

# **Strengthening Youth-Led Prevention in Appalachian Ohio: Foundation for Appalachian Ohio Funding Opportunity**

**August 2, 2018  
Webinar**



# FOUNDATION FOR APPALACHIAN OHIO

Give. Grow. Create.



Ms. Megan Wanczyk  
Foundation for Appalachian Ohio



Ms. Kelly Morman  
Foundation for Appalachian Ohio



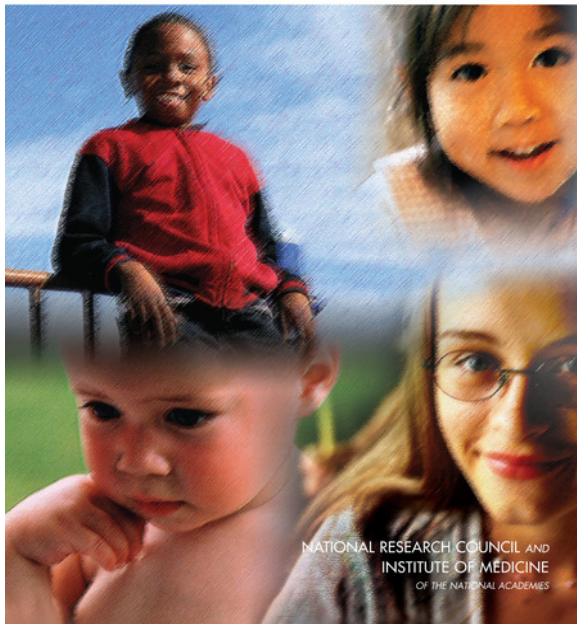
Ms. Valerie Leach  
Ohio Department of Mental Health and Addiction Services



# Our Journey

Preventing Mental, Emotional,  
and Behavioral Disorders  
Among Young People

Progress and Possibilities



# Balancing Act

Honoring Ohio's Rich History of Youth-Led Work



**Teen Institute**  
*Taking the gamble out of life*



Planning for the Future of Youth-Led Prevention



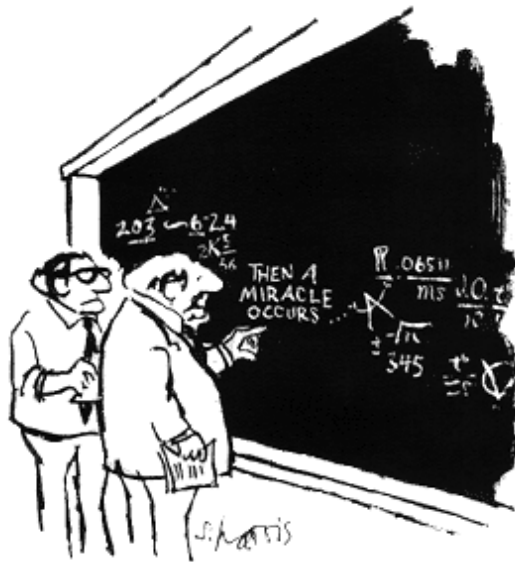
OHIO  
— *adult* —  
ALLIES

# Investment

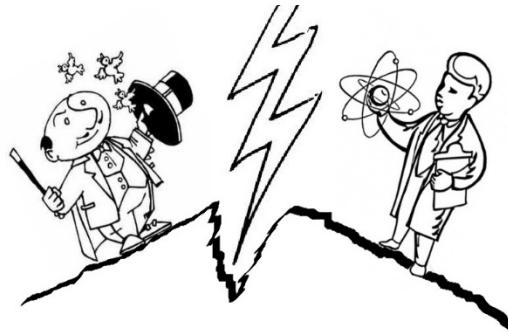




# Lessons Learned: Value of Integrating Theory and Practice



"I think you should be more explicit here in step two."



# VISION

For the citizens of Appalachian Ohio to live in a region abundant with possibilities.

# MISSION

To create opportunities for Appalachian Ohio's citizens and communities by inspiring and supporting philanthropy.



# The Pillars of Prosperity



**Arts &  
Culture  
Fund**



**Community  
& Economic  
Development  
Fund**



**Education  
Fund**



**Environmental  
Stewardship  
Fund**



**Health &  
Human  
Services  
Fund**

# Closing the Gap

- 43 Youth-Led Groups represented across Ohio since 2015
- 5 Appalachian Youth-Led Groups represented since 2015
- Encouraging and uplifting our region's young people and the importance of prevention

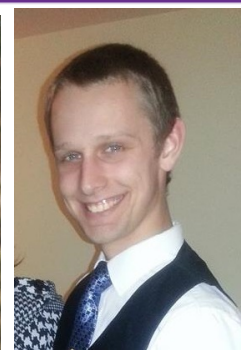


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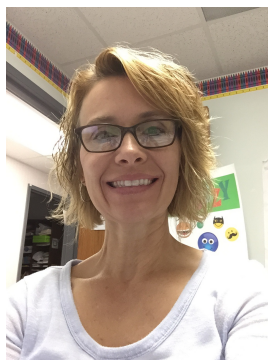
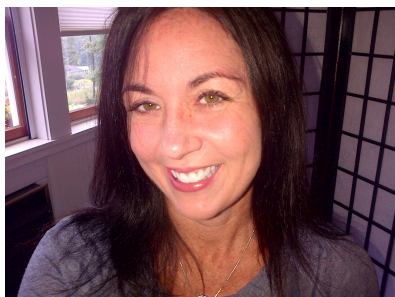
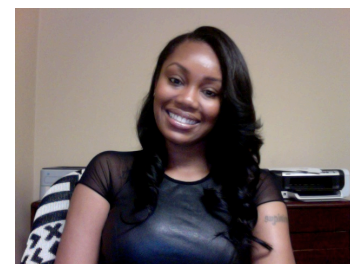




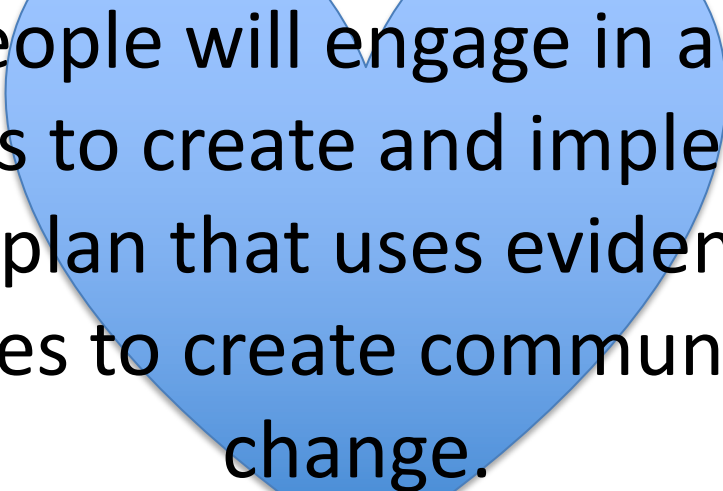
Dr. Jessica Collura  
Ohio University



# OHIO — *adult* — ALLIES



# Overarching Goal of YLP in Ohio



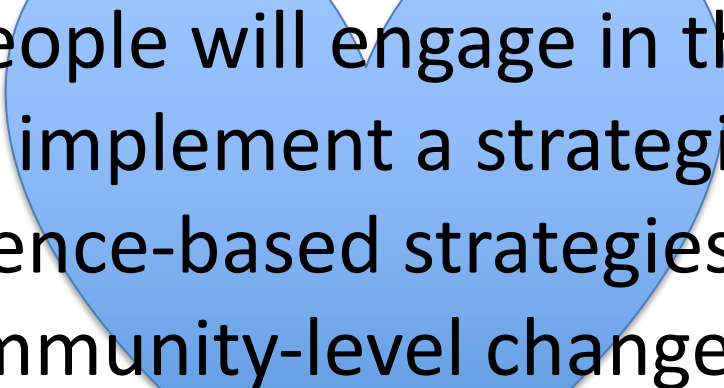
Young people will engage in a planning process to create and implement a strategic plan that uses evidence-based strategies to create community-level change.

# Overarching Goal of YLP in Ohio

Leadership Retreats

Alternative Activities

Community Service



Young people will engage in the SPF to create and implement a strategic plan that uses evidence-based strategies to create community-level change.

WATM Rally

College Visits

Prom/Graduation Programming

# Defining Youth-Led Programs

***Community-based process*** in which young people:

- 1) determine a problem of practice
- 2) identify the root causes of the problem
- 3) select and implement evidence-based strategies to address those root causes



# Two Underpinning Frameworks

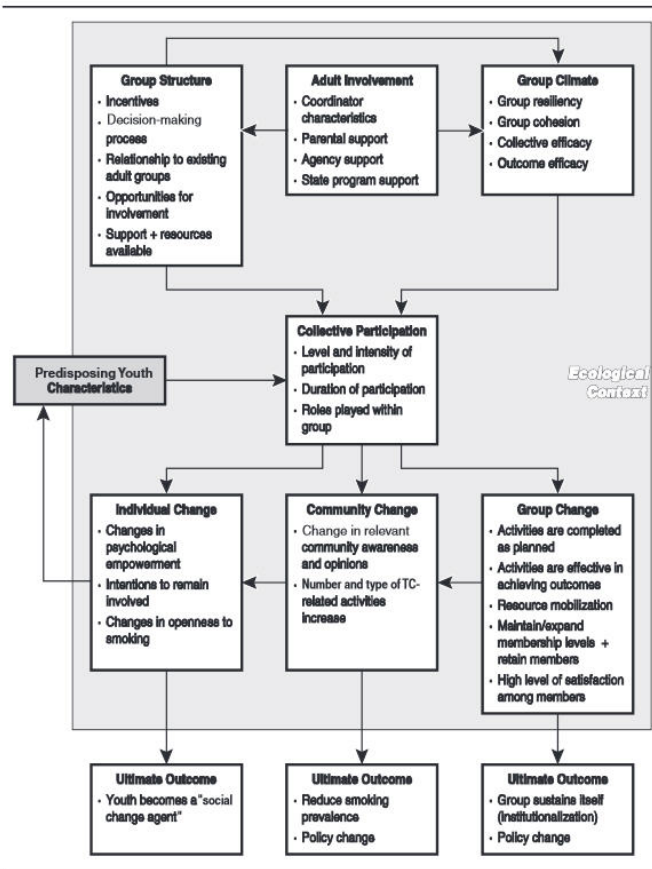


Figure 1. Youth empowerment conceptual framework.



Holden D. J., Messeri, P., Evans, W. D., Crankshaw, E., Ben-Davies, M. (2004). Conceptualizing youth empowerment within tobacco control. *Health Education & Behavior*, 31, 548-563.

The Substance Abuse and Mental Health Services Administration (SAMHSA) of the United States Department of Health and Human Services funds the Strategic Prevention Framework State Incentive Grant (SPF SIG).

# Two Underpinning Frameworks

From Holden et al., 2004:

- Structure and group processes by which adult allies promote and assist YP in developing the necessary skills to carry out community change

From the SPF:

- Structure for which adult allies support and assist YP in planning and implementing an evidence-based strategy to create community change

Holden D. J., Messeri, P., Evans, W. D., Crankshaw, E., Ben-Davies, M. (2004). Conceptualizing youth empowerment within tobacco control. *Health Education & Behavior*, 31, 548-563.

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# Training and Technical Assistance

**Year One** -> Ground Youth-Led Programs in YECF and SPF

**Year Two** -> Engage Young People in a Strategic Planning Process

# Year 1 Focus: Adult Guided

ADULT GUIDED:

1. Individual
2. Group



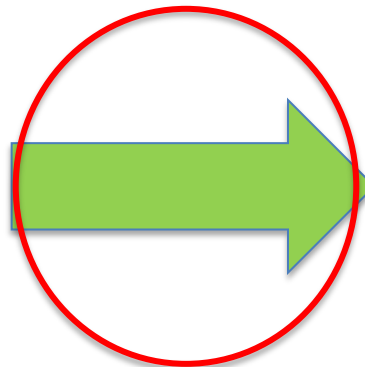
YOUTH LED:

3. Community

# Year 2 Focus: Youth-Led

ADULT GUIDED:

1. Individual
2. Group



YOUTH LED:

3. Community

# What to Expect

## ***What it is...***

- A theoretical grounding for youth-led programs
- Opportunity for adult allies to invest in planning
- Opportunity to determine how you will engage young people in a strategic planning process

## ***What it isn't...***

- A training manual on what to do with your youth-led program
- Opportunity for young people to engage directly in the trainings
- Opportunity to develop a strategic plan for your organization

# Year 1 Focus: Theory of Change

## (why we do the work we do with young people)

Strategic Plan Map for IMPACT: Individual Youth and Group Development

<p><b>Overall Theory of Change ("If-Then Proposition")</b></p> <p><i>If we develop cognitive and emotional empowerment within the individual young people participating in our program ... then young people will be empowered to act as 'community change agents.'</i></p> <p><i>If we develop the group structure and group climate necessary for young people to work together to create community change ... then young people will be equipped to work collectively to create community change.</i></p> <p><i>If we empower young people to act as 'community change agents' and equip them to work collectively to create community change ... then young people in IMPACT will engage in a planning process to create and implement a strategic plan that uses evidence-based strategies to influence community-level change.</i></p>						
Theory of Change		Theory of Action			Measurable Outcomes	
Overarching Goal	Learning Objectives (LOs)	Capacity/Inputs Human / Material Resources	Activities Specific Activities to Meet LOs	Final Outputs Process Measures	Shorter-Term Outcomes	Longer -Term Outcomes
Young people in IMPACT will collectively engage in a strategic planning process in a community-based setting to create and implement evidence-based prevention strategies to use in both school and community settings.	<p><b>Individual-level:</b> <i>Emotional Empowerment</i> IMPACT participants will:</p> <ul style="list-style-type: none"> <li>practice public speaking skills through presentations to peers and youth</li> <li>internalize a value for working together toward a common goal</li> <li>participate in 75% of scheduled meetings and events</li> </ul> <p><i>Cognitive Empowerment</i> IMPACT participant will:</p> <ul style="list-style-type: none"> <li>name and explain CSAP strategies</li> <li>determine how concepts of child development may influence planning prevention strategies for specific age groups</li> <li>predict how tobacco and alcohol have negative consequences cognitively, socially and physically on a developing adolescent</li> <li>assess problematic situations to determine if they are examples of bullying and how to problem solve situations</li> </ul>	<p><u>Resources/Budget</u> Total Budget: \$</p> <p><u>In-Kind:</u> \$</p> <p><u>Staffing (Paid or Volunteer):</u> Number of staff members: XX Total FTE's: XX</p> <p><u>Vendor(s)/Sub-contractor(s):</u> Name (Total Cost)</p> <p><u>Materials:</u> Brief Description (Total Cost)</p>	<p><b>Individual-level:</b> <i>Emotional Empowerment-</i></p> <p><i>Cognitive Empowerment-</i></p>	<p><b>Individual-level:</b> <i>Emotional Empowerment-</i></p> <p><i>Cognitive Empowerment-</i></p>	<p><b>Individual-level:</b></p> <p>Young people will be emotionally and cognitively empowered. Specifically, young people will be able to:</p> <ul style="list-style-type: none"> <li>practice public speaking skills through presentations to peers and youth</li> <li>internalize a value for working together toward a common goal</li> <li>participate in 75% of scheduled meetings and events</li> <li>name and explain CSAP strategies</li> <li>determine how concepts of child development may influence planning prevention strategies for specific age groups</li> <li>predict how tobacco and alcohol have negative consequences cognitively, socially and physically on a developing adolescent</li> <li>assess problematic situations to determine if they are examples of bullying and how to problem solve situations</li> </ul>	<p><b>Individual-level:</b></p> <p>Young people in IMPACT will be empowered to act as 'community change agents.'</p>
<p><b>Necessary Knowledge, Skills and Attitudes</b></p> <ul style="list-style-type: none"> <li>Practice communication skills through public speaking</li> <li>Believe in the importance of working together</li> <li>Commitment to the group</li> <li>Know effective prevention strategies</li> <li>Knowledge of child development</li> <li>Knowledge of the effects of tobacco and alcohol</li> <li>Knowing the different forms of bullying</li> <li>Apply the appropriate CSAP strategy in planning</li> <li>Practice communication skills through debating/listening to others ideas</li> <li>Practice and demonstrate group cooperation through group activities and collaboratively organizing events</li> <li>Believe in the CSAP strategies</li> </ul>	<p><b>Group-level:</b> <i>Group Structure</i> IMPACT participants will:</p> <ul style="list-style-type: none"> <li>appropriately apply the CSAP strategies in their collective planning/decision making process</li> <li>practice skills of debating and listening to others' ideas as they make decisions about prevention strategies and implementing those strategies</li> </ul> <p><i>Group Climate</i> IMPACT participants will:</p> <ul style="list-style-type: none"> <li>practice and demonstrate group cooperation through group activities and collaboratively organizing events</li> <li>evaluate which CSAP strategies to use to address their identified community issues</li> </ul>	<p><u>Travel:</u> Brief Description (Total Cost)</p> <p><u>Other:</u> Brief Description (Total Cost)</p>	<p><b>Group-level:</b> <i>Group Structure-</i></p> <p><i>Group Climate-</i></p>	<p><b>Group-level:</b> <i>Group Structure-</i></p> <p><i>Group Climate-</i></p>	<p><b>Group-level:</b></p> <p>Group members will be empowered to create change as demonstrated by their ability to:</p> <ul style="list-style-type: none"> <li>appropriately apply the CSAP strategies in their collective planning/decision making process</li> <li>practice skills of debating and listening to others' ideas as they make decisions about prevention strategies and implementing those strategies</li> <li>practice and demonstrate group cooperation through group activities and collaboratively organizing events</li> <li>evaluate which CSAP strategies to use to address their identified community issues</li> </ul>	<p><b>Group-level:</b></p> <p>Young people in IMPACT will be equipped to work collectively to create community change.</p>
Context: Factors in this community that will influence the success of this youth-led program (e.g., political, cultural, and economic influences; community readiness; cultural competence, etc.)						

Suggested Citation:

Zorn, D., Raffle, H., & Collura, J. (2015). *Strategic plan map for youth-led programs: Individual youth and group development*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.

# Tool (Adult): Group Narrative

## **The Ohio Youth Led Prevention Network Youth Council**

### **Context**

The Ohio Youth-Led Prevention Network (OYLPN) Youth Council was created in 2011 in order to connect youth leaders and strengthen youth-led prevention efforts at the state and local levels. The home agency is Drug Free Action Alliance (DFAA), a statewide prevention non-profit organization. OYLPN was formed through the funding and support of the Ohio Department of Alcohol and Drug Addiction Services, now the Ohio Department of Mental Health and Addiction Services. The Council members represent communities throughout Ohio and are chosen due to their passion for youth-led work, outstanding leadership qualities, and dedication to creating safe, healthy environments for all young people. The OYLPN Youth Council seeks to address a wide range of mental and behavioral health issues, including substance abuse, bullying and suicide.

### **Youth Characteristics and Recruitment**

In order to apply to the Youth Council, the young person must submit at least 2 letters of recommendations and participate in a phone interview. The announcement to apply is sent out via our list serve; it is also posted on social media and we do a recruitment push at our “We Are The Majority” rally. New members may also be recruited through peer recommendations. Our group consists of any youth that are active and invested in youth-led programming and messaging locally and are motivated to take a more active leadership role at the state level. Most of the youth have stated that youth-led programming has made a significant difference at their local level and they want to be involved in making a difference at a statewide level.

### **Collective Participation**

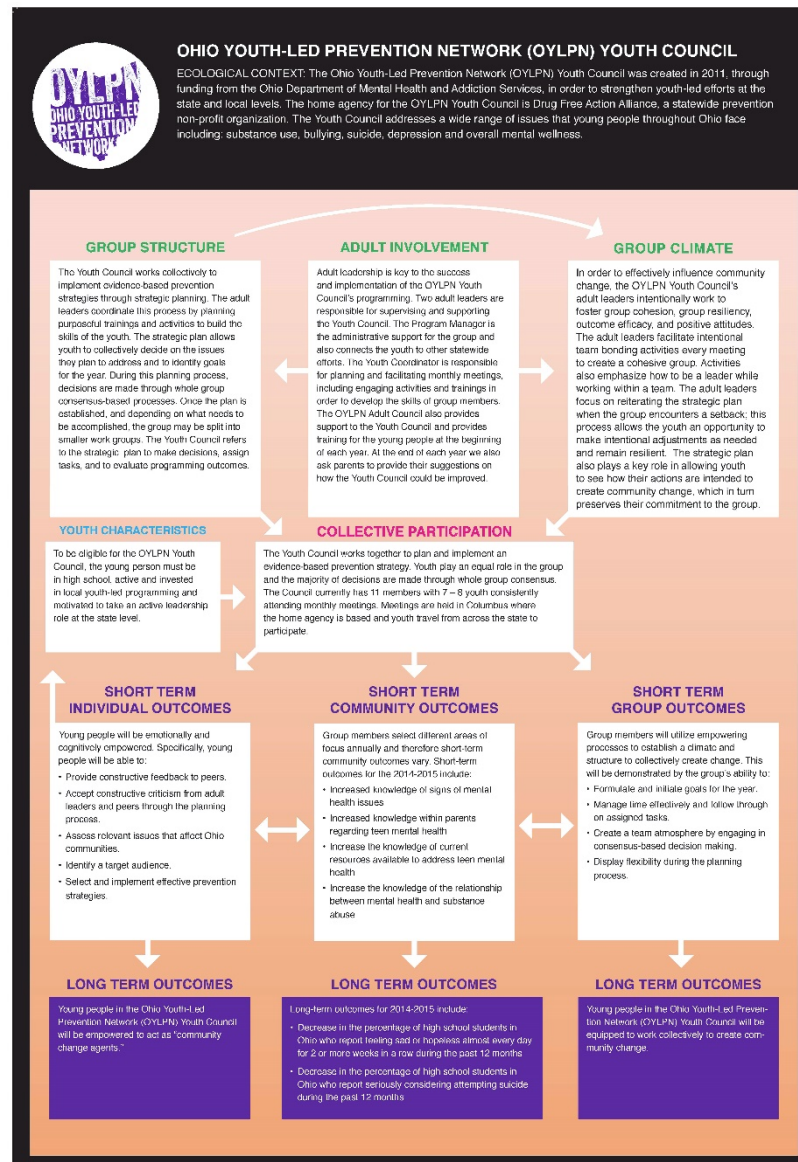
During the 2015-2016 school year, the OYLPN Youth Council had 25 high-school aged members with about 18-20 young people consistently attending monthly meetings. Our meetings are held in Columbus, Ohio which is where the home agency is based. The youth travel from various places across the state to attend our meetings. During meetings, young people work collectively to develop a strategic plan for the year and then, based on this plan, implement evidence-based prevention strategies. Council members also participate in statewide initiatives, various youth-led projects, advocacy efforts, and community outreach. The youth also play an integral part in planning the annual statewide *We Are The Majority* youth rally.

### **Adult Involvement**

Adult Leadership is key to the success and implementation of the OYLPN Youth Council’s programming. Two adult leaders are responsible for supervising and supporting the Youth Council: the Program Director and the Youth-Led Program Coordinator. The Program Director oversees the administrative and fiscal functions for the group, connects the youth to other statewide efforts and is responsible for executing the overall mission of the group. The Youth-Led Program Coordinator’s role is to plan and facilitate the monthly meetings, develop the agenda, and plan activities in order to develop the skills of each individual Council member and the group. The Youth-Led Program Coordinator also corresponds with group members throughout the month, checking in as a support to help lead the group to their ultimate goals. In addition to the Program Manager and Youth Coordinator, the Youth Council is also supported by other members on DFAA’s staff. Throughout the year, DFAA staff members provide trainings to the Council members on various prevention topics.

Parents also play a key role. They must sign permission forms and fill out paperwork when youth are selected to participate on the Youth Council. Parents must approve any missed school days due to an OYLPN event. Parents also attend our end of the year recognition banquet to celebrate their youth and

# Tool (Adult): YECF





## Year 2: Youth-Driven Strategic Plan Map

## Ohio Strategic Prevention Framework (SPF): Strategic Plan Map

Overall Theory of Change:							
If the Lawrence County Youth Council has a media campaign and hosts a conference directed toward MH then Lawrence youth and adults will have increased awareness of MH including anxiety and depression. If Lawrence County youth and adults have increased awareness and increased knowledge of MH, then we create a nurturing environment for youth who are experiencing depression and anxiety to see necessary support. If we create a nurturing environment for youth who are experiencing depression and anxiety to seek necessary support then Lawrence county youth will have a decrease in the percent of those suffering from these mental health issues.							
Community Logic Model			Theory of Action			Measurable Outcomes	
Problem Statement	Intervening Variable(s)	Strategy	Demonstrating Capacity Inputs: Human / Material Resources	Time Line Specific Activities for each Strategy	Outputs Results of Activities	Shorter-Term Outcomes (2 years)	Longer –Term Outcomes (5 years)
According to the Ohio Healthy Youth Environment Survey, there is a large percentage of students in Lawrence County that have feelings of sadness, depression and hopelessness on a regular basis.	<ul style="list-style-type: none"> <li>Lack of youth's understanding of mental health</li> <li>Lack of knowledge the youth have of resources and strategies to cope with mental challenges</li> <li>Lack of support at home</li> <li>Stigmatism surrounding mental health among youth.</li> </ul>	<p><b>We have selected the following CSAP strategies:</b></p> <p><u><b>Information Dissemination:</b></u></p> <ul style="list-style-type: none"> <li>Packets sent home to family and school boards to increase awareness and provide resources for mental health</li> <li>Social media skit/campaign performed by youth focusing on stigmatism of mental health</li> </ul> <p><u><b>Education</b></u></p> <ul style="list-style-type: none"> <li>Mental health curriculum during family group sessions at TLC</li> </ul> <p><u><b>Alternatives:</b></u></p> <ul style="list-style-type: none"> <li>Healthy choices strategies at Teen Leadership Conference</li> </ul> <p><u><b>Community Based Process:</b></u></p> <ul style="list-style-type: none"> <li>Systematic planning among multiple schools of a strategy to implement at their home school around mental health</li> </ul>	<p><b>Budget:</b> \$1,000 <b>Total budget:</b> \$11,250</p> <p><b>In-kind:</b></p> <ul style="list-style-type: none"> <li>Adult Volunteer \$10,400</li> <li>School Transportation for Middle school participants 1,500.</li> </ul> <p><b>Vendors/Sub-contractors</b></p> <ul style="list-style-type: none"> <li>Scioto Hills Camp Lodge# 97 X100 9700.00</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Mental health curriculum</li> <li>Mental health family packet 500.00</li> </ul> <p><b>Travel</b></p> <ul style="list-style-type: none"> <li>Van transportation for youth council 350.00</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>T-shirts 700.00</li> </ul>	<p><u><b>Information Dissemination:</b></u></p> <ul style="list-style-type: none"> <li>create social media skit/ campaign</li> <li>distribute packets for youth to take home and share with their School Board</li> </ul> <p><u><b>Education:</b></u></p> <ul style="list-style-type: none"> <li>create curriculum for youth-led high school members to implement in family groups with an adult co-facilitator centered around mental health, anxiety &amp; depression</li> </ul> <p><u><b>Alternatives:</b></u></p> <ul style="list-style-type: none"> <li>Dances &amp; Youth leadership activities (workshops, team building initiatives)</li> </ul> <p><u><b>Community Based Process:</b></u></p> <ul style="list-style-type: none"> <li>Systematic planning among multiple schools of a strategy to implement at their home school around mental health</li> </ul>	<p><u><b>Information Dissemination:</b></u></p> <ul style="list-style-type: none"> <li>Mental health awareness packets distributed to campers</li> <li>Social media campaign completed and viewed at camp</li> </ul> <p><u><b>Education</b></u></p> <ul style="list-style-type: none"> <li>Engage youth in discussion during family group sessions centered around mental health.</li> </ul> <p><u><b>Alternatives:</b></u></p> <ul style="list-style-type: none"> <li>Hold a dance and other recreational activities during camp</li> </ul> <p><u><b>Community Based Process:</b></u></p> <ul style="list-style-type: none"> <li>Systematic planning among multiple schools of a strategy to implement at their home school around mental health</li> </ul>	<ul style="list-style-type: none"> <li>Increase understanding of mental health &amp; challenges</li> <li>Increase knowledge of resources and strategies to cope with mental challenges</li> <li>Increase parental and family awareness of ways to help youth feel supported and loved</li> <li>The stigmatism of mental health in Lawrence county youth will decrease</li> </ul>	<ul style="list-style-type: none"> <li>5% decrease in amount of 7<sup>th</sup> grade students grade students reporting feelings of anxiousness, sadness and hopelessness every day for a period of 2 weeks or more, measured by youth surveys.</li> <li>5% decrease in amount of 8<sup>th</sup> grade students grade students reporting feelings of anxiousness, sadness and hopelessness every day for a period of 2 weeks or more, measured by youth surveys.</li> </ul>
<p><u><b>Data to Support Problem Statement:</b></u></p> <ul style="list-style-type: none"> <li>15.9% of 7<sup>th</sup> grade students felt feelings of anxiousness, sadness and hopelessness every day for a period of 2 weeks or more. (OHYES! 2016)</li> <li>22.6% of 8<sup>th</sup> grade students felt feelings of anxiousness, sadness and hopelessness every day for a period of 2 weeks or more. (OHYES! 2016)</li> </ul>							

**Context**

Traditionally, Teen Leadership Conference focuses curriculum and activities based upon a problem of focus in our County. Last year during the Conference, 65 youth participated in a world café discussion and felt that Mental Health was a major issue in our area. During the world café workshop, youth perceived the reasons for mental health happening in our area to be: lack of understanding, the stigmatism of mental health and the lack of support at home. After review of our OHYES! 2016 data assessment, youth determined mental health, specifically anxiety and depression to be our problem of focus.

# Adult Academy Training Dates

- Four trainings
  - Friday, September 28<sup>th</sup>
  - Friday, November 16<sup>th</sup>
  - Friday, February 15<sup>th</sup>
  - Friday, June 7<sup>th</sup> (Virtual)



# Training Academies

- Centralized Location TBD
- 9:30 am - 3:30 pm
- Lunch provided



# Who is Eligible



## Who Should Attend

- The two individuals identified as participants in the grant application must attend the training academies.



# Funding

- Grant funds will be released quarterly upon completion of deliverables.
- Disbursements will take place on the following schedule:
  - September
  - December
  - March
  - June



# Permissible Use of Funds

- Salaries
- Substitute Teacher Coverage
- Travel
- Lodging
- Per Diems
- Registration Fees



# Quarterly Deliverables

- **Quarter 1** - Complete pre-work, Attend Training Academy #1
- **Quarter 2** - Complete pre-work, Attend Training Academy #2, Attend Adult Allies Summit
- **Quarter 3** - Complete pre-work, Attend Training Academy #3, Attend Youth-Led Leadership Academy
- **Quarter 4** - Complete pre-work, Attend Training Academy #4 (virtual), Attend We Are The Majority Rally, Attend OPEC

# Checklist for Applicants

- Our school, community, or organization is located in Appalachian Ohio
- We have two adults committed to serve as adult allies to youth
- We have reviewed the Scope of Work and Year One calendar to ensure consistent participation
- We have sign-off and support from our organization
- We have completed the application and budget narrative
- We have reviewed and signed the prospective grant agreement
- We are excited to empower young people in our community to provide leadership to prevention!

**Deadline to Apply: Monday,  
August 20 at 5 pm to  
[kmorman@ffao.org](mailto:kmorman@ffao.org)**

# Questions?

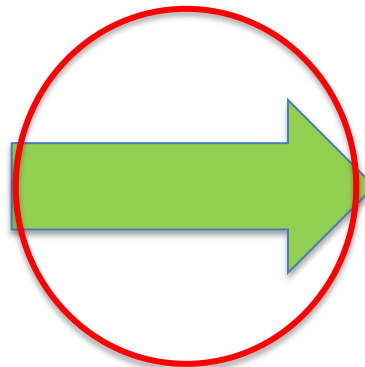


Please enter any questions into the chat box or unmute your phone to ask the question.

# Year 2 Focus: Youth-Led

ADULT GUIDED:

1. Individual
2. Group



YOUTH LED:

3. Community

## Year 2: Youth-Driven Strategic Plan Map

[illegible]

# Community Change: Youth-Driven Strategic Plan Map

## Ohio Strategic Prevention Framework (SPF): Strategic Plan Map

Overall Theory of Change:							
If the Lawrence County Youth Council has a media campaign and hosts a conference directed toward MH then Lawrence youth and adults will have increased awareness of MH including anxiety and depression.							
If Lawrence County youth and adults have increased awareness and increased knowledge of MH, then we create a nurturing environment for youth who are experiencing depression and anxiety to see necessary support.							
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Community Logic Model			Theory of Action			Measurable Outcomes	
Problem Statement	Intervening Variable(s)	Strategy	Demonstrating Capacity Inputs: Human / Material Resources	Time Line Specific <u>Activities</u> for each Strategy	Outputs <u>Results</u> of Activities	Shorter-Term Outcomes (2 years)	Longer –Term Outcomes (5 years)
<p>According to the Ohio Healthy Youth Environment Survey, there is a large percentage of students in Lawrence County that have feelings of sadness, depression and hopelessness on a regular basis.</p>	<ul style="list-style-type: none"> <li>Lack of youth's understanding of mental health</li> <li>Lack of knowledge the youth have of resources and strategies to cope with mental challenges</li> <li>Lack of support at home</li> <li>Stigmatism surrounding mental health among youth.</li> </ul>	<p><b>We have selected the following CSAP strategies:</b> <u><b>Information Dissemination:</b></u></p> <ul style="list-style-type: none"> <li><i>Packets sent home to family and school boards to increase awareness and provide resources for mental health</i></li> <li><i>Social media skit/campaign performed by youth focusing on stigmatism of mental health</i></li> </ul> <p><u><b>Education:</b></u></p> <ul style="list-style-type: none"> <li><i>Mental health curriculum during family group sessions at TLC</i></li> </ul> <p><u><b>Alternatives:</b></u></p> <ul style="list-style-type: none"> <li><i>Healthy choices strategies at Teen Leadership Conference</i></li> </ul> <p><u><b>Community Based Process:</b></u></p> <ul style="list-style-type: none"> <li><i>Systematic planning among multiple schools of a strategy to implement at their home school around mental health</i></li> </ul>	<p><u><b>Budget:</b></u> \$1,000 <u><b>Total budget:</b></u> \$11,250 <u><b>In-kind:</b></u></p> <ul style="list-style-type: none"> <li><b>Adult Volunteer</b> \$10,400</li> <li><b>School Transportation for Middle school participants</b> 1,500.</li> </ul> <p><u><b>Vendors/Sub-contractors</b></u></p> <ul style="list-style-type: none"> <li><b>Scioto Hills Camp</b> <b>Lodging 97 X100</b> <b>9700.00</b></li> </ul> <p><u><b>Materials</b></u></p> <ul style="list-style-type: none"> <li><b>Mental health curriculum</b></li> <li><b>Mental health family packet</b> <b>500.00</b></li> </ul> <p><u><b>Travel</b></u></p> <ul style="list-style-type: none"> <li><b>Van transportation for youth council</b> <b>350.00</b></li> </ul> <p><u><b>Other</b></u></p> <ul style="list-style-type: none"> <li><b>T-shirts</b> <b>700.00</b></li> </ul>	<p><u><b>Information Dissemination:</b></u></p> <ul style="list-style-type: none"> <li><i>create social media skit/campaign</i></li> <li><i>distribute packets for youth to take home and share with their School Board</i></li> </ul> <p><u><b>Education:</b></u></p> <ul style="list-style-type: none"> <li><i>create curriculum for youth-led high school members to implement in family groups with an adult co-facilitator centered around mental health, anxiety &amp; depression</i></li> </ul> <p><u><b>Alternatives:</b></u></p> <ul style="list-style-type: none"> <li><i>Dances &amp; Youth leadership activities (workshops, team building initiatives)</i></li> </ul> <p><u><b>Community Based Process:</b></u></p> <ul style="list-style-type: none"> <li><i>Systematic planning among multiple schools of a strategy to implement at their home school around mental health</i></li> </ul>	<p><u><b>Information Dissemination:</b></u></p> <ul style="list-style-type: none"> <li><i>Mental health awareness packets distributed to campers</i></li> <li><i>Social media campaign completed and viewed at camp</i></li> </ul> <p><u><b>Education</b></u></p> <ul style="list-style-type: none"> <li><i>Engage youth in discussion during family group sessions centered around mental health.</i></li> </ul> <p><u><b>Alternatives:</b></u></p> <ul style="list-style-type: none"> <li><i>Hold a dance and other recreational activities during camp</i></li> </ul> <p><u><b>Community Based Process:</b></u></p> <ul style="list-style-type: none"> <li><i>Systematic planning among multiple schools of a strategy to implement at their home school around mental health</i></li> </ul>	<ul style="list-style-type: none"> <li>Increase understanding of mental health &amp; challenges</li> <li>Increase knowledge of resources and strategies to cope with mental challenges</li> <li>Increase parental and family awareness of ways to help youth feel supported and loved</li> <li>The stigmatism of mental health in Lawrence county youth will decrease</li> </ul>	<ul style="list-style-type: none"> <li>5% decrease in amount of 7<sup>th</sup> grade students grade students reporting feelings of anxiousness, sadness and hopelessness every day for a period of 2 weeks or more, measured by youth surveys.</li> <li>5% decrease in amount of 8<sup>th</sup> grade students grade students reporting feelings of anxiousness, sadness and hopelessness every day for a period of 2 weeks or more, measured by youth surveys.</li> </ul>
<p><u><b>Data to Support Problem Statement:</b></u></p> <ul style="list-style-type: none"> <li>15.9% of 7<sup>th</sup> grade students felt feelings of anxiousness, sadness and hopelessness every day for a period of 2 weeks or more. (OHYES! 2016)</li> <li>22.6% of 8<sup>th</sup> grade students felt feelings of anxiousness, sadness and hopelessness every day for a period of 2 weeks or more. (OHYES! 2016)</li> </ul>							
<p align="center"><b>Context</b></p> <p>Traditionally, Teen Leadership Conference focuses curriculum and activities based upon a problem of focus in our County. Last year during the Conference, 65 youth participated in a world café discussion and felt that Mental Health was a major issue in our area. During the world café workshop, youth perceived the reasons for mental health happening in our area to be: lack of understanding, the stigmatism of mental health and the lack of support at home.</p> <p>After review of our OHYES! 2016 data assessment, youth determined mental health, specifically anxiety and depression to be our problem of focus.</p>							



# Questions?



Please enter any questions into the chat box or unmute your phone to ask the question.

# Foundation for Appalachian Ohio



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Facebook: Foundation for Appalachian Ohio

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[www.AppalachianOhio.org/news-happenings](http://www.AppalachianOhio.org/news-happenings)

**For more information on Ohio Adult Allies...**



**Ohio Adult Allies**

<https://www.ohio.edu/voinovichschool/services/ohio-adult-allies.cfm>

Twitter: @YL\_AdultAllies

Instagram: YL\_AdultAllies

YouTube: Ohio Adult Allies

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# References

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