our minds matter

2022-23

End of Year Program Evaluation

High School

High School Program

Impact Data

Summary of Findings

Exit Poll Response Rate

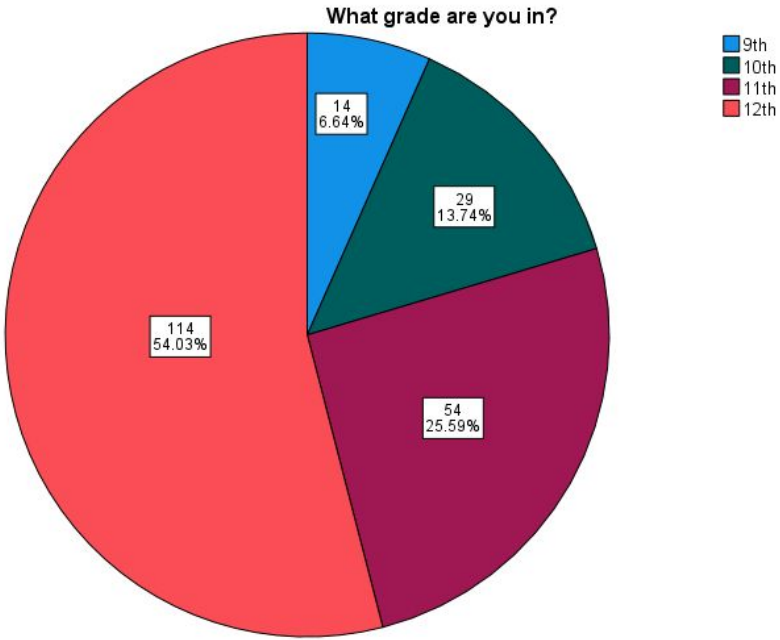
- Total number of responses received (N) = 211
  - DCPS: 9
  - Non-DCPS: 202
- 1974 unique OMM participants (with emails provided) received invitation to participate in survey
  - ~ 235 email invitations were bounced back (invalid email, inbox was full, email blocked, etc.)
  - Approx. 1739 emails were delivered
  - **Response rate = ~12.1%**

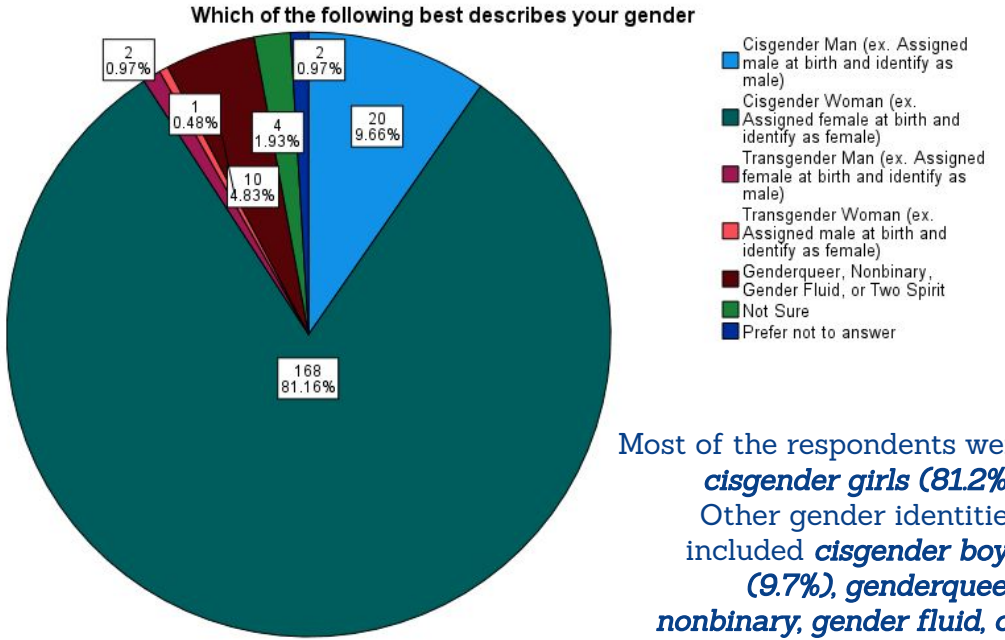
Demographics

	# of Respondents	Percent
FCPS	**94**	**44.50%**
Annandale High School	3	
Chantilly High School	7	
Edison High School	12	
Falls Church High School	1	
Hayfield Secondary School	6	
Herndon High School	4	
Justice HIgh School	8	
Langley High School	8	
Madison High School	1	
Marshall High School	11	
Mclean High School	3	
Mount Vernon High School	4	
Oakton High School	9	
Robinson Secondary School	1	
South Lakes High School	4	
Thomas Jefferson High School for Science and Technology	3	
West Potomac High School	8	
Woodson High School	1	
MCPS	**62**	**29.40%**
Bethesda Chevy Chase High School	3	
Clarksburg High School	2	
Montgomery Blair High School	2	
Northwood High School	3	
Poolesville High School	13	
Quince Orchard High School	8	
Richard Montgomery High School	5	
Sherwood High School	1	
Thomas S. Wootton High School	6	
Walt Whitman High School	2	
Walter Johnson High School	1	
Watkins Mill High School	16	
DCPS	**9**	**4.30%**
Ballou High School	1	
Benjamin Banneker High School	4	
Columbia Heights Educational Campus	2	
Eastern High School	1	
School Without Walls High School	1	
Other DMV	**12**	**5.70%**
Bishop O'Connell High School	1	
Courtland High School	2	
Gainesville High School	2	
Meridian High School	2	
North Point High School	3	
Patriot High School	2	
Non-DMV/International Schools	**34**	**16.10%**
Archbishop Ryan High School	1	
Chardon High School	1	
Coffee County Central High School	2	
Farmington High School	1	
Fremont High School	1	
Harmony Science Academy El Paso	3	
New Foundations Charter School	2	
North Hollywood High School	2	
Ocean City High School	2	
Ocean Lakes High School	8	
Santa Susana High School	6	
Sioux Center High School	2	
Tahlequah High School	1	
The Columbus School	1	
Willows High School	1	
Total	**211**	

Demographics

Majority of respondents were in ***12th (54.0%)*** and ***11th (25.6%) grade***

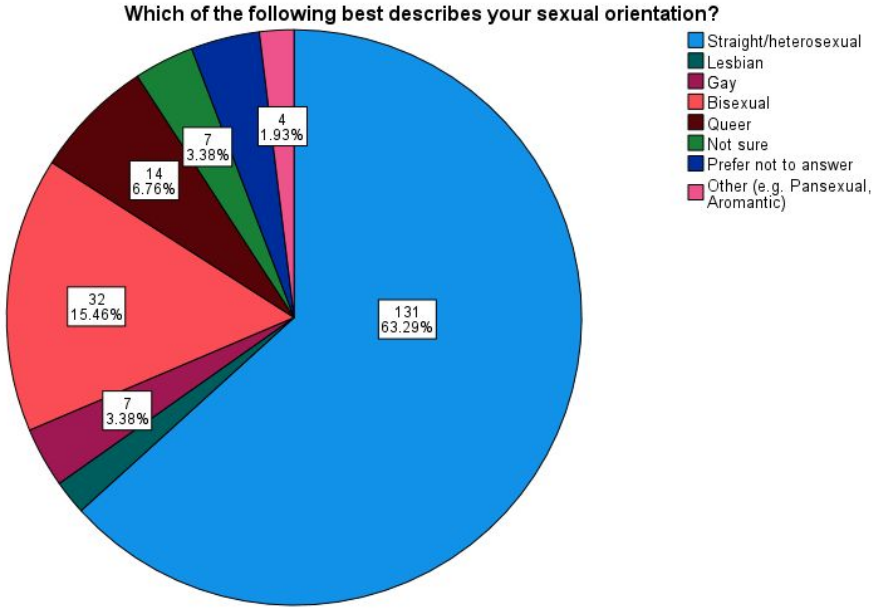




About 3.0% of respondents chose not to answer or reported feeling unsure of their gender identity.

Most of the respondents were ***cisgender girls (81.2%)***. Other gender identities included ***cisgender boys (9.7%), genderqueer, nonbinary, gender fluid, or Two Spirit (4.8%), transgender man (1.0%)*** and ***transgender woman (0.5%)***

Demographics



36.7%

Of respondents identified as part of LGBQ+ community

Bisexual: 15.5%

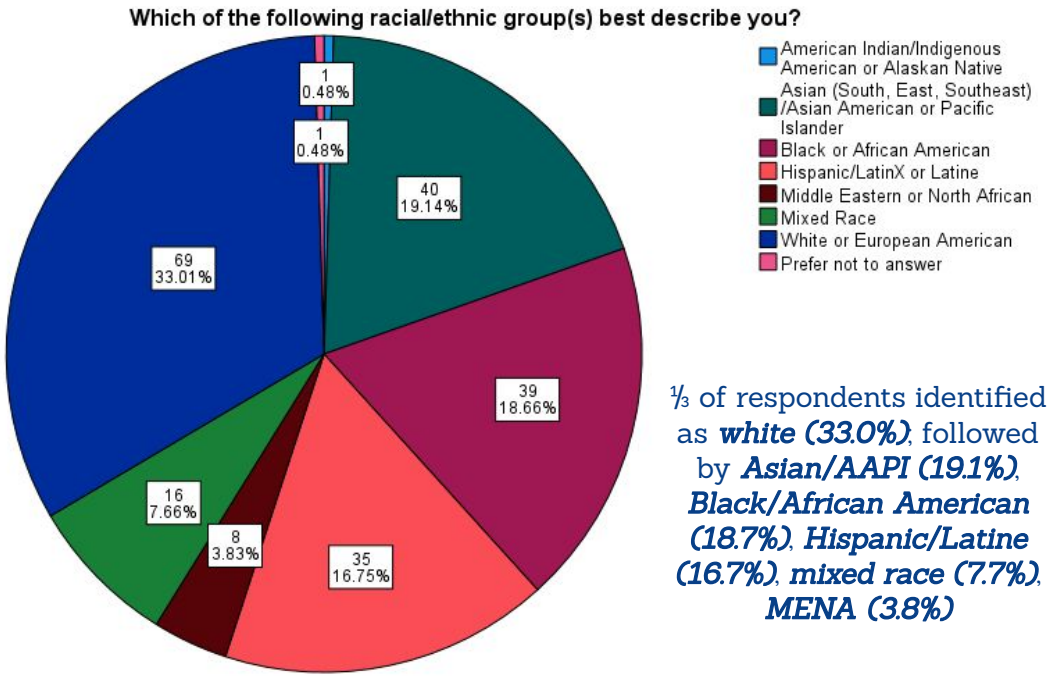
Queer: 6.8%

Gay: 3.4%

Lesbian: 1.9%

Other (e.g. pansexual, aromantic): 1.9%

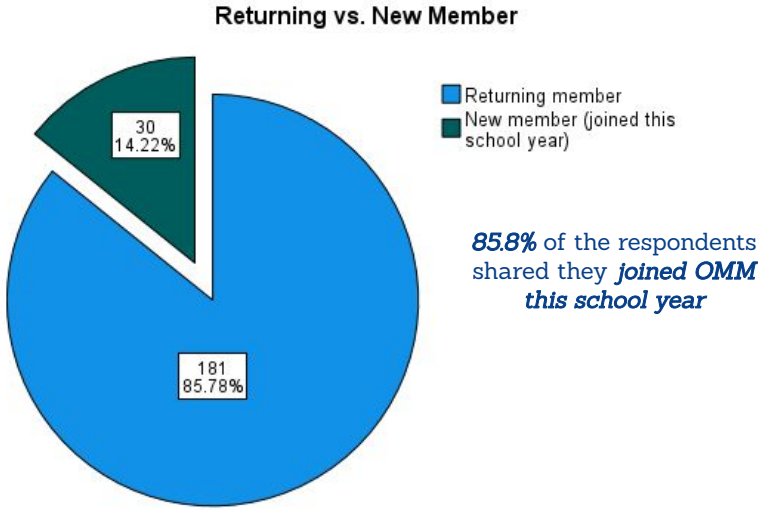
Demographics



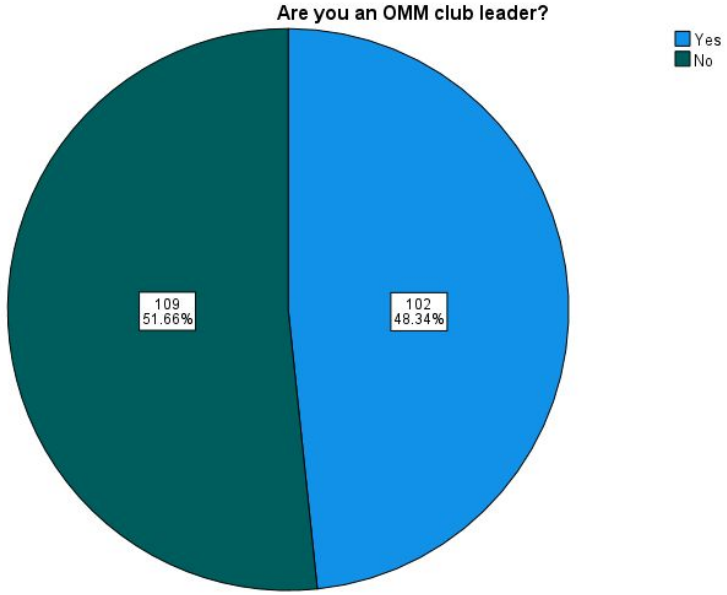
⅓ of respondents identified as ***white (33.0%)***, followed by ***Asian/AAPI (19.1%)***, ***Black/African American (18.7%)***, ***Hispanic/Latine (16.7%)***, ***mixed race (7.7%)***, ***MENA (3.8%)***

	# of Respondents	Percent
FCPS	**94**	
Asian (South, East, Southeast)/Asian American or Pacific Islander	**21**	**22.3%**
Black or African American	12	12.8%
Hispanic/LatinX or Latine	**14**	**14.9%**
Middle Eastern or North African	6	6.4%
Mixed Race	8	8.5%
White or European American	**31**	**33.0%**
Prefer not to answer	1	1.1%
N/A	1	1.1%
MCPS	**62**	
Asian (South, East, Southeast)/Asian American or Pacific Islander	10	16.1%
Black or African American	**13**	**21.0%**
Hispanic/LatinX or Latine	**12**	**19.4%**
Mixed Race	3	4.8%
White or European American	**23**	**37.1%**
N/A	1	1.6%
DCPS	**9**	
Black or African American	**7**	**77.8%**
Hispanic/LatinX or Latine	1	11.1%
Mixed Race	1	11.1%
Other DMV	**12**	
Asian (South, East, Southeast)/Asian American or Pacific Islander	1	8.3%
Black or African American	2	16.7%
Hispanic/LatinX or Latine	1	8.3%
Middle Eastern or North African	1	8.3%
Mixed Race	1	8.3%
White or European American	**6**	**50.0%**
Non-DMV/International	**34**	
American Indian/Indigenous American or Alaskan Native	1	2.9%
Asian (South, East, Southeast)/Asian American or Pacific Islander	**8**	**23.5%**
Black or African American	5	14.7%
Hispanic/LatinX or Latine	**7**	**20.6%**
Middle Eastern or North African	1	2.9%
Mixed Race	3	8.8%
White or European American	**9**	**26.5%**
Total	**211**	

Demographics



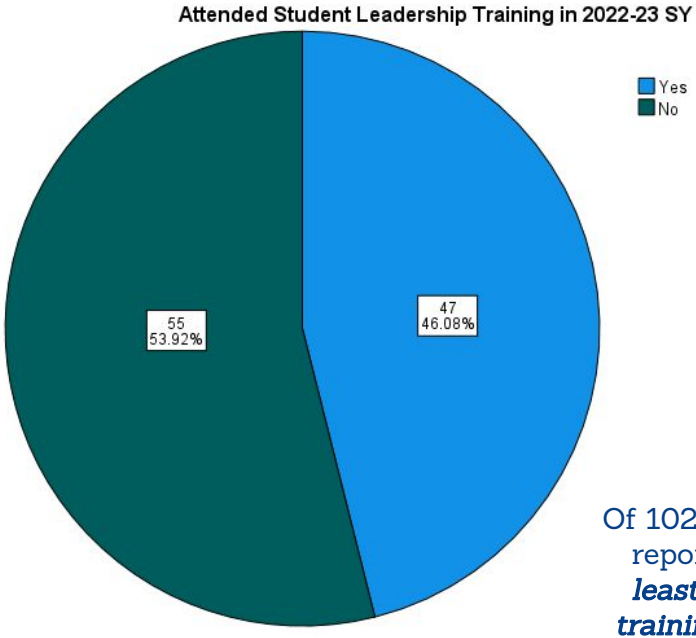
85.8% of the respondents shared they ***joined OMM this school year***

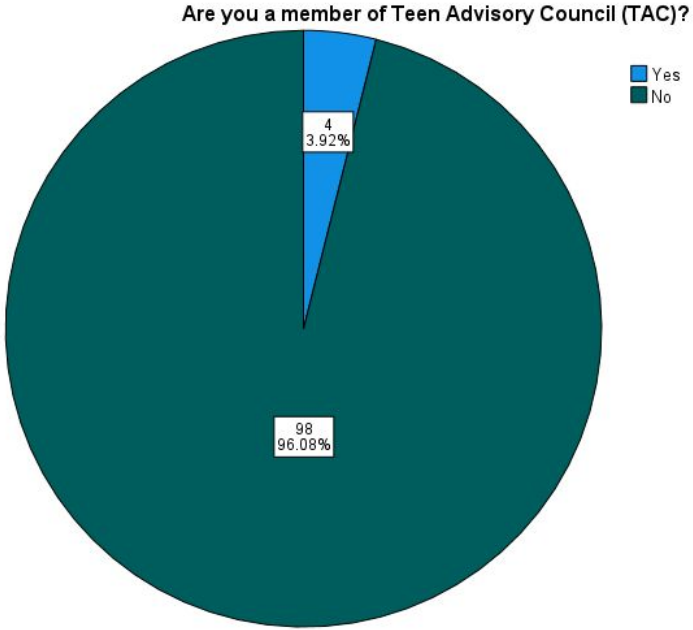


Average length of time with OMM (in year) = 1.75
[SD = .92; min = .5; max = 4.5]

48.3% of respondents identified as an OMM ***Club Leader***.

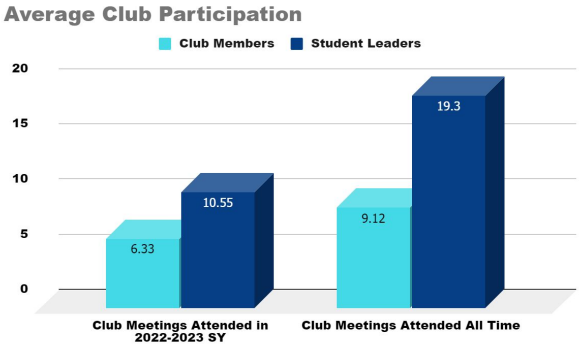
Student Leadership (n = 102)





Of 102 club leaders, about ***46.1%*** reported having ***attended at least one student leadership training event*** this past school year and ***3.9%*** indicated that they are a ***member of TAC.***

Club Participation



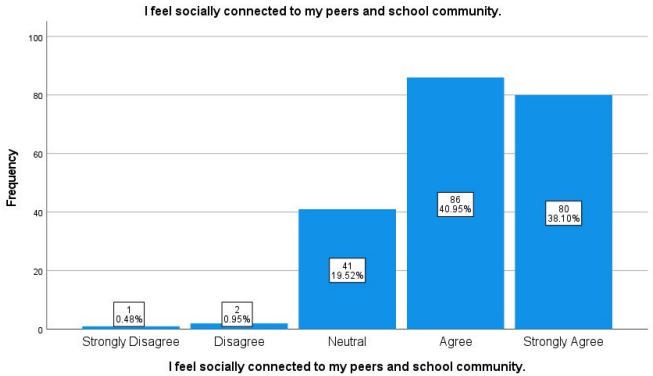
	Club Member (n = 109)			Club Leader (n = 102)			Full Sample (N=211)
	Mean (SD)	*Min*	*Max*	*Mean (SD)*	*Min*	*Max*	*Mean (SD)*
# of Club Meetings Attended in 2022-2023 SY	**6.33** (5.05)	1	30	**10.55** (8.09)	2	>40	**8.37** (7.01)
# of Club Meetings Attended All Time	**9.12** (9.01)	1	50	**19.30** (13.07)	1	>50	**14.04** (12.24)
# of Leadership Planning Meetings	-	-	-	**6.75** (6.57)	1	>40	-

Program Outcomes

Social Connectedness

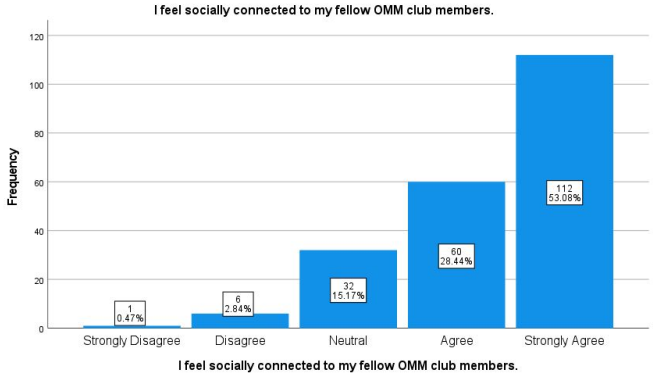
I feel socially connected to my peers and school community

- % Strongly Agree/Agree = 79.1%
  - *FCPS (n=93): 82.8%*
  - *MCPS (n=62): 79.0%*
  - *DCPS (n=9): 55.6%*
  - *Other DMV (n=12): 83.3%*
  - *Non-DMV (n=34): 73.5%*



I feel socially connected to my fellow OMM club members

- % Strongly Agree/Agree = 81.5%
  - *FCPS (n=94): 84.0%*
  - *MCPS (n=62): 79.1%*
  - *DCPS (n=9): 66.6%*
  - *Other DMV (n=12): 91.6%*
  - *Non-DMV (n=34): 79.5%*

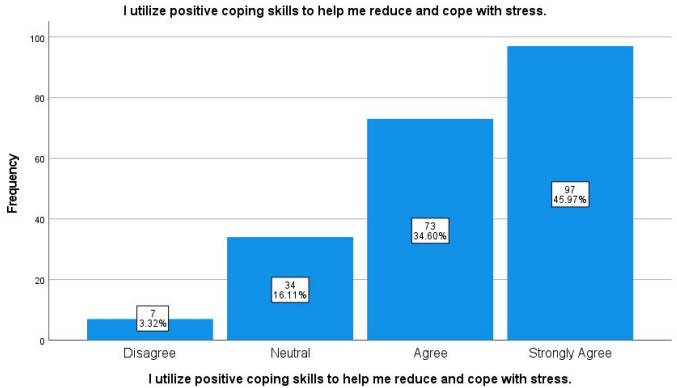


Program Outcomes

Positive Coping & Healthy Habits

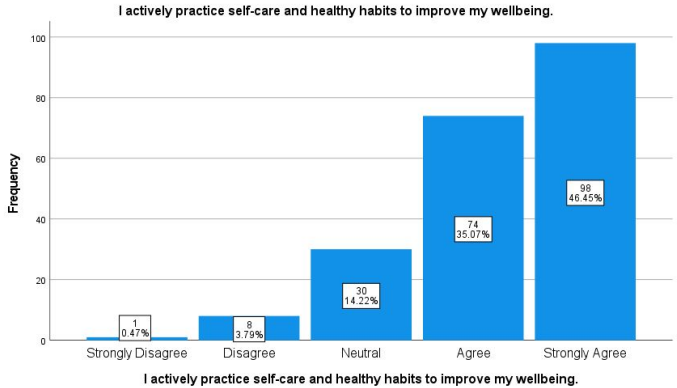
I use positive coping skills to help me reduce & cope with stress

- % Strongly Agree/Agree = 80.6%
  - *FCPS (n=94): 89.4%*
  - *MCPS (n=62): 80.6%*
  - *DCPS (n=9): 44.4%*
  - *Other DMV (n=12): 83.3%*
  - *Non-DMV (n=34): 64.7%*



I actively practice self-care & healthy habits to improve my wellbeing

- % Strongly Agree/Agree = 81.5%
  - *FCPS (n=94): 86.2%*
  - *MCPS (n=62): 82.3%*
  - *DCPS (n=9): 55.6%*
  - *Other DMV (n=12): 75.0%*
  - *Non-DMV (n=34): 76.5%*

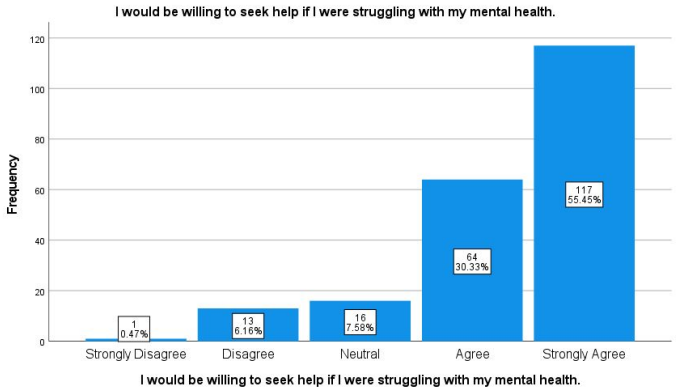


Program Outcomes

Help-Seeking

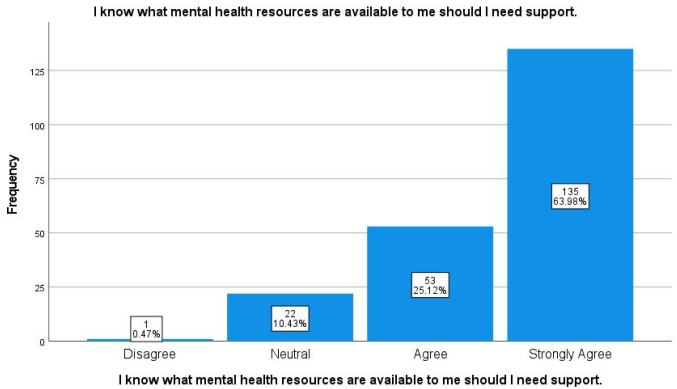
I would be willing to seek help if I were struggling with my mental health

- % Strongly Agree/Agree = 85.8%
  - *FCPS (n=94): 92.5%*
  - *MCPS (n=62): 88.7%*
  - *DCPS (n=9): 33.3%*
  - *Other DMV (n=12): 58.4%*
  - *Non-DMV (n=34): 85.3%*



I know what mental health resources are available to me should I need support

- % Strongly Agree/Agree = 89.1%
  - *FCPS (n=94): 94.7%*
  - *MCPS (n=62): 90.3%*
  - *DCPS (n=9): 66.6%*
  - *Other DMV (n=12): 83.3%*
  - *Non-DMV (n=34): 79.4%*

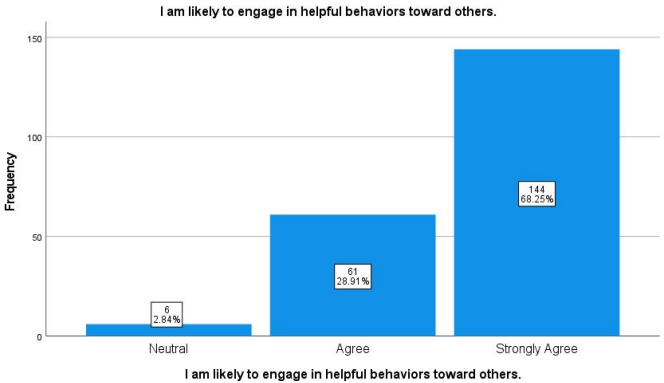


Program Outcomes

Prosocial Skills

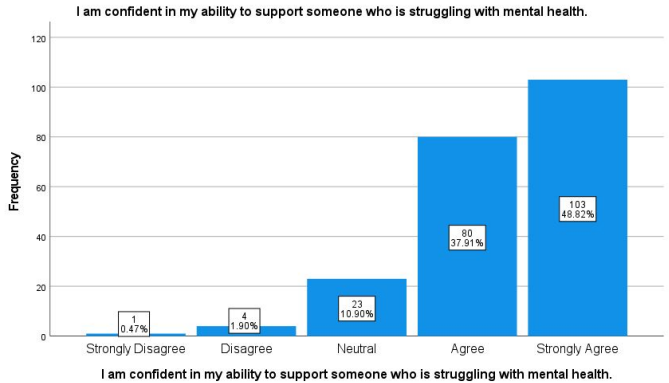
I am likely to engage in helpful behaviors toward others

- % Strongly Agree/Agree = 97.1%
  - *FCPS (n=94): 100.0%*
  - *MCPS (n=62): 100.0%*
  - *DCPS (n=9): 77.7%*
  - *Other DMV (n=12): 75.0%*
  - *Non-DMV (n=34): 97.1%*



I am confident in my ability to support someone who is struggling with mental health

- % Strongly Agree/Agree = 86.7%
  - *FCPS (n=94): 89.3%*
  - *MCPS (n=62): 92.0%*
  - *DCPS (n=9): 66.6%*
  - *Other DMV (n=12): 75.0%*
  - *Non-DMV (n=34): 79.4%*

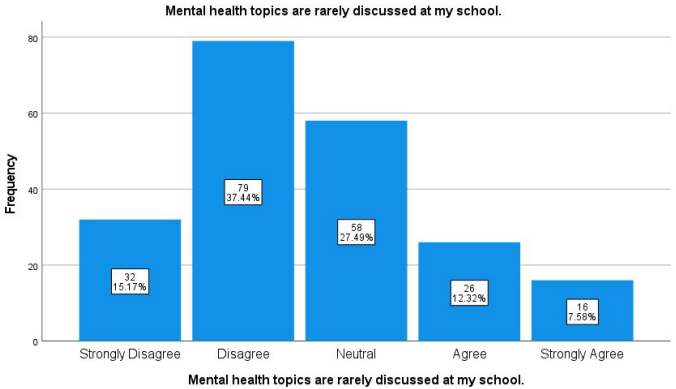


Impact

School Culture & Individual Mental Health

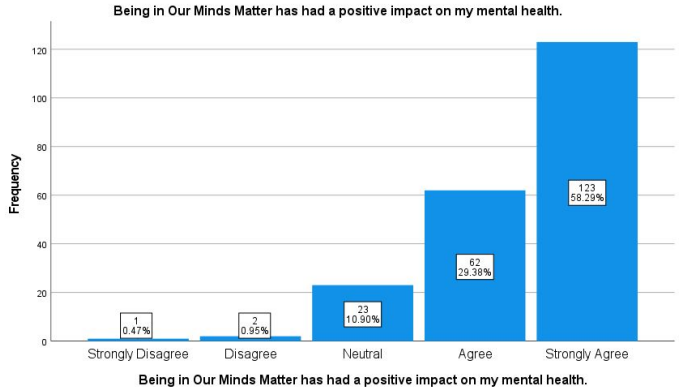
Mental health topics are rarely discussed at my school (high stigma)

- % Strongly Agree/Agree = 19.9%
  - *FCPS (n=94): 23.4%*
  - *MCPS (n=62): 17.8%*
  - *DCPS (n=9): 0.0%*
  - *Other DMV (n=12): 16.6%*
  - *Non-DMV(n=34): 20.5%*



Being in Our Minds Matter has had a positive impact on my mental health

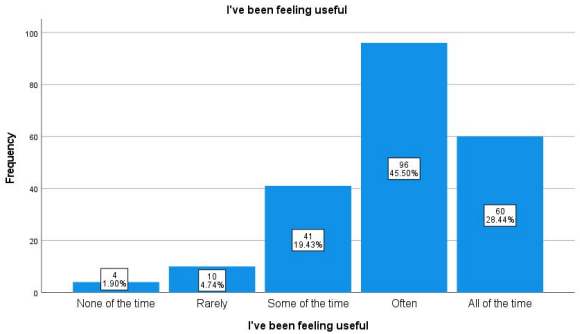
- % Strongly Agree/Agree = 87.7%
  - *FCPS (n=94): 89.3%*
  - *MCPS (n=62): 88.7%*
  - *DCPS (n=9): 66.7%*
  - *Other DMV (n=12): 83.4%*
  - *Non-DMV(n=34): 88.3%*



Wellbeing Outcomes

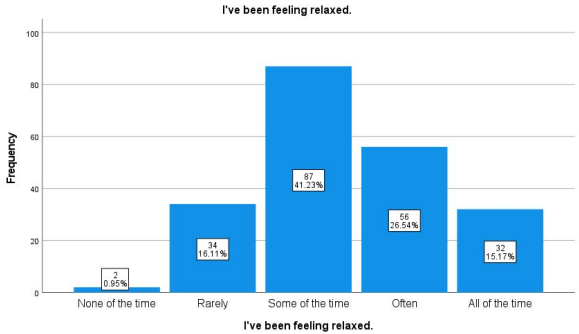
I've been feeling useful

- % All of the time/Often = 73.9%
  - *FCPS (n=94): 79.8%*
  - *MCPS (n=62): 75.8%*
  - *DCPS (n=9): 22.2%*
  - *Other DMV (n=12): 58.3%*
  - *Non-DMV (n=34): 73.5%*



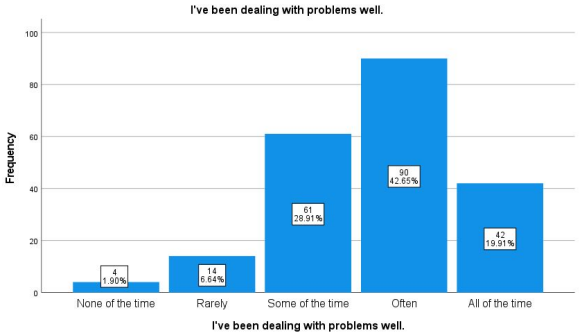
I've been feeling relaxed

- % All of the time/Often = 41.7%
  - *FCPS (n=94): 42.5%*
  - *MCPS (n=62): 45.2%*
  - *DCPS (n=9): 44.4%*
  - *Other DMV (n=12): 25.0%*
  - *Non-DMV (n=34): 38.3%*



I've been dealing with problems well

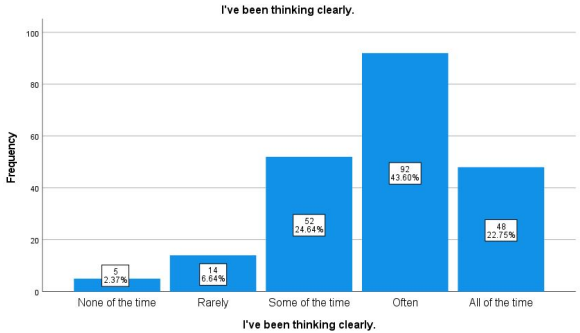
- % All of the time/Often = 62.6%
  - *FCPS (n=94): 65.9%*
  - *MCPS (n=62): 66.1%*
  - *DCPS (n=9): 55.5%*
  - *Other DMV (n=12): 50.0%*
  - *Non-DMV (n=34): 53.0%*



Wellbeing Outcomes

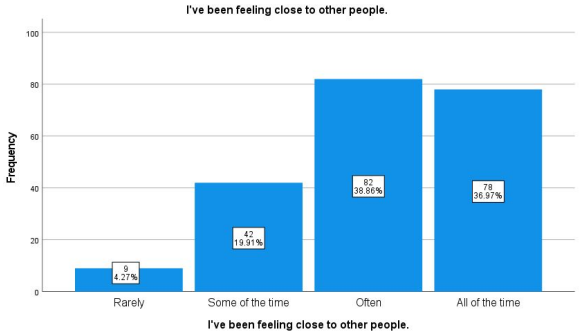
I've been thinking clearly

- % All of the time/Often = 66.3%
  - *FCPS (n=94): 69.1%*
  - *MCPS (n=62): 69.3%*
  - *DCPS (n=9): 55.5%*
  - *Other DMV (n=12): 66.7%*
  - *Non-DMV (n=34): 55.9%*



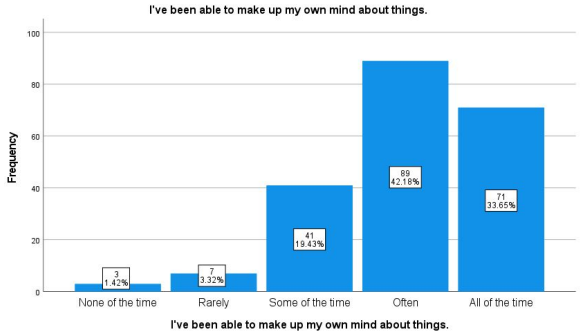
I've been feeling close to other people

- % All of the time/Often = 75.9%
  - *FCPS (n=94): 85.1%*
  - *MCPS (n=62): 72.6%*
  - *DCPS (n=9): 55.5%*
  - *Other DMV (n=12): 66.7%*
  - *Non-DMV (n=34): 64.7%*



I've been able to make up my own mind about things

- % All of the time/Often = 75.8%
  - *FCPS (n=94): 77.7%*
  - *MCPS (n=62): 74.2%*
  - *DCPS (n=9): 55.5%*
  - *Other DMV (n=12): 75.0%*
  - *Non-DMV (n=34): 79.4%*



Descriptive Statistics for

Program Outcomes & Wellbeing

	Variable	Mean	SD	Min	Max	Possible Range
PROGRAM OUTCOMES	Social Connectedness: Peers & School	4.15	0.79	1	5	1-5
	Social Connectedness: OMM Members	4.31	0.87	1	5	1-5
	Social Connectedness	**4.23**	**0.71**			
	Positive Coping Skills	4.23	0.84	2	5	1-5
	Self-Care & Healthy Habits	4.23	0.87	1	5	1-5
	Positive Coping & Healthy Habits	**4.23**	**0.79**			
	Help-Seeking: Willingness to Seek Help	4.34	0.89	1	5	1-5
	Help-Seeking: MH Resource Awareness	4.53	0.69	2	5	1-5
	Help-Seeking	**4.43**	**0.69**			
	Prosocial: Likelihood to Help	4.65	0.53	3	5	1-5
	Prosocial: Confidence in Supporting Others	4.33	0.78	1	5	1-5
	Prosocial Skills	**4.49**	**0.58**			
	MH Stigma at School	2.60	1.12	1	5	1-5
	Positive Impact on Mental Health	4.44	0.76	1	5	1-5
	Overall Wellbeing	**3.82**	**0.67**			

Comparing Average Scores between

Student Leaders vs. Club Members

Variable	Mean (SD)		*t*-test	Mean Difference	*Cohen's d*
	Student Leaders	Club Members			
Social Connectedness	4.36 (.67)	4.11 (.73)	2.65**	0.26	0.36
Peers & School	*4.27 (.75)*	*4.05 (.83)*	*2.02**	*0.22*	*0.28*
OMM Members	*4.46 (.82)*	*4.17 (.89)*	*2.51**	*0.29*	*0.35*
Positive Coping & Healthy Habits	4.37 (.72)	4.10 (.84)	2.53*	0.27	0.35
Positive Coping Skills	*4.41 (.72)*	*4.06 (.91)*	*3.07***	*0.35*	*0.42*
Self-Care & Healthy Habits	*4.33 (.83)*	*4.14 (.89)*	*1.65*	*0.19*	*0.23*
Help-Seeking	4.51 (.67)	4.36 (.70)	1.66	0.16	0.23
Willingness to Seek Help	*4.46 (.83)*	*4.23 (.95)*	*1.88*	*0.23*	*0.26*
MH Resource Awareness	*4.57 (.73)*	*4.49 (.68)*	*0.86*	*0.08*	*0.12*
Prosocial Skills	4.55 (.51)	4.44 (.63)	1.43	0.11	0.20
Likelihood to Help Others	*4.74 (.49)*	*4.58 (.57)*	*2.17**	*0.16*	*0.30*
Confidence in Supporting Others	*4.36 (.69)*	*4.29 (.86)*	*0.64*	*0.07*	*0.09*
MH Stigma at School	2.54 (1.05)	2.65 (1.18)	-0.73	-0.11	-0.10
Positive Impact on Mental Health	4.57 (.68)	4.32 (.82)	2.39*	0.25	0.33
Overall Wellbeing	3.90 (.61)	3.75 (.72)	1.67	0.15	0.23

Note.

1. Cohen's d measures effect size. 0.2 = small; 0.5 = moderate; 0.8 large

*2. Bolded values in teal were interpreted as being statistically significant (and higher for Student Leaders), given a significance level of *p<.05 & **p<.01*

Comparing Average Scores between

BIPOC Students vs White Students

Variable	Mean (SD)		*t*-test	Mean Difference	Cohen's d
	BIPOC students (n=140)	white students (n = 69)			
Social Connectedness	4.21 (.71)	4.29 (.71)	-0.80	-0.08	-0.12
Peers & School	4.14 (.82)	4.22 (.75)	-0.72	-0.09	-0.11
OMM Members	4.29 (.88)	4.38 (.84)	-0.72	-0.09	-0.11
Positive Coping & Healthy Habits	4.22 (.76)	4.29 (.84)	-0.59	-0.07	-0.09
Positive Coping Skills	4.19 (.85)	4.35 (.80)	-1.27	-0.16	-0.19
Self-Care & Healthy Habits	4.25 (.79)	4.23 (.97)	0.13	0.02	0.02
Help-Seeking	*4.33 (.72)*	*4.64 (.58)*	*-3.46****	*-0.32*	*-0.47*
Willingness to Seek Help	*4.21 (.95)*	*4.61 (.73)*	*-3.37****	*-0.40*	*-0.46*
MH Resource Awareness	*4.44 (.74)*	*4.68 (.58)*	*-2.54**	*-0.24*	*-0.34*
Prosocial Skills	4.48 (.57)	4.57 (.55)	-1.09	-0.09	-0.16
Likelihood to Help Others	4.61 (.54)	4.75 (.49)	-1.85	-0.14	-0.26
Confidence in Supporting Others	4.34 (.76)	4.38 (.73)	-0.37	-0.04	-0.06
MH Stigma at School	2.59 (1.15)	2.58 (1.06)	0.08	0.01	0.01
Positive Impact on Mental Health	4.39 (.77)	4.58 (.72)	-1.75	-0.19	-0.26
Overall Wellbeing	3.84 (.67)	3.81 (.69)	0.29	0.03	0.04

Note.
1. Cohen's d measures effect size. 0.2 = small; 0.5 = moderate; 0.8 large
*2. Bolded values in teal were interpreted as being statistically significant (and lower for BIPOC students), given a significance level of *p<.05 & ***p<.001*

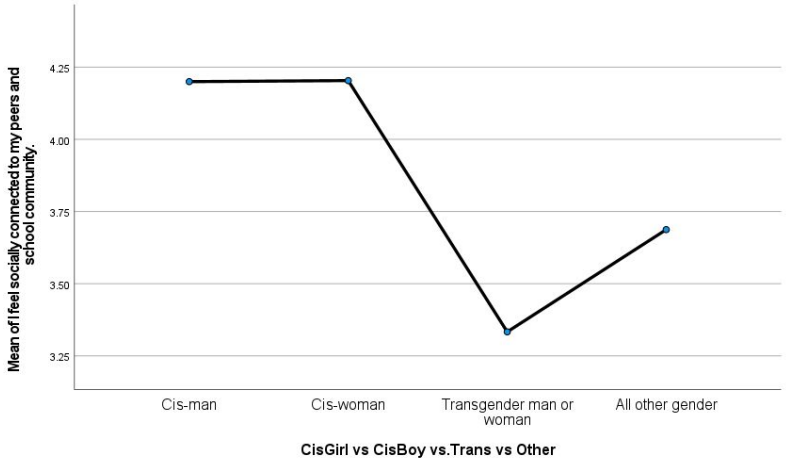
Comparing Outcome Scores Across Gender

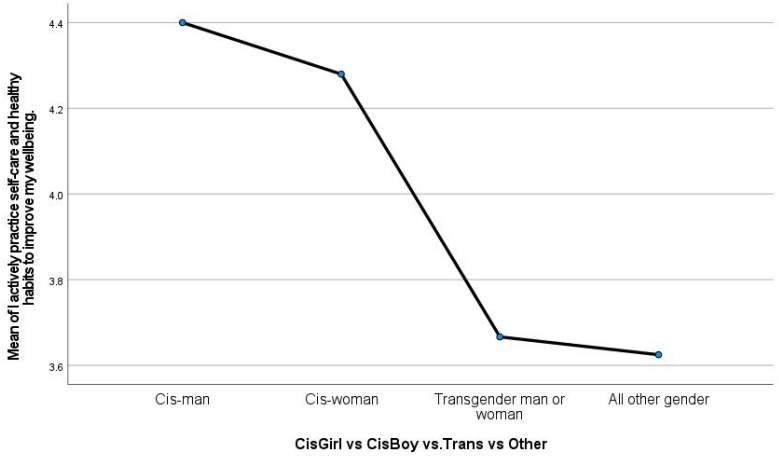
- Due to small sample sizes for certain gender identity, **Gender** was recoded into 4 different groups: ***cis-man*** (*n=20*), ***cis-woman*** (*n=168*), ***transgender man or woman*** (*n=3*), & ***all other gender*** (*n=16*)
- Multiple one-way ANOVA analyses were conducted to evaluate the relationship between one's gender and all of the outcome variables included in the study. **Only significant results were reported below.**

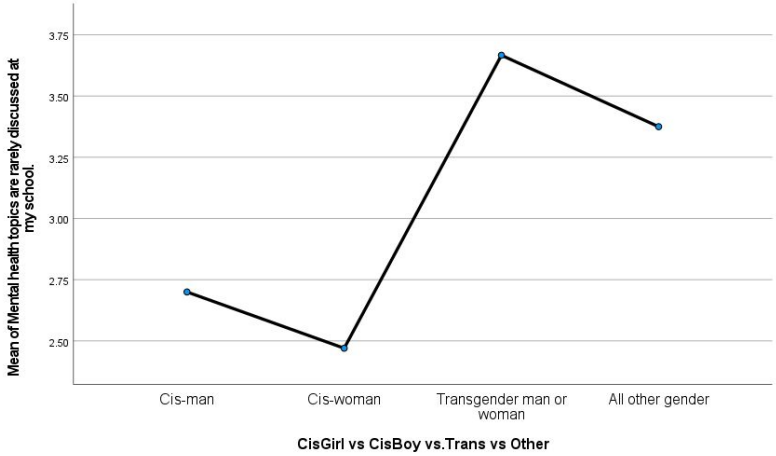
Variable	Cis-Man		Cis-Woman		Transgender Man/Woman		All Other Gender		*F(3,203)*	η2
	M	SD	M	SD	M	SD	M	SD		
Social Connectedness: Peers & School	4.20	0.70	4.2*	0.77	3.33	0.58	3.69*	1.01	3.22*	0.05
Self-Care & Healthy Habits	4.4*	0.60	4.28*	0.84	3.67	0.58	3.63*	1.09	3.69*	0.05
MH Stigma	2.70	1.13	2.47**	1.06	3.67	1.16	3.38**	1.26	4.53**	0.06
Overall Wellbeing	3.91	0.47	3.85*	0.66	3.44	0.38	3.39*	0.91	2.85*	0.04

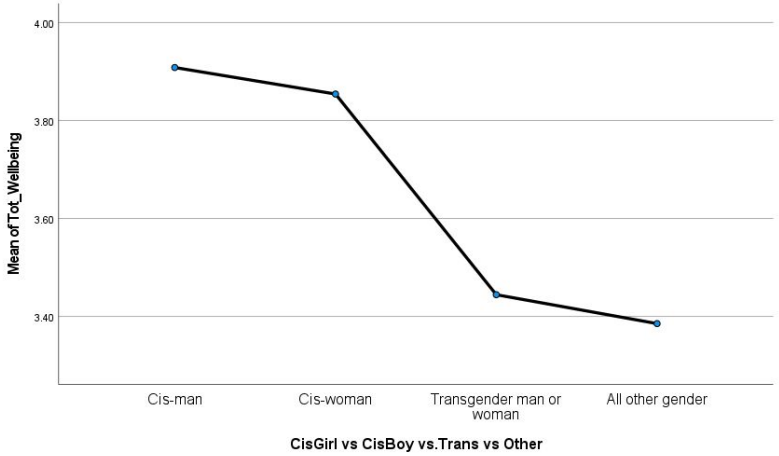
Note.
1. η2 (eta-squared) measures effect size. 0.01 = small; 0.06 = moderate; 0.14 large
*2. * The mean difference is significant at p<.05 level; ** The mean difference is significant at p<.001 level.*

For example, there was a statistically significant difference on social connectedness with peers and school community across gender as demonstrated by one-way ANOVA, F(3,203) = 3.22, p<.05. A Tukey post-hoc test showed that cis-woman students reported higher sense of social connection with peers and school community than all-other gender group (p<.05). There was no statistically significant difference between cis-man and cis-woman students, cis-man-and transgender students, cis-man and all-other-gender group, cis-woman and transgender students, and transgender students and all-other-gender group.


Mean of I feel socially connected to my peers and school community.
4.25
4.00
3.75
3.50
3.25
Cis-man
Cis-woman
Transgender man or woman
All other gender
CisGirl vs CisBoy vs.Trans vs Other


Mean of I actively practice self-care and healthy habits to improve my wellbeing.
4.4
4.2
4.0
3.8
3.6
Cis-man
Cis-woman
Transgender man or woman
All other gender
CisGirl vs CisBoy vs.Trans vs Other


Mean of Mental health topics are rarely discussed at my school.
3.75
3.50
3.25
3.00
2.75
2.50
Cis-man
Cis-woman
Transgender man or woman
All other gender
CisGirl vs CisBoy vs.Trans vs Other


Mean of Tot_Wellbeing
4.00
3.80
3.60
3.40
Cis-man
Cis-woman
Transgender man or woman
All other gender
CisGirl vs CisBoy vs.Trans vs Other

Comparing Average Scores between

LGBQ+ Students vs Straight Students

Variable	Mean (SD)		*t*-test	Mean Difference	Cohen's d
	LGBQ+ students (*n*=76)	Straight students (*n* = 131)			
Social Connectedness	4.24 (.62)	4.25 (.75)	0.13	0.01	0.02
Peers & School	*4.03 (.73)*	*4.25 (.83)*	*1.99**	*0.22*	*0.28*
OMM Members	4.45 (.76)	4.26 (.89)	-1.53	-0.19	-0.22
Positive Coping & Healthy Habits	*4.09 (.83)*	*4.35 (.74)*	*2.35**	*0.26*	*0.34*
Positive Coping Skills	*4.09 (.89)*	*4.34 (.78)*	*2.11**	*0.25*	*0.30*
Self-Care & Healthy Habits	*4.08 (.89)*	*4.35 (.82)*	*2.23**	*0.27*	*0.32*
Help-Seeking	4.38 (.64)	4.47 (.71)	0.89	0.09	0.13
Willingness to Seek Help	4.29 (.89)	4.38 (.89)	0.72	0.09	0.10
MH Resource Awareness	4.47 (.68)	4.56 (.71)	0.83	0.08	0.12
Prosocial Skills	4.43 (.60)	4.55 (.53)	1.48	0.12	0.21
Likelihood to Help Others	4.61 (.57)	4.69 (.51)	1.17	0.09	0.17
Confidence in Supporting Others	4.26 (.79)	4.41 (.71)	1.40	0.15	0.20
MH Stigma at School	2.71 (1.09)	2.53 (1.13)	-1.09	-0.18	-0.16
Positive Impact on Mental Health	4.41 (.72)	4.49 (.78)	0.74	0.08	0.11
Overall Wellbeing	*3.57 (.66)*	*3.97 (.63)*	*4.31****	*0.40*	*0.62*

Note.
1. Cohen's d measures effect size. 0.2 = small; 0.5 = moderate; 0.8 large
*2. Bolded values in teal were interpreted as being statistically significant (and lower for LGBQ+ students), given a significance level of *p<.05 & ***p<.001*

Correlations between
Club Participation & Program & Wellbeing Outcomes

	Variable	1	2	3	4	5	6	7	8	9
1	Time with OMM (in year)									
2	Meeting Attended This SY	.27***								
3	Meeting Attended All Time	.56***	.84***							
4	Social Connection	.30***	.18**	.31***						
5	Pos Coping & Healthy Habits	.18**	.06	.12	.54***					
6	Help-Seeking	.15*	.09	.12	.56***	.62***				
7	Prosocial Skills	.05	.02	.03	.50***	.46***	.48***			
8	MH Stigma at School	-.15*	-.11	-.17*	-.05	.00	.10	.07		
9	Positive MH Impact	.13	.05	.11	.66***	.60***	.56***	.51***	.01	
10	Overall Wellbeing	.11	.15*	.14*	.50***	.62***	.57***	.40***	-.07	.44***

Note.
1. Correlations provide range between -1 and +1. r = |.10| is small correlations, r = |.30| is medium correlations, and r = |.50| is large correlations.
*2. * p < .05, ** p < .01, *** p < .001*
3. Correlation does not imply causation - we can't point to possible directionality here.

Predicting Social Connection

Multiple Regression Analyses

Predictors: Time with OMM (in year), Meetings Attended This Year, Meetings Attended All Time, & Leadership Status

MR1: DV = Social Connection Composite Score

R^2=.126, F(4, 205)=7.38, p.001; the model explains 12.6% of the variance in Social Connection. Specifically, only **Meeting Attended All Time (dose)** significantly predicted Social Connection composite score (β=.38, p<.05). With one additional meeting attended at all time, the Social Connection composite score increased by .02.

MR2: DV = Social Connection with OMM Club Members

R^2 = .103, F(4, 206) = 5.92, p < .001; the model explains 10.3% of the variance in Socially Connected with OMM Club Members score. Again, the only significant predictor was **Meeting Attended All Time (dose),** β = ..38, p < .05. Having attended one more OMM meeting at all time increased the Socially Connected to OMM Club Members score by .03.

NOTE: MR3 testing the above predictors on Social Connection with Peers & School Community did not yield significant results.

Predicting Pos Coping & Healthy Habits

Multiple Regression Analyses

Predictors: Time with OMM (in year), Meetings Attended This Year, Meetings Attended All Time, Leadership Status, Social Connectedness with Peers & School, & Social Connectedness with OMM Members

MR1: DV = Coping & Healthy Habits Composite Score

R^2=.332, F(6, 203)=16.85, p<.001; the model explains 33.2% of the variance in Coping & Healthy Habits Composite Score. Specifically, feeling **Socially Connected to Peers/School** (β=.47, p<.001) and **Socially Connected to OMM Members** (β=.18, p<.01) significantly predicted Coping & Healthy Habits Composite Score.

MR2: DV = Positive Coping Skills

R^2=.358, F(6,203)=18.87, p<.001; the model explains 35.8% of the variance in Positive Coping Skills scores. It was found that **Leadership Status** (β= -.17, p<.01), feeling **Socially Connected to Peers & School Community** (β=.46, p<.001), and feeling **Socially Connected to fellow OMM Members** (β=.22, p<.001) significantly predicted use of positive coping skills to help reduce and cope with stress.

Predicting Pos Coping & Healthy Habits

Multiple Regression Analyses (cont.)

MR3: DV = Self-Care & Healthy Habits

R^2=.234, F(6,203)=10.35, p<.001; the model explains 23.4% of the variance in Self-Care & Healthy Habits scores. Specifically, feeling **Socially Connected to Peers & School Community** (β=.41, p<.001) was the only significant predictor of practicing self-care & healthy habits. One-unit increase in Social Connectedness with Peers/School led to .44 increase in the scores of self-care & healthy habits..

Predicting Help-Seeking

Multiple Regression Analyses

Predictors: Time with OMM (in year), Meetings Attended This Year, Meetings Attended All Time, Leadership Status, Social Connectedness with Peers & School, & Social Connectedness with OMM Members

MR1: DV = Help-Seeking Composite Score

R^2=.333, F(6, 203)=16.89, p<.001; the model explains 33.3% of the variance in Help-Seeking Composite Score. Specifically, feeling **Socially Connected to Peers/School** (β=.40, p<.001) and **Socially Connected to OMM Members** (β=.29, p<.001) significantly predicted Help-Seeking Composite Score.

MR2: DV = Willingness to Seek Help

R^2=.231, F(6,203)=10.18, p<.001; the model explains 23.1% of the variance in Willingness to Seek Help scores. It was found that feeling **Socially Connected to Peers & School Community** (β=..36, p<.001) and feeling **Socially Connected to fellow OMM Members** (β=.20, p<.01) significantly predicted students' willingness to seek help if they were struggling with mental health.

Predicting Help-Seeking

Multiple Regression Analyses (cont.)

MR3: DV = Awareness of Mental Health Resource

R^2=.282, F(6,203)=13.31, p<.001; the model explains 28.2% of the variance in Awareness of MH Resources scores. Again, feeling **Socially Connected to Peers & School Community** (β=.32, p<.001) and feeling **Socially Connected to OMM Members** (β=.32, p<.001) significantly predicted students' awareness of mental health resources.

Predicting Prosocial Behavior

Multiple Regression Analyses

Predictors: Time with OMM (in year), Meetings Attended This Year, Meetings Attended All Time, Leadership Status, Social Connectedness with Peers & School, & Social Connectedness with OMM Members

MR1: DV = Prosocial Skills Composite Score

R^2=.271, F(6, 203)=12.59, p<.001; the model explains 27.1% of the variance in Prosocial Skills Composite Score. Specifically, feeling **Socially Connected to Peers/School** (β=.33, p<.001) and **Socially Connected to OMM Members** (β=.31, p<.001) significantly predicted Prosocial Skills Composite Score.

MR2: DV = Likelihood to Engage in Helpful Behaviors toward Others

R^2=.262, F(6,203)=12.03, p<.001; the model explains 26.2% of the variance in Likelihood to Engage in Helpful Behaviors scores. It was found that **Leadership Status** (β=-.15, p<.05), feeling **Socially Connected to Peers & School Community** (β=.24, p<.001) and feeling **Socially Connected to fellow OMM Members** (β=.37, p<.001) significantly predicted students' likelihood to engage in helpful behaviors toward others.

Predicting Prosocial Behavior

Multiple Regression Analyses (cont.)

MR3: DV = Confidence in Ability to Support Others

R^2=.189, F(6,203)=7.91, p<.001; the model explains 18.9% of the variance in Confidence in Ability to Support Others scores. Specifically, feeling **Socially Connected to Peers & School Community** (β=.33, p<.001) and feeling **Socially Connected to OMM Members** (β=.21, p<.01) significantly predicted students' confidence in their ability to support someone who is struggling with mental health.

Predicting Perceived MH Stigma At School

Multiple Regression Analyses

Predictors: Time with OMM (in year), Meetings Attended This Year, Meetings Attended All Time, Leadership Status, Social Connectedness with Peers & School, & Social Connectedness with OMM Members

DV = Perceived MH Stigma At School

The multiple regression analysis did not yield any significant results. None of the above predictors had a significant effect on perceived MH stigma at school.

Predicting Positive Impact on MH

Multiple Regression Analyses

Predictors: Time with OMM (in year), Meetings Attended This Year, Meetings Attended All Time, Leadership Status, Social Connectedness with Peers & School, Social Connectedness with OMM Members, Positive Coping, & Self-Care/Healthy Habits

MR1: DV = Positive Impact on Mental Health

R^2=.566, F(8, 201)=32.74, p<.001; the model explains 56.6% of the variance in Positive Impact on MH scores. Specifically, feeling **Socially Connected to OMM Members** (β=.49, p<.001), using **Positive Coping Skills** (β=.18, p<.05), and practicing **Self-Care/Healthy Habits** (β=.23, p<.01) significantly predicted positive mental health.

Understanding Relationships between

Protective Factors & Overall Wellbeing

Multiple Regression Analyses

Predictors: Time with OMM (in year), Meetings Attended This Year, Meetings Attended All Time, Leadership Status, Social Connectedness, Pos Coping & Healthy Habits, Help-Seeking, Prosocial Skills Composite Scores

MR: DV = Overall Wellbeing

R^2=.472, F(8,201)=22.437, p<.001; the model explains 47.2% of the variance in Overall Wellbeing composite scores. It was found that **Social Connectedness** (β=..16, p<.05), **Positive Coping & Healthy Habits** (β=.38, p<.001), and **Help-Seeking** (β=..23, p<.01) significantly predicted students' overall wellbeing.

High School Program

Implementation Data

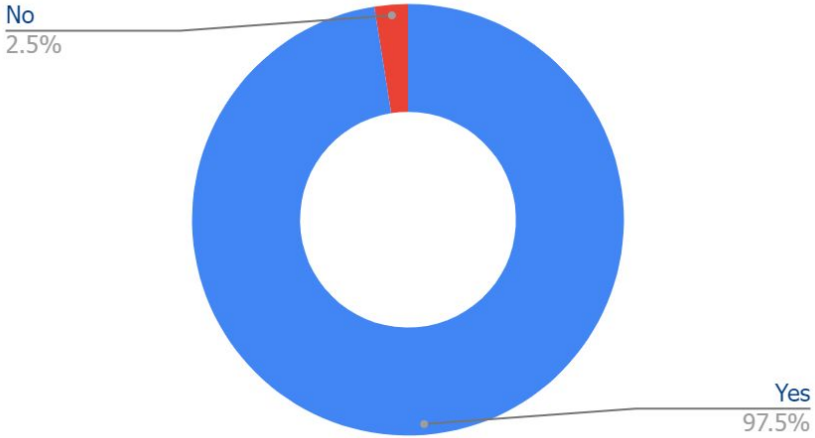
Summary of Findings

EOY HS Renewal Form Response Rate

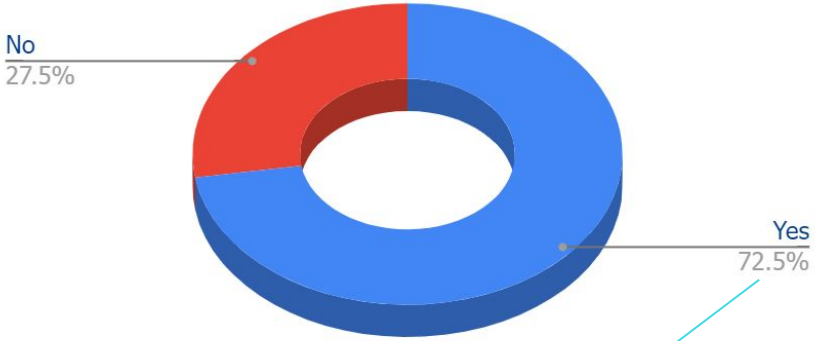
- There were 106 high school clubs in 2022-23 SY
  - 81 responses received
  - **Response rate = 76.4%**
- Total number of responses received = 81
  - **99% chose to renew their club for 2023-24 SY (n=78) or hoped to get their club started next SY (n=2)**
  - 1 (1.2%) chose not to renew and did not complete the rest of the form, hence was removed from the analyses
- Final sample size (N) = 80
  - FCPS: 18 (22.5%)
  - MCPS: 15 (18.8%)
  - DCPS: 12 (15.0%)
  - Other DMV: 10 (12.5%)
  - Non-DMV/International: 25 (31.3%)

Club Leadership Succession

At least one Club Sponsor identified for 2023-24SY



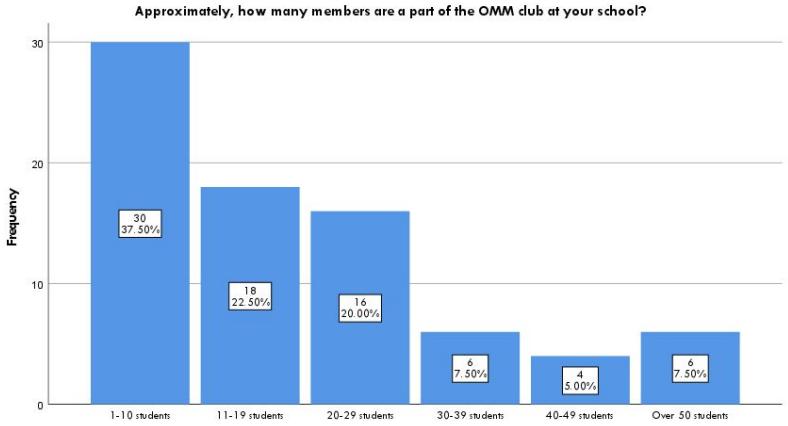
OMM Student Leader(s) identified for 2023-24SY

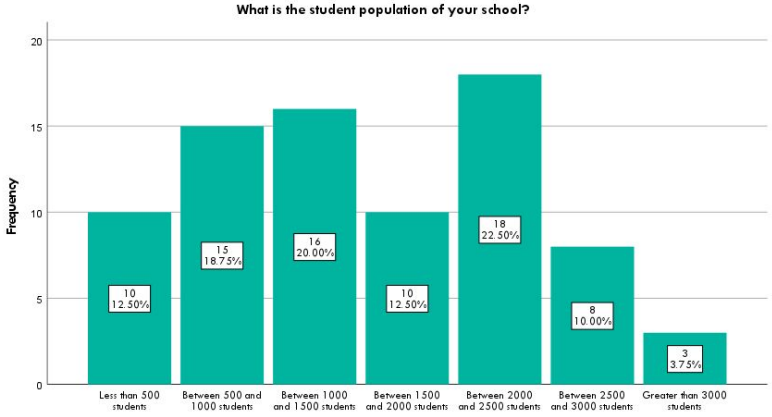


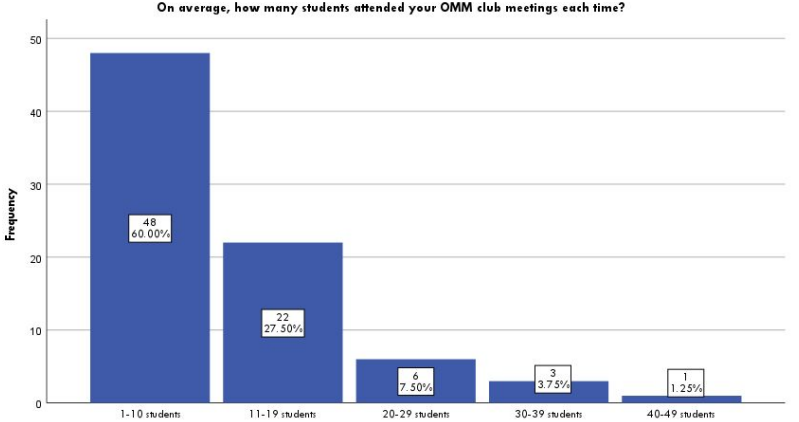
Clubs with SL identified (#; %)

- *FCPS (17, 94.4%)*
- *MCPS (10, 66.7%)*
- *DCPS (5, 41.7%)*
- *Other DMV (7, 70.0%)*
- *Non-DMV/International (19, 76.0%)*

Student Participation

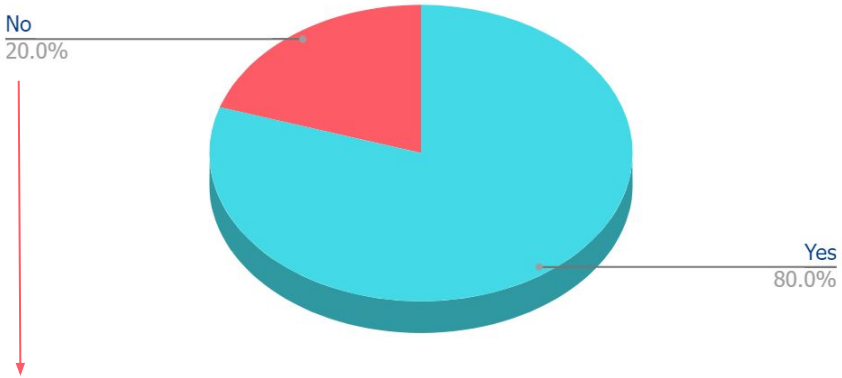






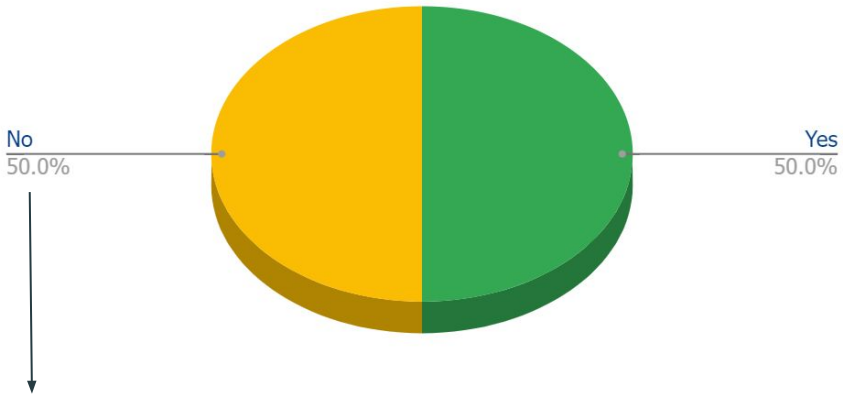
Student Participation (cont.)

Is the ethnoracial makeup of the OMM participating students representative of your school population?



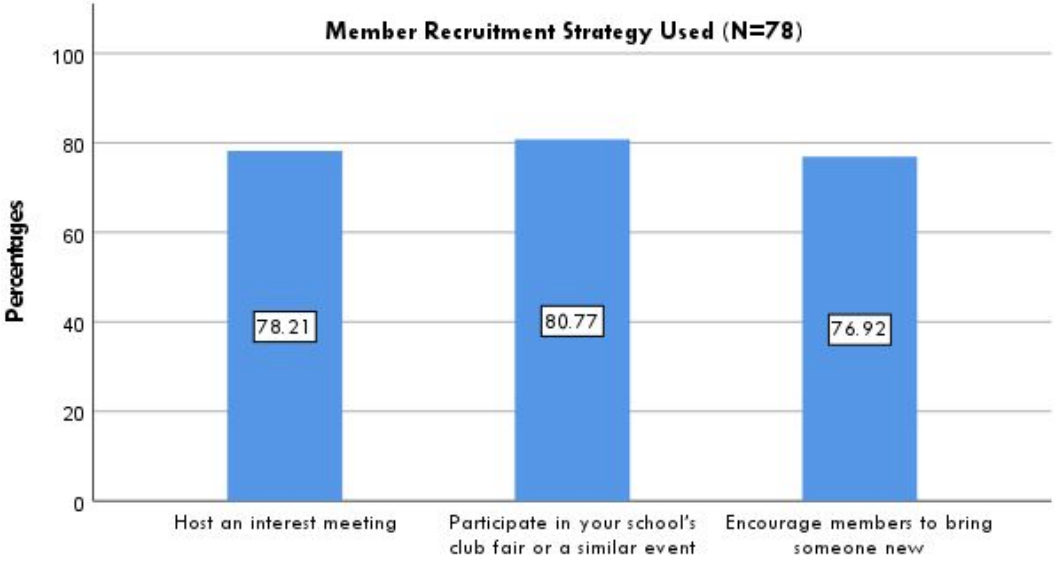
Most indicated that **Black/African American students and Hispanic/LatinX students** were ***underrepresented*** whereas white students were overrepresented. In a few cases (n=3), Asian students were overrepresented.

Is the gender makeup of the OMM participating students representative of your school population?



Female students were overwhelmingly overrepresented whereas all other genders were underrepresented. One club noted that non-binary & gender fluid students were overrepresented whereas male students were underrepresented.

Member Recruitment



Other recruitment strategies:

- Flyers
- Presentation in psychology classes
- Social media (IG)
- Morning announcements, assembly, and other ad platforms (bulletin, hallway TV)
- Recruit during lunch

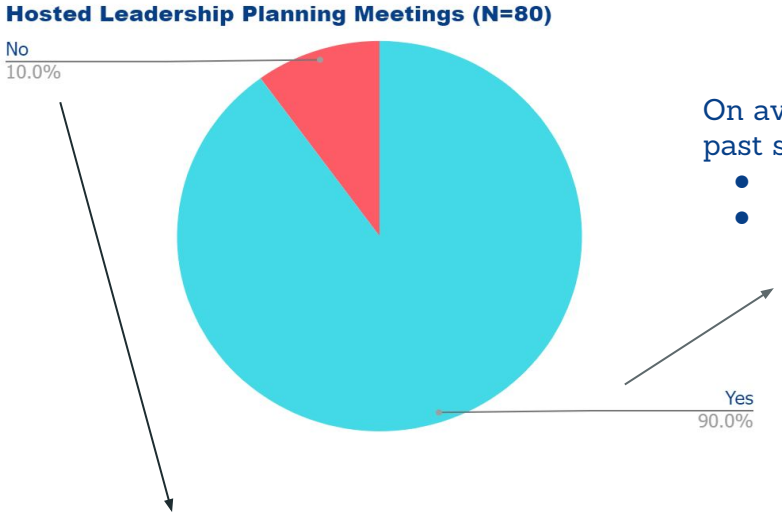
Challenges:

- Competing clubs w/ similar purposes
- Other school responsibilities & commitments (limited student availability)
- Scheduling conflicts
- Member retention
- Lack of interest
- Financial (needed fund to get supplies)

Successes:

- Bringing snacks
- Attended freshman orientation & collected emails
- Promoting on social media
- Fun activities, peer influences
- School wide events/campaigns spark interest
- Joined w/ GSA

Student Leadership



On average, ~**7 (M=6.54, SD=7.44) leadership planning meetings** were held this past school year.

- *Range: min = 1; max = 50*
- *Mode = 3 meetings (17.5%)*

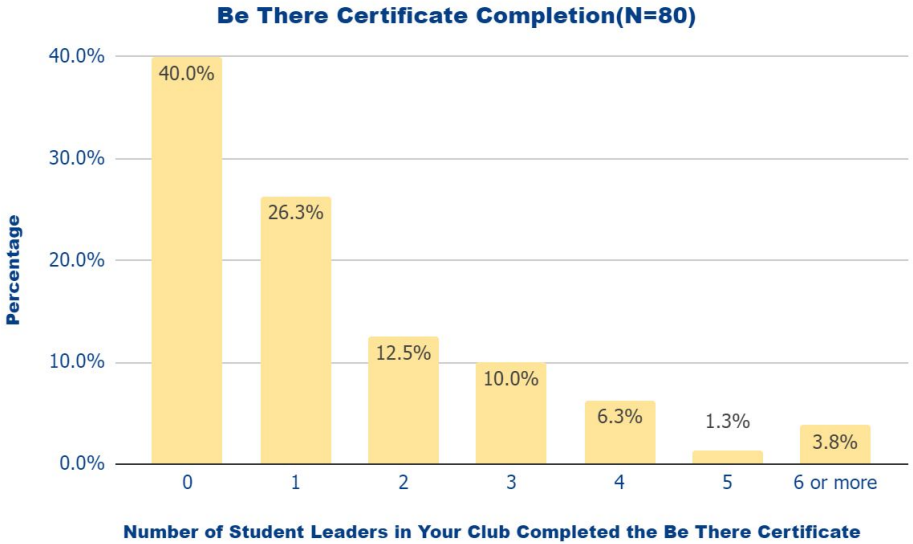
Of the 72 clubs that held leadership planning meetings, **95.5% (n=64) reported that they found these meetings helpful,** 1.5% found the meetings somewhat helpful, and 3.0% (n=2) did not find the meetings helpful.

- Unhelpful/somewhat helpful:
  - Better communicate through text
  - Not helpful this year but plan on changing the structure for future ones
  - Low attendance

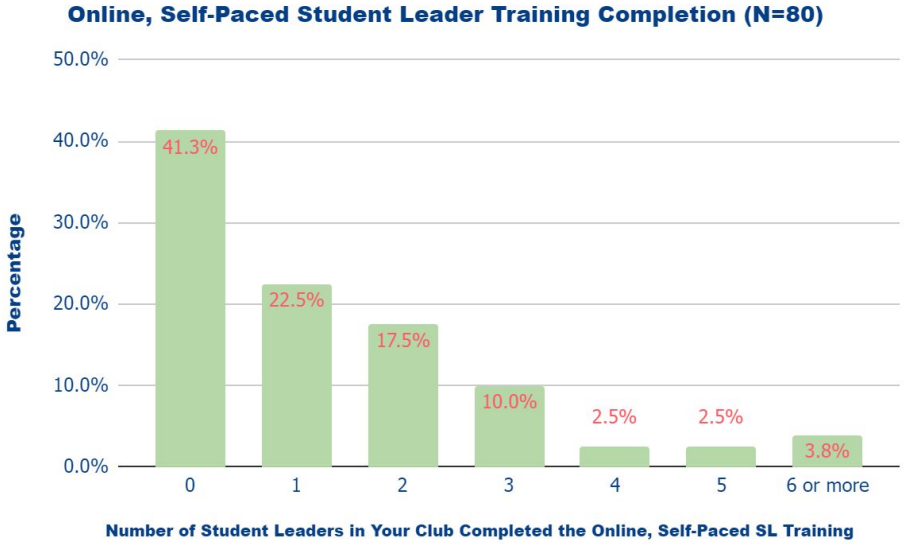
Leaders that did not have leadership planning meetings prepared for club meetings via:

- Emails
- 1:1 meetings between sponsor & president/student leaders

Student Leadership (cont.)

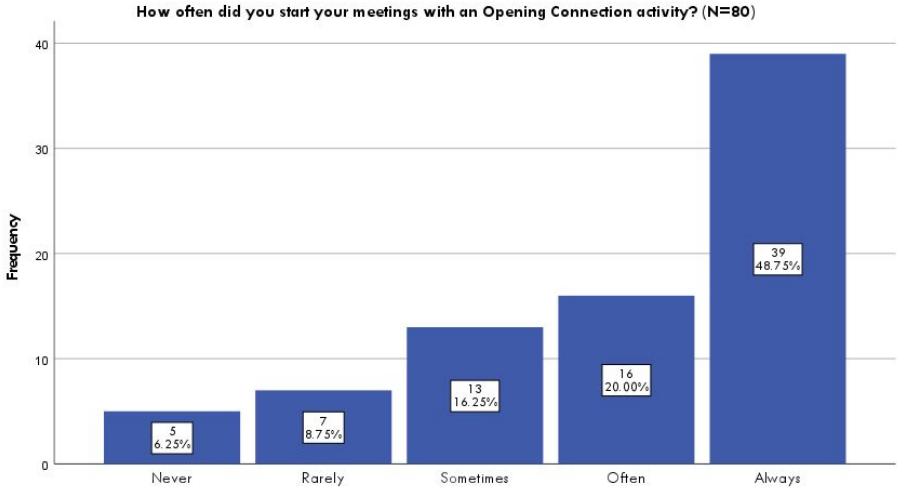


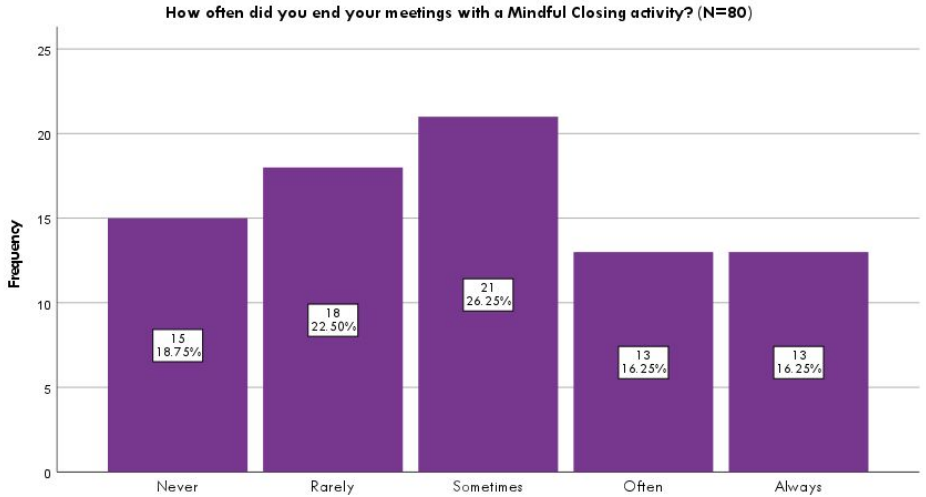
About **26.3% of the club had one student leader** who completed the Be There certificate and **33.9% had 2 or more student leaders** completing the Be There Certificate.



22.5% of the club had one student leader completed the Genially SL training and **36.3% had 2 or more student leaders** completing the SL training.

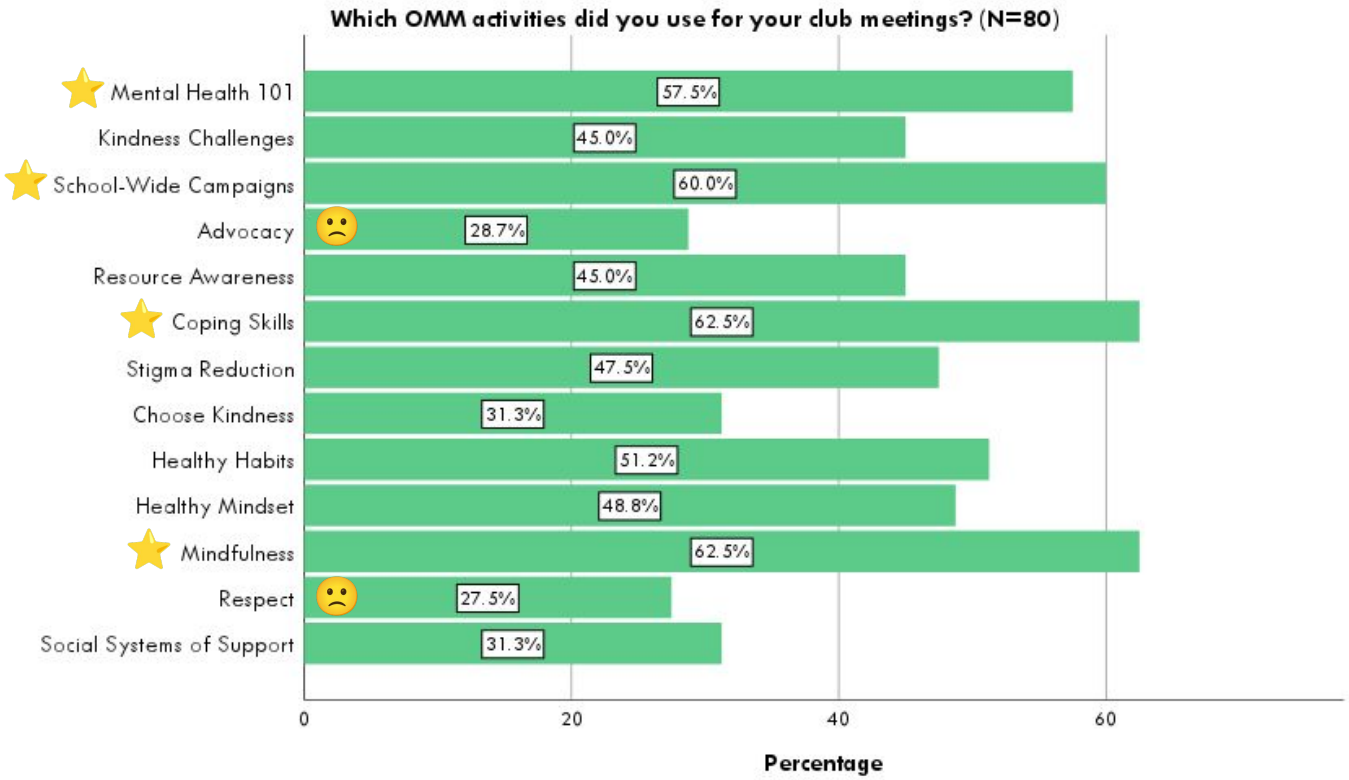
Content Engagement



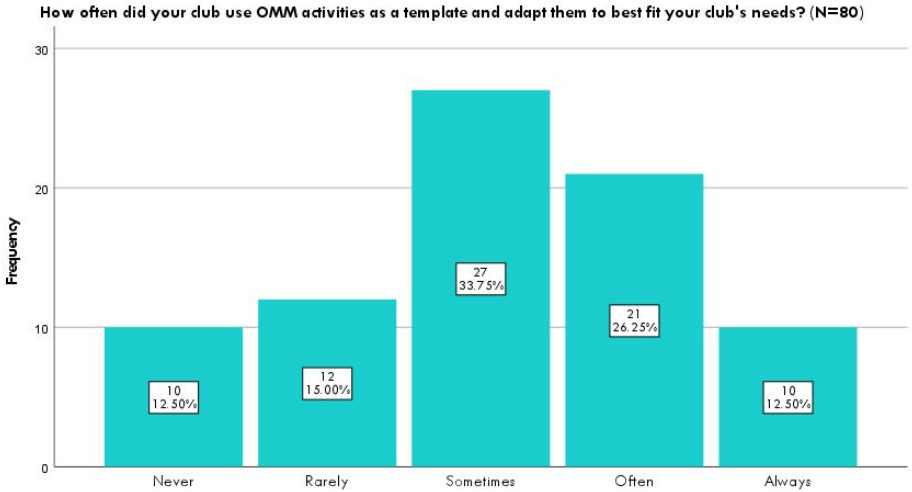


~**69%** of the respondents reported **<u>often/always</u> starting their club meetings with an Opening Connection activity** but only **33%** of the respondents indicated that they **<u>often/always</u> ended their meetings with a Mindful Closing activity.**

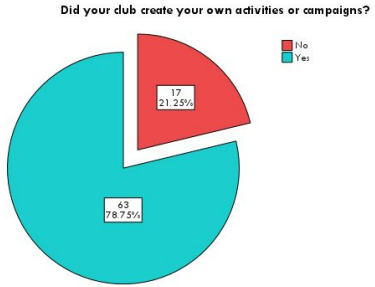
Content Engagement (cont.)



Content Engagement (cont.)



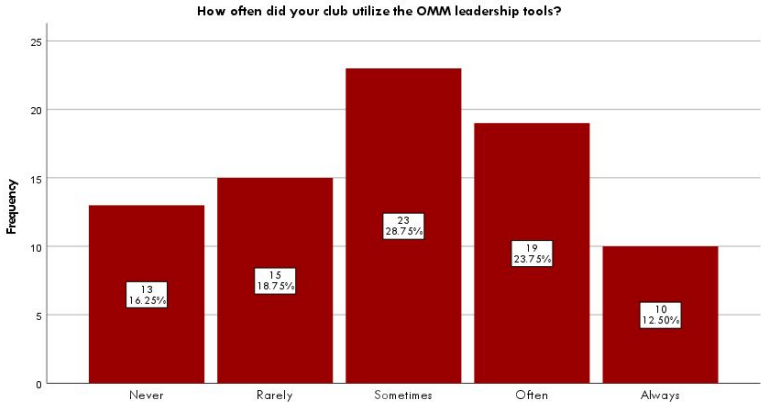
38.8% of respondents reported **often/always** used OMM activities whereas **33.8%** reported using OMM activities **sometimes**.

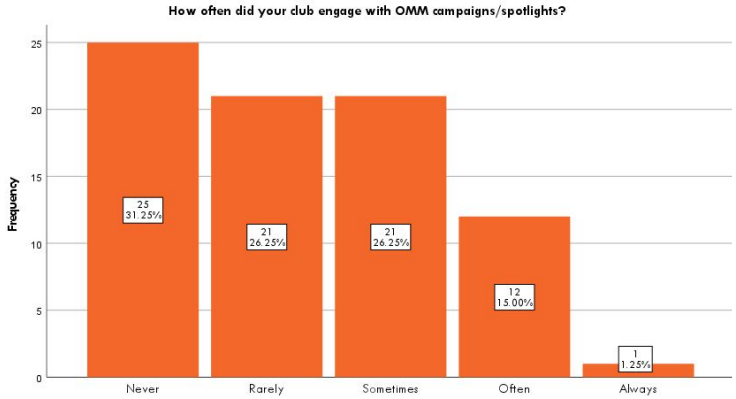


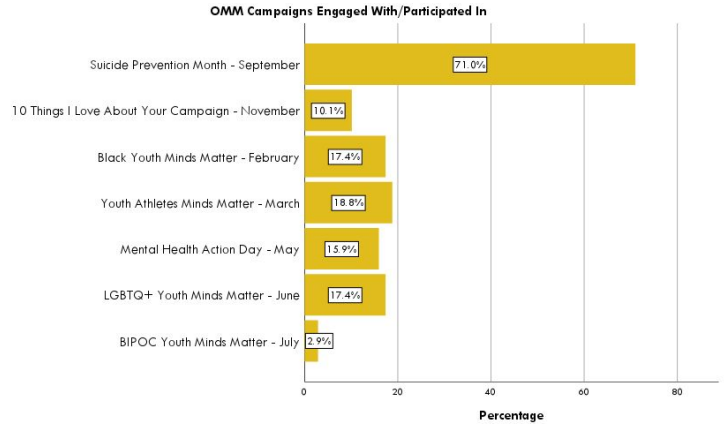
Activities/campaigns created by clubs:

- Awareness campaigns (e.g. mental health banner, videos, resource card, MH resource posters)
- Therapy dogs
- QPR training
- Self-care events/chill days during finals (e.g. coloring, music, mindful journaling, future me letter, dance party, stress balls, coping skills bingo, making playlists, etc.)
- Games (e.g. online sand simulator)
- Yoga & meditation
- Speed dating night
- Making collages and vision boards
- Global Day of Unplugging
- Kindness activities (e.g. clothing drive, hand out OMM bracelets, kindness challenge)
- L&L w/ MH professionals
- No homework/no activity nights
- Beach outing!!
- Affirmations (post in bathrooms, sidewalks, etc)
- Rainbow of regulation

Content Engagement (cont.)

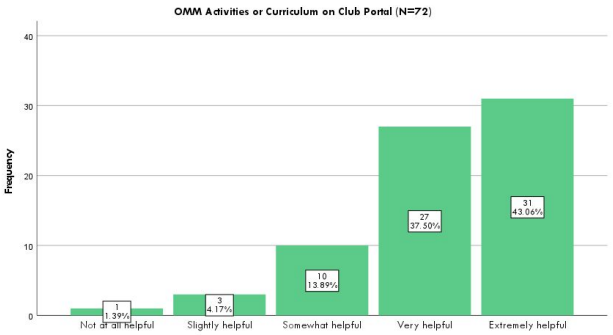




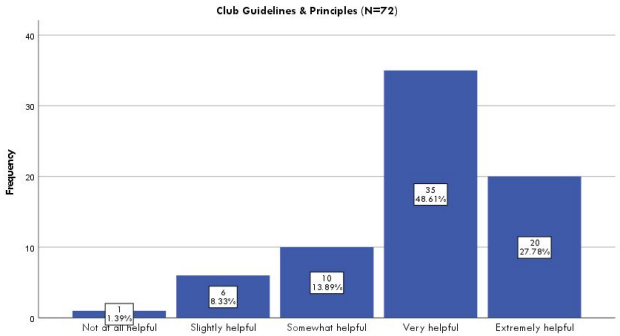


36.3% of respondents reported **often/always utilize the OMM leadership tools**; however, only **16.3%** of respondents reported **often/always engage with OMM campaigns/spotlights.**

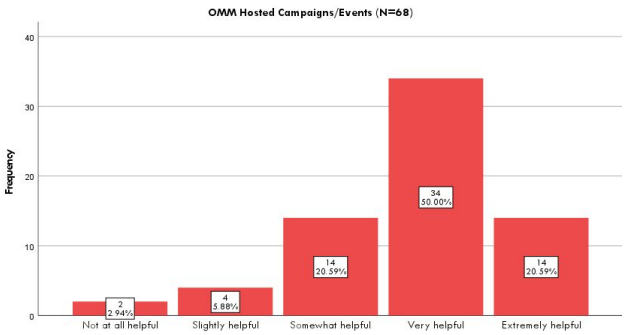
Helpfulness of OMM Tools/Services



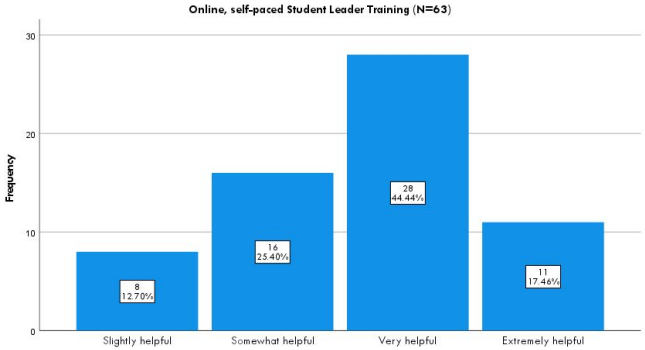
%Very Helpful/Extremely Helpful = 80.6%



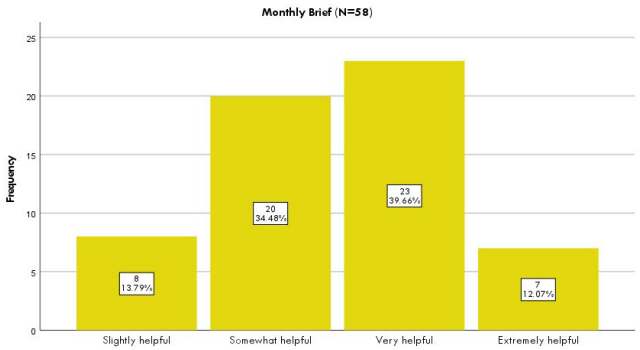
%Very Helpful/Extremely Helpful = 76.4%



%Very Helpful/Extremely Helpful = 70.6%

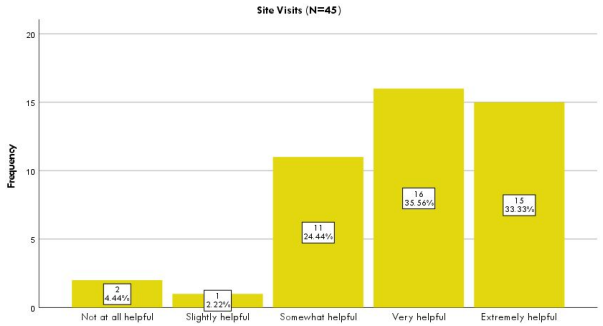


%Very Helpful/Extremely Helpful = 61.9%

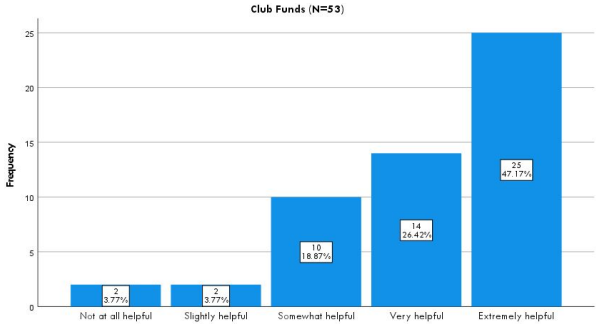


%Very Helpful/Extremely Helpful = 51.8%

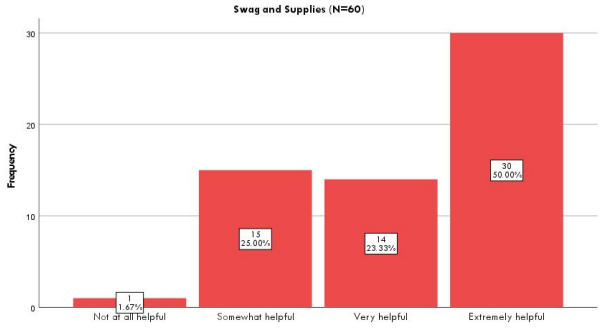
Helpfulness of OMM Tools/Services



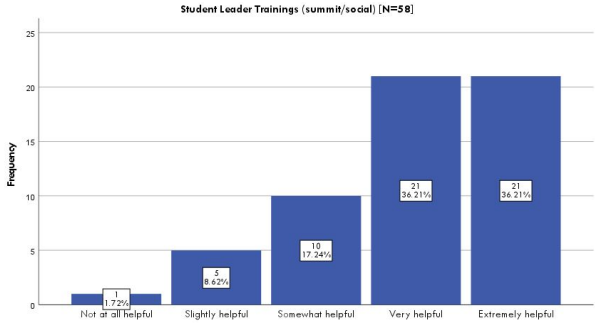
%Very Helpful/Extremely Helpful = 68.9%



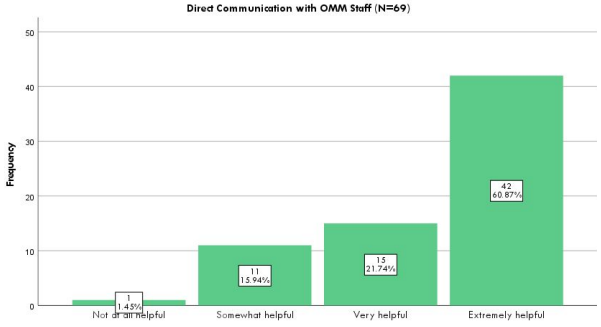
%Very Helpful/Extremely Helpful = 73.6%



%Very Helpful/Extremely Helpful = 73.3%



%Very Helpful/Extremely Helpful = 72.4%



%Very Helpful/Extremely Helpful = 82.6%

Top 5:

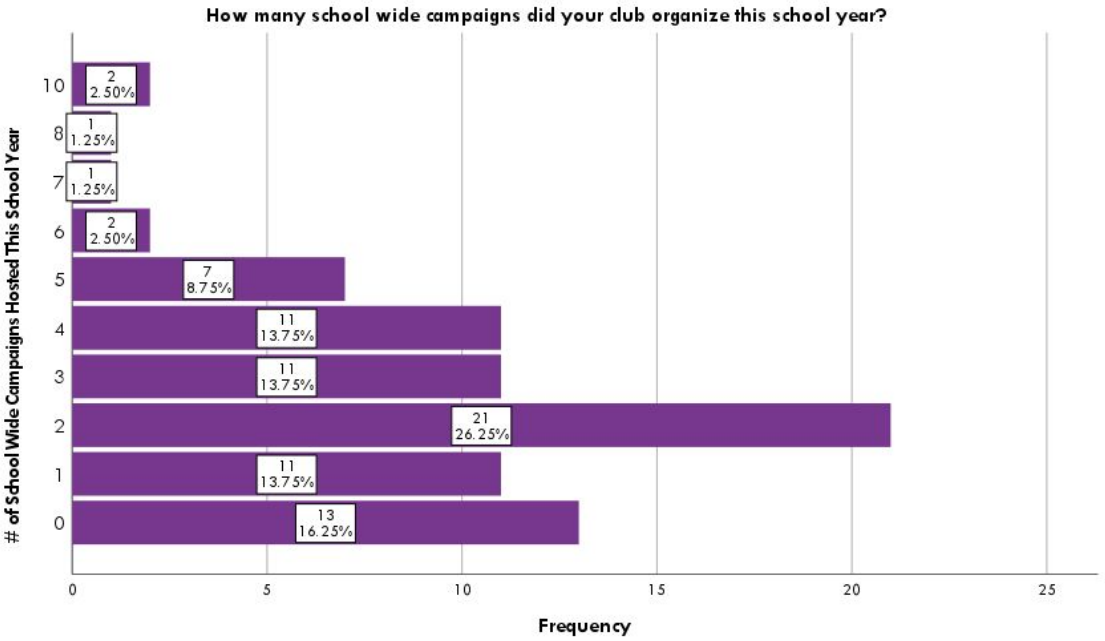
- ✨ Direct communication w/ OMM staff
- ✨ OMM activities/curriculum
- ✨ Club guidelines & principles
- ✨ Club funds
- ✨ Swag & supplies

Support Needed

Type of support that would be helpful that is NOT already provided (N=42):

- **Curriculum/Activities**
  - Calendar of events with days/weeks that could be recognized, activity pathway or suggested pacing through the year
  - How to build toward deeper meetings
  - A more structured/ordered list of activities to reach particular goals
  - New activities (especially hands-on) and discussion topics
  - Offer BeThere certificate more globally to campus
  - More simple, short psychoeducational activities
- **OMM network events**
  - More socials/events nearby
  - More summit trainings
  - Reminders re: OMM campaigns or organization-wide events at least every once in a while
  - More individual interaction during leadership summits
  - Student leaders connect virtually with other clubs
- **Advocacy**
  - Continued advocacy of LGBTQ+ and gender variant populations
- **Club coaching**
  - Help to communicate missions & goals to school leadership & community
  - OMM staff to help with ideas on recruitment
  - Ideas for off-campus field trips during the day
  - Guidance on how to start this club from day one
  - Monthly check-in with OMM staff, more consistent connection with club sponsors
  - Site visits
- **Materials, swags & supplies**
  - Greater access and opportunity for funding
  - Club t-shirts
  - School supplies & other necessities for students who need them
  - Free merch

School Impact

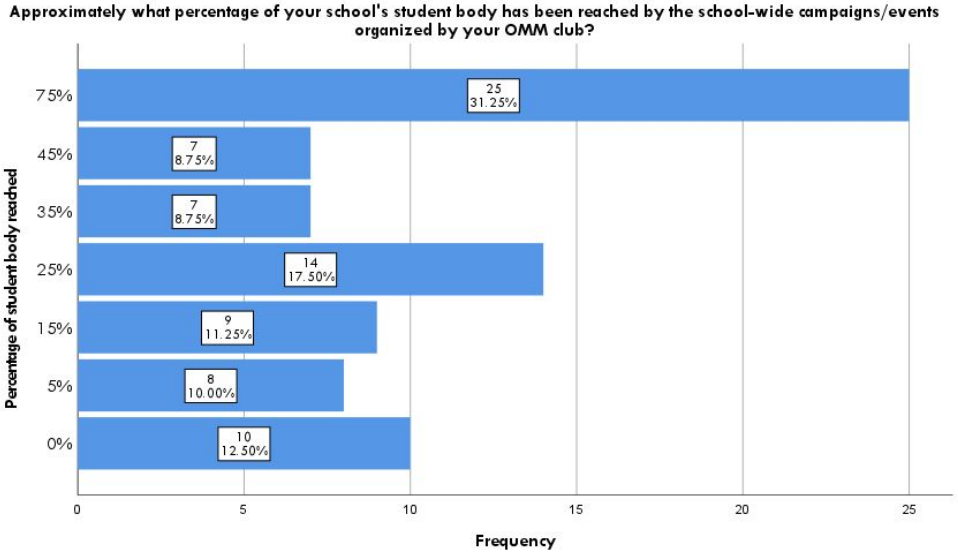


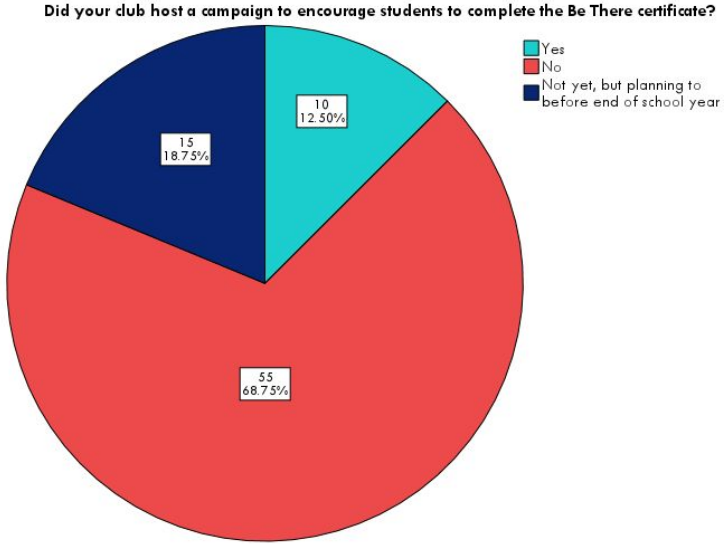
- Total # of school wide campaigns held = 212

- About **16%** of clubs **did NOT host any school-wide campaign** this school year
- **40%** of clubs reported hosting **1-2 school-wide campaigns**
- **44%** of clubs reported hosting **3 or more campaigns** this past year

- **% hosted at least 1 school campaign by district:**
  - FCPS (n=18): 77.8% [max=8]
  - MCPS (n=15): 60.0% [max=6]
  - DCPS (n=12): 91.7% [max=5]
  - Other DMV (n=10): 90.0% [max=5]
  - Non-DMV/International (n=25): 96.0% [max=10]

School Impact (cont.)

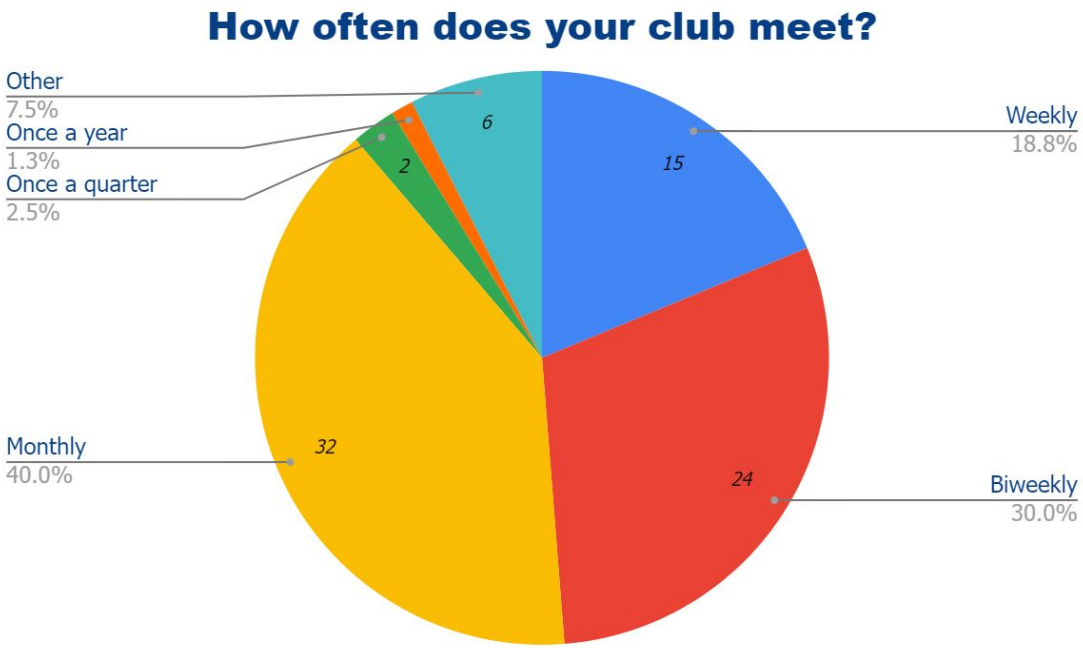




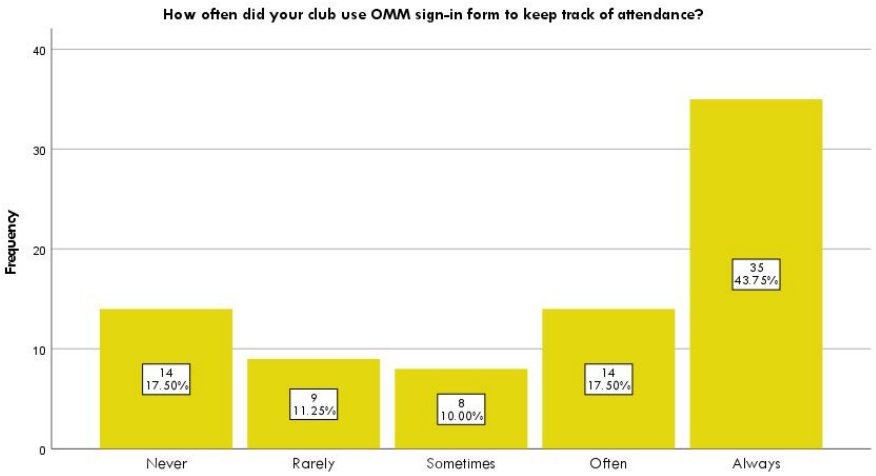
Average student body reached by clubs who held campaigns (n=70) = 42.3%

- FCPS (n=14): 47.9%
- MCPS (n=11): 35.0%
- DCPS (n=11): 51.4%
- Other DMV (n=10): 31.0%
- Non-DMV/International (n=24): 42.9%

Club Implementation



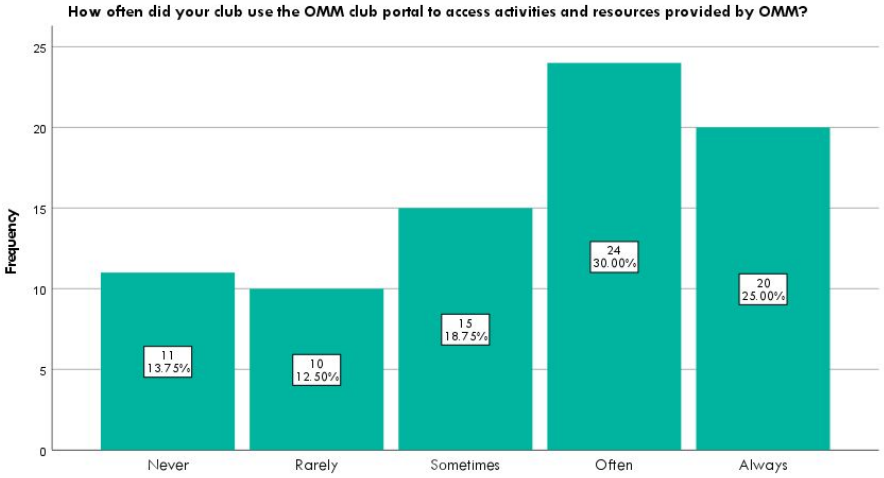
Club Implementation (cont.)



61.3% reported **often/always used OMM sign-in form**

Reasons cited for not using sign-in form:

- Forgot about it
- Tech issues (e.g. didn't have a platform to share the QR code, not tech savvy, didn't have emails, no access to cell phone)
- Club sponsors did not want members to feel responsible for attending club meetings
- Felt it was unnecessary
- Inefficient and superfluous; easier to sign in with paper & pen
- Members refused
- Time crunch
- Link did not work

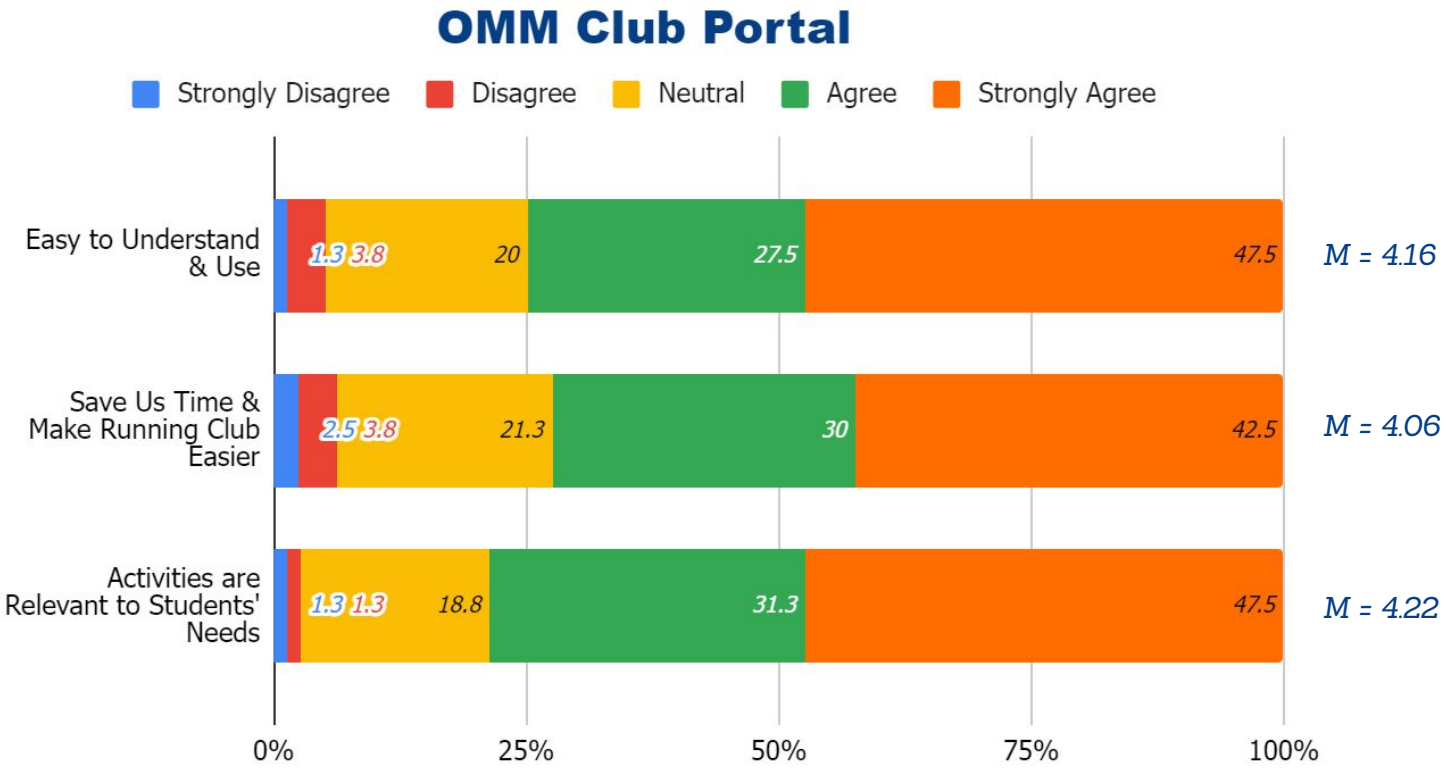


55.0% reported **often/always used OMM club portal**

Reasons cited for not using club portal:

- Unfamiliar with/lack of awareness of resources available
- Club sponsors wanted to minimize stress for student leaders
- Forgot about it
- Did not have password/lost access
- Used printed handbook instead
- Students created own activities
- Project ideas not practical for small club and big high school
- Resources require more time than they have for meetings
- Tech issue
- Not fit with school culture (e.g. students responded well only to stress-related activity)

Club Implementation (cont.)



Club Implementation (cont.)

💰Club Fund

How much funding would your club need to pay for a year of club meeting supplies, snacks & school wide initiatives?

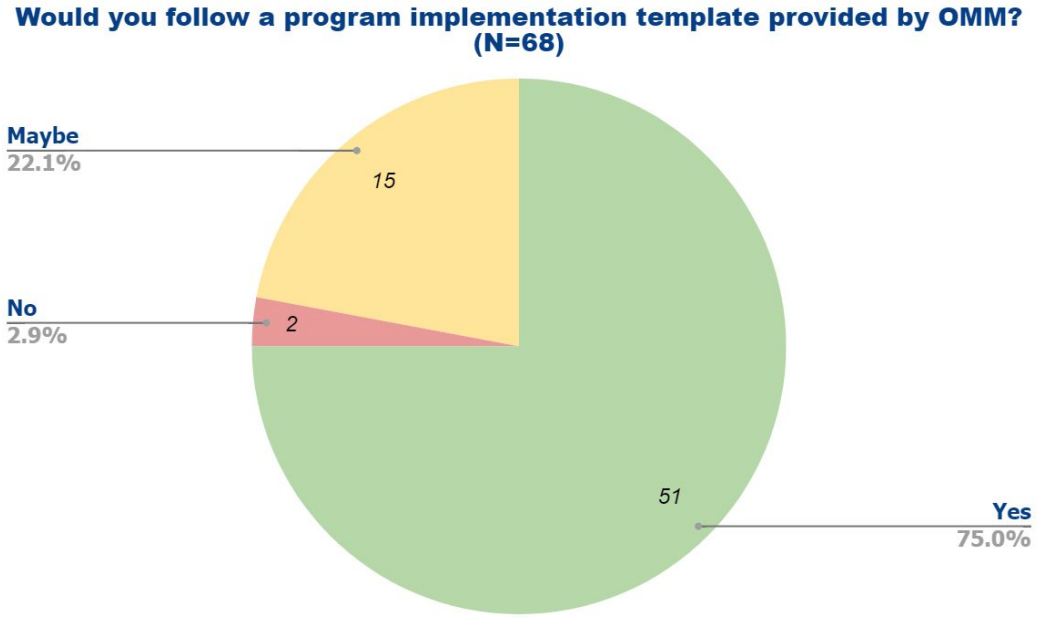
- Response range: $25 - $3,000
- **Average: $536.6**

👕Swags & Supplies🎨

What type of swag or meeting supplies does your club wish OMM offered?

- **Swags**:
  - ***Clothes:*** t-shirts, hoodies, sweatshirts
  - ***Accessories:*** Bags, socks, hats, stickers, bracelets, pins, buttons, lanyards, keychains, sticky notes
  - ***Coping tools:*** Fidget toys, stress balls, stuffed animals, resource sheets
  - ***Misc. items:*** Water bottles, MH-specific swags, pens, magnets, motivational posters, journals, informational materials
  - ***Graduation cords***
- **Supplies**:
  - ***Art supplies:*** Poster board, markers, crayons, colored pencils, color paper, glitter, glue, paper plates, coloring books, watercolor, watercolor paper, cups
  - ***Snacks & candy***

Club Implementation (cont.)



Most indicated preference to adapt the template to fit their needs

Feedback for OMM

Positive Feedback:

- "We loved the move with music day"
- "We really enjoy the Our Minds Matter clubs. We have started a club at our middle school as well and should probably get it registered directly with OMM…"
- "OUR MINDS MATTER ON TOP 🔥🔥🔥🔥💯💯💯💗💗💗💗🫂🫂🫂🫂🫂🫂"
- "We love OMM! Thank you for letting us be a part of this movement!"

Constructive Feedback:

- Opportunities to connect clubs outside of DMV to connect students back to the purpose and cause
- Have a start-off budget and allow options to win other funding/need more funding
- Need more training and support
- More activities in the handbook
- It was difficult to maintain student buy-in and club sponsor found themselves running the club when it's supposed to be student-led
- Make it easier to find materials for leadership training
- Collaborate with feeder schools to develop a streamline and provide more comprehensive presence throughout school/grade progression & provide opportunities for service learning
- "This form is very lengthy. There are a lot of things about Our Minds Matter that I don't quite understand. The sponsor (me) is not tech savvy and my regular job as special education teacher keeps me quite busy. Most of the leadership on OMM have other activities going on their lives, and many of them are Honors students. If someone could come in and show us how to use these tools, and plan a meeting with them, it might help."

Implementation x Outcome Data

How were reports of how OMM club was run relevant for participants' program & wellbeing outcomes?

Exploratory Analyses

Correlation analyses were run to better understand whether the way OMM club was run was linked to its participants' outcomes. Only significant findings are reported..

🌍Opening Connection

When OMM club had ***higher reports of starting their meetings with an Opening Connection activity***, participants of the club tended to have ***higher scores*** on:

- Social connectedness with peers and school community (r=.25, p<.001)
- Social connectedness with fellow OMM club members (r=.19, p<.01)
- Utilization of positive coping skills to help reduce and cope with stress (r=.23, p<.001)
- Practicing self-care and health habits to improve wellbeing (***r*=.28**, p<.001)
- Willingness to seek help if struggling with mental health (r=.21, p<.01)
- Awareness of mental health resources (r=.25, p<.001)
- Likelihood to engage in helpful behaviors (r=.16, p<.05)
- Perceiving participation in OMM has had a positive impact on mental health (***r*=.26**, p<.001)
- Overall wellbeing (r=.22, p<.01)

***Correlations provide range between -1 and +1. r = |.10| is small correlations, r = |.30| is medium correlations, and r = |.50| is large correlations.*

In other words, **frequency of the club started their meetings with an Opening Connection activity was positively linked to program outcomes (i.e. social connectedness, positive coping & healthy habits, help-seeking, and prosocial bhv) and wellbeing of its participants.** The strengths of the correlations ranged from small to approach medium.

Exploratory Analyses (cont.)

🎴OMM Activities

Students whose club reported ***using OMM activities on a more frequent basis*** tended to have ***higher scores*** on:

- Practicing self-care and health habits to improve wellbeing (r=.15, p<.05)
- Willingness to seek help if struggling with mental health (r=.15, p<.05)
- Awareness of mental health resources (r=.15, p<.05)
- Likelihood to engage in helpful behaviors (r=.14, p<.05)
- Perceiving participation in OMM has had a positive impact on mental health (r=.18, p<.01)

***Correlations provide range between -1 and +1. r = |.10| is small correlations, r = |.30| is medium correlations, and r = |.50| is large correlations.*

🏫Number of School-Wide Campaigns Held

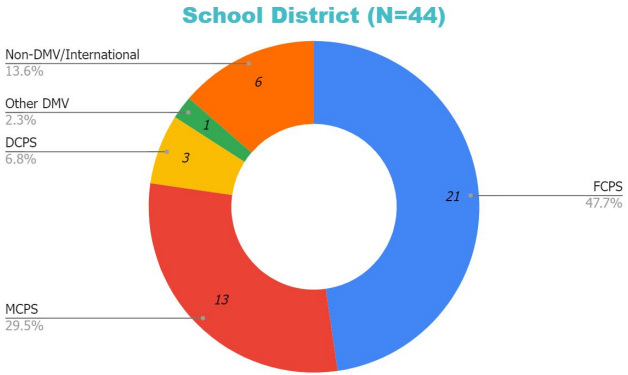
Number of school wide campaigns held was moderately and negatively linked to participants' rating of mental health stigma at school (r= -.29, p<.001). Simply put, **the higher number of school wide campaigns organized by a club, the less students viewed mental health topics as stigmatized at their school.**

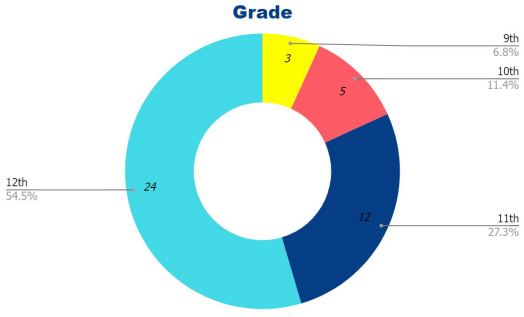
Change Within Students

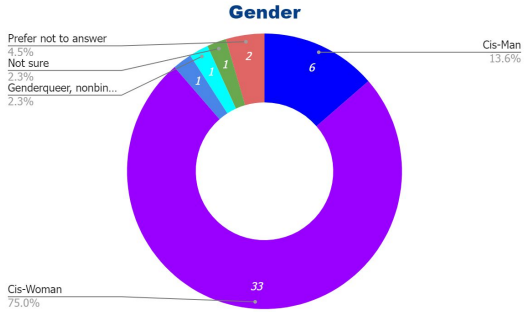
Pre- & Post-Data Comparison

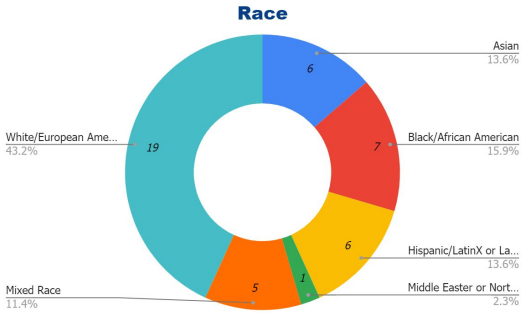
Pre-Post Change Analyses

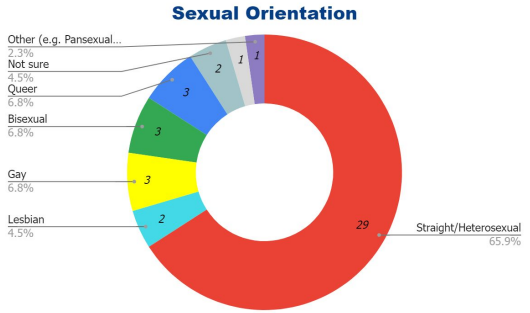
- Focusing on **a subset of 44 students** whose data were available from both Entry (Fall) & Exit Poll (Spring)
- Paired samples *t*-tests were run to compare the means of pre- and post-test scores on program & wellbeing outcomes for these students



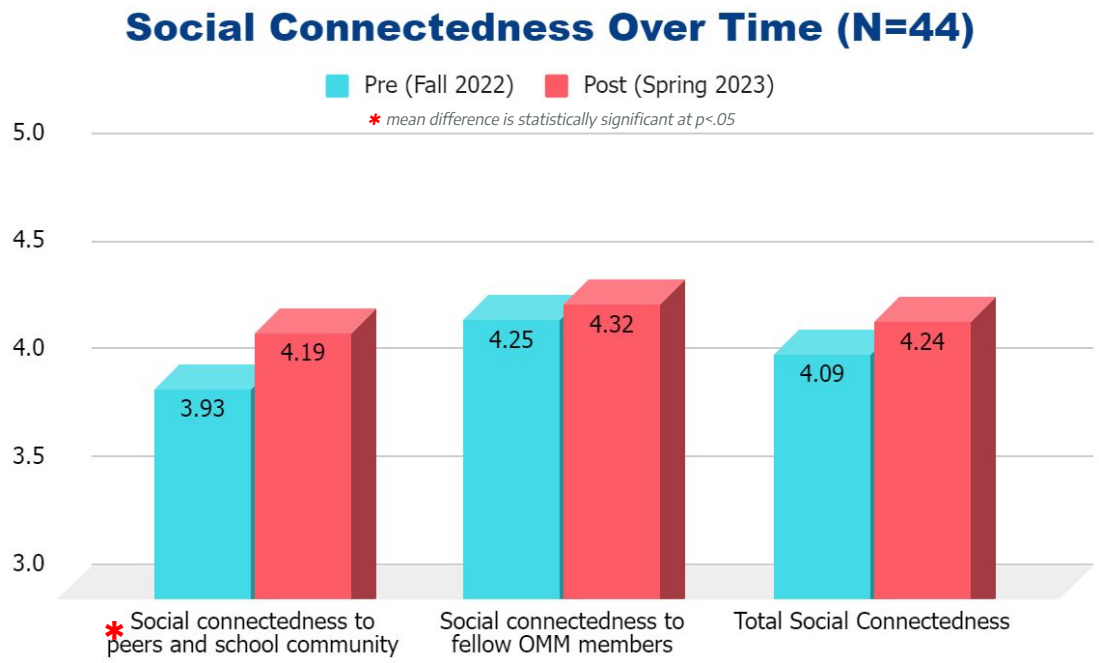






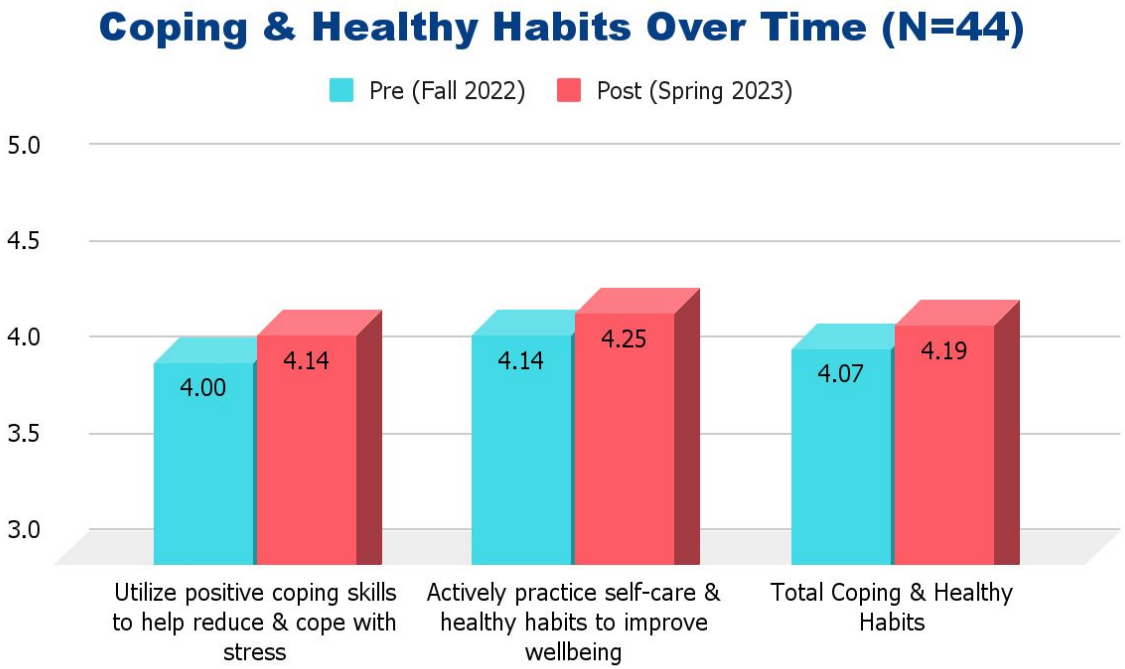


Pre-Post Change Analyses



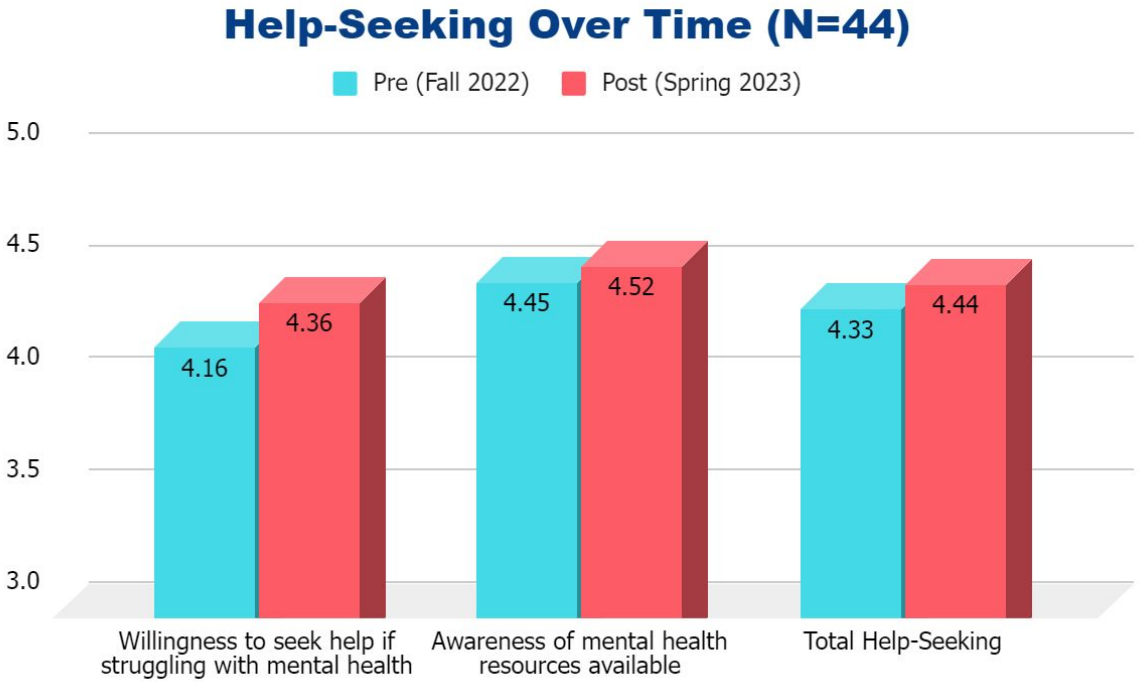
Scores on social connectedness generally increased from Fall to Spring; though only the increase in **social connectedness to peers & school community** reached statistical significance, $t(42) = -.21$, $p=.04$

Pre-Post Change Analyses



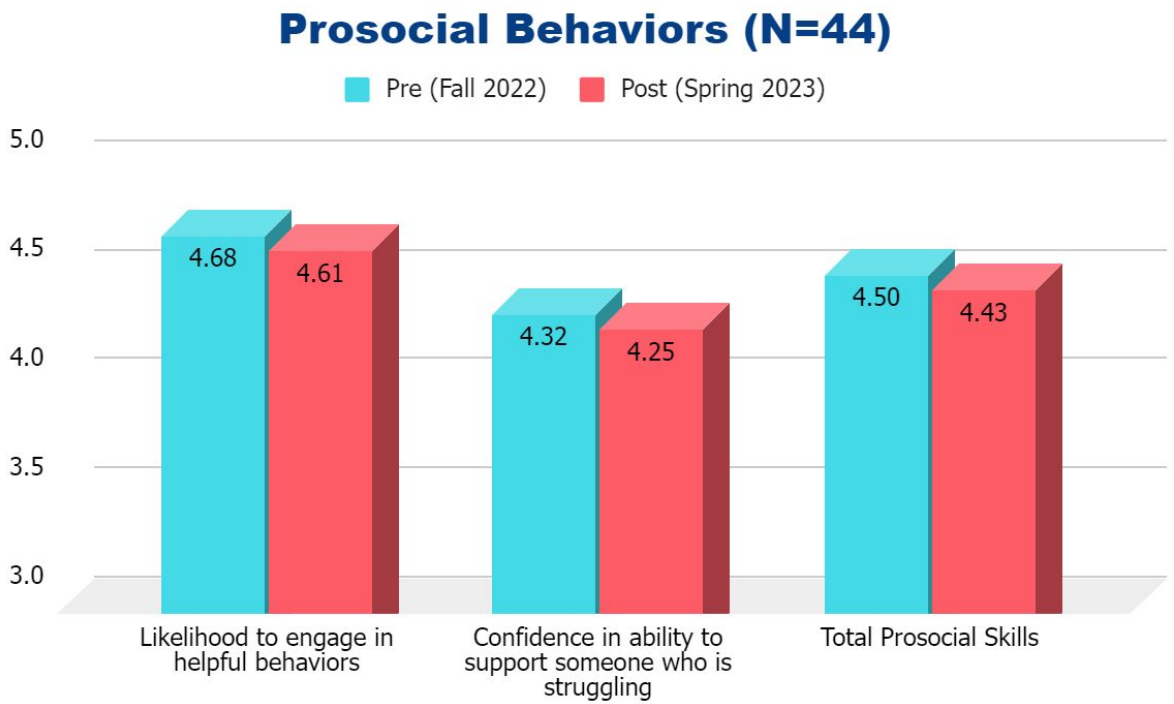
Scores on positive coping skills and healthy habits generally increased from Fall to Spring. However, these increases were not statistically significant.

Pre-Post Change Analyses



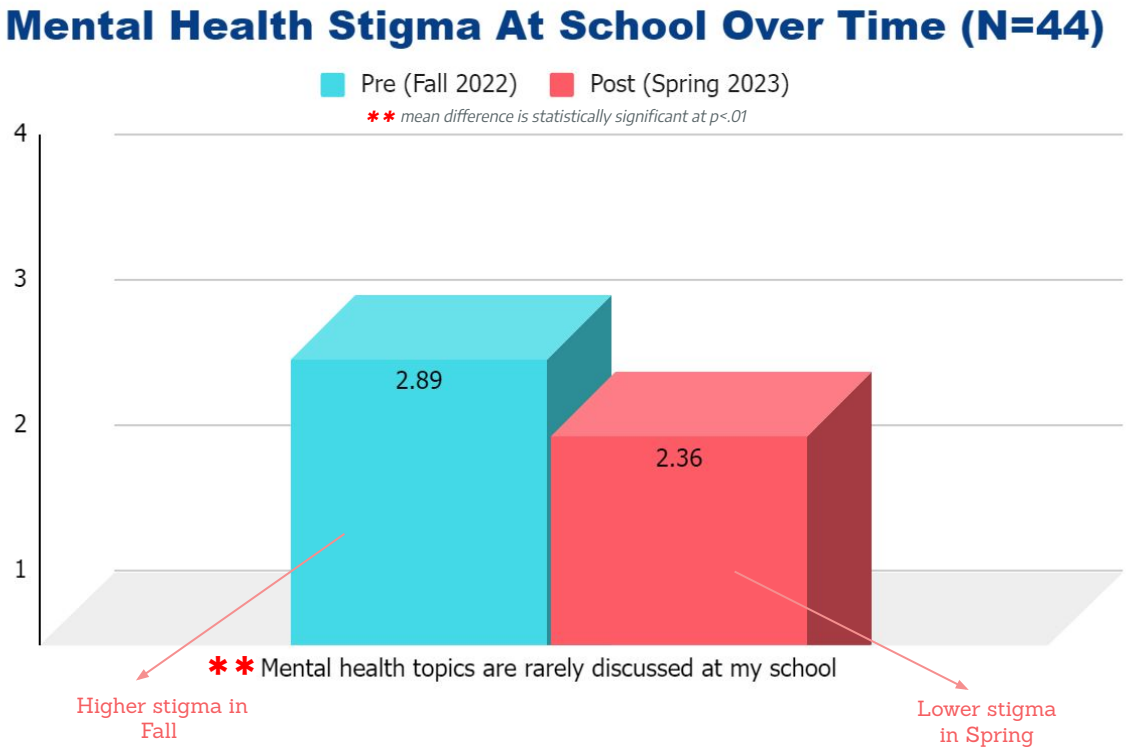
Scores on willingness to seek help and awareness of mental health resources increased from Fall to Spring but the differences did not reach statistical significance.

Pre-Post Change Analyses



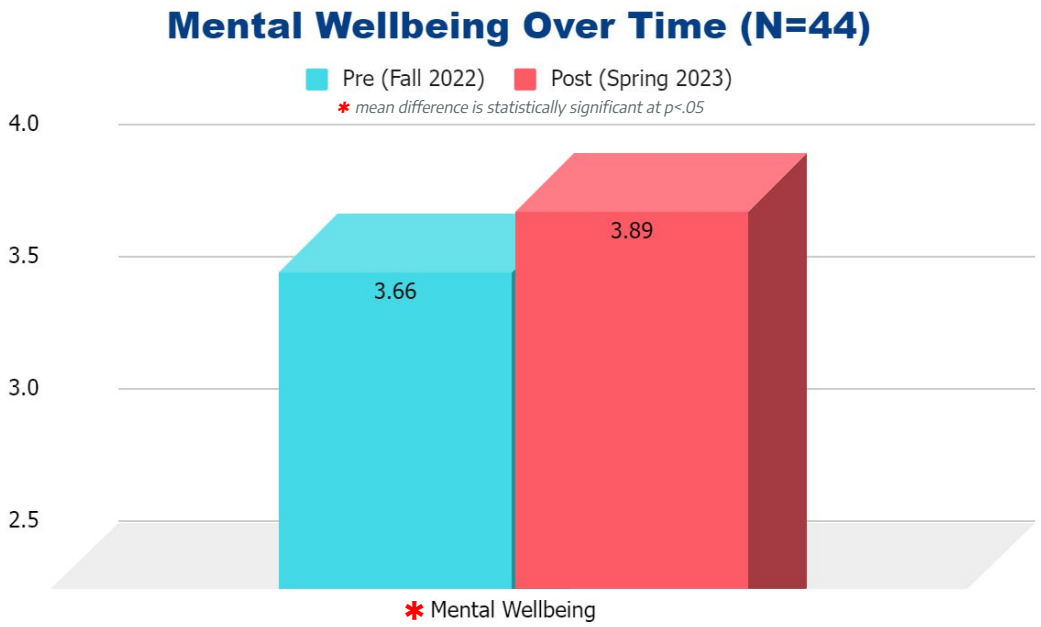
Scores on likelihood to help others and confidence in ability to support someone who is struggling with mental health declined from Fall to Spring but these differences were not statistically significant.

Pre-Post Change Analyses



Scores on **mental health stigma at school declined** from Fall to Spring and that this difference is statistically significant, $t(43) = 3.12$, $p=.003$.

Pre-Post Change Analyses



Scores on **participants' mental wellbeing increased** from Fall to Spring and that this increase is statistically significant, $t(43) = -2.58$, $p=.013$.