2022-23
End of Year Program Evaluation

Middle School Program

01

Impact Data

Summary of Findings

MS Exit Poll Data Collection

- Data collection window: Apr 24 - June 1st, 2023

- Primary method: Email/phone outreach to MS sponsor who helped distribute survey to students

- Secondary method: Direct email outreach to MS students with email provided on attendance list

- **Total number of responses received (N) = 28**

Demographics

	# of Respondents	Percent
FCPS	**8**	**28.6%**
Franklin Middle School	1	
Poe Middle School	4	
Whitman Middle School	3	
MCPS	**8**	**28.6%**
Hallie Wells Middle School	1	
Herbert Hoover Middle School	4	
Robert Frost Middle School	3	
Non-DMV/International Schools	**12**	**42.9%**
Waller Middle School	12	
Total	**28**	

What grade are you in?

- 6th
- 7th
- 8th

4	14.29%
15	53.57%
9	32.14%
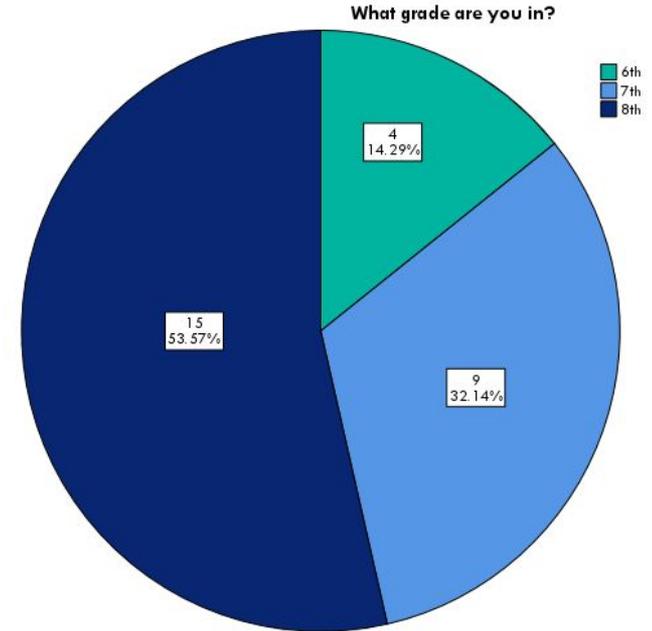
Majority of respondents were in 8th (53.6%) and 7th (32.1%) grade

Demographics

Which of the following best describes your gender?

- Cisgender Man (ex. Assigned male at birth and identify as male)
- Cisgender Woman (ex. Assigned female at birth and identify as female)
- Transgender Man (ex. Assigned female at birth and identify as male)
- Genderqueer, Nonbinary, Gender Fluid, or Two Spirit
- Prefer not to answer

6
21.43%

2
7.14%

1
3.57%

1
3.57%

18
64.29%
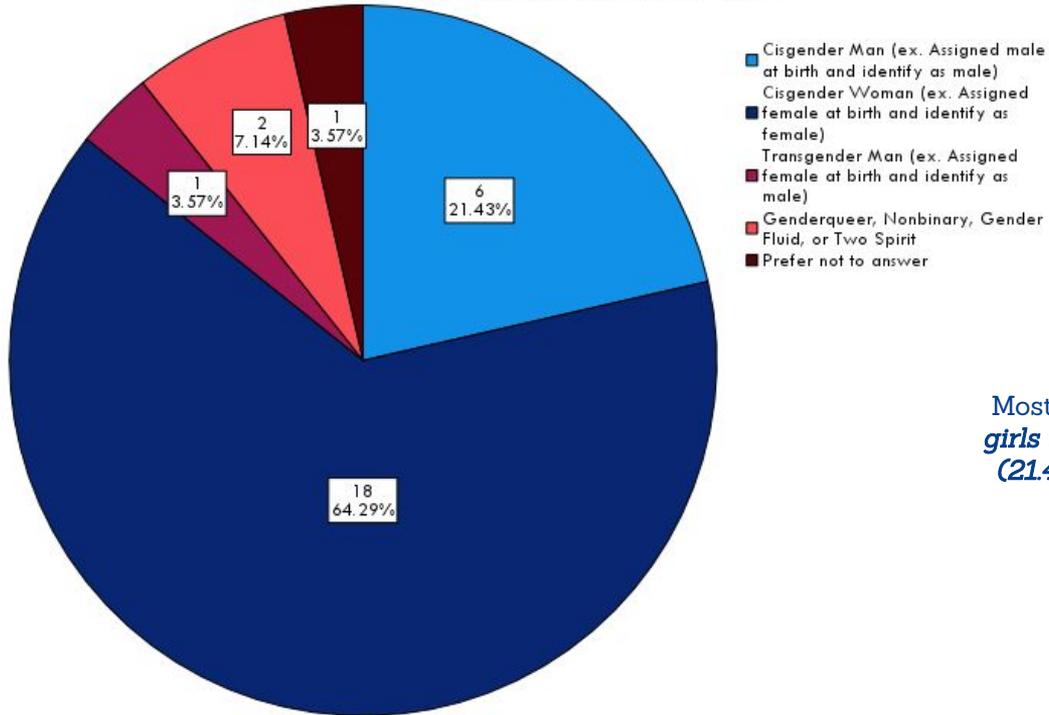
Most of the respondents were *cisgender girls (64.3%)*, followed by *cisgender boys (21.4%)*, *genderqueer, nonbinary, gender fluid, or Two Spirit (7.1%)*, and *transgender man (3.6%)*

Demographics

## Which of the following racial/ethnic group(s) best describe you?

Legend:
- American Indian/Indigenous American or Alaskan Native
- Asian (South, East, Southeast)/Asian American or Pacific Islander
- Black or African American
- Hispanic/LatinX or Latine
- Middle Eastern or North African
- Mixed Race
- White or European American
- Prefer not to answer

Pie chart values: 3 (11.11%), 7 (25.93%), 3 (11.11%), 2 (7.41%), 2 (7.41%), 1 (3.70%), 8 (29.63%), 1 (3.70%)
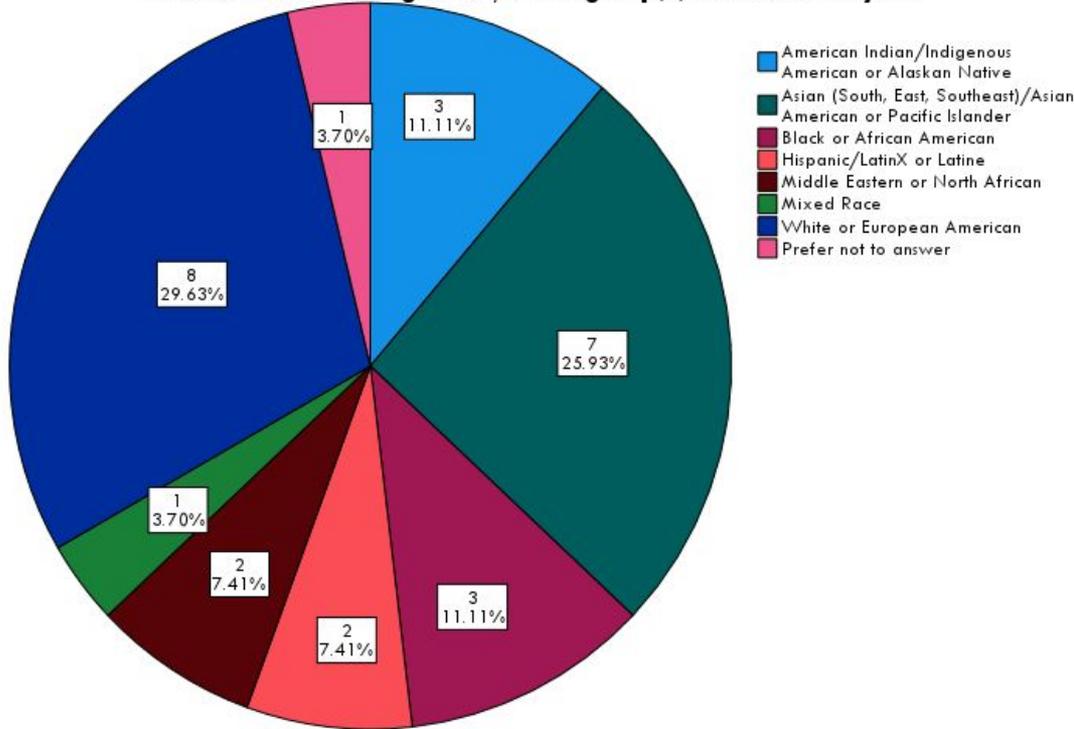
	# of Respondents	Percent
FCPS	**8**	
Asian (South, East, Southeast)/Asian American or Pacific Islander	2	25.0%
Black or African American	2	25.0%
Hispanic/LatinX or Latine	2	25.0%
Middle Eastern or North African	1	12.5%
Mixed Race	1	12.5%
White or European American	0	0.0%
Prefer not to answer	0	0.0%
N/A	0	0.0%
MCPS	**8**	
Asian (South, East, Southeast)/Asian American or Pacific Islander	5	62.5%
Black or African American	1	12.5%
Hispanic/LatinX or Latine	0	0.0%
Mixed Race	0	0.0%
White or European American	1	12.5%
N/A	1	12.5%
Non-DMV/International	**12**	
American Indian/Indigenous American or Alaskan Native	3	25.0%
Asian (South, East, Southeast)/Asian American or Pacific Islander	0	0.0%
Black or African American	0	0.0%
Hispanic/LatinX or Latine	0	0.0%
Middle Eastern or North African	1	8.3%
Mixed Race	0	0.0%
White or European American	7	58.3%
Prefer not to answer	1	8.3%
Total	**28**	

Demographics

Returning vs. New Member

- Returning member
- New member (joined this school year)

4
14.29%

24
85.71%
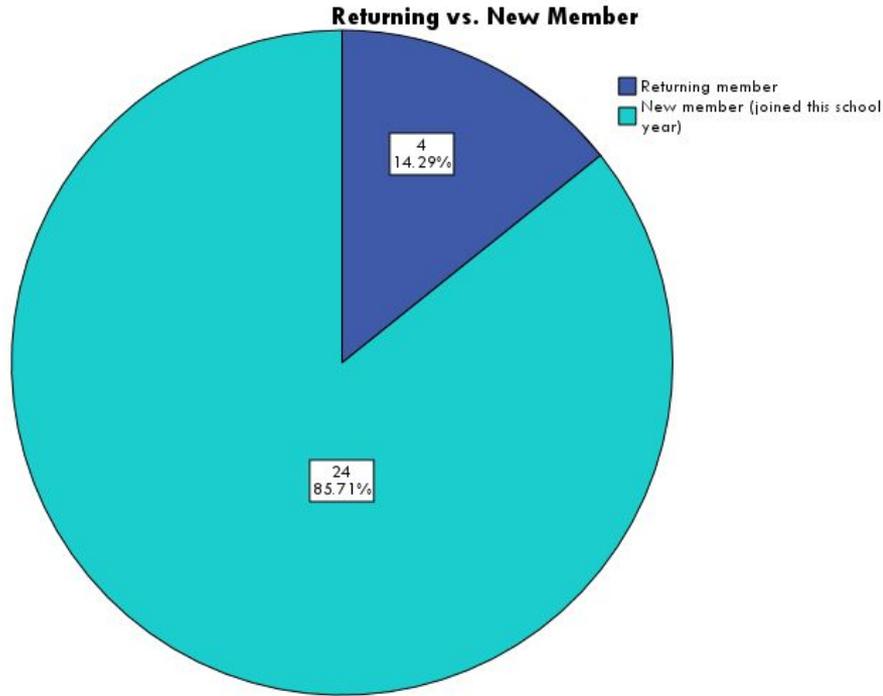
Average length of time with OMM (in year) = 1.13
[min = .5; max = 3.0]

Are you an OMM club leader?

- Yes
- No

8
28.57%

20
71.43%
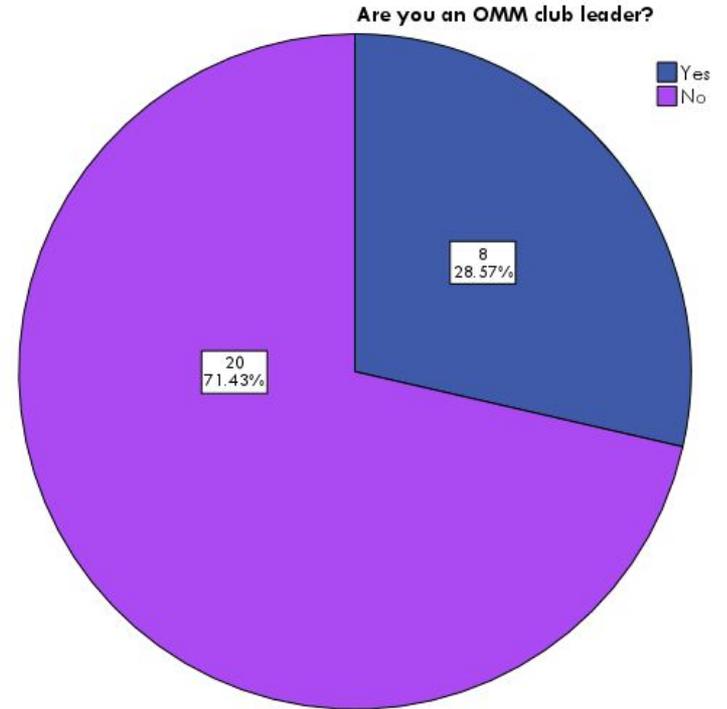
28.6% of respondents identified as an OMM *Club Leader*.

Club Participation

Average Club Participation

■ Club Members   ■ Student Leaders

	Club Member (n = 19)			Club Leader (n = 8)			Full Sample (N=27)
	Mean (SD)	**Min**	**Max**	**Mean (SD)**	**Min**	**Max**	**Mean (SD)**
# of Club Meetings Attended in 2022-2023 SY	**9.74** (8.74)	1	35	**7.25** (3.28)	1	11	**9.00** (7.56)
# of Club Meetings Attended All Time	**9.47** (8.26)	1	27	**9.00** (3.55)	2	13	**9.33** (7.11)
# of Leadership Planning Meetings	-	-	-	**5.38** (4.14)	1	12	-

Program Outcomes
Social Connectedness

I feel socially connected to my peers and school community

- % Strongly Agree/Agree = 67.9%
  - FCPS (n=8): 87.5%
  - MCPS (n=8): 87.5%
  - Non-DMV (n=12): 41.6%

I feel socially connected to my peers and school community.
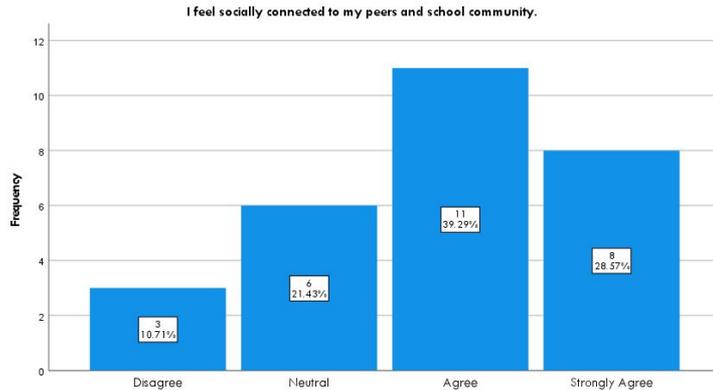
I feel socially connected to my fellow OMM club members

- % Strongly Agree/Agree = 89.2%
 - FCPS (n=8):100%
  - MCPS (n=8): 75%
  - Non-DMV (n=12): 91.6%

I feel socially connected to my fellow OMM club members.
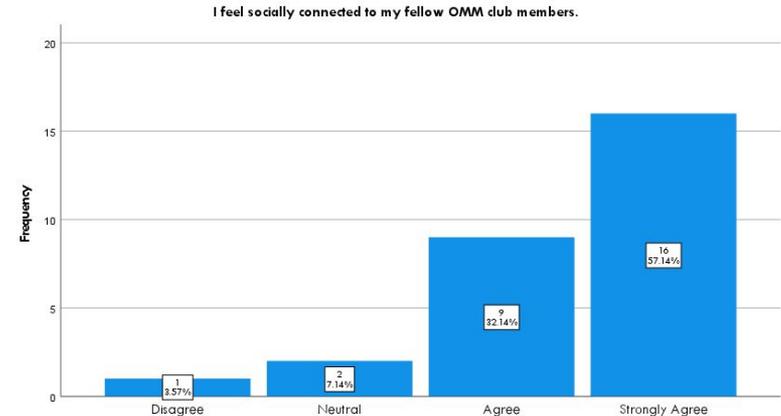
Program Outcomes
Positive Coping & Healthy Habits

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

- % Strongly Agree/Agree = 71.4%
  - *FCPS (n=8): 87.5%*
  - *MCPS (n=8): 62.5%*
  - *Non-DMV (n=12): 66.7%*

I use positive coping skills to help me reduce and cope with stress.
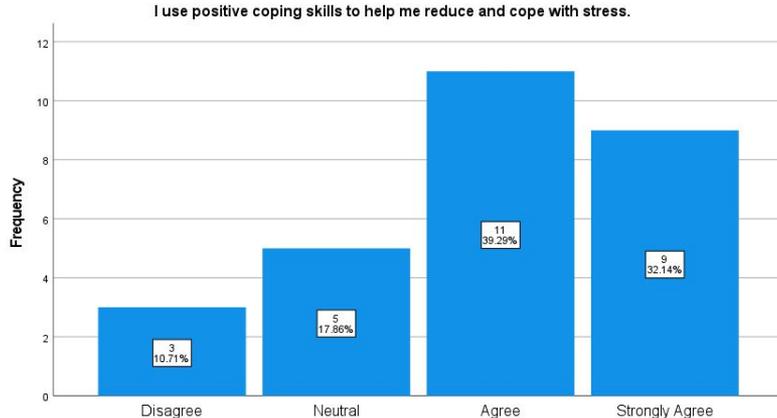
I actively practice self-care and healthy habits to improve my wellbeing

- % Strongly Agree/Agree = 57.2%
  - *FCPS (n=8): 62.5%*
  - *MCPS (n=8): 75%*
  - *Non-DMV (n=12): 41.7%*

I actively practice self-care and healthy habits to improve my wellbeing.
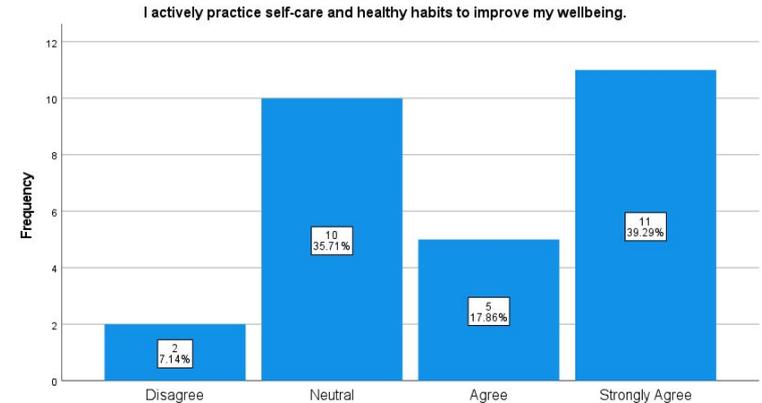
Program Outcomes
Help-Seeking

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

- % Strongly Agree/Agree = 78.6%
  - FCPS (n=8): 62.5%
  - MCPS (n=8): 75%
  - Non-DMV (n=12): 91.7%

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

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

- % Strongly Agree/Agree = 89.3%
 - FCPS (n=8): 87.5%
  - MCPS (n=8): 87.5%
  - Non-DMV (n=12): 91.7%

I know what mental health resources are available to me should I need support.
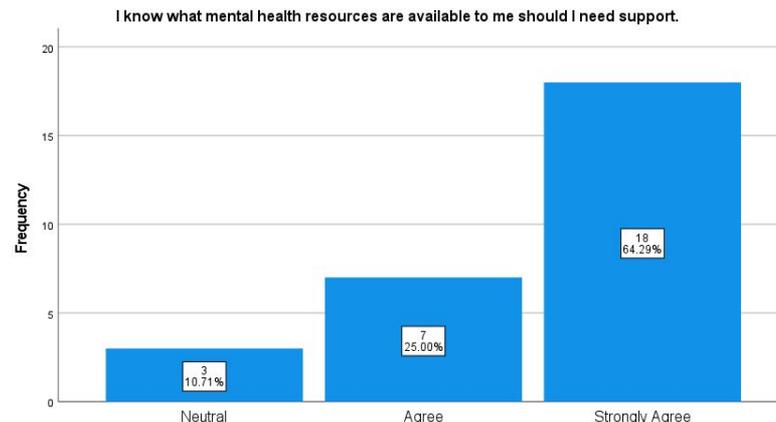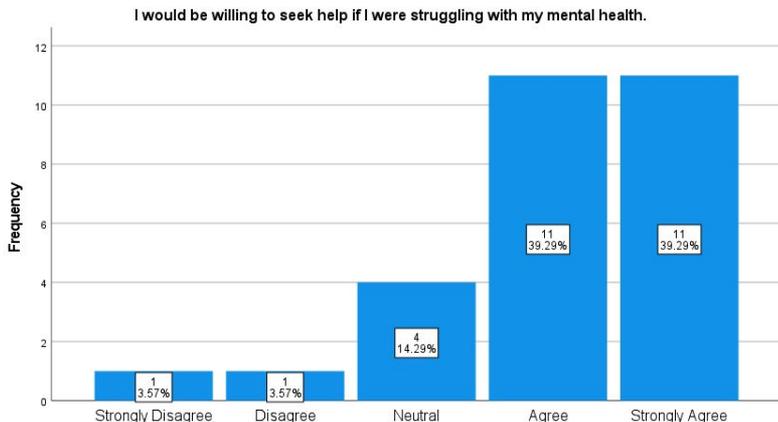
Program Outcomes
Prosocial Skills

I am likely to engage in helpful behaviors toward others

- % Strongly Agree/Agree = 82.1%
  - *FCPS (n=8): 87.5%*
  - *MCPS (n=8): 75%*
  - *Non-DMV (n=12): 83.4%*

I am likely to engage in helpful behaviors toward others.
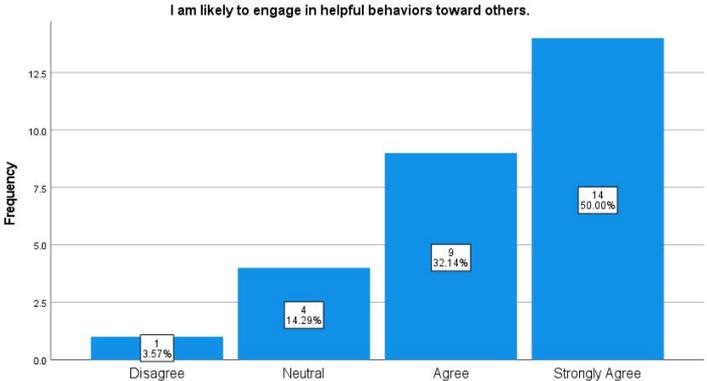
I am confident in my ability to support someone who is struggling with mental health

- % Strongly Agree/Agree = 67.8%
  - *FCPS (n=8): 87.5%*
  - *MCPS (n=8): 87.5%*
  - *Non-DMV (n=12): 41.7%*

I am confident in my ability to support someone who is struggling with mental health.
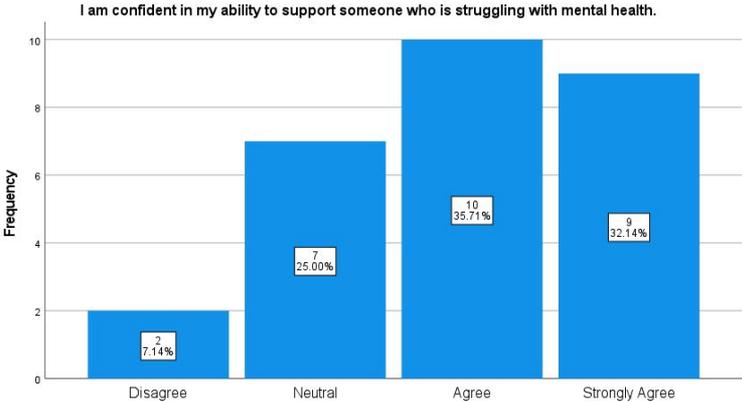
Impact
School Culture & Individual Mental Health

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

- % Strongly Agree/Agree = 14.2%
  - *FCPS (n=8): 37.5%*
  - *MCPS (n=8): 12.5%*
  - *Non-DMV (n=12): 0%*
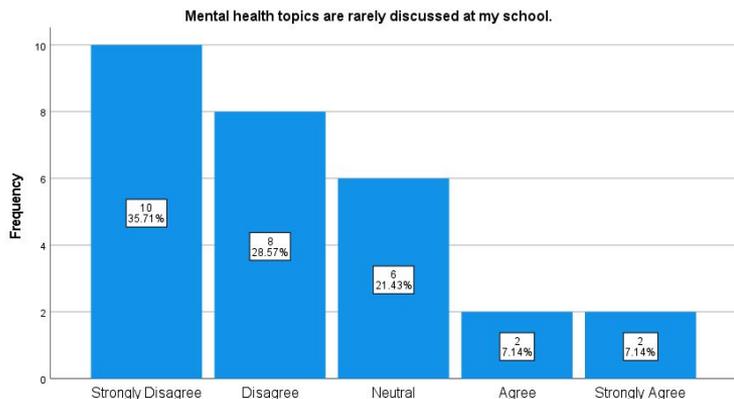
Being in Our Minds Matter has had a positive impact on my mental health

- % Strongly Agree/Agree = 75%
  - *FCPS (n=8): 75%*
 - *MCPS (n=8): 75%*
  - *Non-DMV (n=12): 75%*

Mental health topics are rarely discussed at my school.

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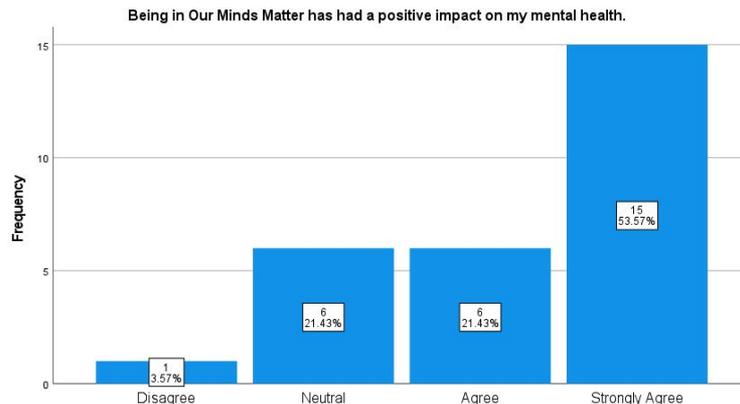
Wellbeing Outcomes

I've been feeling useful

○ **% All of the time/Often = 64.3%**
- *FCPS (n=8): 75%*
- *MCPS (n=8): 62.5%*
- *Non-DMV (n=12): 58.3%*
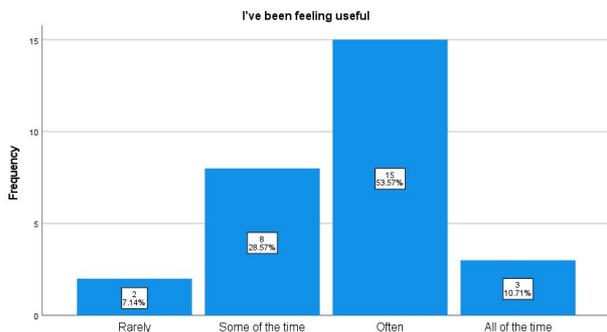
I've been feeling relaxed

○ **% All of the time/Often = 42.8%**
- *FCPS (n=8): 62.5%*
- *MCPS (n=8): 62.5%*
- *Non-DMV (n=12): 16.7%*
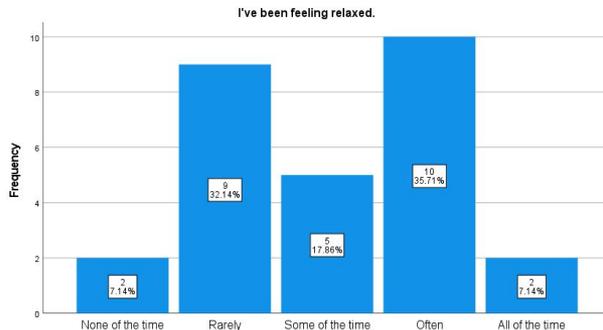
## I've been dealing with problems well

○ **% All of the time/Often = 42.9%**
- *FCPS (n=8): 50%*
- *MCPS (n=8): 62.5%*
- *Non-DMV (n=12): 25%*

I've been feeling useful

I've been feeling relaxed.

I've been dealing with problems well.
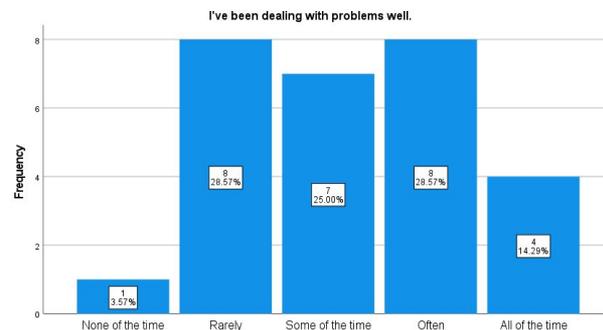
Wellbeing Outcomes

I've been thinking clearly

- % All of the time/Often = 50%
  - *FCPS (n=8): 37.5%*
 - *MCPS (n=8): 87.5%*
  - *Non-DMV (n=12): 33.3%*
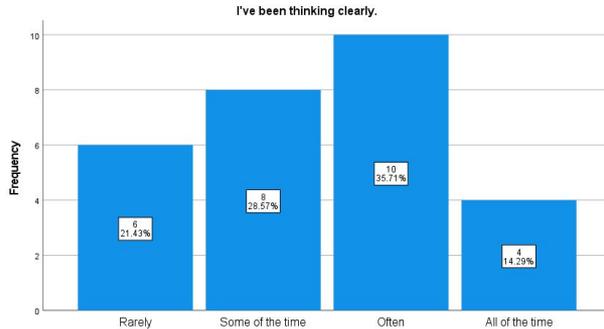
I've been feeling close to other people

- % All of the time/Often = 67.8%
  - *FCPS (n=8): 75%*
  - *MCPS (n=8): 87.5%*
  - *Non-DMV (n=12): 50%*
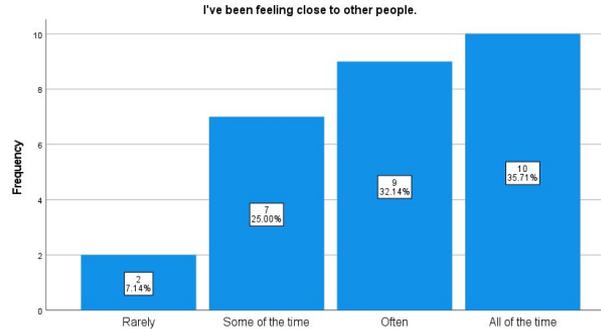
I've been able to make up my own mind about things

- % All of the time/Often = 71.4%
  - *FCPS (n=8): 87.5%*
  - *MCPS (n=8): 87.5%*
  - *Non-DMV (n=12): 50%*
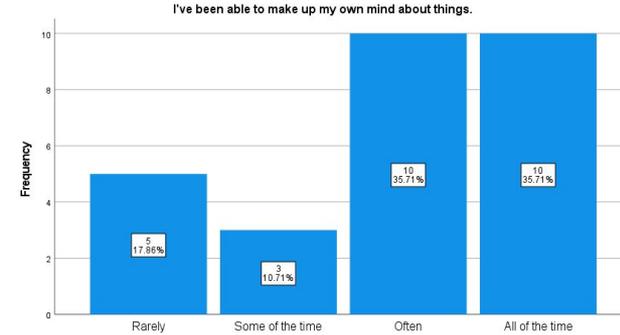
Descriptive Statistics for
Program Outcomes & Wellbeing

	Variable	Mean	SD	Min	Max	Possible Range
P R O G R A M O U T C O M E S	Social Connectedness: Peers & School	3.86	.97	2	5	1-5
	Social Connectedness: OMM Members	4.43	.79	2	5	1-5
	Social Connectedness	**4.14**	**.76**			
	Positive Coping Skills	3.93	.98	2	5	1-5
	Self-Care & Healthy Habits	3.89	1.03	2	5	1-5
	Positive Coping & Healthy Habits	**3.91**	**.92**			
	Help-Seeking: Willingness to Seek Help	4.07	1.02	1	5	1-5
	Help-Seeking: MH Resource Awareness	4.54	.69	3	5	1-5
	Help-Seeking	**4.30**	**.69**			
	Prosocial: Likelihood to Help	4.29	.85	2	5	1-5
	Prosocial: Confidence in Supporting Others	3.93	.94	2	5	1-5
	Prosocial Skills	**4.11**	**.75**			
	MH Stigma at School	2.21	1.23	1	5	1-5
	Positive Impact on Mental Health	4.25	.93	2	5	1-5
	Overall Wellbeing	**3.54**	**.81**			

Comparing Average Scores between
Student Leaders vs Club Members

Independent t-tests were conducted to compare mean scores on program outcomes and wellbeing outcomes between Student Leaders and Club Members. Results were insignificant; student leaders did not differ significantly from club members on their outcome scores.

Understanding Relationships between
of Meetings Attended (Dose), Program & Wellbeing Outcomes

- Students who reported **attending more meetings this school year** also reported **higher scores on actively practicing self-care & healthy habits** ($r=.42$, $p = .03$)

- Students who reported **attending more meetings (all-time)** also reported **greater use of positive coping skills to help reduce & cope with stress** ($r=.42$, $p = .02$)

- Students who reported **higher social connection with fellow OMM members** also reported:
  - Greater use of **positive coping skills** ($r-.57$, $p < .01$)
  - Greater **awareness of mental health resources** ($r=65$, $p < .001$)
  - Higher scores on **perceived positive impact on mental health** as a result of involvement with OMM ($r=.76$, $p < .001$)

02

Implementation Data

Summary of Findings

Response Rate

- There were 30 middle school clubs in 2022-23 SY
  - 17 responses received
  - **Response rate = 56.7%**

- Of 17 responses received,
  - All indicated their desire to continue with OMM club in 2023-24 SY
  - 3 noted their club did not meet this school year, hence were removed from analyses
    - *Brookland Middle School (DCPS)*
    - *Thomas W. Pyle Middle School (MCPS)*
    - *William H. Farquhar Middle School (MCPS)*
  - **Final sample size included (N) = 14**
    - *FCPS: 5 (35.7%)*
    - *MCPS: 6 (42.9%)*
    - *DCPS: 2 (14.3%)*
    - *Non-DMV/International: 1 (7.1%)*

Club Leadership Succession

Does your club have at least one Club Sponsor identified for the 2023-24 SY?

■ Yes

14
100.00%
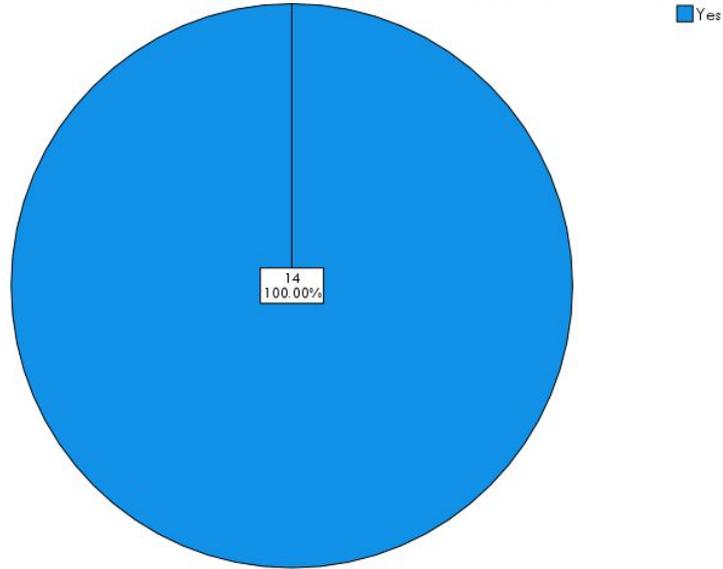
Has your club identified any Student Leader(s) for the 2023-24 SY?

■ Yes
■ No

1
7.14%

13
92.86%

Student Participation

What is the student population of your school?

Between 500 and 1000 students: 7 (50.00%)
Between 1000 and 1500 students: 4 (28.57%)
Less than 500 students: 2 (14.29%)
Between 1500 and 2000 students: 1 (7.14%)

Approximately, how many members are a part of the OMM club at your school?

1-10 students: 7 (50.00%)
11-19 students: 6 (42.86%)
30-39 students: 1 (7.14%)

On average, how many students attended your OMM club meetings each time?

1-10 students: 13 (92.86%)
20-29 students: 1 (7.14%)

Student Participation (cont.)

In your opinion, is the ethnoracial makeup of the OMM participating students representative of your school population?

No
Yes

1
7.14%

13
92.86%
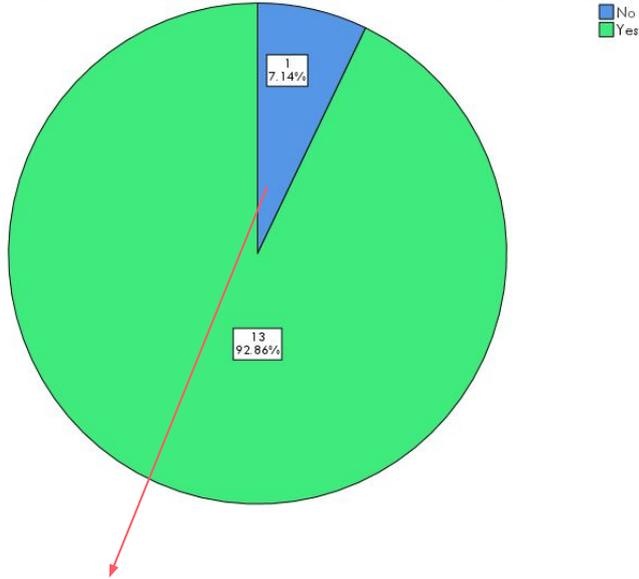
White & Asian students are over-represented;
Hispanic & Black students are under-represented

In your opinion, is the gender makeup of the OMM participating students representative of your school population?

No
Yes

6
42.86%

8
57.14%
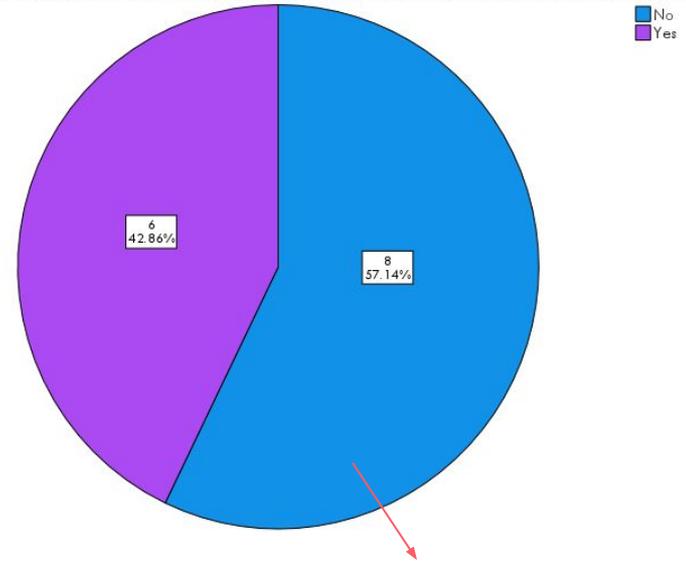
Most indicated that female students were
overrepresented and male students were
under-represented; 2 clubs noted that membership
consists of mainly non-binary & transgender students

Member Recruitment

Member Recruitment Strategy

Percentages

- Host an interest meeting: 71.43
- Participate in your school's club fair or a similar event: 21.43
- Encourage members to bring someone new: 78.57
- Hanging up/handing out flyers: 78.57
- Sharing club info in the morning announcements or news: 78.57
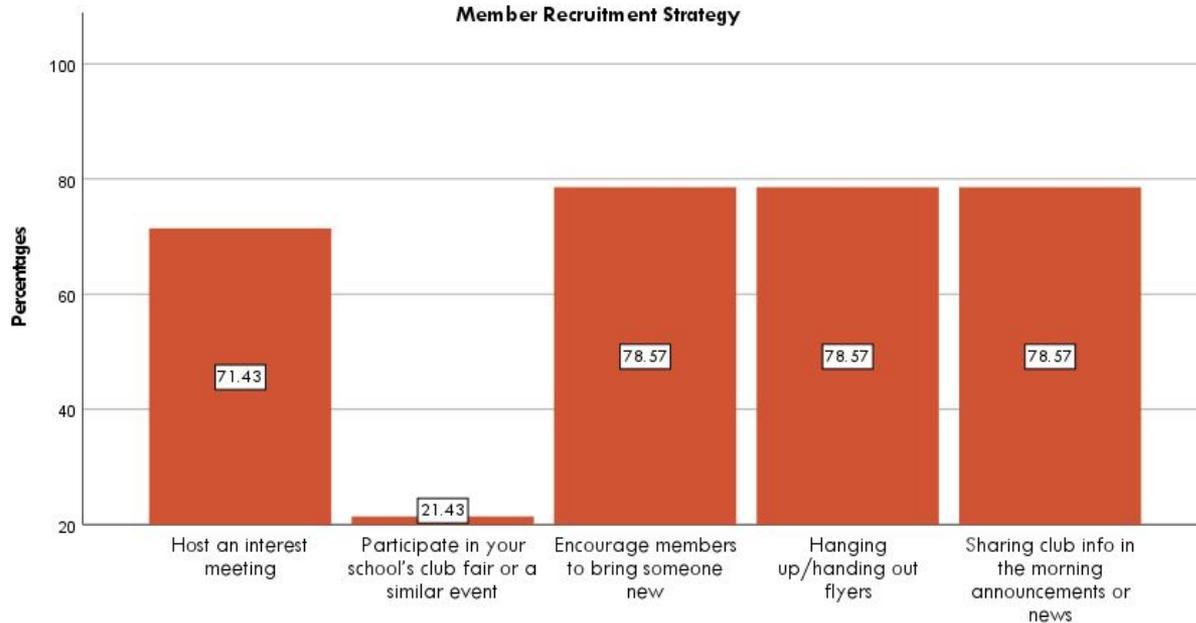
Other recruitment strategies:
- Advertise in cafeteria during lunch blocks
- Post info on Schoology
- Host school-wide events
- Recommendations from faculty
- PC helped hand out candy at lunches

Challenges:
- New club, need time to establish visibility
- Timing of the club is challenging (lunch is too short)
- Student commitment due to other obligations
- Students had other options for after school
- Lots of interest but compete with attendance for mandatory clubs/events
- Starting mid-year was difficult

Successes:
- Joined w/GSA
- Club members sharing w/ other students
- Club-funded snacks

Student Leadership Development

In what ways have you engaged students in leadership & operation of your OMM club?
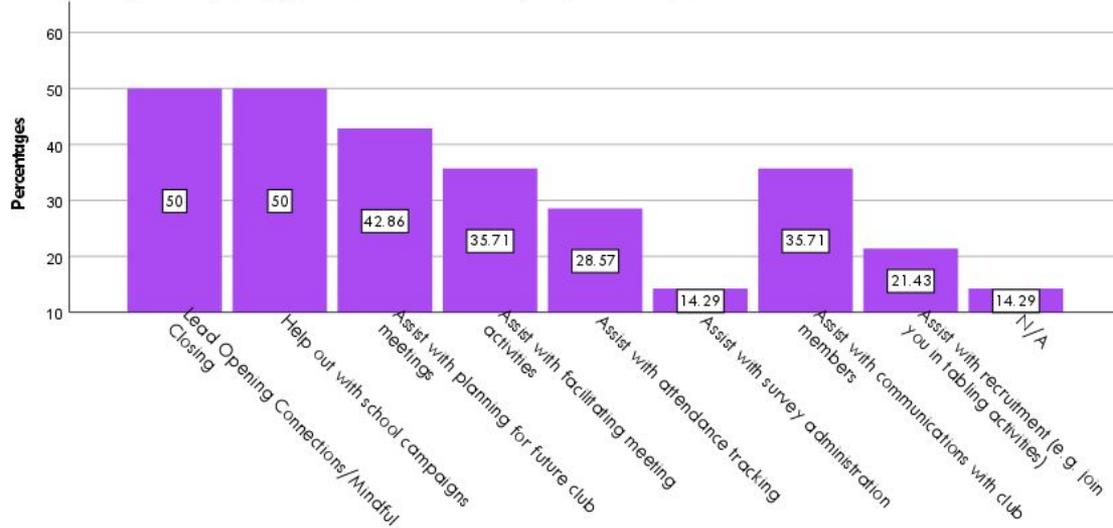

Other barriers identified:
- Needed time to establish the club before identifying student leaders
- Schedule conflicts
- Students had other fun options to attend during afterschool time
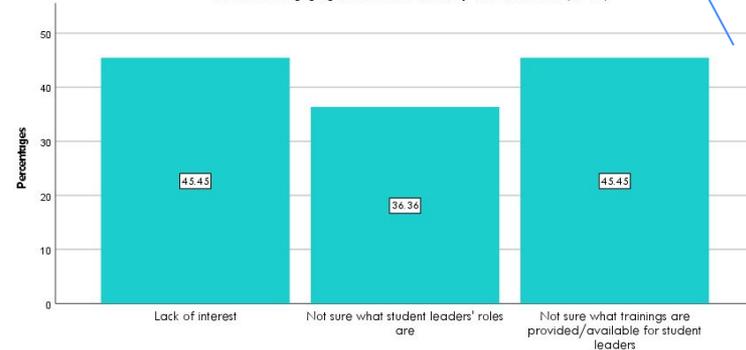
Content Engagement

How often did you start your meetings with an Opening Connection activity?

- Rarely: 2, 14.29%
- Sometimes: 1, 7.14%
- Often: 2, 14.29%
- Always: 9, 64.29%
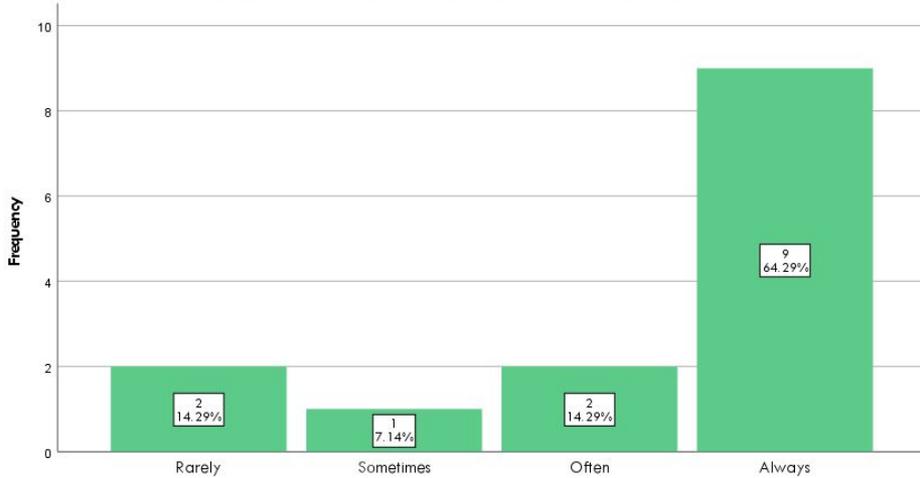
How often did you end your meetings with a Mindful Closing activity?

- Rarely: 4, 28.57%
- Sometimes: 2, 14.29%
- Often: 3, 21.43%
- Always: 5, 35.71%
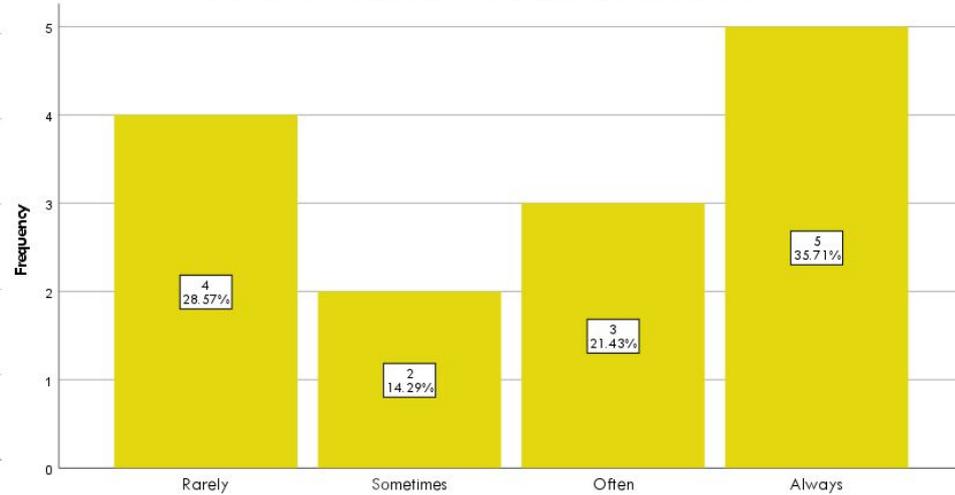
78.6% of the respondents reported **often/always** starting their club meetings with an Opening Connection activity whereas **57.1%** of the respondents indicated that they **often/always** ended their meetings with a Mindful Closing activity.

Content Engagement (cont.)

Which program elements did you use for your OMM club meetings?
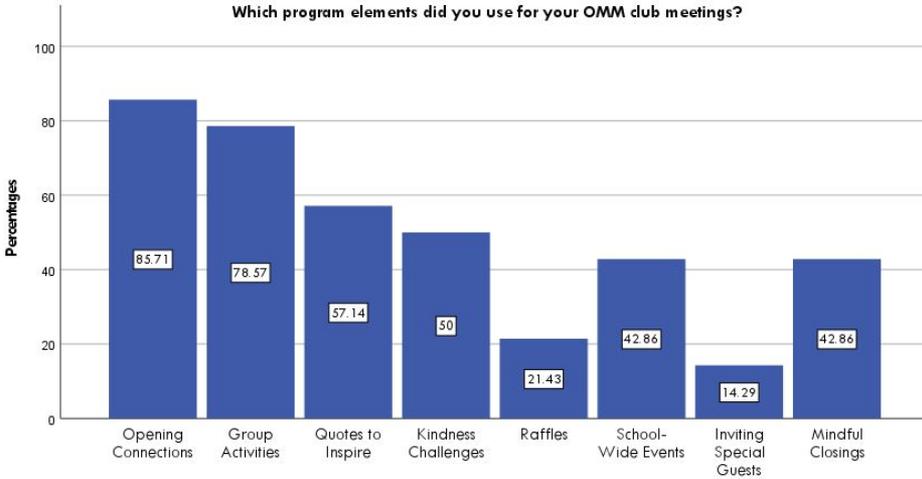
Which monthly meeting themes have you used thus far?
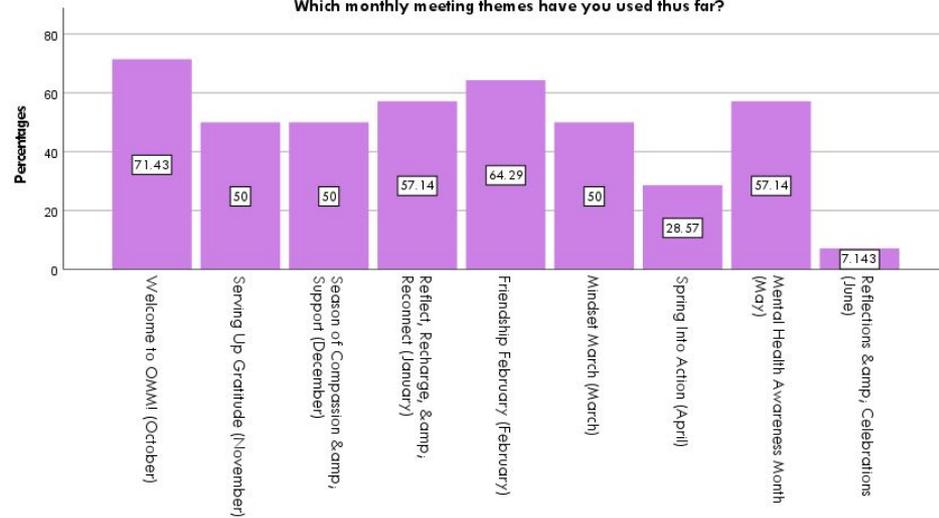
Other program element:
- "I always had something kids could make and take home or a bracelet that they could always take home. Snacks and water really helped too!"

Content Engagement (cont.)

How often did your club use OMM activities provided in the Middle School Handbook?
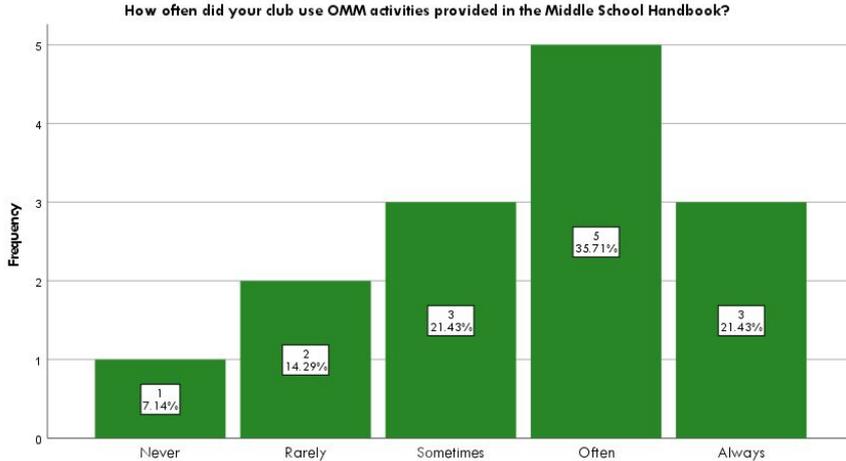
57.1% of respondents reported **often/always** used OMM activities whereas **21.4%** reported using OMM activities **sometimes**.

Barriers identified:
- Members retention
- Supplies ordered did not get to school in time
- No barriers - just used some outside activities as well
- Poor planning on sponsor's part
- Timing of meeting (lunch is short)
- Students prefer to use their own plan

Did your club create your own activities or campaigns?
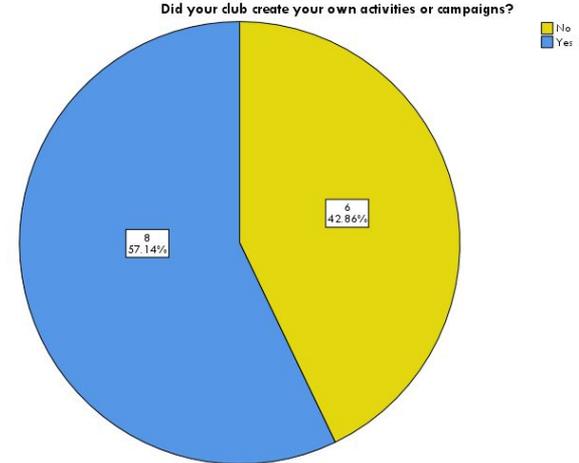
Activities/campaigns created by clubs:
- Partnership w/ other clubs (e.g. "Friendship Grams"
- SOS
- Community meeting on mental health
- Wrote positive messages with sidewalk chalk in outdoor lunch area
- Stress ball making kits & bookmarks to color
- End-of-1st-quarter activity & a May Selfcare month (open to public)
- Managing feelings of anxiety & building confidence w/ volunteer service learning hours

Content Engagement (cont.)

The activities in the handbook are relevant to the needs of my OMM students

Agree	8 — 57.14%
Strongly Agree	6 — 42.86%

The activities in the handbook are easy to use/implement

Neutral	1 — 7.14%
Agree	8 — 57.14%
Strongly Agree	5 — 35.71%

The students seemed to enjoy the OMM activities and/or campaigns

Neutral	3 — 21.43%
Agree	8 — 57.14%
Strongly Agree	3 — 21.43%
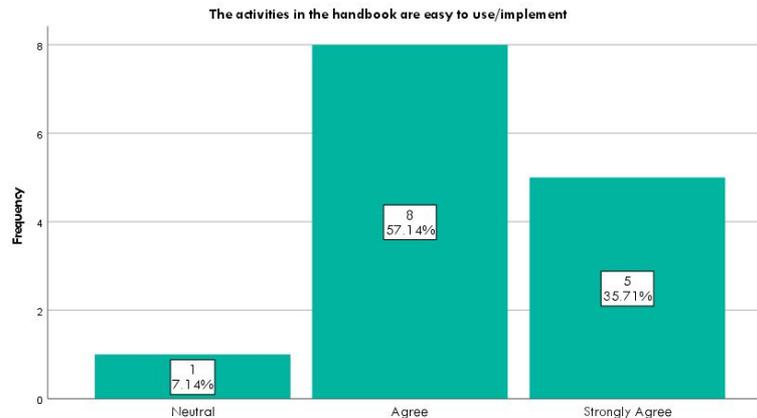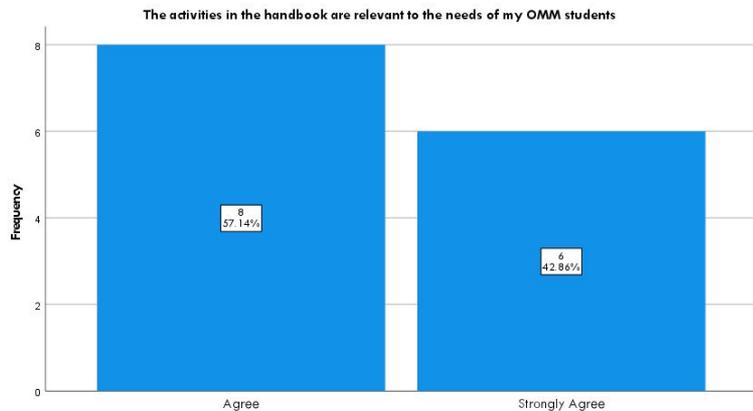
100% of respondents **agreed/strongly agreed** that the activities in the handbook are **relevant to the needs of students.**
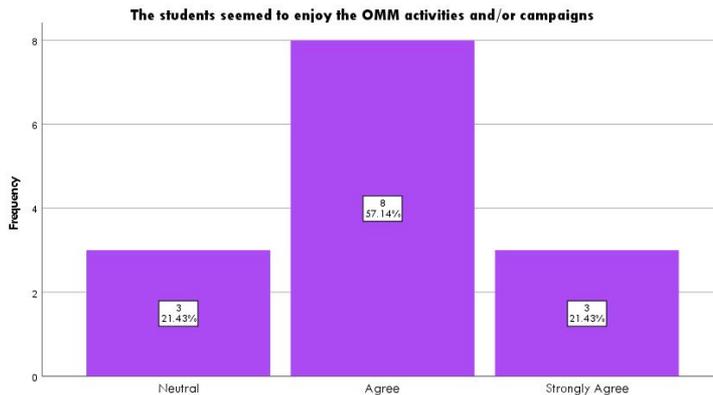
92.8% of respondents **agreed/strongly agreed** that the activities in the handbook are **easy to use/implement**; **78.5% agreed/strongly agreed** that students seemed to **enjoy the OMM activities/campaigns**

Content Engagement (cont.)

Which types of activities do you think students seemed to enjoy the most?
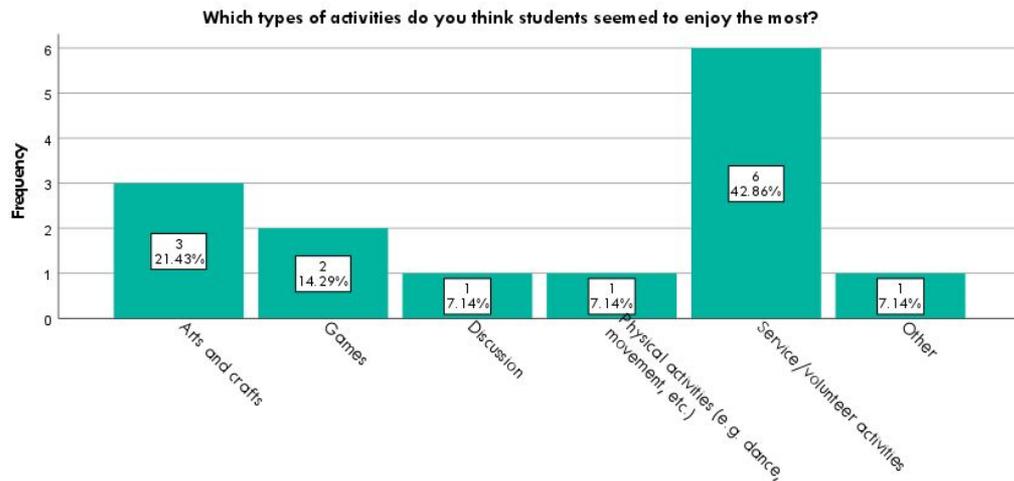
Activities that seemed to be favorite for students:
- Anything with a game component or movement
- Arts & crafts, games & service activities
- Sponsoring school-wide events
- Lava lamps & sensory bottles
- Volunteers/service to others
- Rock painting, making slime
- Discussions & sharing
- Mindful creations

Least favorite activities:
- Anything with long discussions
- Discussion-only or planning-only

Mental health topics that members are interested in but not included in handbook:
- Bullying
- How to support your friends who are struggling
- Stress management
- Social emotional learning

Broader School Impact

How many school wide campaigns did your club organize this school year?
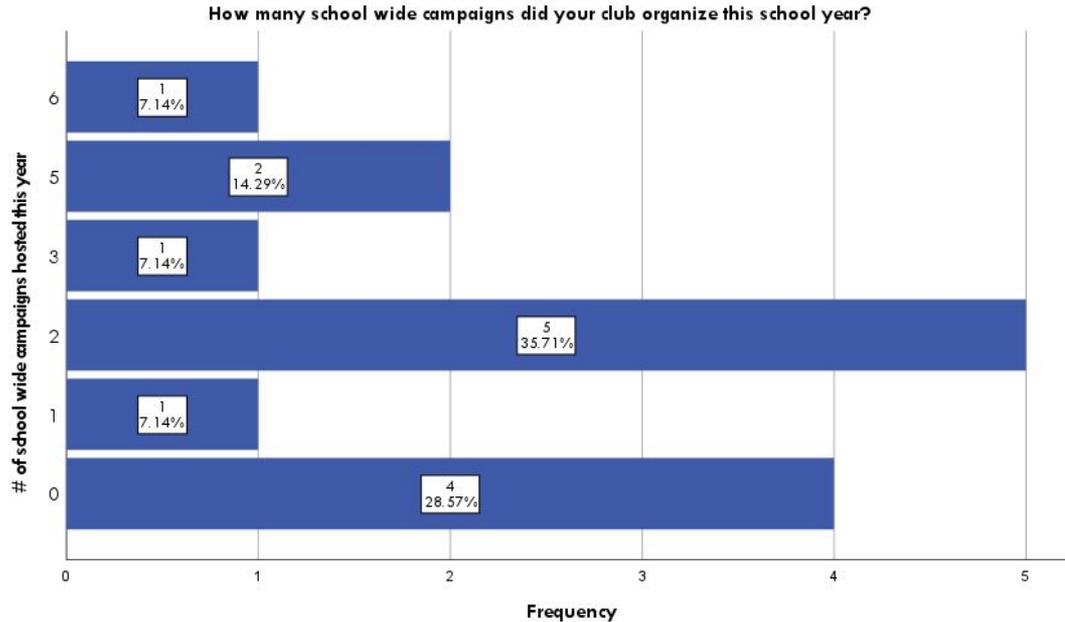
- About 28.6% of clubs did NOT host any school-wide campaigns this school year

- 42.8% reported hosting 1-2 school-wide campaigns

- 28.5% reported hosting 3 or more campaigns this year

Broader School Impact (cont.)

Approximately what percentage of your school's student body has been reached by the school-wide campaigns/events organized by your OMM club?
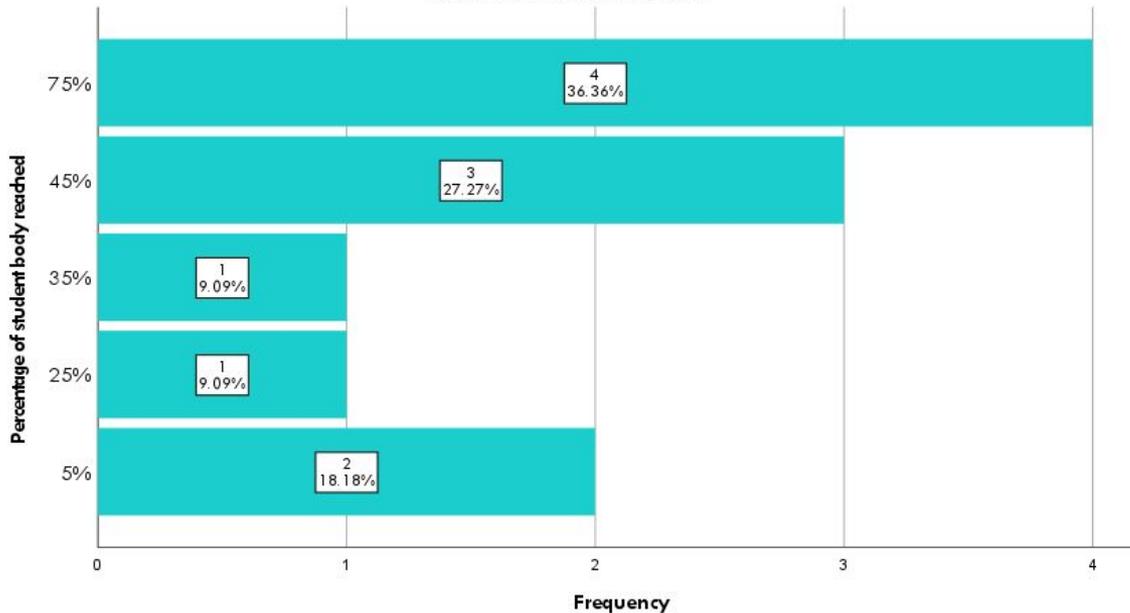
- About **36.4%** of clubs reported reaching **75% of their school's student body** via school-wide campaigns & **27.3%** of clubs reported reaching **45% of their student body**.

- FCPS: club attendance & student involvement was impacted by changes in club sponsorship, high staff turnover & changing physical building.

- MCPS: Having site visit from PC was helpful; too much needs with large MS

- DCPS: Students are just getting wind of the program & impact, hope to build on that next year

Club Implementation

How often does your club meet

- Weekly
- Biweekly
- Monthly

5 35.71%
5 35.71%
4 28.57%

How often did your club use OMM sign-in form to keep track of attendance?

2 14.29%
3 21.43%
1 7.14%
3 21.43%
5 35.71%

Never | Rarely | Sometimes | Often | Always
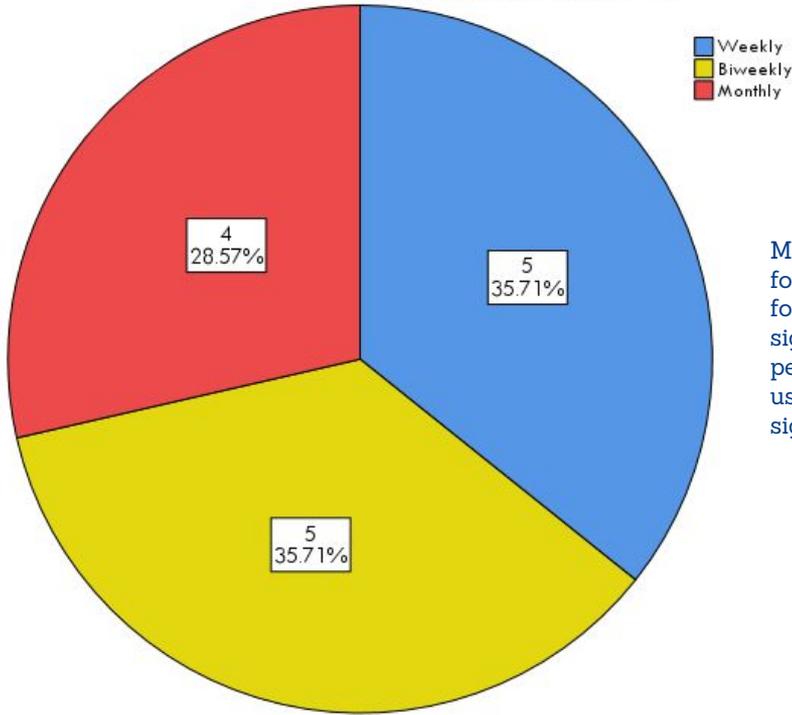
Most cited forgetfulness for not using sign-in form; 1 person noted using school's sign-in system
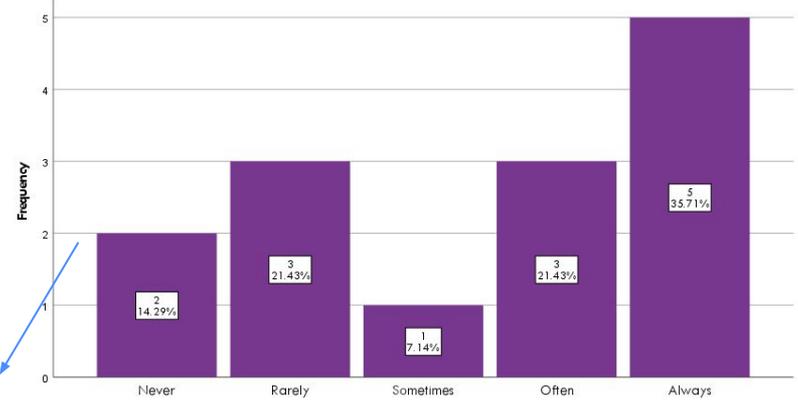
How often did your club use the OMM Middle School Handbook to access activities and resources provided by OMM?
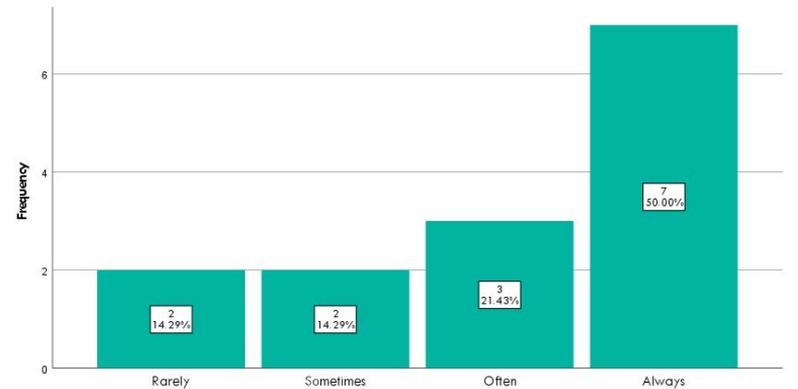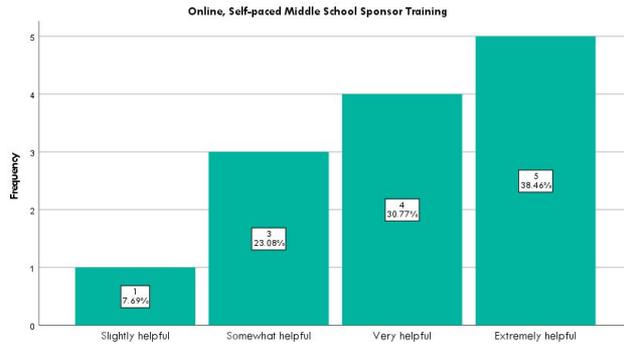
2 14.29%
2 14.29%
3 21.43%
7 50.00%

Rarely | Sometimes | Often | Always

Helpfulness of OMM Tools/Services

Online, Self-paced Middle School Sponsor Training

%Very Helpful/Extremely Helpful = 69.3%

OMM Middle School Handbook

%Very Helpful/Extremely Helpful = 85.7%

Monthly Email Check-Ins
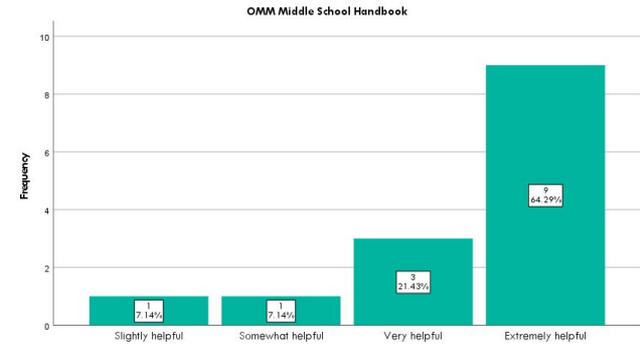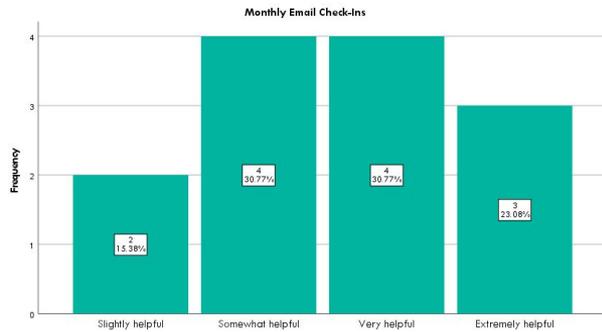
%Very Helpful/Extremely Helpful = 53.9%

Site Visits
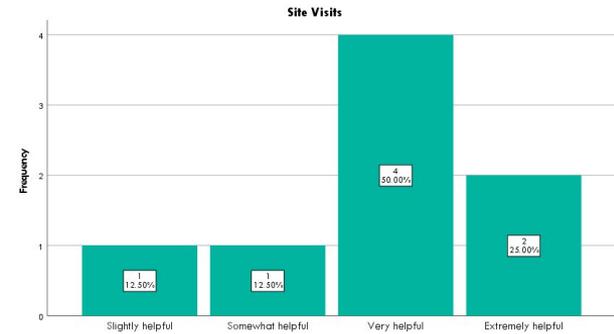
%Very Helpful/Extremely Helpful = 75% (n=8)

Helpfulness of OMM Tools/Services

Club Funds
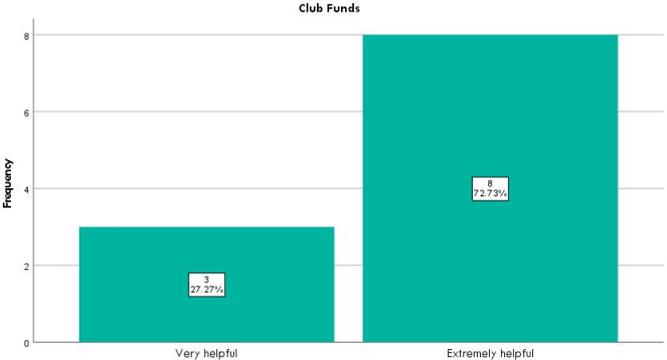
%Very Helpful/Extremely Helpful = 100% (n=11)

Swag and Supplies

%Very Helpful/Extremely Helpful = 84.6%

Direct Communication with OMM Staff
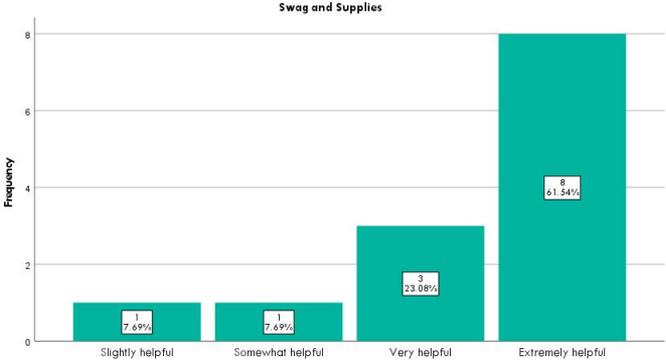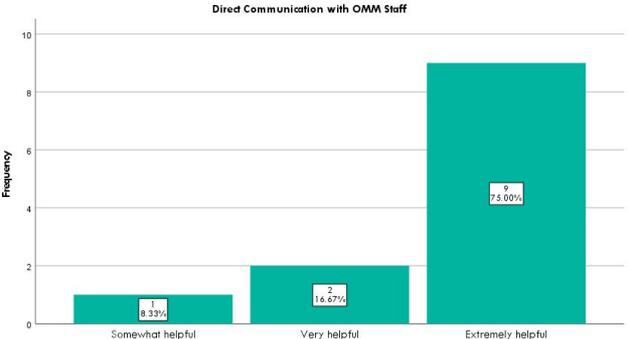
%Very Helpful/Extremely Helpful = 91.7%

Sponsor Office Hours
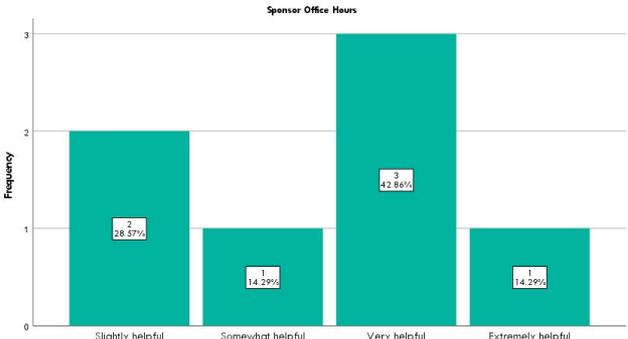
%Very Helpful/Extremely Helpful = 84.2% (n=7)

Feedback
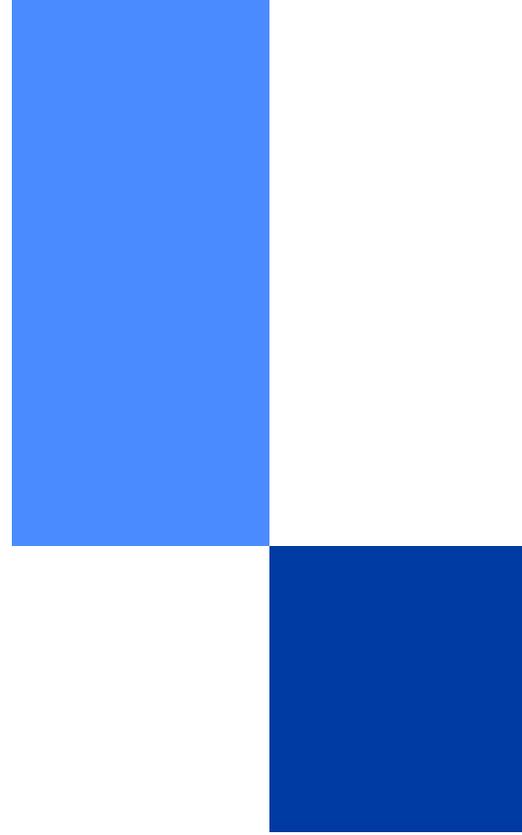
Support Needed

- A clear process to utilize or get refunds from purchases
- Recruitment help:
  - Help with flyers to advertise
  - In-person recruitment by an OMM staff
- Increase of funds (sponsor used own money for snacks)
- Co-sponsors need to coordinate better before school starts
- Student leadership training & connection opportunities

Swags or Supplies Wishlist

- Banner - for participation in a walk for mental health awareness
- More diversity that is reflective of school's population
- Shirts for peer counselors
- Something that has OMM branding on like a small stress ball or key chain
- Stickers, lanyards, pins
- T-shirts

On average, how many hours per month do you spend on work related to your OMM club?

Legend:
- Less than 1 hour per month
- 1-3 hours per month
- 3-6 hours per month
- 7-10 hours per month

Slices:
- 2 — 14.29%
- 7 — 50.00%
- 4 — 28.57%
- 1 — 7.14%
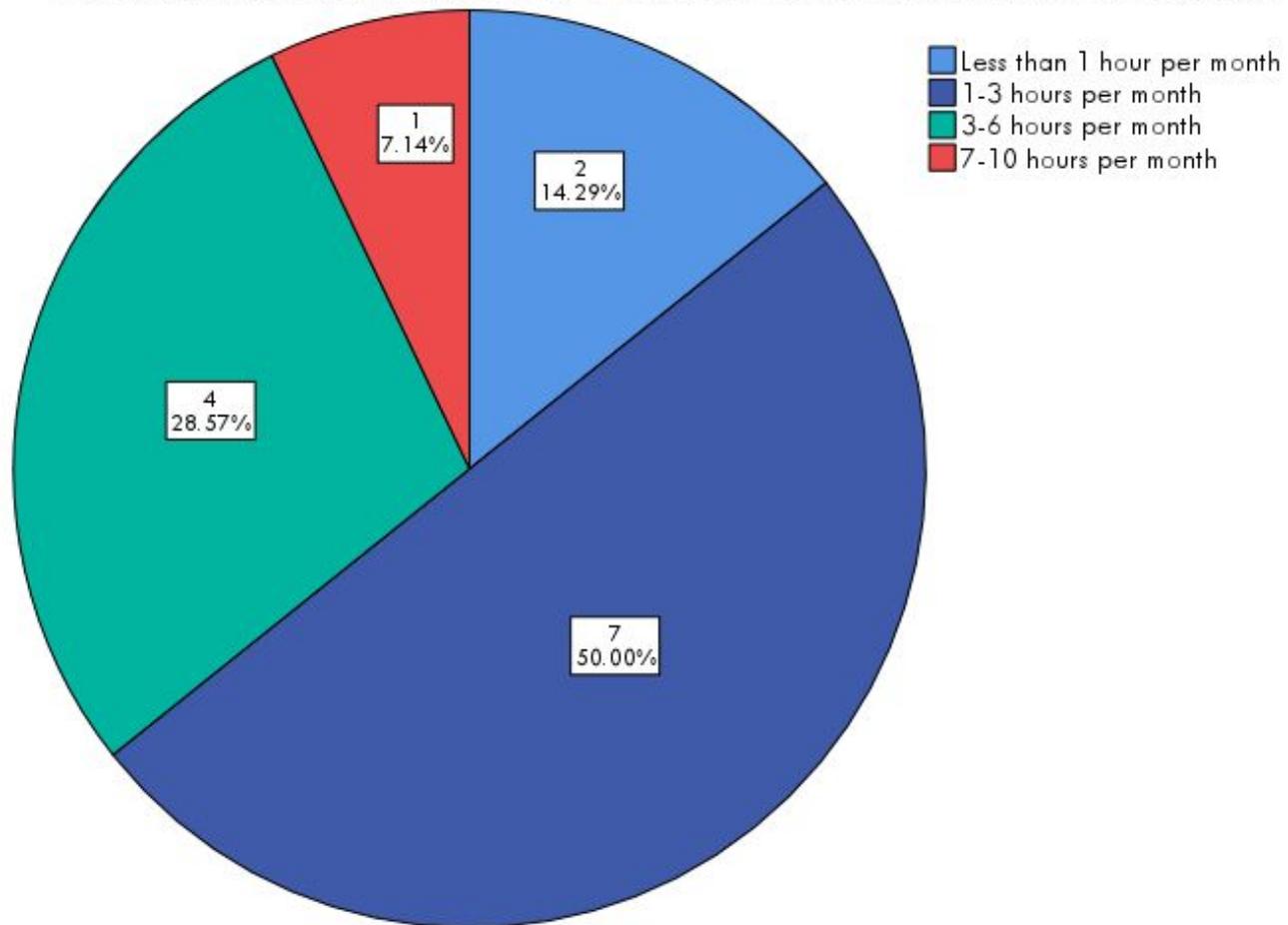
Barriers to Running OMM Club

- Not enough time
- Getting students to join - so many other clubs offered
- Find the right time of day to hold the meetings
- Interest
- Time constraints
- Schedule conflicts and school traumas
- Student attendance & consistency
- Differing levels of maturity (6-8th grades)
- Switching to weekly meetings to help with consistency
- Required events at school affected attendance

Additional Feedback

- Having someone from OMM to check in on sponsors was great but don't think monthly meeting would work. Appreciated quick response from PT
- Appreciation for support offered by OMM
- Tough year but figured out a new direction for next year
- Hope to allow multiple club members to attend the annual OMM gala in Dec

"Thank you for all of your endless support! Frost MS truly enjoys being involved with such an important and amazing organization. We look forward to many more years of partnership with all of you."

—Frost MS Sponsor