an advisory BUT the time for Adult Advisors isn't there.
We delayed some of the planning and implementing of activities, to go back to team building, so that we could build trust with each other.
We just need to keep problem solving. We hope to be able to split our MS and HS teams, but were not able to this year.
Keep the program going strong
I think if I had more help leading activities, more the planning aspect of things. I want to do more and I want to meet more but doing it by myself can be challenging
For next year, it's getting new students involved . . . since our school years were kind of unusual in 2019-20 and 2020-21, our middle school students will all have moved on to high school. We haven't trained some of the younger kids yet.
If we had a class period dedicated to this or at least advisory time to work on it.
I would love to get more training for new staff that become AA's and new students who become PL's. If we could generate some goals together, that could help us to better plan how we can be more effective.
Making sure we have Adult Advisors on the team that are committed to putting time and effort into making things run. More time for meetings. Adding a few more driven Peer Leaders to the team.
I would like to hear about the things a highly effective group does including their meeting schedule, activities, and how they participate with outside agencies and resources
Longer time frames for meetings. We are very purpose-driven in our meetings preparing for our next campaign. I need to make more time for fun.
We are looking to embed SOS in to our leadership class so we can focus on the leadership skills to plan events and then lead them and built in time and capacity to plan these things. Our leadership class is a representation of every grade level and our student population and I think will help to sustain SOS beyond the grant.
Students are involved in a lot of other extra-curricular activities so making time is always going to be a challenge.
It would be great to have a field guide available for our peer leaders to use. It can give them ideas and feel more involved in the process rather than waiting for adult advisors to start everything off.
Having restrictions lifted and having students back at school 5 days a week.
Not be in online learning.
Staff members are feeling overwhelmed this year. It would be helpful to offer a stipend for their time and recognition from the school for staff and students.

Having an advisory period where we would not be stealing class time for meetings
I would say looking at the possibility of a placing the peer leaders in the same 20 minute Advisory class every day. If not, then meeting for two 20 minute advisory meetings per week would really help.
More time set aside to plan.

Appendix D: Open-Ended Responses to Sources Schools Team Status Report #10

Question #10: Please describe some positive changes resulting from the Sources of Strength implementation at your school. (separate changes by semicolon)

Attitudes and morale improved
I think celebrating May Mental Health Month was really positive. Lots of students were wearing their green "breakthestigma" bracelets and participated on wear green day. I noticed as we returned from virtual learning and the spring approached, more and more students wanted to participate in the meetings.
identifying sources, identifying trusted adults, ideas on how to cope, increased laughter and fun
Peer Leaders created new friends; they learned positive ways to help others
Less bullying; more kindness; more awareness of individual needs; reaching out to Freshmen; celebrating kindness
Students are more aware of suicide resources available in the school and how to report concerns to trusted adults; staff are also more aware of the suicide protocol and procedure.
students from across different grade bands are getting to know one another; specific students in Sources are taking on youth leadership roles; some students have opened up about their struggles thereby normalizing the process
I have seen a group of students from all walks of life decide to make the school better and to try in any way they could. They were not worried about what people might think and they were more aware of what good things were going on in the building. They also tried to make people everywhere feel included.
Our students are excited to join and see what the group is up to. We have about an hour time slot to meet and our group was excited at all they can accomplish during that time.
More Trust with Adults; Positive culture; Open conversations about mental health.
Sources of Strength activities help our students to connect with each other. This was especially needed after coming back from our last school year with early release due to the pandemic; unity; friendship; belonging
Awareness and students being involved. Student council joined Sources and we have a lot of great Adult Advisors who joined which has helped spread the word.
Not sure.
Students had really good visions for improving the social and emotional atmosphere of the school; peer leaders actively engaged their peers.
More connections among students; students identified and connected with trusted adults; students had conversations around mental health
A greater connection/bond between students and peers and students and staff. Also, a shared 'language' and 'culture' in the school.
Creating an awareness of our strengths and the importance of connecting ourselves and those around us to support; building capacity within the peer leader team; I don't think we are as strong as I'd like to be at this point but am hoping to continue building our program!
Peer leaders were really busy with school adjustments so it was a hard 2 years to start this program. The peer leader were positive and did a great job with what they had to work with.
I limited the meetings to only my 8th grader leaders who have been in the program since 6th grade (7 students). This was helpful in that we were able to be very focused as a group and worked well together. They have really developed as leaders and were able to be much more involved in developing and leading the campaigns. Also, rather than trying to include

other staff in the being adult leaders, I took sole responsibility in leading SOS this year. I know it is not ideal but everyone had so much on their plates, doing it this way made it manageable.
I think our students are more likely to come to one of the adult leaders if they have a concern about someone in their class; we tried to do a lot of our school activities in the morning during advisory and during lunch, so it gave our students something different to do during those times. Our paint balloon canvas was especially popular.
Student interest was way higher this year to be in the program itself and strong support in increasing our time we can meet.
Many of our 6th graders got to meet/ become friends with our 7th and 8th graders; more students became aware of Sources of Strength
We had more students report mental health concerns of friends which resulted in more assessments by school social worker
I have seen students reporting more to teachers about concerns they have had for friends. I have seen teachers reach out to students and take a more active role in being a trusted adult. I have seen teachers welcome and seek out our peer leaders presenting campaigns in their classes. I have seen students and teachers participating in our campaigns and showing support for each other.
We have students looking out for other students.
Trusted Adult
Students were able to identify trusted adults; students participated in lessons touching on each piece of the wheel; created a chain after kids identified their family support person; fostered an understanding of what SOS is and how students can identify their supports.
Handful of students involved are gaining a place to lead and have creative ownership.
We collected over 350 pairs of socks for donations to shelters, created SoS painted rocks for a positivity garden that will be continued into next year
I think that Sources can be a good outlet for a lot of our students but that we need more students who are motivated to get the work done and start projects.
Students are beginning to take pride in their school. They are more welcoming to new students. They had to work through some personal drama with each other to be better teammates. The students are actively involved in planning and implementing the activities and seem to have more confidence.
I believe we have reduced the stigma of talking about mental health, or students use the language of "positive friend" "trusted adult" "healthy activity" freely and as part of regular conversation, students seem to understand the importance of connecting other students to trusted adults with difficult situations
bringing different groups together, all working for the same goal
From the Peer Leaders, I have seen them step up and communicate clearly on concerns they see from friends or peers. Because of the training they have received, they are more likely to come to me or another trusted adult with concerns they witness while in school, but especially through social media.
Students have access to trusted adults; students are identifying coping skills that help them; students help each other and stop bullying; students feel comfortable at our school and feel cared about
Inclusion; Connection; Sense of Belonging; Adults became "safe:
Other students want to be a part of sos and look forward to being leaders
Last year: Better connections between students and staff, stronger peer relationships

<p>Although this was a challenging year, we worked hard to try to remind kids how adaptable and strong they are; The three grade levels that make up our SOS teams worked together, problem solved, and created new and lasting friendships; SOS students who tend to follow, took opportunities to become leaders</p>
<p>For our "We Belong" campaign the students organized games and activities at lunch one day. We had a tug-of-war rope, parachute, bubbles, sidewalk chalk, etc. A teacher overheard a student say, "If school was always this fun I would be more motivated to do things."; teachers displayed "Trusted Adult" signs as well as a rainbow sign that say "Diverse, inclusive, accepting, welcoming, safe space for everyone." Several students commented on how they were happy we had these signs to make everyone feel like they belong; I also think it was a very positive experience for students chosen as peer leaders and we were able to see them step up, get involved, and feel like they had a purpose</p>
<p>We had three school-wide campaigns that involved all students</p>
<p>More connections between peers; more open communication about difficult topics; leadership opportunities for diverse students.</p>
<p>Our student body really engaged in the activities we planned this year.</p>
<p>Students are recognizing that it is ok to have struggles, it is ok to feel sad, anxious, etc. That is why we look for sources of Strength to help us with our challenges. Students are referring friends to come talk to me.</p>
<p>It was nice to have everyone back in school. Students were really excited to be around their peers again. Many wrote down who their trusted adult was when the "Trusted Adult" campaign was implemented.</p>
<p>A school closet/pantry is in the works; schoolwide Kindness assembly; Community clean up activity</p>
<p>I think the peer leaders we've had over the last two years have bonded.</p>
<p>Positive Messages throughout school, getting the word out about Sources of Strength at middle schools.</p>
<p>Students felt involved with other students; Students supported for each other</p>
<p>Culture of reporting; use of common verbiage for coping w/ mental health concerns by using strengths; students have to go to program for resilience that all other mental/ emotional/ personal/ social health problems can be discussed</p>

Appendix E: Open-Ended Responses to Sources Schools Team Status Report #11

Question #11: This was a hard year for everyone. Please let us know what your Sources of Strength team might need from the Idaho Lives Project to be successful next year.

In person visit-our high schoolers missed ILP staff
I would like us to have a Booster training in person. With such a weird year, I feel like our participation went down and our peer leaders were mostly under classmen. As they become upper classmen, I'd love them to have the opportunity for a full in person training.
A booster training would be helpful.
n/a
Your continued support!
Continued support with check ins from regional people is great. A fall in-person training would be very helpful. We experienced a lot of turnover in student participation from year one to year two and we have many peer leaders that have done no training.
Guidance on how to slowly transition the ownership to students
My kids would like more ideas on how to get participation from those not in the program.
We would love an in-person visit!
More ideas would be helpful.
In person trainings are always helpful and needed.
Training will be exciting and fun next year. This year training was our biggest challenge.
Not sure.
Cannot think of anything at this time.
A better plan on how to meet and develop stronger connections amongst Peer Leaders. Having some students online and some students in person, made it hard for all Peer Leaders to develop relationships.
More specific examples of how to implement the campaigns listed here (https://sourcesofstrength.org/peer-leaders/resources/) online/in the virtual world.
We are looking forward to an in-person peer leader training early next school year from you all! I have appreciated the communication and support from our regional coordinator, Jeni Griffin! Next year, Tami Saunders will be the school counselor at the junior high and will be replacing me. She is a school counselor at the high school but will also need and want to participate in the peer leader training at the beginning of next year. I'm hoping to be involved in the transition as well.
Nothing at this time
We did not hold a peer leader training this year and did not recruit new students. Next year, we may need help facilitating the training. I think we will be able to recruit students but I would like support with training them, if possible.
Better received by our middle school students than high school; need to do a better job with that next year; hard to find enough time to do activities-calendar is always jam packed it seems.
We do not necessarily need anything from you... it would be needing to arrange more time within our school to be successful
I can't think of anything right now.
Hopefully we can do the training in person next year. The online training was too long for our students and I ended up losing students due to complaints over not feeling excited after the training.

We could use more training with both the Adult Advisors and Peer Leaders. We would like to make some changes as to how we implement the program at our school.
In person training?
activities to help students to connect even when in isolation
NA
We continue to struggle with adult leadership and school support in the form of time to meet and pull students from scheduled classes; students have multiple conflicts in availability - making it nearly impossible to meet as complete team; staff not able to participate, meet and plan due to other duties.
Training for new peer leaders. I have lost almost all of the leaders from last year.
I think that having a full in person training would be very helpful. Having a half in person half online for students made it very difficult.
I think that we are in a good place to bring new kids into the program.
I can't think of anything, we just hope that covid restrictions are not needed as much and we can be more interactive with activities. Also see question #4, my answer to "Other" is the accurate choice, but the form made me select another option.
This is a new program for us, so any updates and information is appreciated.
I would love to have even more 1/2 day or all day trainings with our AA's and PL's. It was so successful and they really learned so much.
It would be great for us to have a new training. This year, our last group of fully-trained peer leaders will be graduating from our school. We can do a training, but if it's possible to have help, we would love to have a full day of training!
We just had a difficult time getting our peer leaders to meetings because of missed class time. We do not have an advisory for them to attend.
Just a kick in the pants to get rolling! Honestly, a monthly reminder or suggestion would be so helpful as time is flying so fast for me!
We might have you come and host some team building activities if possible. Again, kind of a restart.
As our 8th graders leave and we have some big staff changes, I think it would be very beneficial to have another fall training- for the vets and something to include new students who are part of the team and new staff members.
I think the Idaho Lives Project gave us all the tools we need. In order to have success next year our main goal will be to find more time to meet together.
I would like an increased amount of information about anxiety and ways to deal with it.
An in-person reboot training. If doesn't have to be all day. Even just 2-3 hours. It would help us get back on track.
Nothing in particular. We are discussing a change to our structure to have more time and planning with our students.
I am not sure. I have been really grateful for this program. Our students are excited for meetings, and several give up extra lunch recesses to complete projects relating to Sources of Strength.
We had a good year. Everyone was excited to experience normalcy.
I am unsure of what we may need for next year
I don't know that there is anything you can do. It was most difficult being in a hybrid situation where students were only here for 2 days a week. Their time at school was precious and could not be interrupted. Now that students are back 4 days a week the stress is less and I'm much more able to visit with students.
Training for our adult advisors

N/A

What we need is more time to meet in a shortened week schedule but that is not up to ILP so we are working as a school to add in a Flex/ Advisory time to meet.