

our minds
matter

2022-23

**End of Year
Program Evaluation**

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	

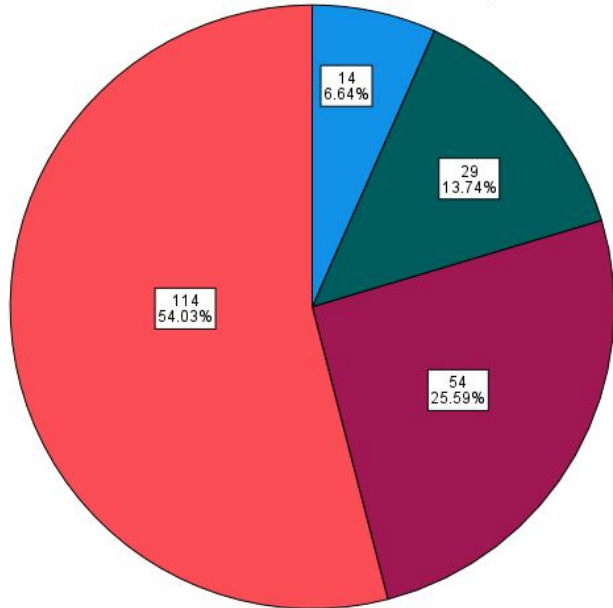
DCPS	9	4.30%
Ballou High School	1	
Benjamin Banneker High School	4	
Columbia Heights Educational Campus	2	
Eastern High School	1	
School Without Walls High School	1	
Other DMV	12	5.70%
Bishop O'Connell High School	1	
Courtland High School	2	
Gainesville High School	2	
Meridian High School	2	
North Point 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

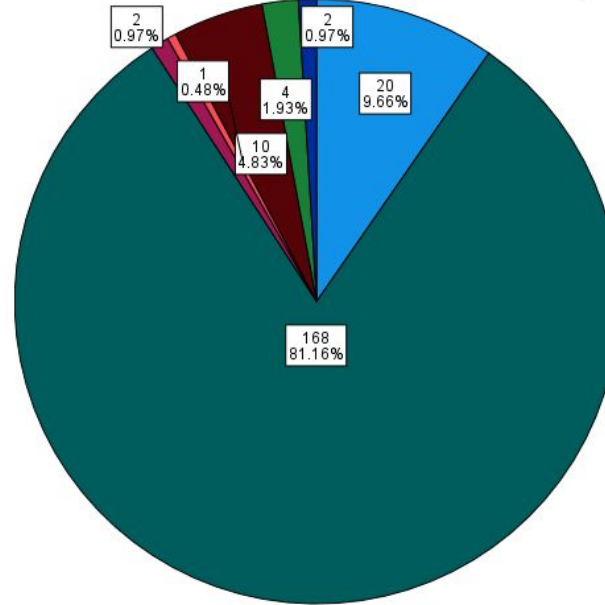
Majority of respondents were in **12th (54.0%)** and **11th (25.6%) grade**

What grade are you in?

9th
10th
11th
12th



Which of the following best describes your gender



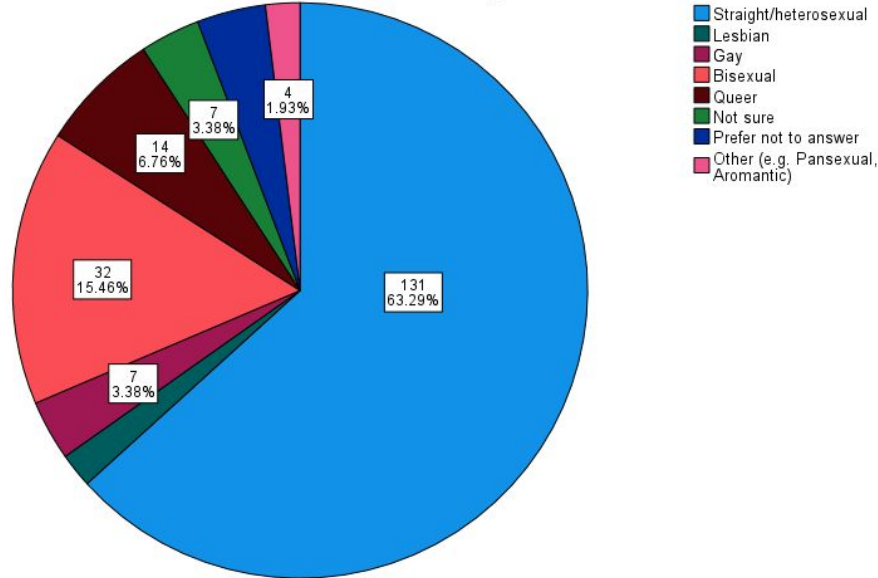
- Cisgender Man (ex. Assigned male at birth and identify as male)
- Cisgender Woman (ex. Assigned female at birth and identify as female)
- Transgender Man (ex. Assigned female at birth and identify as male)
- Transgender Woman (ex. Assigned male at birth and identify as female)
- Genderqueer, Nonbinary,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

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%)**

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

Demographics

Which of the following best describes your sexual orientation?



36.7%

Of respondents identified as part of
LGBQ+ community

Bisexual: 15.5%

Queer: 6.8%

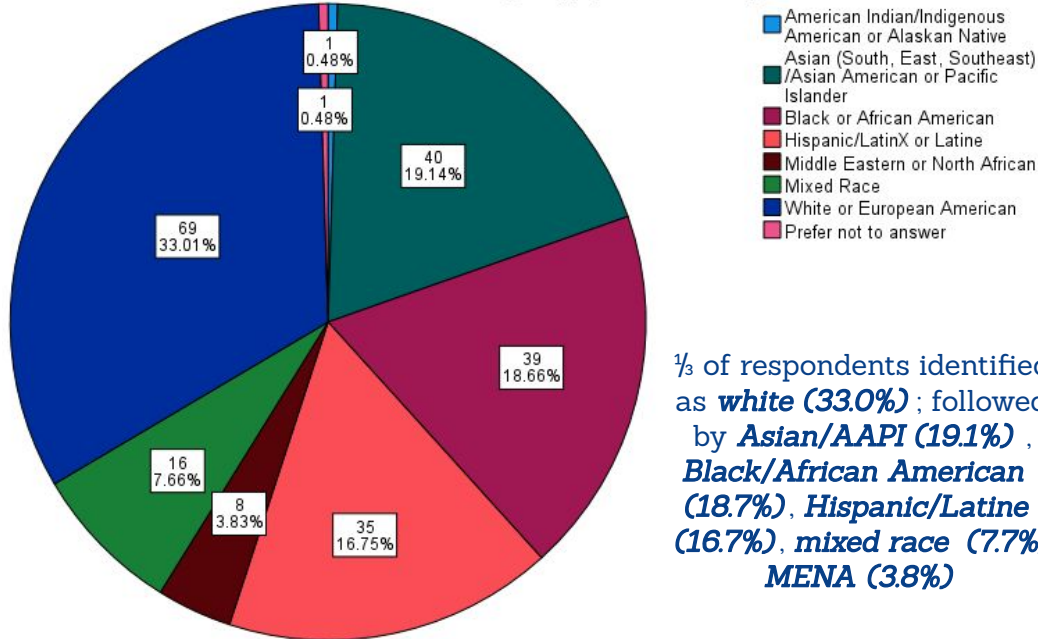
Gay: 3.4%

Lesbian: 1.9%

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

Demographics

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

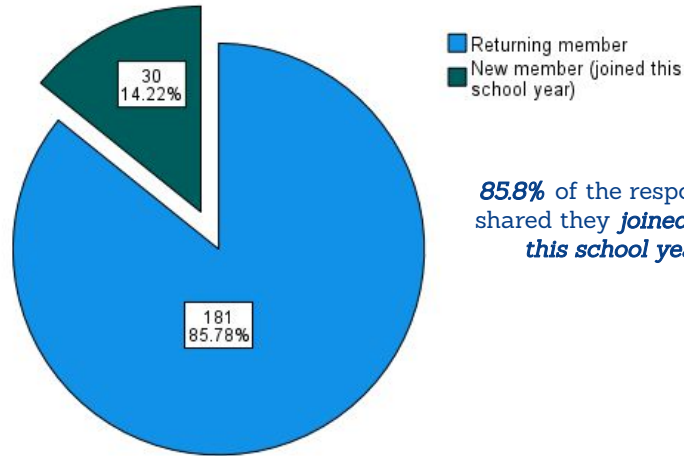


1/3 of respondents identified as **white (33.0%)**; followed by **Asian/AAPI (19.1%)**, **Black/African American (18.7%)**, **Hispanic/Latine (16.7%)**, **mixed race (7.7%)**, **MENA (3.8%)**

	# 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

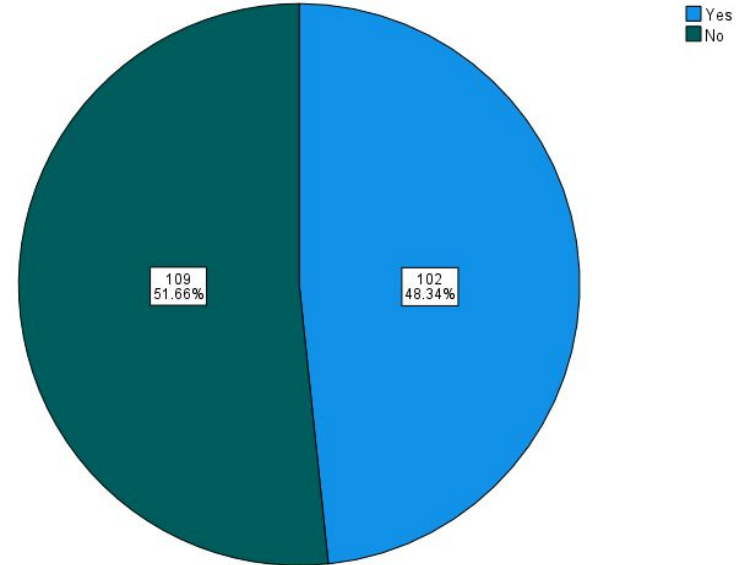
Returning vs. New Member



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]

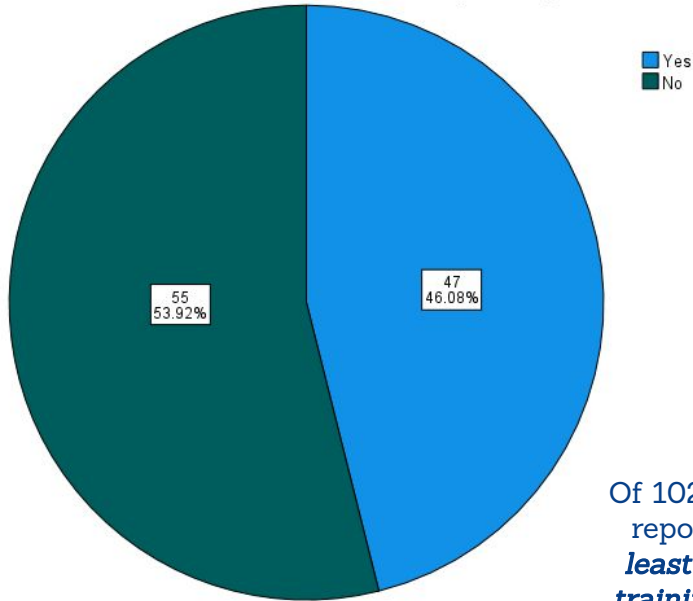
Are you an OMM club leader?



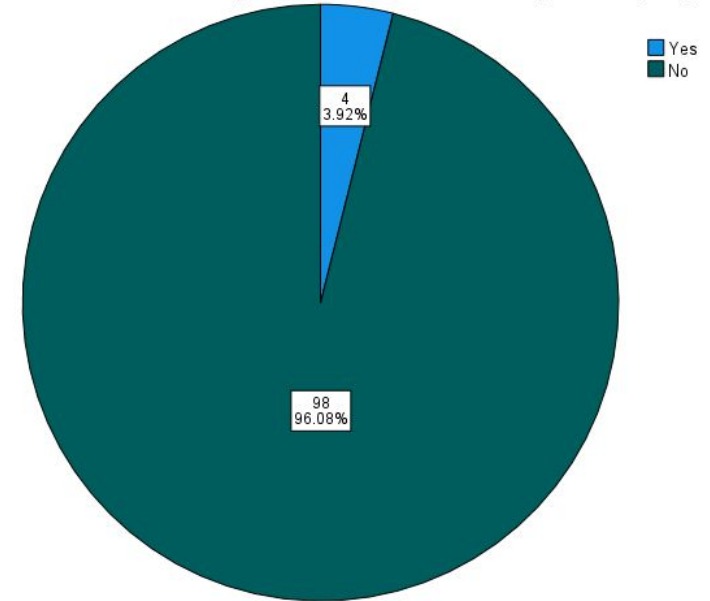
48.3% of respondents identified as an OMM *Club Leader*.

Student Leadership (n = 102)

Attended Student Leadership Training in 2022-23 SY



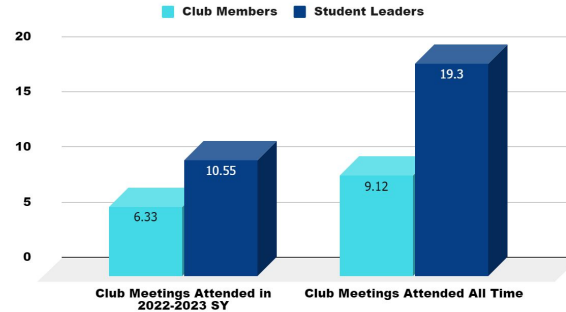
Are you a member of Teen Advisory Council (TAC)?



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

Average Club Participation



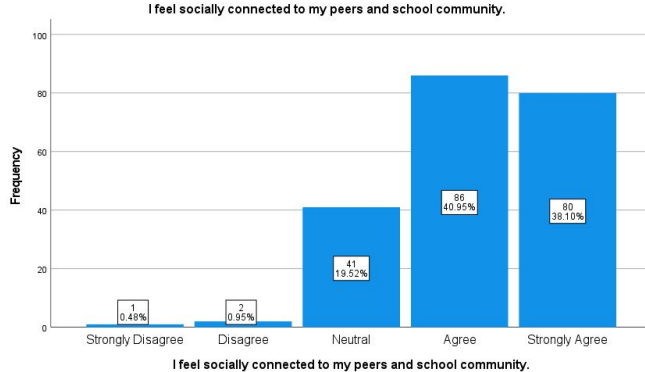
	Club Member (n = 109)			Club Leader (n = 102)			Full Sample (N=211)
	Mean (SD)	Min	Max	Mean (SD)	Min	Max	Mean (SD)
# of Club Meetings Attended in 2022-2023 SY	6.33 (5.05)	1	30	10.55 (8.09)	2	>40	8.37 (7.01)
# of Club Meetings Attended All Time	9.12 (9.01)	1	50	19.30 (13.07)	1	>50	14.04 (12.24)
# of Leadership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

Program Outcomes

Social Connectedness

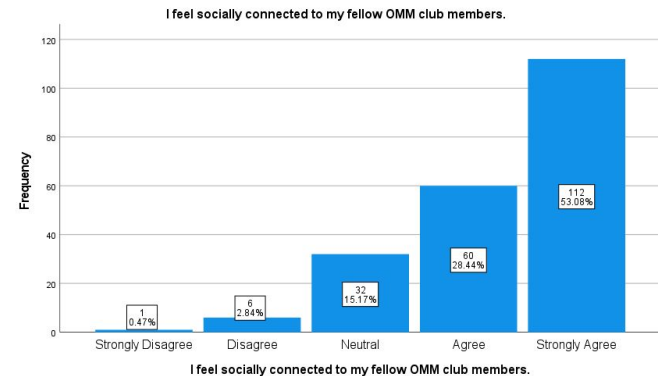
I feel socially connected to my peers and school community

- % 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%

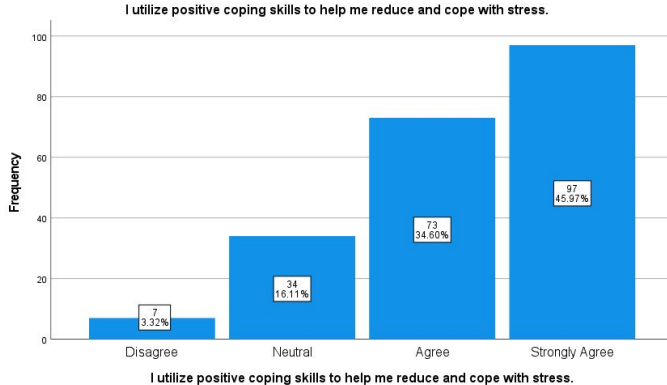


Program Outcomes

Positive Coping & Healthy Habits

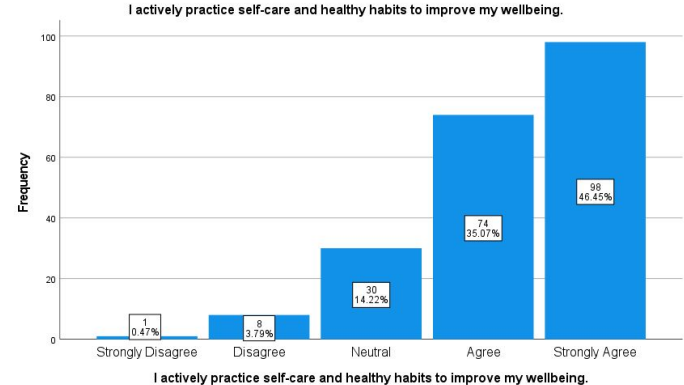
I use positive coping skills to help me reduce & cope with stress

- % 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%

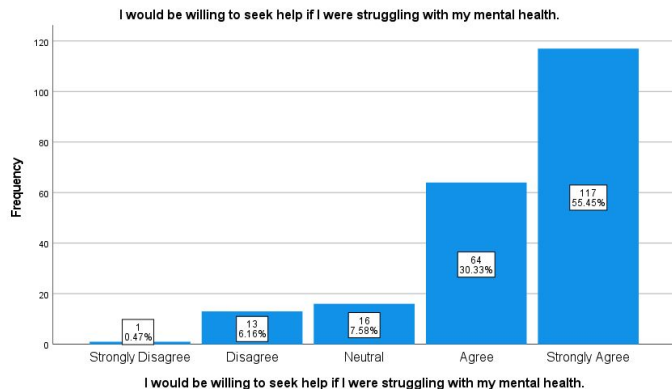


Program Outcomes

Help-Seeking

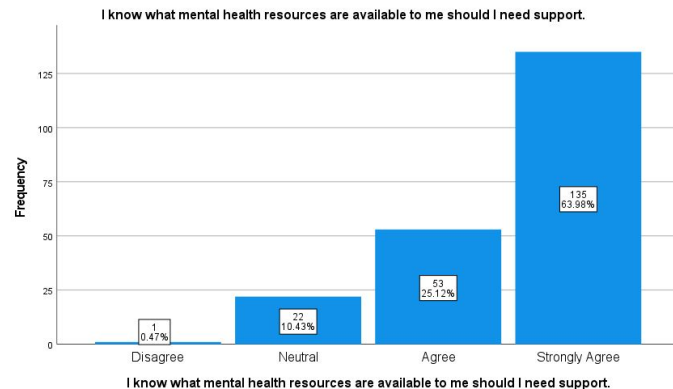
I would be willing to seek help if I were struggling with my mental health

- % 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%

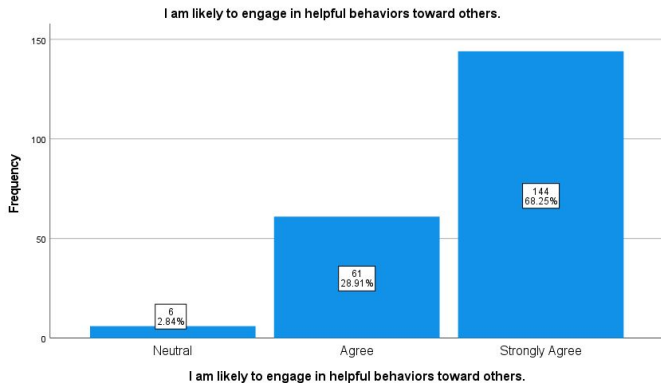


Program Outcomes

Prosocial Skills

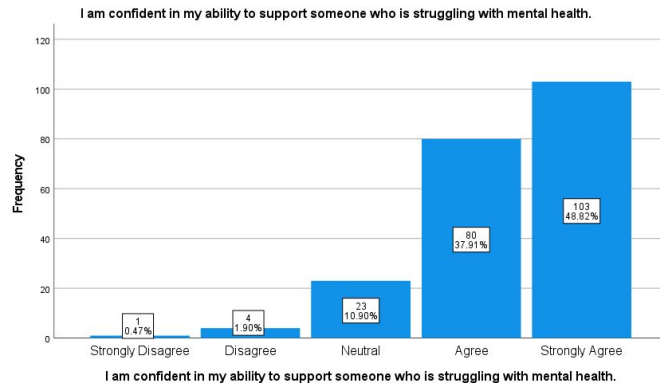
I am likely to engage in helpful behaviors toward others

- % 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%



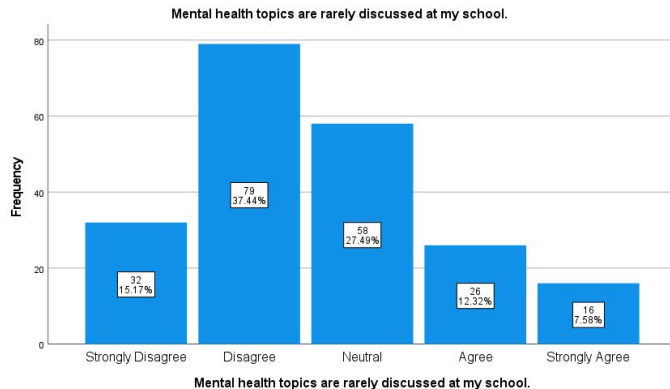
Impact

School Culture & Individual Mental Health

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

○ % Strongly Agree/Agree = 19.9%

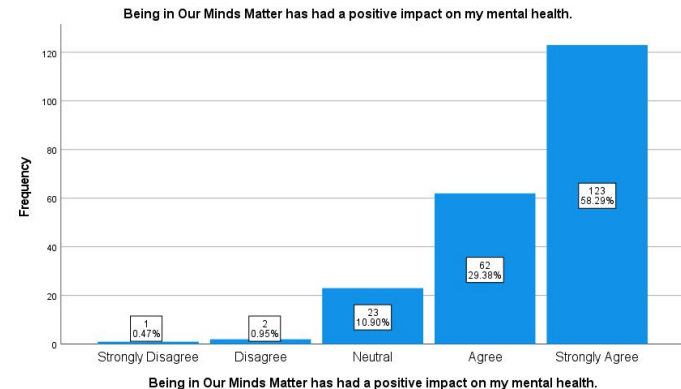
- FCPS (n=94): 23.4%
- MCPS (n=62): 17.8%
- DCPS (n=9): 0.0%
- Other DMV (n=12): 16.6%
- Non-DMV(n=34): 20.5%



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

○ % Strongly Agree/Agree = 87.7%

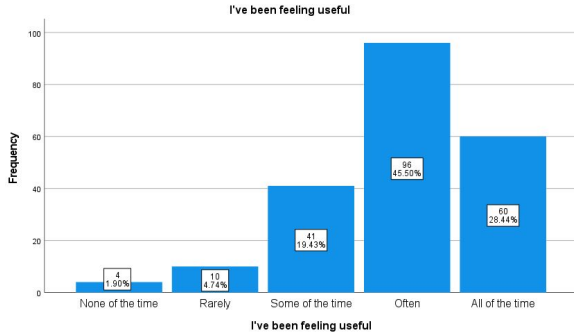
- FCPS (n=94): 89.3%
- MCPS (n=62): 88.7%
- DCPS (n=9): 66.7%
- Other DMV (n=12): 83.4%
- Non-DMV(n=34): 88.3%



Wellbeing Outcomes

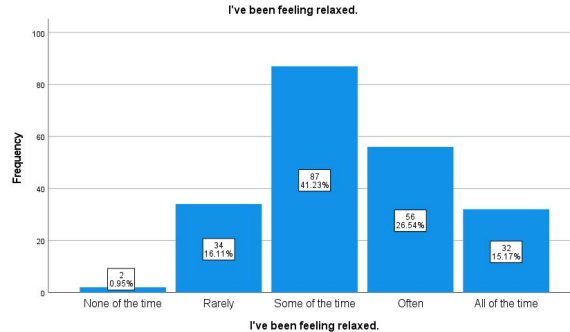
I've been feeling useful

- % 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%



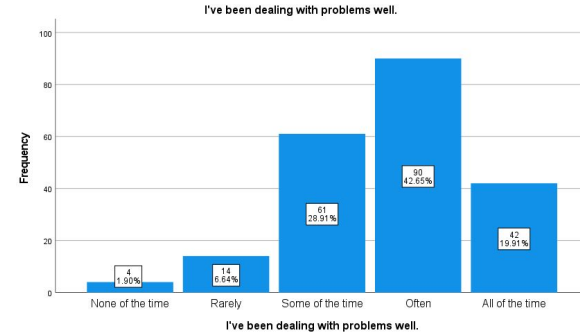
I've been feeling relaxed

- % 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

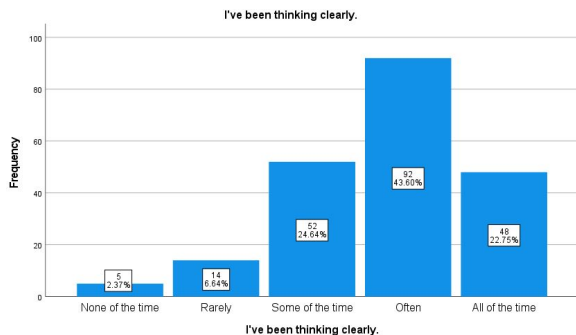
- % All of the time/Often = 62.6%
 - FCPS (n=94): 65.9%
 - MCPS (n=62): 66.1%
 - DCPS (n=9): 55.5%
 - Other DMV (n=12): 50.0%



Wellbeing Outcomes

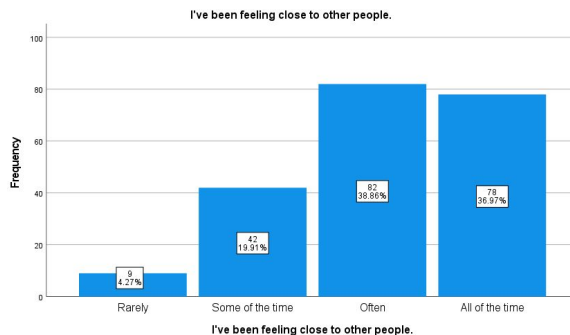
I've been thinking clearly

- % 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%



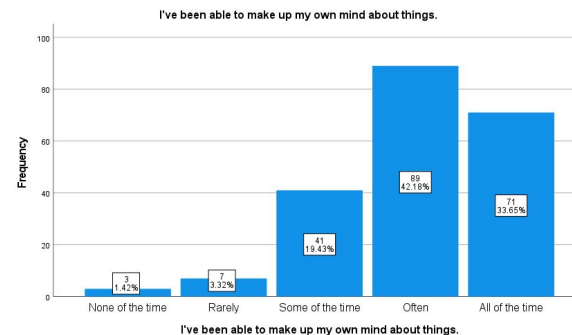
I've been feeling close to other people

- % 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
P R O G R A M O U T C O M E S	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
<i>Peers & School</i>	4.27 (.75)	4.05 (.83)	2.02*	0.22	0.28
<i>OMM Members</i>	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
<i>Positive Coping Skills</i>	4.41 (.72)	4.06 (.91)	3.07**	0.35	0.42
<i>Self-Care & Healthy Habits</i>	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
<i>Willingness to Seek Help</i>	4.46 (.83)	4.23 (.95)	1.88	0.23	0.26
<i>MH Resource Awareness</i>	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
<i>Likelihood to Help Others</i>	4.74 (.49)	4.58 (.57)	2.17*	0.16	0.30
<i>Confidence in Supporting Others</i>	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

1. Cohens 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

1. Cohens 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.**

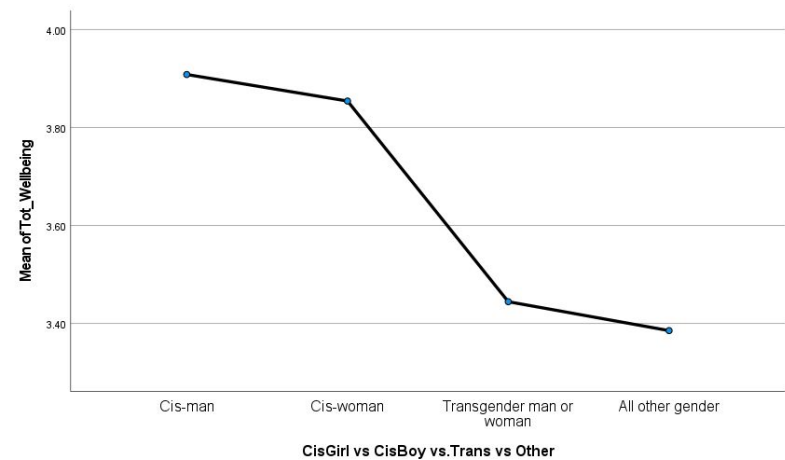
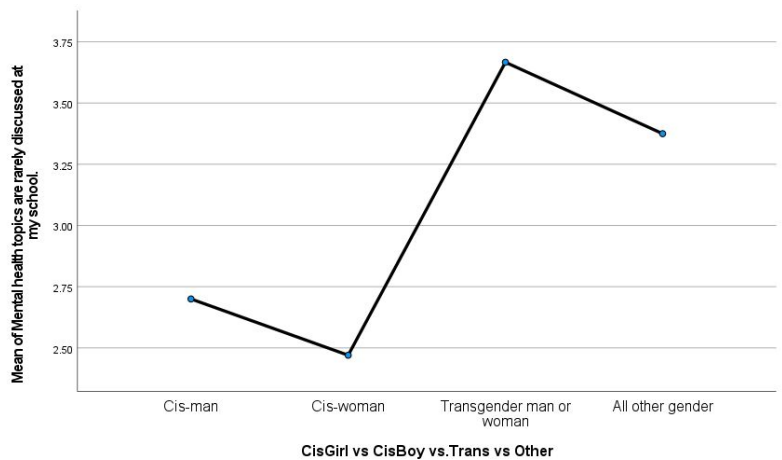
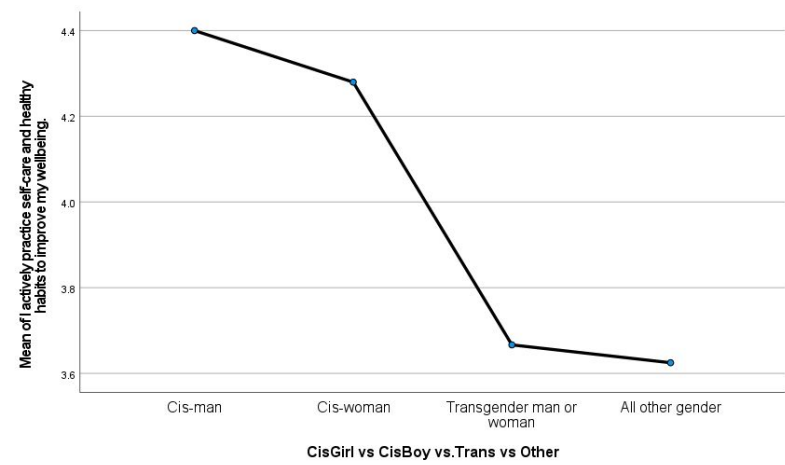
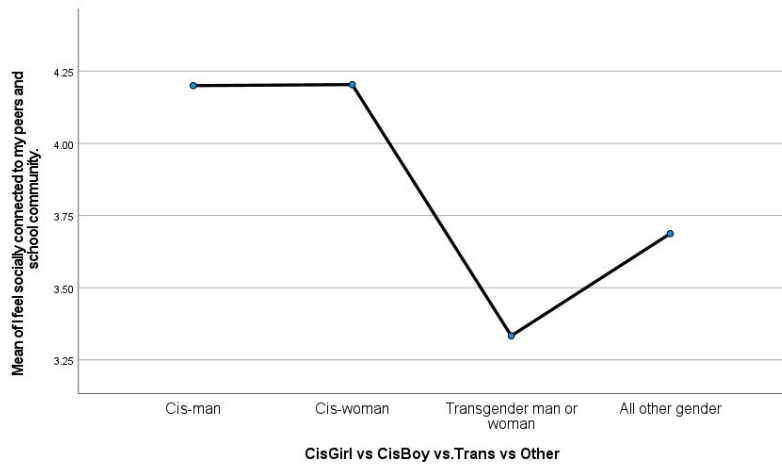
Variable	Cis-Man		Cis-Woman		Transgender Man/Woman		All Other Gender		F(3,203)	η ²
	M	SD	M	SD	M	SD	M	SD		
Social Connectedness: Peers & School	4.20	0.70	4.2*	0.77	3.33	0.58	3.69*	1.01	3.22*	0.05
Self-Care & Healthy Habits	4.4*	0.60	4.28*	0.84	3.67	0.58	3.63*	1.09	3.69*	0.05
MH Stigma	2.70	1.13	2.47**	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<0.05 level; ** The mean difference is significant at p<0.001 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, $F(3,203) = 3.22, p < 0.05$. 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 ($p < 0.05$). 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.



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
<i>Peers & School</i>	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
<i>Positive Coping Skills</i>	4.09 (.89)	4.34 (.78)	2.11*	0.25	0.30
<i>Self-Care & Healthy Habits</i>	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
<i>Willingness to Seek Help</i>	4.29 (.89)	4.38 (.89)	0.72	0.09	0.10
<i>MH Resource Awareness</i>	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
<i>Likelihood to Help Others</i>	4.61 (.57)	4.69 (.51)	1.17	0.09	0.17
<i>Confidence in Supporting Others</i>	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

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 ($\beta=.38$, $p<.05$). 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)**, $\beta = .38$, $p < .05$. 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** ($\beta=.47$, $p<.001$) and **Socially Connected to OMM Members** ($\beta=.18$, $p<.01$) 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** ($\beta= -.17$, $p<.01$), feeling **Socially Connected to Peers & School Community** ($\beta=.46$, $p<.001$), and feeling **Socially Connected to fellow OMM Members** ($\beta=.22$, $p<.001$) 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** ($\beta=.41$, $p<.001$) 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** ($\beta=.40$, $p<.001$) and **Socially Connected to OMM Members** ($\beta=.29$, $p<.001$) 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** ($\beta=.36$, $p<.001$) and feeling **Socially Connected to fellow OMM Members** ($\beta=.20$, $p<.01$) 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** ($\beta=.32$, $p<.001$) and feeling **Socially Connected to OMM Members** ($\beta=.32$, $p<.001$) 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** ($\beta=.33$, $p<.001$) and **Socially Connected to OMM Members** ($\beta=.31$, $p<.001$) 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** ($\beta=-.15$, $p<.05$), feeling **Socially Connected to Peers & School Community** ($\beta=.24$, $p<.001$) and feeling **Socially Connected to fellow OMM Members** ($\beta=.37$, $p<.001$) 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** ($\beta=.33$, $p<.001$) and feeling **Socially Connected to OMM Members** ($\beta=.21$, $p<.01$) 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** ($\beta=.49$, $p<.001$), using **Positive Coping Skills** ($\beta=.18$, $p<.05$), and practicing **Self-Care/Healthy Habits** ($\beta=.23$, $p<.01$) 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** ($\beta=.16$, $p<.05$), **Positive Coping & Healthy Habits** ($\beta=.38$, $p<.001$), and **Help-Seeking** ($\beta=.23$, $p<.01$) significantly predicted students' overall wellbeing.

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.

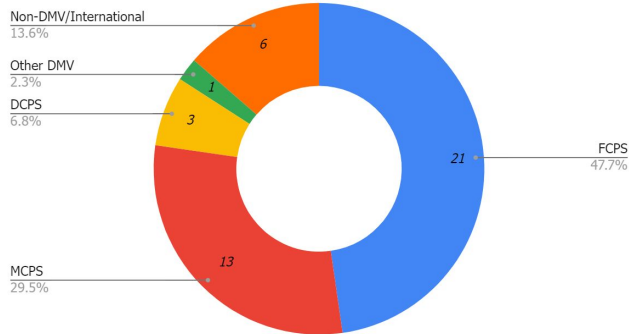
Change Within Students

Pre- & Post-Data Comparison

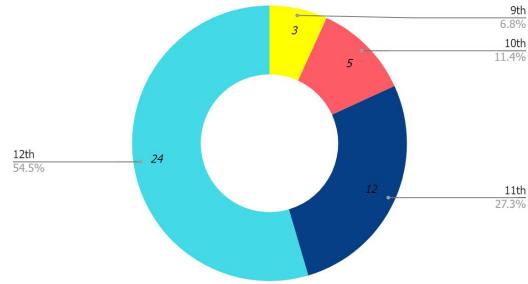
Pre-Post Change Analyses

- 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

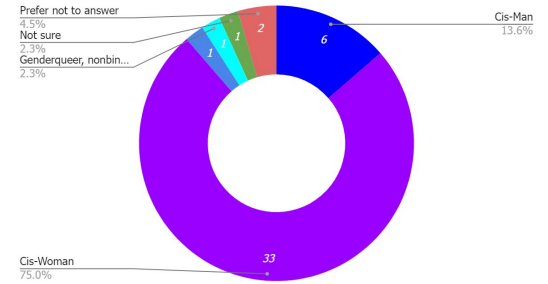
School District (N=44)



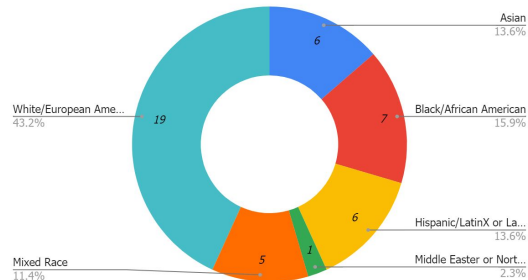
Grade



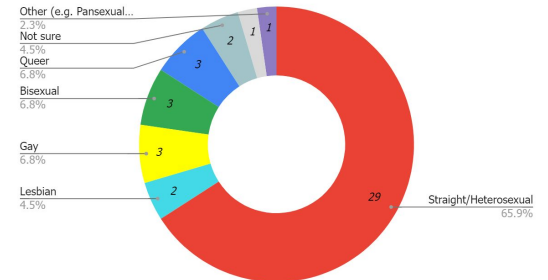
Gender



Race

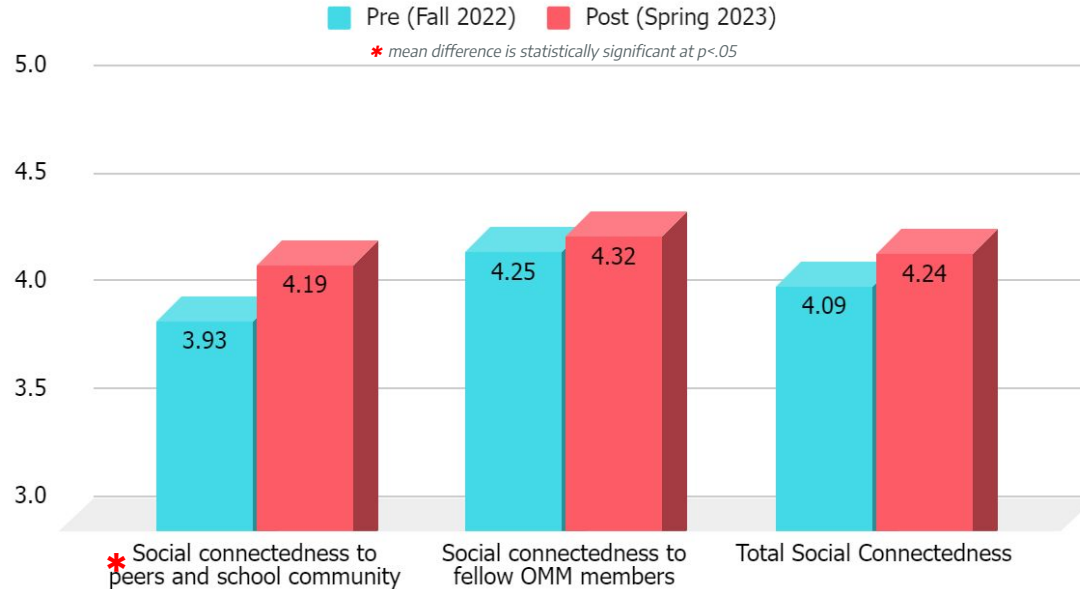


Sexual Orientation



Pre-Post Change Analyses

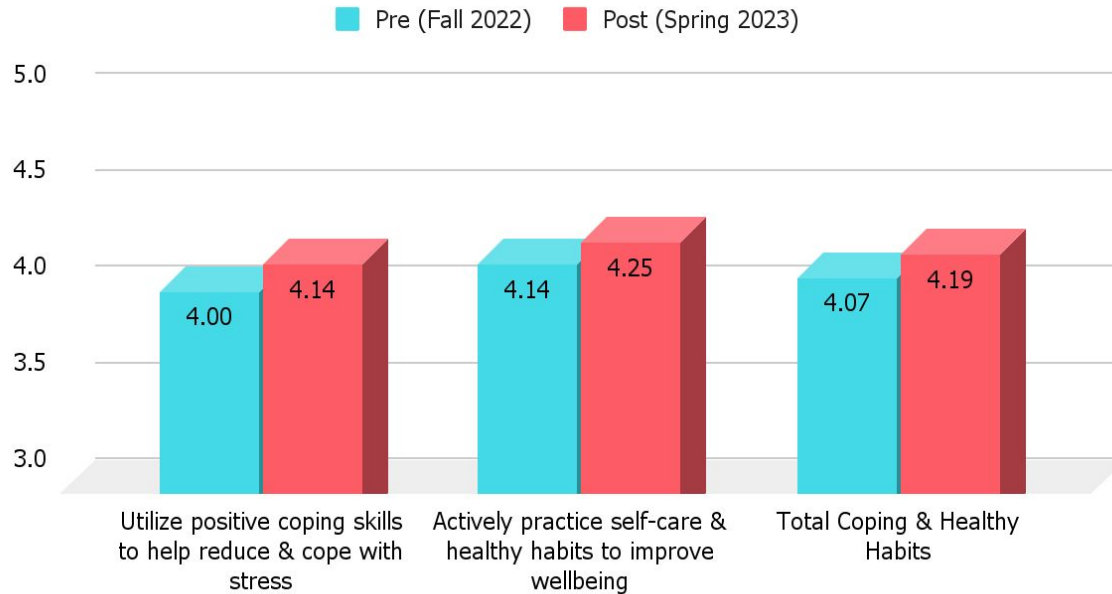
Social Connectedness Over Time (N=44)



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

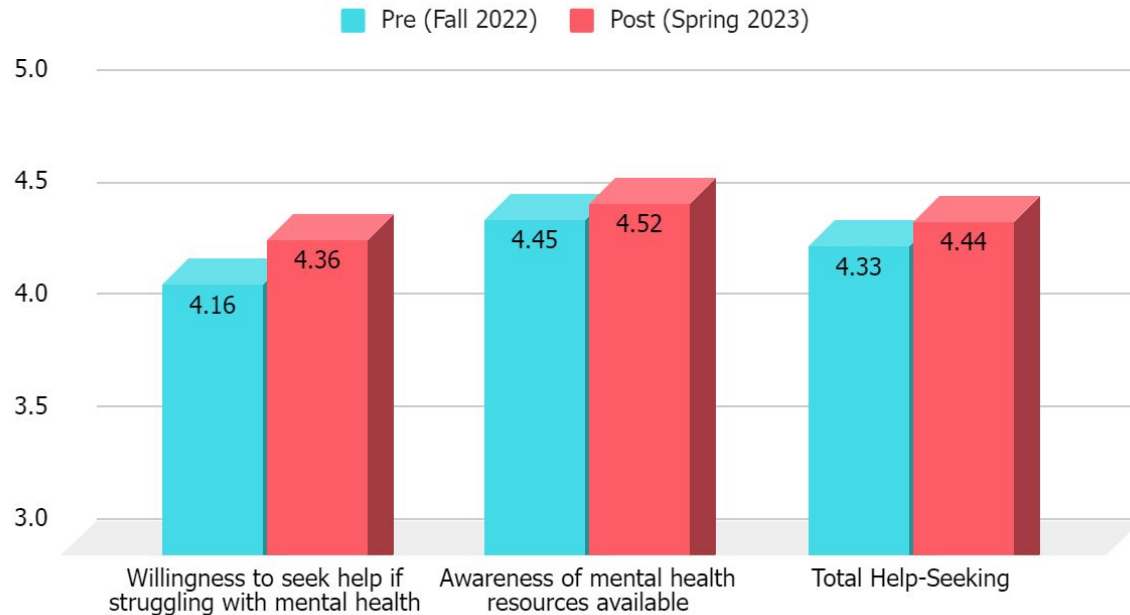
Coping & Healthy Habits Over Time (N=44)



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

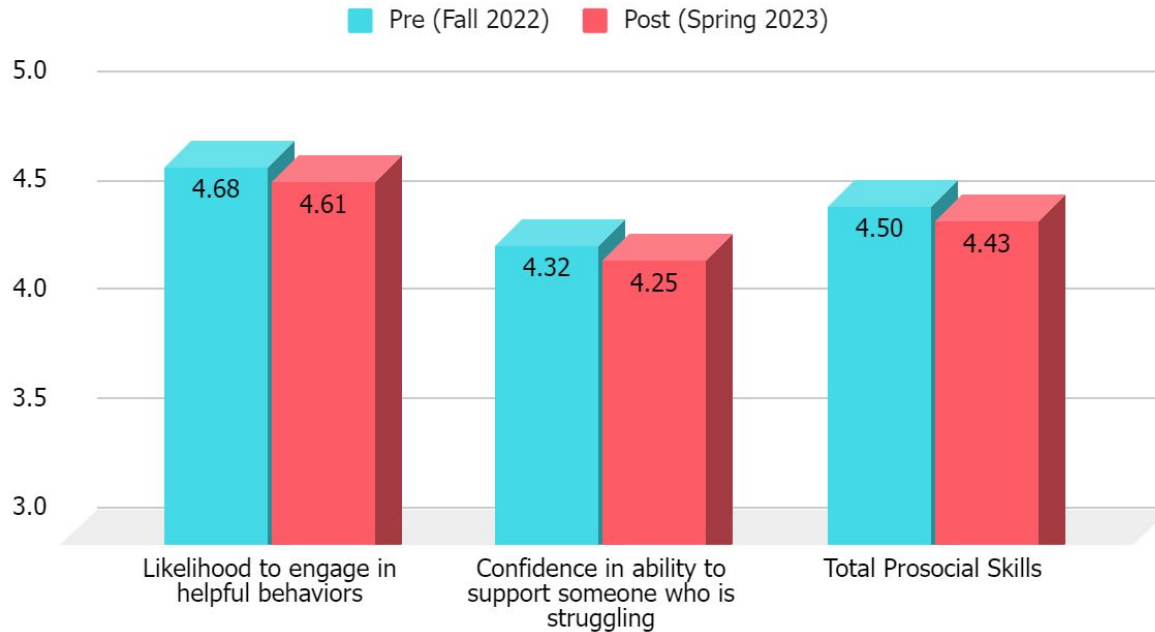
Help-Seeking Over Time (N=44)



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

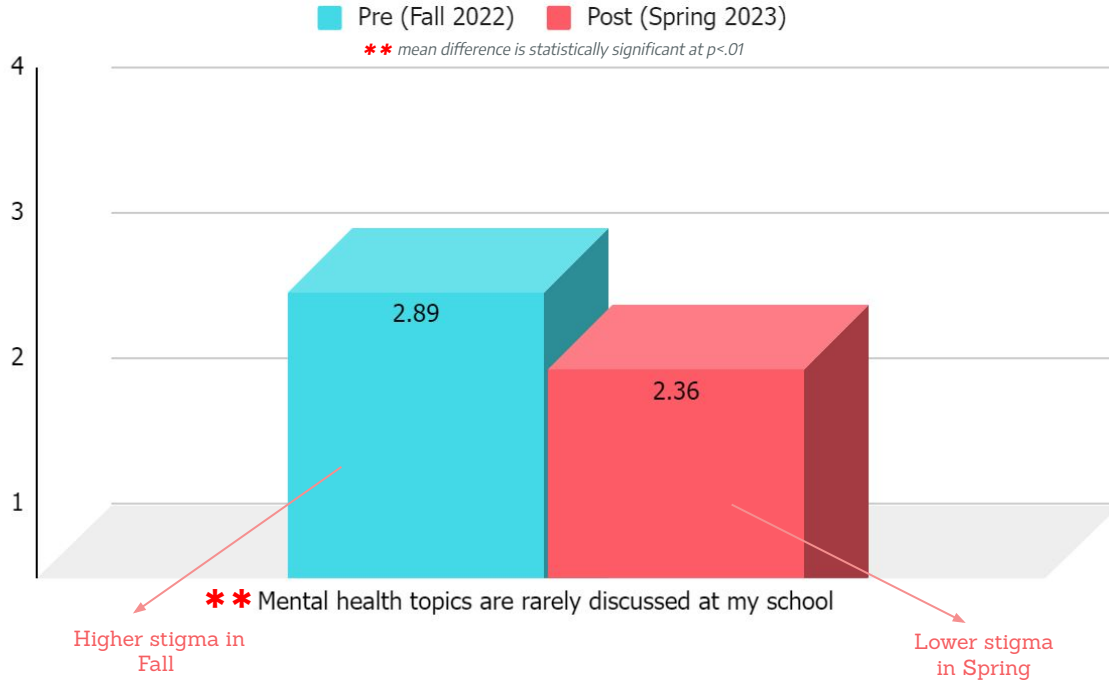
Prosocial Behaviors (N=44)



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

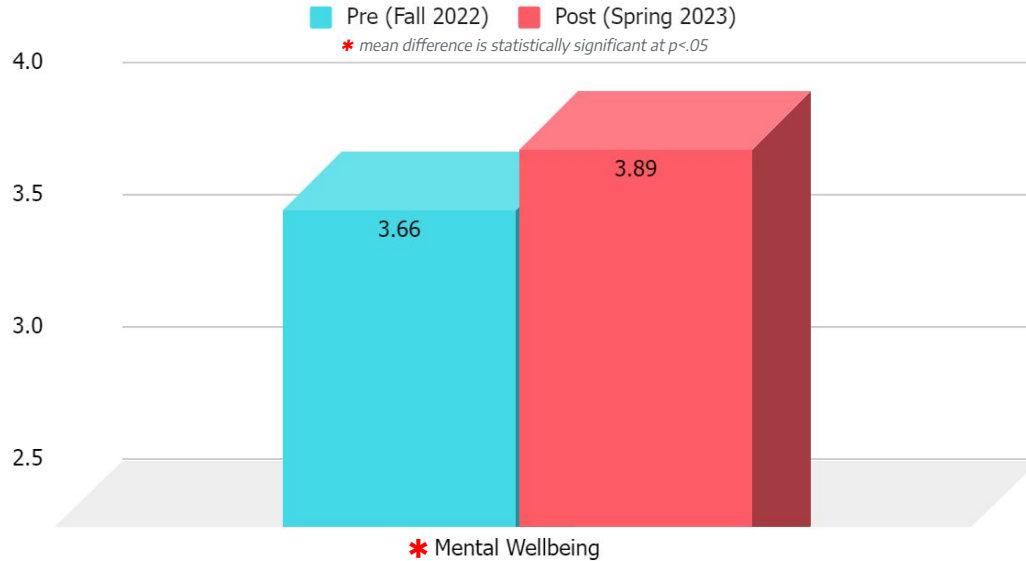
Mental Health Stigma At School Over Time (N=44)



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

Mental Wellbeing Over Time (N=44)



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

Middle School Program

Impact Data

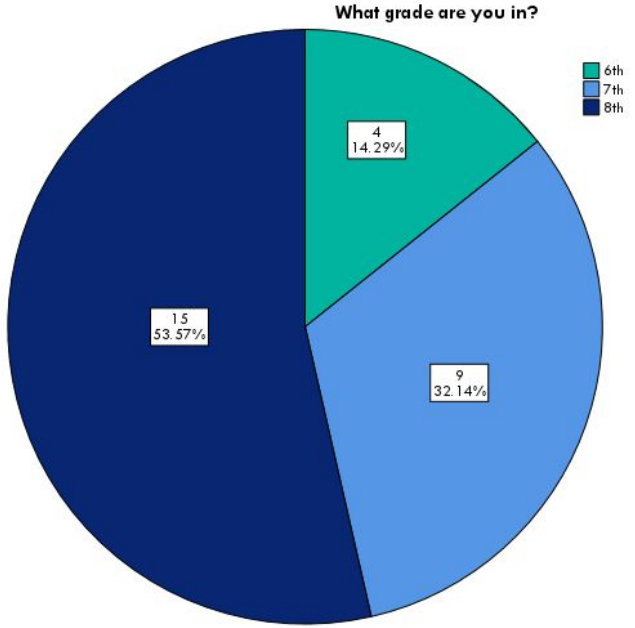
Summary of Findings

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

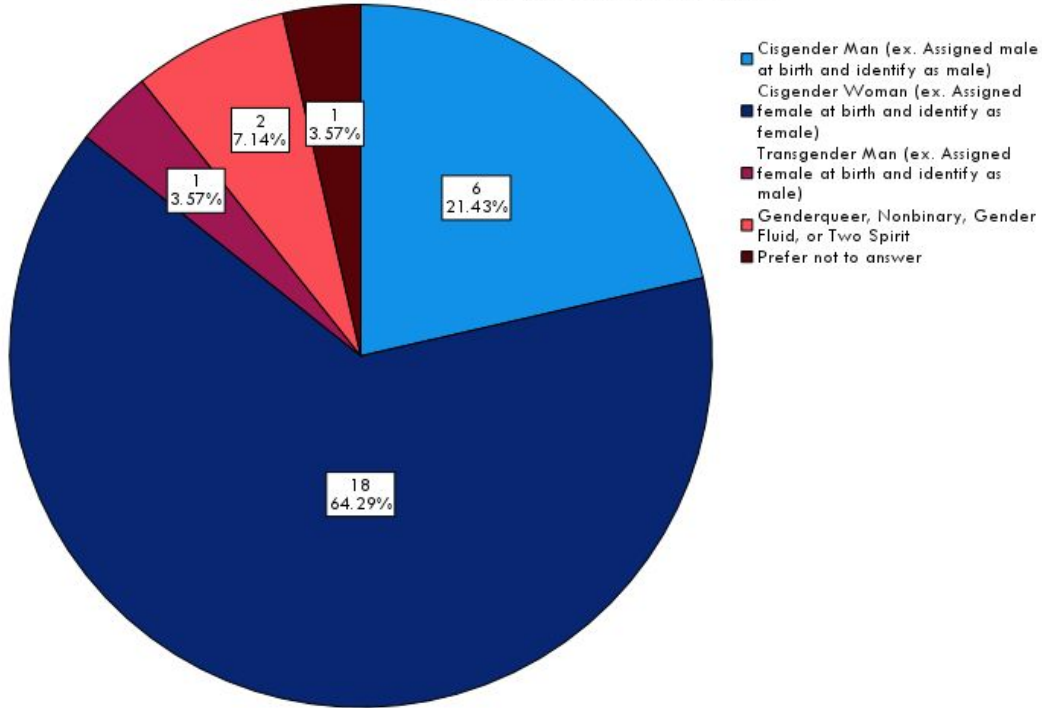
	# of Respondents	Percent
FCPS	8	28.6%
Franklin Middle School	1	
Poe Middle School	4	
Whitman Middle School	3	
MCPS	8	28.6%
Hallie Wells Middle School	1	
Herbert Hoover Middle School	4	
Robert Frost Middle School	3	
Non-DMV/International Schools	12	42.9%
Waller Middle School	12	
Total	28	



Majority of respondents were in **8th (53.6%)** and **7th (32.1%)** grade

Demographics

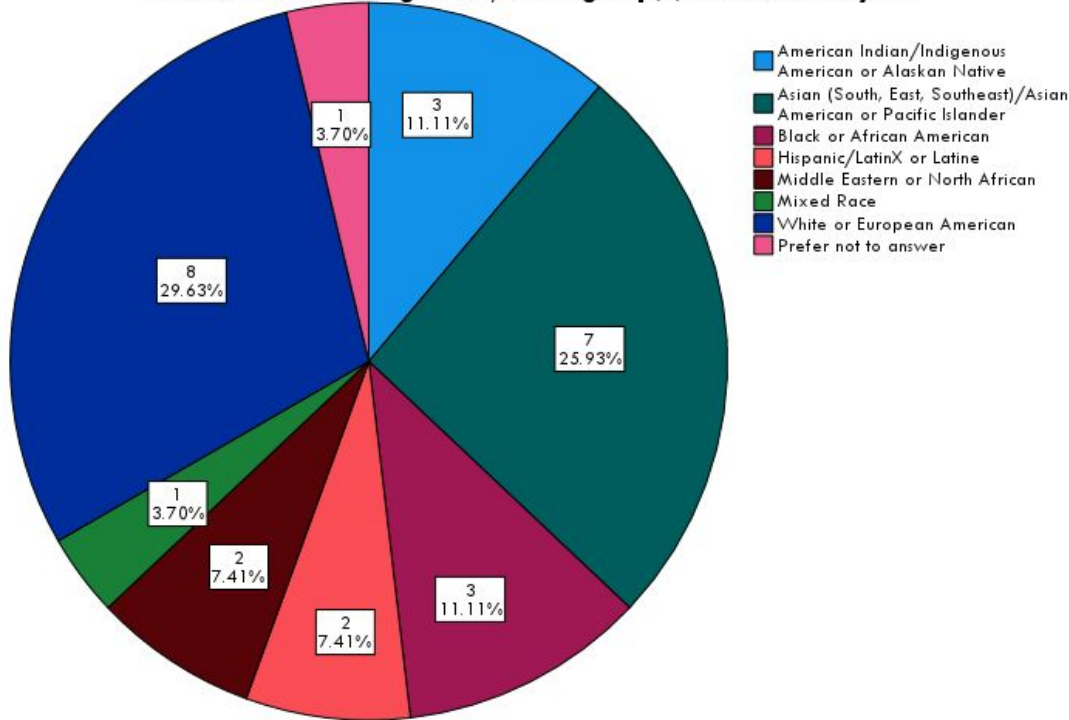
Which of the following best describes your gender?



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%)*

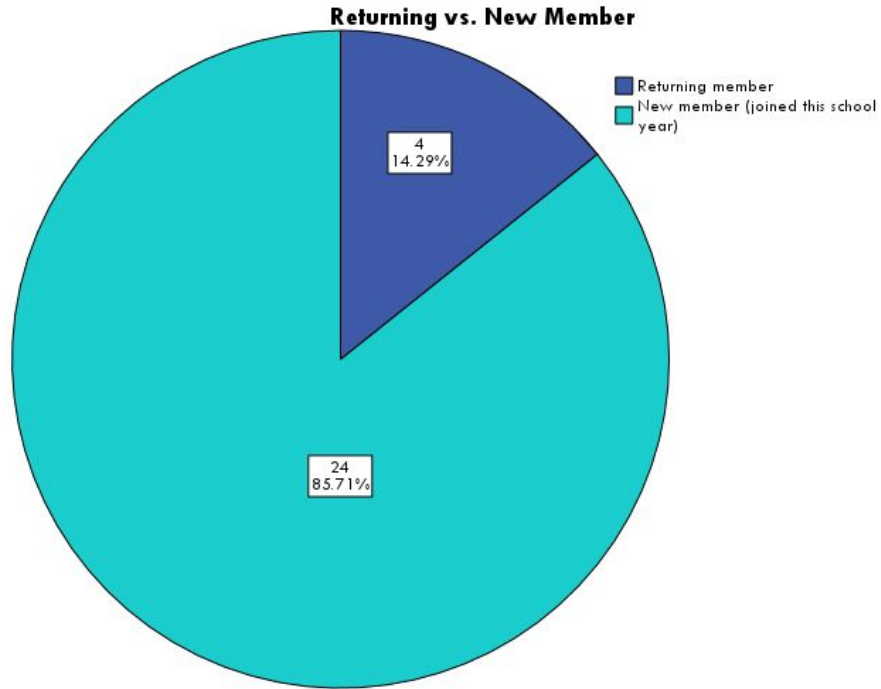
Demographics

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

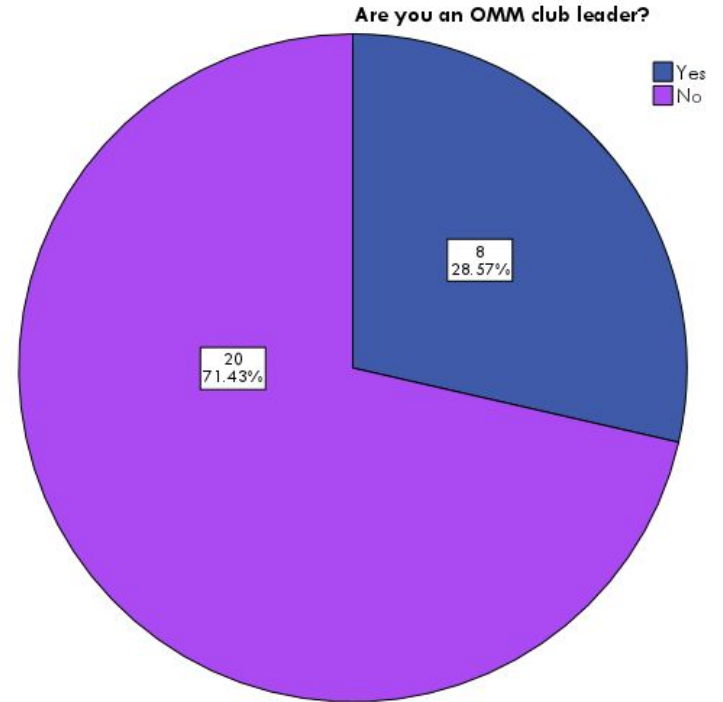


	# of Responden	Percent
FCPS	8	
Asian (South, East, Southeast)/Asian American or Pacific Islander	2	25.0%
Black or African American	2	25.0%
Hispanic/LatinX or Latine	2	25.0%
Middle Eastern or North African	1	12.5%
Mixed Race	1	12.5%
White or European American	0	0.0%
Prefer not to answer	0	0.0%
N/A	0	0.0%
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



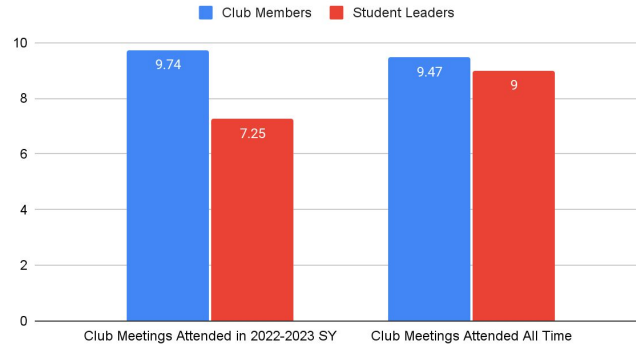
Average length of time with OMM (in year) = 1.13 [min = .5; max = 3.0]



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

Club Participation

Average Club Participation



	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	-

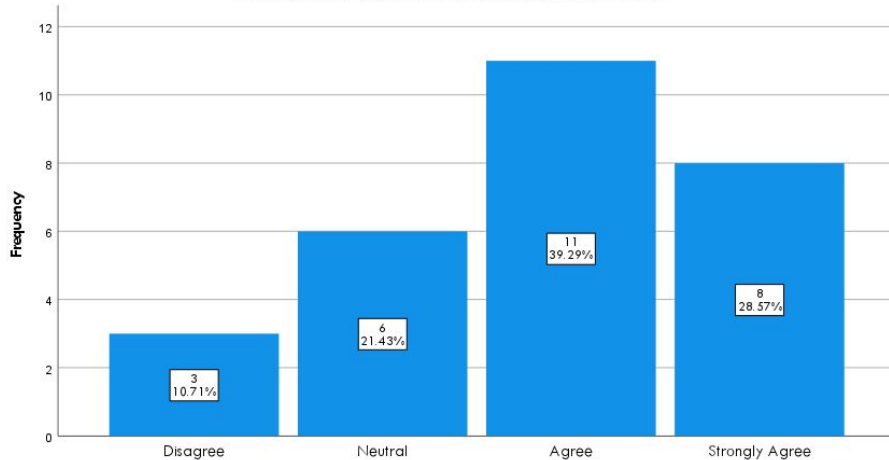
Program Outcomes

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%

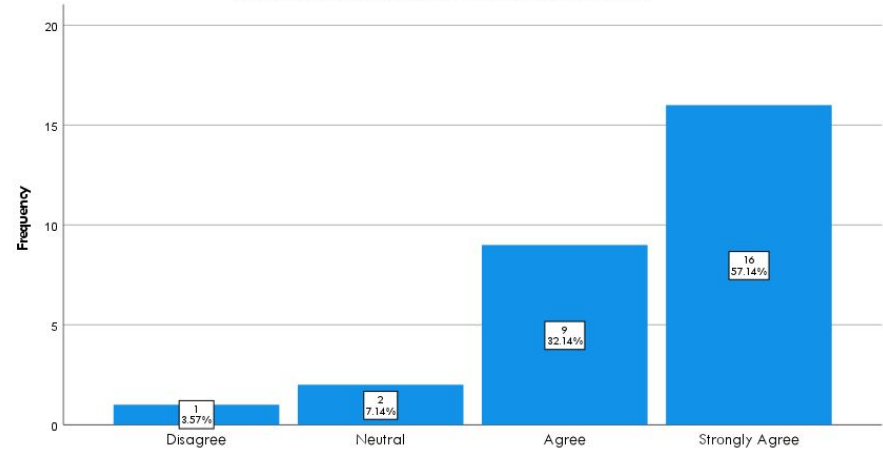
I feel socially connected to my peers and school community.



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

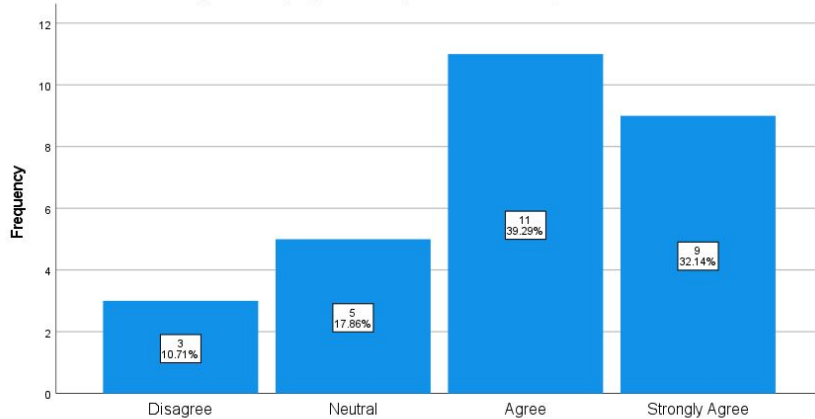
Positive Coping & Healthy Habits

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%
- Max DMU (n=12): 66.7%

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

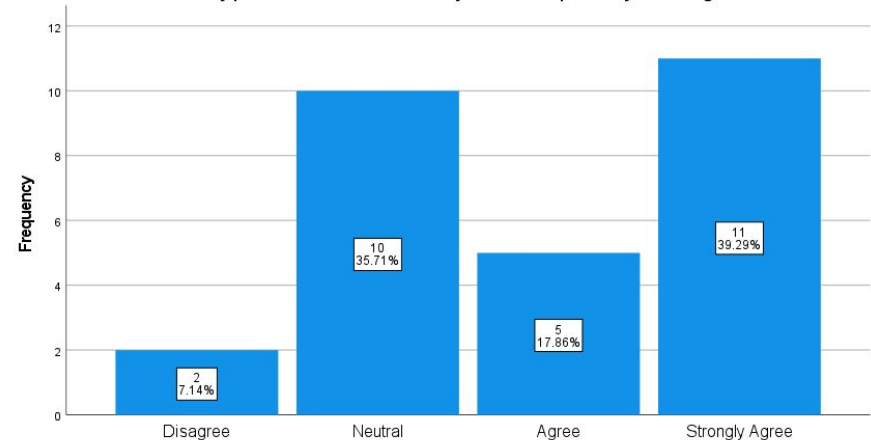


I actively practice self-care and healthy habits to improve my wellbeing

○ % Strongly Agree/Agree = 57.2%

- FCPS (n=8): 62.5%
- MCPS (n=8): 75%
- Max DMU (n=12): 41.7%

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



Program Outcomes

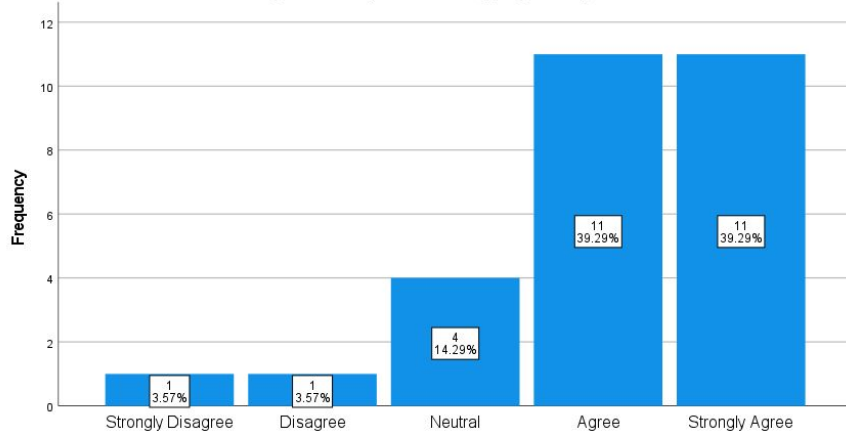
Help-Seeking

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%
- Max DMV (n=12): 91.7%

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

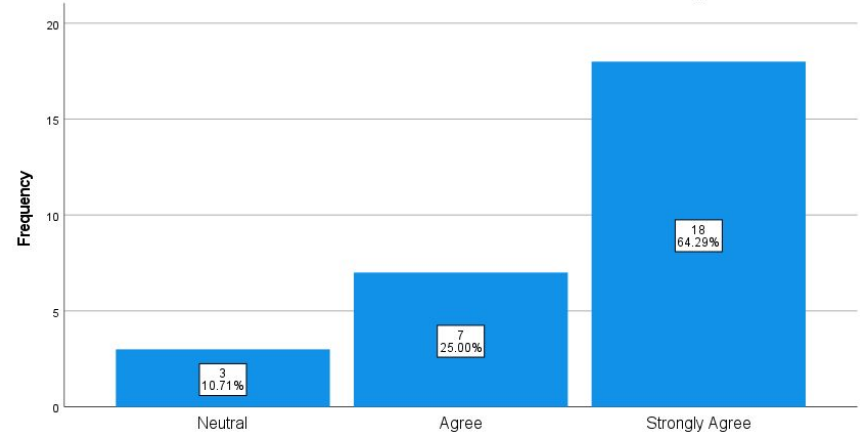


I know what mental health resources are available to me should I need support

○ % Strongly Agree/Agree = 89.3%

- FCPS (n=8): 87.5%
- MCPS (n=8): 87.5%
- Max DMV (n=12): 91.7%

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

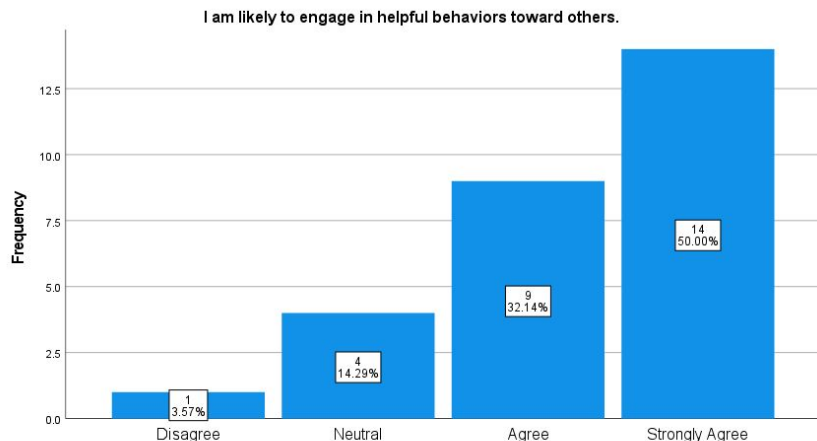


Program Outcomes

Prosocial Skills

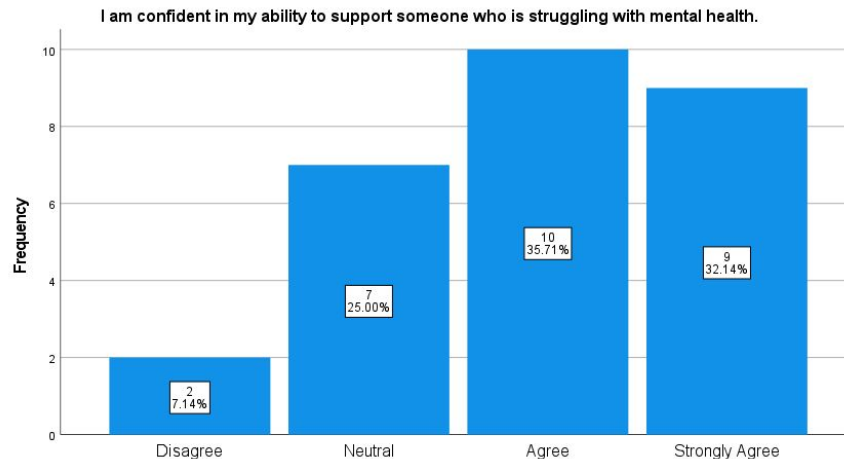
I am likely to engage in helpful behaviors toward others

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



I am 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%



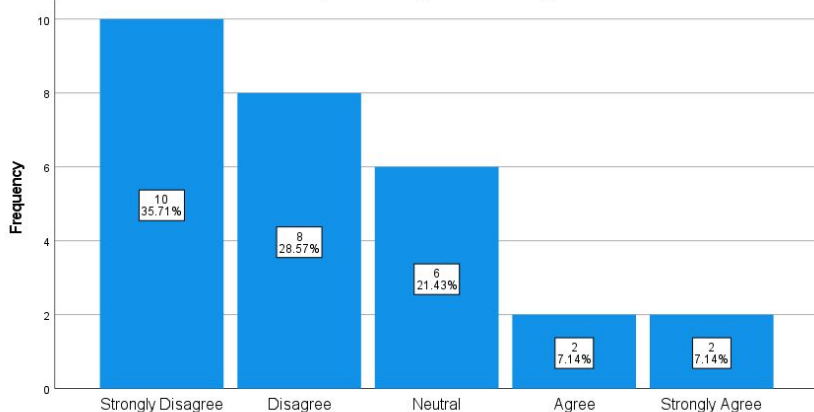
Impact

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%

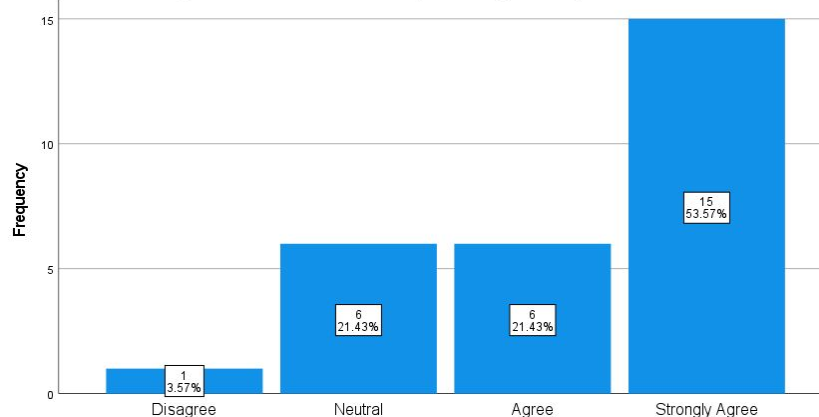
Mental health topics are rarely discussed at my school.



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%

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%

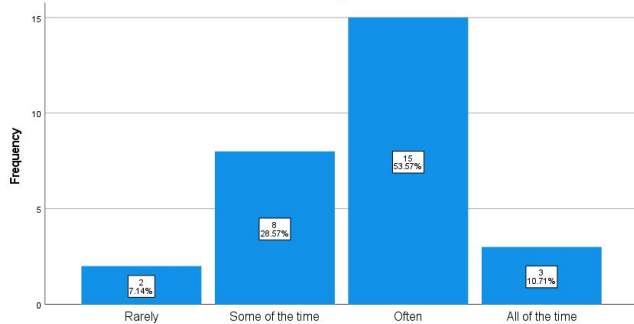
I've been feeling relaxed

- % All of the time/Often = 42.8%
 - FCPS (n=8): 62.5%
 - MCPS (n=8): 62.5%
 - Non-DMV (n=12): 16.7%

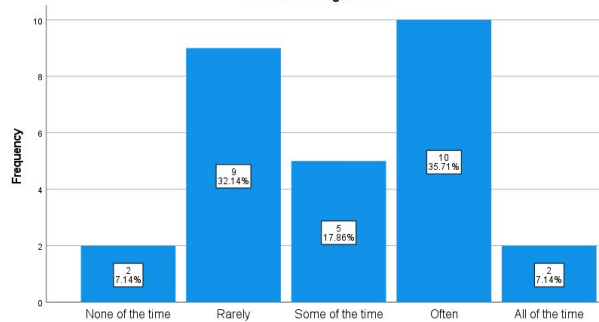
I've been dealing with problems well

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

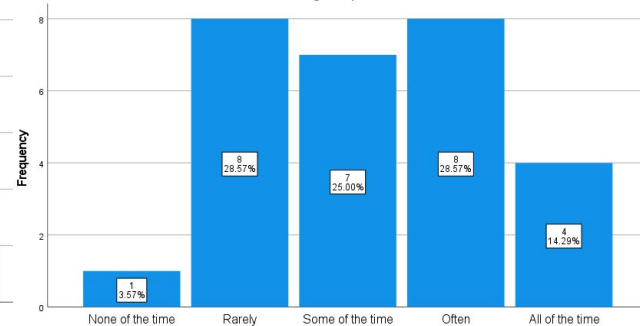
I've been feeling useful



I've been feeling relaxed.



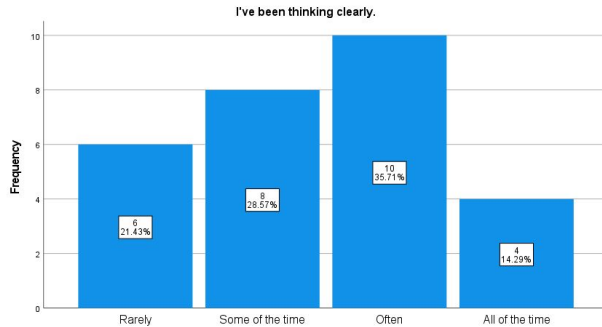
I've been dealing with problems well.



Wellbeing Outcomes

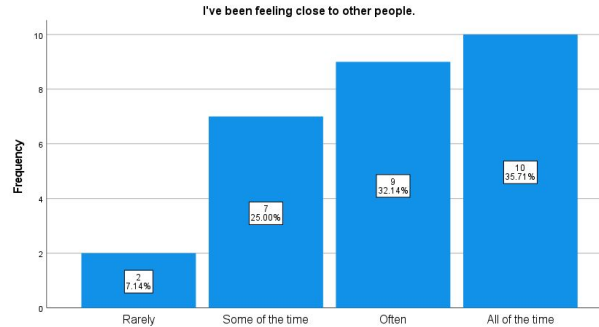
I've been thinking clearly

- % All of the time/Often = 50%
 - FCPS (n=8): 37.5%
 - MCPS (n=8): 87.5%
 - Non-DMV (n=12): 33.3%



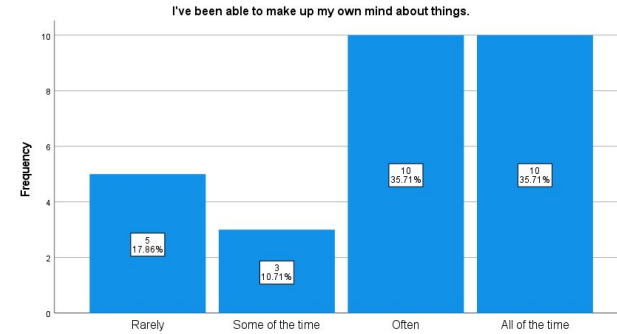
I've been feeling close to other people

- % 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 ($r=.76, p < .001$)

“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