NM Youth Peer-To-Peer Helper Program 2021-22 Final Report

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NMDOH
NEW MEXICO DEPARTMENT OF HEALTH

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NM Youth Peer-To-Peer Helper Program
2021-22 Final Report

What is the NM Peer-to-Peer Helper program?

The NM Peer-to-Peer Helper (YP2PH) program is sponsored by the NM Department of Health, Office of School and Adolescent Health. The program is also called Natural Helpers by some schools. The program is based on the premise that when young people have problems, they most often turn to friends whom they trust for help, and that every school has an informal "helping network." The YP2PH program's objectives are to promote youth helping their peers, youth-adult partnership, and positive youth development. The YP2PH program incorporates the evidence-based program Positive Youth Development and the promising practices of Natural Helpers Program.

Young people from 34 middle and high schools across the state of New Mexico are involved in the YP2PH program. A total of 515 young people were Peer Helpers (PH's) in 2021-2022. Each program has at least one adult sponsor from the school to guide and support the PH's. About 60% of PH's identify as female, with growing numbers of male and non-binary youth. Most PH's identify as Hispanic or White. Over half of the PH's were in their first year of the program; only 6% of PH's have been in the program for 5 or more years.

What do YP2PH programs do?

Three of the biggest components of the YP2PH programs are meetings, training, and program retreats. The number of meetings programs had throughout the school year ranged from 3 to 58. The average number of meetings was 22 meetings per site. Programs were able to meet more often this school year due to the return to in-person school. Being able to meet more often and in-person was helpful for programs to complete all of their projects on schedule. Over half of the programs meet once a week; however, PH's would like to meet more often to connect with their group and have more time to work on their projects.

Because more programs were able to meet in-person this year, programs were also able to have more in-person training opportunities. However, some programs continued to use virtual training to get PH's trained in self-care, team bonding, peer helping skills, suicide prevention and Positive Youth Development. A combination of in-person and virtual training allows PH's to meet their training requirements without a lot of barriers. Sponsors would like to start training PH's earlier in the school year to give PH's more time to practice their new skills with their peers.

EXECUTIVE SUMMARY

Program retreats were paused for the past two school years as a result of the COVID-19 pandemic. In the spring of 2022, NMDOH OSAH offered an in-person and virtual retreat for programs. By offering both modes, more programs were able to attend and meet with each other. The purpose of the retreats is to provide a safe space for programs, PH's, and sponsors to share, listen, and learn from one another. Several peer helpers mentioned that during the past two years of the pandemic, it felt like they were the only ones struggling, but after hearing everyone's peaks and valleys peer helper teams felt more connected and united. Both sponsors and PH's recommended having more retreats throughout the school year to allow programs more opportunities to connect and interact.

YP2PH programs follow a structured curriculum that includes several activities: student recruitment, website project, program promotion, service-learning, health promotion, and an end-of-year celebration. Most of the activities were a joint effort between PH's and their sponsors. YP2PH programs are encouraged to let young people make most of the decisions around choosing, planning, and leading events. About one-third of PH's said they were able to choose, plan, and lead activities.

What are some of the outcomes from being a YP2P Helper?

The following key findings are based on aggregate analyses across all YP2PH programs. The key findings come from a series of surveys given to PH's, program sponsors, and school principals. The key findings can be used to celebrate successes and identify opportunities for improvements statewide.

- **57%** of YP2PH programs were able to have in-person training this school year
- **56%** of PH's said that depression is the biggest concern their schools are facing
- **65%** of PH's said it is very much true that they were able to choose, plan, and lead activities in their programs
- **85%** of PH's said they have a friend who helps them when they have a hard time, compared to **78%** of high school youth across the state
- **84%** of PH's agreed that teachers and adults at their school listen to them
- **91%** of the sponsors strongly agree & agree PH's used their helping skills to help both themselves and their peers
- **38%** of PH's went to their sponsors with other students' problems 8 or more times; only **9%** of PH's went to their sponsors for help with their own problems 8 or more times
- **60%** of principals strongly agreed that PH's improved their social and leadership skills and confidence through the program
- **70%** of principals strongly agreed that PH's build trusting relationships with adults because of the program
- **80%** of principals strongly agreed that the YP2PH program is valuable for the school

EXECUTIVE SUMMARY

How can the YP2PH programs improve?

Below is a list of recommendations based on the combined feedback from PH's and program sponsors:

- More advertising of the program across the school
- Include younger ages in activities and events
- Start the recruitment and selection process earlier
- More frequent and longer meeting times
- Avoid meeting over lunch periods
- More retreats during the school year
- More training opportunities
- Starting training earlier in the school year
- Provide training "refreshers" throughout the school year
- Establish specific roles/assignments for PH's
- Focus on team/relationship building earlier in the school year
- More volunteer work within the community
- Involving more of the school in service projects and activities

PH's really enjoy and appreciate their programs and would like the programs to become more widely known throughout their schools. PH's want to increase advertising of the program to recruit more students. PH's also suggested changes to how often and when their programs meet. Only meeting for an hour once a week did not feel like enough time to achieve all the events and activities PH's wanted to work on. PH's would like to have extra time as a group to plan and lead more activities.

Program sponsors' suggestions focused on having more time to start and plan projects and starting the recruitment and training processes much earlier in the school year.

NMDOH OSAH is continuing to update and refine evaluation tools and plans for the program. In the upcoming school year, NMDOH OSAH is looking at ways to directly involve youth in the evaluation plans through sharing what types of information is collected and how the information is used to improve the programs. Future evaluation will incorporate different methodologies such as photovoice and informal group interviews. Using these different methods will allow youth to have more opportunities to share their experiences with the programs and will provide creative outlets for collecting this information.

This report was authored by Apex Evaluation in collaboration with the New Mexico Department of Health, Office of School and Adolescent Health. For more findings, recommendations, and references, please see the full report here.

ACKNOWLEDGEMENTS

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BACKGROUND

Program Overview

The NM Department of Health (NMDOH), Office of School and Adolescent Health (OSAH) mission is to improve the health and well-being of students and adolescents (age 10-25) in New Mexico. OSAH's focus areas include:
- School-Based Health Centers
- School Behavioral and Mental Health
- School Nursing and School Health
- Youth Engagement/Positive Youth Development
- Youth Suicide Prevention

The NM Youth Peer-to-Peer Helper (YP2PH) program incorporates strategies based on the evidence-based Positive Youth Development Approach (PYD) and promising practice Natural Helper Program. The program is based on the premise that when young people have problems, they most often turn to friends whom they trust for help, and that every school has an informal "helping network." The YP2PH program is informed by evidence and practice focused on positive youth development (PYD). It may be used as a stand-alone PYD program or can incorporate adolescent health prevention and education topics such as youth suicide, substance use, and teen dating violence. The evaluation measures program implementation and short-term resiliency outcomes using a pre/post design. Evaluation results are used to continuously improve the program from year to year.

In 2021-2022, OSAH provided training and technical assistance for 34 YP2PH programs:
- 13 YP2PH programs in the Northeast
- 16 YP2PH programs in the Northwest
- 2 YP2PH programs in the Southwest
- 3 YP2PH programs in the Southeast

Some of the programs use the name Natural Helpers in place of Peer Helpers. Despite the different names, both types of programs complete the same activities and data collection methods. New Mexico Department of Health (NMDOH), Office of School and Adolescent Health (OSAH)-funded YP2PH programs are required to:
- Plan, implement, and evaluate one service-learning and one health promotion project in their school and/or community.
- Complete a mid and end-of-year online report, pre and post-youth surveys, and an end-of-year survey from the sponsor(s) and principal(s).
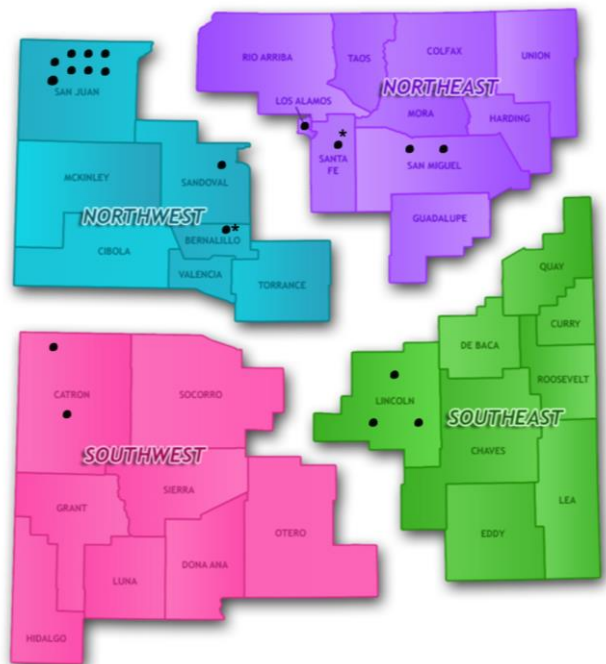
*7 programs in Bernalillo County
*10 programs in Santa Fe County

BACKGROUND

New Mexico Department of Health (NMDOH), Office of School and Adolescent Health (OSAH)-funded YP2PH programs are also required to:

- Plan, implement, and evaluate one service-learning and one health promotion project in their school and/or community.
- Complete a mid and end-of-year online report, pre and post-youth surveys, and an end-of-year survey from the sponsor(s) and principal(s).

This report summarizes findings from the following data sources:

NM YP2PH Program online reporting tool. The NM YP2PH programs were required to complete an online reporting tool to collect school/organization information, peer helper (PH) demographics, program meeting schedules, activities, and events. Program sponsors completed the online reporting tool and were advised to engage the PH's in evaluation (pro's & delta's) of their project activities and events which is also part of the reporting process.

Pre/post-youth peer helper (PH) surveys. As a part of the YP2PH program, 80% of each site's youth peer helpers are instructed to complete pre and post-youth surveys. The pre-youth survey is directed to be distributed at the beginning of the school year before programs start, to capture feedback from peer helpers before they are trained. Post-youth surveys are completed at the end of the school year. The online survey measures the PH's health knowledge, helping skills, external assets, and internal assets. PH's were asked to provide information such as the initial of their first and last name, birth month, and day of birth to create a unique identifier. The unique identifiers were used to match the results of the pre and post-surveys to see how PH's responses changed as a result of their participation.

Sponsor Survey. Sponsors were asked to complete an electronic survey at the end of the school year about sponsor information and PH's personal developmental and peer-helping skills. The questions also included information on what worked well for their programs and what could be changed. Sponsors were asked to share a story about their YP2PH program that can be shared with NMDOH and other programs.

Principal Survey. Principals were asked to complete an electronic survey at the end of the 2021-22 school year about their perceptions of YP2PH programs and the programs' impacts on school environments and culture.

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Positive Youth Development (PYD) Approach

PYD is a paradigm shift from viewing young people as future leaders to viewing young people as today's leaders, with the capacity to affect change when given adequate support and opportunities. This approach requires a breakdown of stereotypes that both adults and young people have about each other. The breakdown of stereotypes can occur through positive interactions encountered as adults and young people work together as a team to achieve goals. The PYD approach is about increasing youth leadership, protective factors, health literacy, youth empowerment, and building healthy relationships to decrease risky behaviors. This approach represents a lifestyle change for interacting and working with young people, not just a concept to incorporate into programs. The PYD guiding principles are:

- **Asset-based** (focus on strengths/supports)
- **Place-based** (strategies reflect local cultural assets and needs)
- **Holistic** and **developmentally appropriate** (incorporate heart, mind, body, and spirit across ages and stages)
- **Informed by youth** for children/youth (youth voice)
- Supportive of **ALL** children/youth (not segregating by high risk or cream of the crop)
- Inclusive of **broad stakeholder input and support** (e.g., families, schools, faith communities, community-based organizations, businesses, media, government, etc.)

Natural Helpers

The NM Youth Peer-to-Peer Helper (YP2PH) programs are designed on the principles of Natural Helpers. Natural Helpers is based on the premise that when young people have problems, they often turn to friends they trust for help, and within every school, there is an informal "helping network." The program sponsors at each school seek to identify this informal network of young people - who represent subgroups within their schools - via a schoolwide youth survey. Sponsors also provide training and support to their school or organization's YP2PH team.

The youth helpers participate in training designed to expand their critical skills, such as listening, helping, and referring. Training is most often a retreat away from school in a camp setting and is an opportunity to bond the group (both peer-to-peer and youth-adult). This creates a cohesive and supportive dynamic among what may have been a collection of very diverse individuals who thought they had little in common with one another before being part of the group. Groups continue to meet regularly throughout the year to develop the following skills:

- Effective ways to help and support their friends and peers.
- Positive ways to take care of themselves and be cognizant of their own physical and mental health.
- Ways to contribute to creating safe and supportive school and community environments.

PROGRAM INFORMATION

The following information comes from the online reporting tool that sponsors complete throughout the year. 30 sponsors completed the online reporting tool for the 2021-2022 school year, representing 88% of YP2PH programs across the state.

Demographics

Sponsors reported 515 PH's in 30 programs for the 2021-2022 school year. Sponsors identified the gender and race/ethnicity for all 515 PH's.

A majority of PH's identify as female, but a growing number of PH's identify as transgender or self-identify their gender.

A majority of PH's were Hispanic/Latino, followed by White. Smaller numbers of PH's were American Indian/Alaskan Native, Black, and Asian.

Gender as reported by Sponsors

Category	Count
Transgender	9
Self-Identify Gender	14
Male	181
Female	311
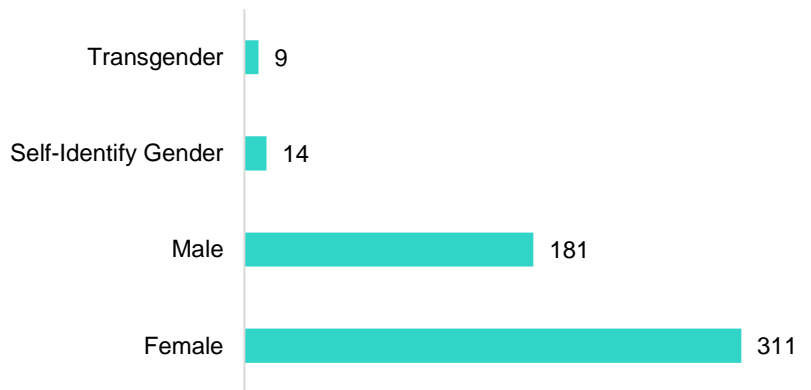
Race/Ethnicity as reported by Sponsors

Category	Count
Native Hawaiian/Pacific Islander	1
African American/Black	10
Asian	18
Biracial/Multiracial	34
American Indian or Alaskan Native	87
White	172
Hispanic/Latino	194
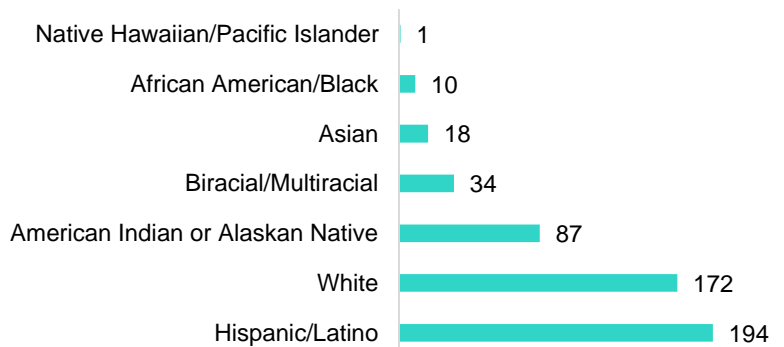
PROGRAM INFORMATION

Meetings

One of the biggest components of the YP2PH programs is meetings. The number of meetings programs had throughout the school year ranged from 3 to 58. The average number of meetings was 22 meetings per site. The number of meetings has sharply increased compared to previous years, due to the return to in-person school and activities. Being in-person allowed programs more opportunities to meet compared to virtual learning. Most programs met for an hour each time. Some programs had shorter meeting times which may be because they met during their school's lunch period. However, shorter meeting times mean that PH's are not able to get as much done. In these cases, PH's may need to meet more often to finish their projects and activities.

Just over half of the programs (55%) meet once a week. Only 3 programs (10%) meet every day. While more programs would like to be able to meet that often, there are several logistical barriers that prevent programs from meeting so often. Sponsors and PH's mentioned that schoolwork, classes, and after-school activities can affect when and how long programs are able to meet.

Meeting Frequency

Frequency	Percentage
Every day	10%
Three times a week	14%
Twice a week	21%
Once a week	55%
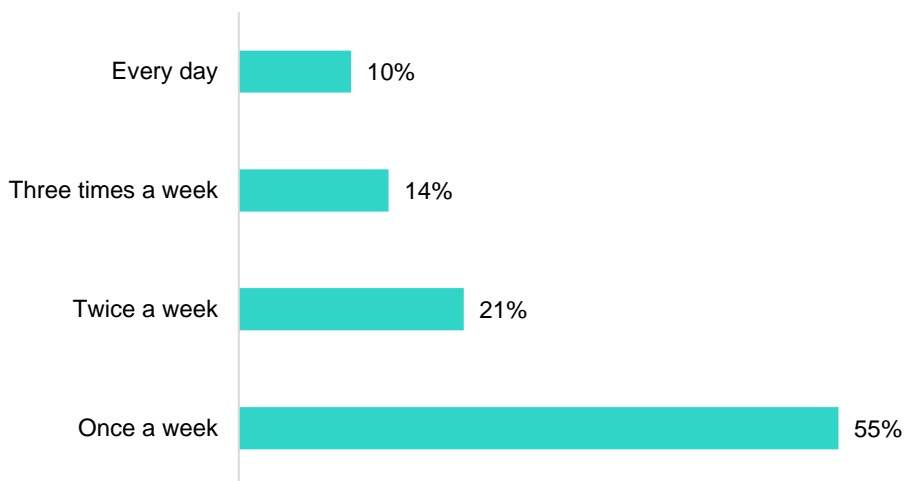
PROGRAM INFORMATION

Training

Over the last two years of the COVID-19 pandemic, programs had to shift to virtual trainings to accommodate virtual school. During the 2021-2022 school year, more schools and programs were able to meet in-person. **As a result, just over half (57%) of YP2PH programs were able to have in-person trainings.**
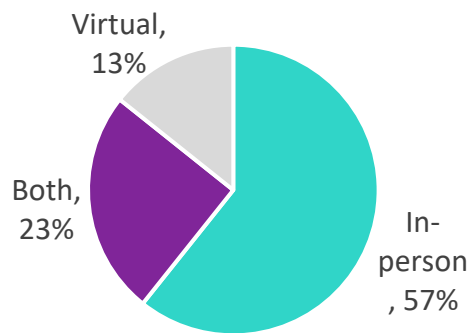
Some programs continued to have virtual trainings. This was helpful as some school districts switched between virtual and in-person learning throughout the school year. virtual training allowed PH's to meet their training requirements without a lot of barriers.

Virtual, 13%

Both, 23%

In-person, 57%

"Trainings for this year were difficult to access due to Covid-19 restrictions. However, we have worked on team bonding activities, video trainings with sponsors and other adults. They made it comfortable and inviting with food and snacks provided."
Quemado Middle and High School Sponsor

Some programs offered both types of training models. This was helpful for adapting to changing school guidelines due to the COVID-19 pandemic.

"Providing a combination of in-person trainings in the form of field trips, along with asynchronous training opportunities supported by the WAVE specialist allowed groups to form bonds both within their site, as well as with other High School WAVE Groups"
Capital High School Sponsor

PH's are trained in several topics including: self-care, team bonding, peer helping skills, suicide prevention, and Positive Youth Development. 7 programs (23%) were trained in additional topics:
- Accessible School and Community Resources
- College readiness
- Mindfulness training
- Peer mediation
- Question, Persuade, Refer (QPR) for suicide prevention

Topic	Percent
Self-care	87%
Team bonding	87%
Peer helping skills	87%
Suicide Prevention	83%
Positive Youth…	83%
Other topics	23%
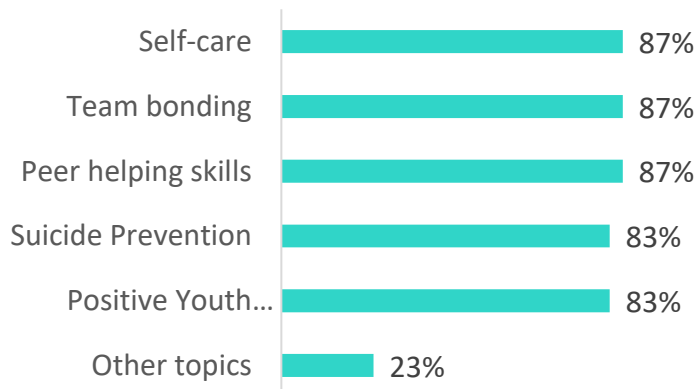
PROGRAM INFORMATION

Several sponsors mentioned that for the upcoming school year, they would like to start trainings sooner to give PH's more time to practice their skills. Sponsors would also like to have "mini" training sessions throughout the year to keep the PH's skills fresh. Some sponsors would also like to work with other programs nearby to offer trainings to several schools at once. This type of training would also give PH's the opportunity to meet other Helpers from around their community.

> *"Our group would like to be able to access time with other helpers from across the state. One year, we combined with Reserve, NM a neighboring school and that helped us with many things; bonding, training, and our role in YP2PH."*
>
> *Quemado Middle and High School Sponsor*

YP2PH Program Activities

YP2PH programs are required to follow a curriculum that includes the following activities:
- Recruitment
- Program Website or PowerPoint (PP) Project
- Program Promotion
- Other activities such as service-learning and health promotion projects (optional this year)
- End of Year Celebration

Because many schools were able to be in-person, programs were more easily able to complete the different activities. While nearly all programs were able to recruit students, promote the program, and complete other optional projects, the website/PP project was a challenge for some programs. **16 programs (53%) were able to complete a website/PP this year. This is an increase from 42% of programs who completed a website last year.** Sponsors mentioned several barriers to building a website:
- Not having information or resources to create a website
- Not enough time
- Not having clear plans for updating the website
- Not having IT help at the school

> *"Next year, we want to start earlier in the year and work with the IT staff to help us create and formalize our website better and include all of the ideas the P2PH members came up with."*
>
> *Piedra Vista High School Sponsor*

PROGRAM INFORMATION

The table below shows the different levels of participation for several of the key activities for YP2PH programs. Many of the activities were a joint effort between PH's and their sponsors. Only recruitment and the end of year celebration reported being adult led only. This indicates nearly all the programs include PH's in the decision making and planning process for the different activities and events. This allows for youth to feel like their voice is included and respected.

	Youth Led	Youth-adult partnership	Adult led with Youth input	Adult led
Recruit Youth	13%	40%	23%	17%
Website Project	13%	13%	20%	*
Program Promotion	33%	43%	10%	*
Additional Project*	29%	32%	16%	*
End of Year Celebration	23%	33%	17%	3%

*24 programs did at least one additional project

The graph to the right shows how PH's feel they were included in choosing, planning, and leading activities. About one-third of PH's said it is ***very much true*** that they were able to choose, plan, and lead activities.

Lead activities 27%

Choose activities 30%

Plan activities 30%
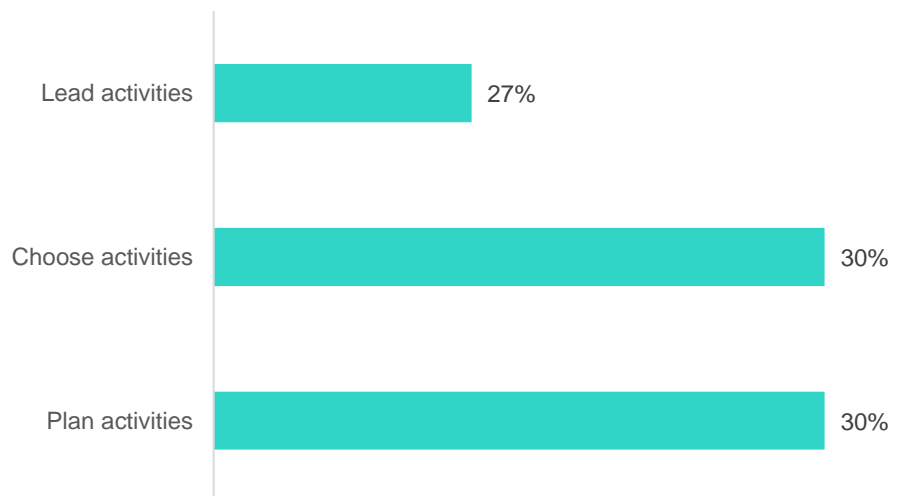
PROGRAM INFORMATION

Program Retreats

NM YP2PH programs typically have an option to 1) Have 2 sponsors and 3 PH's or 1 sponsor and 4 PH's from an individual team participate in 1 of the 4 NMDOH Regional train-the-trainer retreats that are offered and then they take the information back and provide a one-day training for their program team, or 2) Schedule a one-day training with an NMDOH approved facilitator (veteran sponsors or contractors) for their whole team. This year, program retreats were offered in both an in-person and virtual format with representatives from the various peer helper The purpose of these retreats was to spend time connecting with peer helper teams and have a safe space for everyone to reflect on the challenges and issues brought on by the past two years of the pandemic. This was important for showing that everyone faces struggles and tough times, but the skills and knowledge from trainings can help address issues people face.

Both retreats were also an opportunity to share, listen and learn from one another. Some of the activities included sharing their individual resilient & healing journey during COVID-19 in small groups, exploring different types and ways to increase resiliency through the 40 Developmental Assets, learning how to use essential oils for self-care, and providing youth voice for improving our program evaluation. For both retreats, the structure included different formats of information sharing (such as visual and sensory) and different group sizes (pairs, small groups, and one larger group).

In both retreats, peer helper teams appreciated the resilient and healing journey activity; each person was told to picture a key, with all of the ridges, peaks, and valleys. Using this image, everyone thought about their life and experiences over the past two years and related their journeys to their imagined keys. Teams shared their experiences in small groups, and no one was made to share more than they were comfortable with. After the small groups had a chance to share, the conversation turned back to the larger group and peer helper teams shared some of the commonalities and themes that came up during their discussions. Several PH's mentioned during the past two years of the pandemic, it felt like they were the only ones struggling, but after hearing everyone's peaks and valleys from the other peer helper teams they felt more connected and united.

> *"I enjoyed the retreat, the activities we did, [and] the videos they showed us. I enjoyed every bit of it and especially knowing that I can help others with their problems with what I learned throughout the program."*
>
> *Hondo Middle & High Schools PH*

YP2P HELPERS SURVEY

In the 2021-22 school year, a total of 553 PH's completed either the pre- or post-survey. Pre-surveys were completed by 306 PH's from 27 programs. The post-survey was completed by 247 PH's from 26 programs. 163 PH's representing 21 YP2PH programs completed both the pre- and post-survey.

	Pre-Survey	Post-Survey	Both Surveys
# PH's completed	306	247	163
# programs completed	27	26	21

YP2P Helper Self-Reported Demographics

About half (58%) of PH's who completed the pre-survey were in their first year of the program. Only 6% of PH's have been in the program for 5 or more years.

A majority of PH's identify as female. A majority of PH's identify as Hispanic or Latino or White. The self-reported demographics are similar to what sponsors reported using the online reporting tool.

56% of PH's feel their programs represent the different students in their school *quite well* regarding gender, race/ethnicity, and social groups.

Peer Helper's Self-Reported Gender

	Transgender	Self-identify	Male	Female
Pre	1%	4%	35%	60%
Post	3%	2%	30%	64%
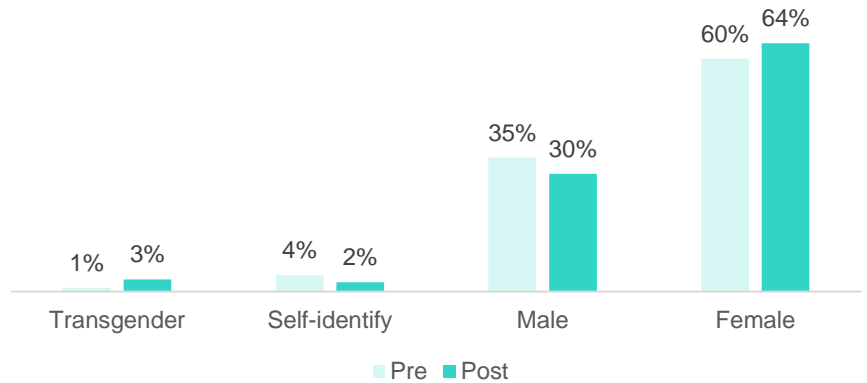
Peer Helper's Self-Reported Race/Ethnicity

	Native Hawaiian or other Pacific Islander	Black or African American	Asian or Asian American	Other	American Indian or Alaska Native	Hispanic or Latino	White
Pre	2%	3%	5%	8%	16%	45%	49%
Post	2%	2%	5%	5%	13%	48%	49%
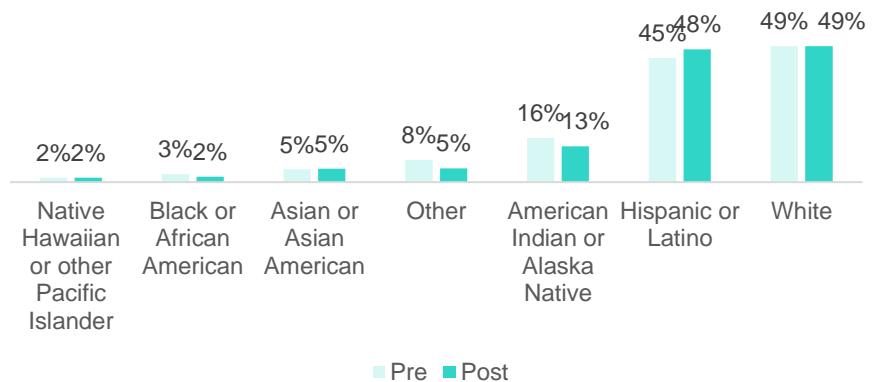
YP2P HELPERS SURVEY

Top 5 Concerns

PH's were asked about what they think are the biggest concerns within their schools. **Just over half (56%) of PH's said that depression is the biggest concern their schools are facing.** Last school year (2020-2021), depression was the third top concern with 11% of PH's identifying depression as a top concern.

Top 5 Concerns Identified by PH's

- Bullying, 33%
- Depression, 56%
- Stress, 35%
- Drugs/Alcohol, 43%
- Achievements in school, 40%
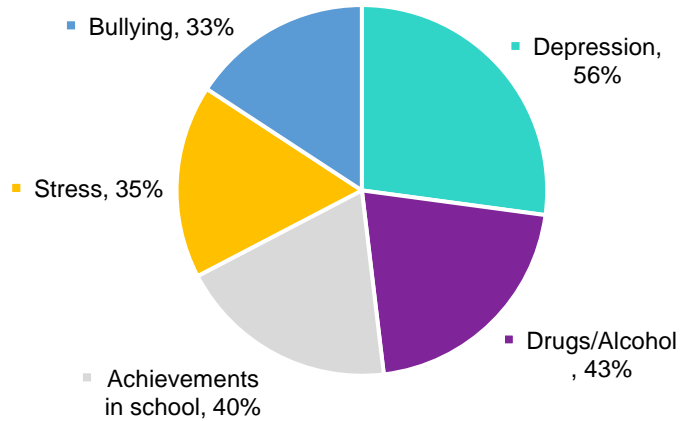
One possible reason for depression becoming the top concern may be the instability and unpredictability of the ongoing COVID-19 pandemic. During the 2021-2022 school year, routines and schedules were still affected by changes between in-person and virtual school. Youth also faced difficulties such as adapting to online learning, social isolation, internet connectivity issues, and family issues. Additionally, global concerns such as war and economic uncertainty can contribute to feelings of hopelessness and depression. Youth may feel confused or frustrated with what is happening around them and may feel like they cannot do anything to make a positive change.

The whole school completes a selection survey, which includes the ranking question on various issues. The table below compares the top 5 issues identified by the general student population and PH's. Since the top 5 issues were similar across both the general student population and the PH's, this may show that PH's are well-connected to what their peers are going through.

General School Population Selection Survey 2021-2022 (3364 responses)	PH's Pre-Survey 2021-2022 (306 responses)
Depression: 53%	Depression: 56%
Stress: 42%	Drugs/Alcohol: 43%
Achievements in school: 38%	Achievements in school: 40%
Bullying: 37%	Stress: 35%
Drugs/Alcohol: 35%	Bullying: 33%

Health Knowledge

PH's were asked six questions to measure their health knowledge. The first three questions focused on suicide prevention. The remaining questions focused on the connection between mental health and healthy behaviors.

■ Strongly Agree   ■ Agree   ■ Neither   ■ Disagree   ■ Strongly Disagree

People who are depressed are more likely to attempt suicide

| 24% | 54% | 14% | 3% | 3% |

The great majority of people who commit suicide have mental health issues

| 21% | 42% | 26% | 8% | 2% |

Reducing access to firearms and other lethal weapons reduces risk of suicide

| 13% | 35% | 26% | 17% | 7% |

A balanced diet contributes to good mental health

| 27% | 38% | 25% | 7% | 1% |

Physical exercise contributes to good mental health

| 29% | 48% | 15% | 4% | 1% |

Sleeping well contributes to good mental health

| 42% | 41% | 11% | 4% | 1% |

The health knowledge questions around suicide prevention had lower "strongly agree" rates compared to the general mental health questions. This may indicate show that PH's felt more prepared to respond to overall health questions compared to questions about suicide. This fits with the recommendation from PH's of having more training opportunities around suicide awareness and prevention in order to increase their health knowledge in this area.

YP2P HELPERS SURVEY

Helping Skills

PH's were asked how many times they used their helping skills in the past year for the pre- and post-surveys to measure the programs' impact on their helping skills. Across all three helping skills, there was a decrease in zero times between the pre and post-surveys. This may point to PH's increased ability and confidence to provide support, help, and encouragement to their peers. The decrease in zero times may also be related to the return to in-person learning. During the COVID-19 pandemic and virtual learning, PH's were not able to support their peers as often because they were not together in person. Being able to see their peers and knowing when and where to reach out for help may contribute to increased times using their Peer Helping skills.

Peers talked to me about their problems
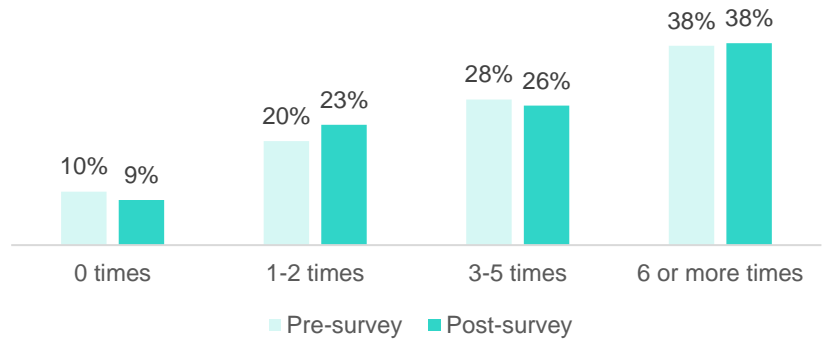
	0 times	1-2 times	3-5 times	6 or more times
Pre-survey	10%	20%	28%	38%
Post-survey	9%	23%	26%	38%

Referred a peer to resources

	0 times	1-2 times	3-5 times	6 or more times
Pre-Survey	23%	44%	22%	6%
Post-survey	17%	47%	26%	6%

Supported a peer who was considering suicide

	0 times	1-2 times	3-5 times	6 or more times
Pre-survey	46%	31%	13%	5%
Post-survey	39%	36%	14%	7%
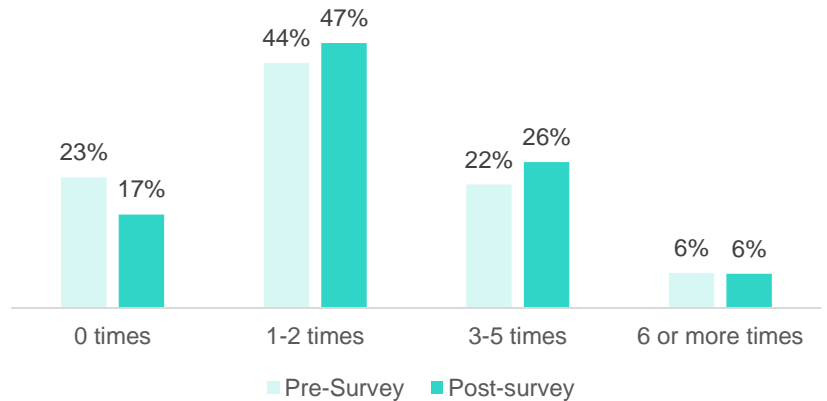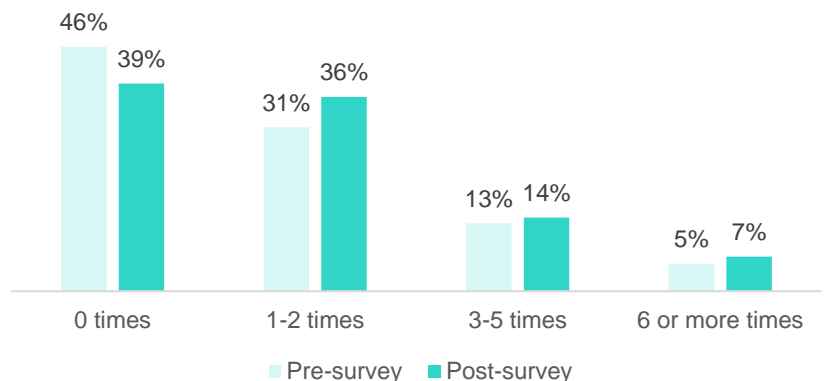
YP2P HELPERS SURVEY

Support Systems and Relationships

PH's were asked about several different relationships and how supported they feel with different individuals. There was not a large difference between the support systems between the pre- and post-survey. This may show that PH's are able to build and maintain strong relationships before, during, and after their participation in the programs.
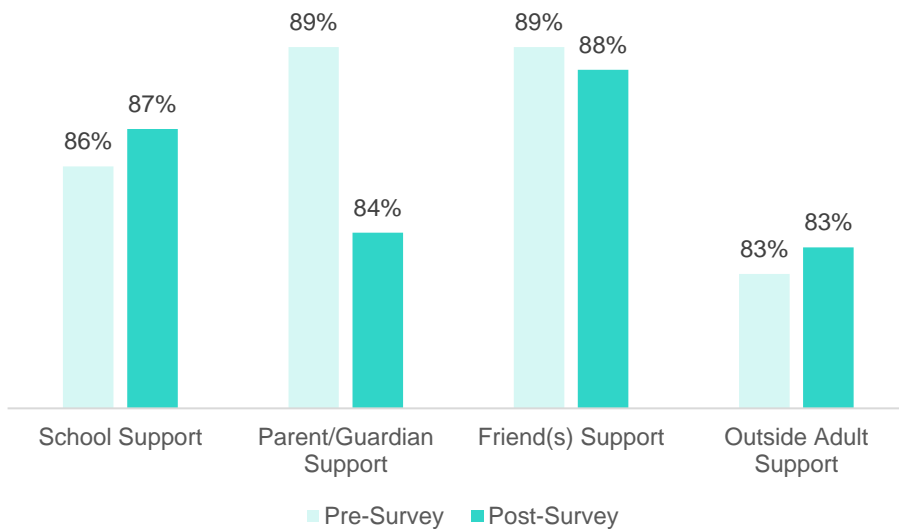
The NM YP2PH model is based on the idea that participating in the program will increase students' resiliency by creating positive connections and relationships with others. To see if participating in a YP2PH program has a positive effect on relationships, the post-survey data was compared to state-wide results of the New Mexico Youth Risk & Resiliency Survey.

The NM Youth Risk & Resiliency Survey (YRRS) is a state-wide survey that is administered to schools around the state in the fall of odd years. The data used for comparisons between the state and program participants comes from the 2019 administration of the YRRS to high schools across the state . The table below shows how the 2019 YRRS results compare to the NM YP2PH program results from 2021-2022.

[1]New *Mexico Youth Risk and Resiliency Survey: High School Survey Results 2019, Valencia County.* Epidemiology and Response Division, New Mexico Department of Health; School and Family Support Bureau, New Mexico Public Education Department; and University of New Mexico Prevention Research Center.

YP2P HELPERS SURVEY

It is "very much true" or "pretty much true" that…	NM HS Students (2019 YRRS)	PH's (2021-2022 post survey)
A parent or adult is interested in their schoolwork	72%	82%
A parent or other adult believes they'll be a success	85%	84%
A teacher or other adult listens to me	68%	84%
A teacher or other adult believes they'll be a success	74%	87%
There is an adult who really cares about me	82%	83%
There is an adult who tells me when I do a good job	73%	77%
I have a friend who really cares about me	82%	88%
I have a friend who helps them when they're having a hard time	78%	85%

For most of the relationships measured by the YRRS, PH's have higher levels of support. The three rows highlighted in gray show the support systems with the most increase among students who completed the YRRS and PH's. The highest levels of support are from adults within their homes and schools and friends their own age. One interesting finding is that **85% of PH's said they have a friend who helps them when they have a hard time, compared to 78% of high school youth across the state**. This is in line with previous findings that participating in YP2PH programs gives youth a safe space to make and maintain relationships with their peers. Having a consistent safe space can also make it easier for youth to ask for and receive help.

Another relationship PH's reported higher levels of support is with teachers and adults at their school. **84% of PH's agreed teachers and adults at their school listen to them. In comparison, only 68% of high school students who completed the 2019 YRRS said that teachers and adults at their school listen to them**. PH's may have an easier time being listened to by teachers and adults because of their role in creating a positive school environment. PH's also interacted more often with teachers and adults at their school due to planning program events and activities. Additionally, **87% of PH's agree there is a teacher or other adult in their school who believes they will be a success. In comparison, only 74% of high school students agree that their teachers believe they will be a success**.

SPONSOR SURVEY

34 YP2PH program sponsors from 23 programs completed the end-of-year sponsor survey. Many programs have more than one sponsor, which is why there are more responses than participating programs.

Just over half of sponsors (56%) have been involved with their program for 0-3 years. The average number of years as a YP2PH sponsor is 4 years. One sponsor started with their program mid-way through the school year. The most years as a sponsor was 13 years. Only 12% of sponsors have been involved with their program for 8 or more years. About 82% of sponsors (or 8 out of 10 sponsors) plan to return as a sponsor in the next school year.

Helping Skills

Helping skills are a big outcome of YP2PH programs. **Half of the sponsors strongly agree PH's used their helping skills to help both themselves and their peers.** Additionally, half of the sponsors strongly agree PH's recognize when a problem is more than they should manage and when to get a trusting adult involved.

PH's used their helping skills to help themselves	44%
PH's used helping and listening skills to help others	56%
PH's recognize when a problem is more than they should handle themselves	50%

"Students learned how to reach out to each other even if they are in a different grade level and talk about real problems."

Ortiz Middle School Sponsor

SPONSOR SURVEY

Sponsors reported PH's came to them more often for help with other students' problems. **PH's were more often going to their sponsor for help with other students' problems than their problems.** 38% of PH's went to their sponsors with other students' problems 8 or more times; only 9% of PH's went to their sponsors for help with their own problems 8 or more times.

1-3 times: 29% / 50%
4-7 times: 32% / 41%
8+ times: 38% / 9%

◻ Help with others students' problems   ◼ Help with PH's problems
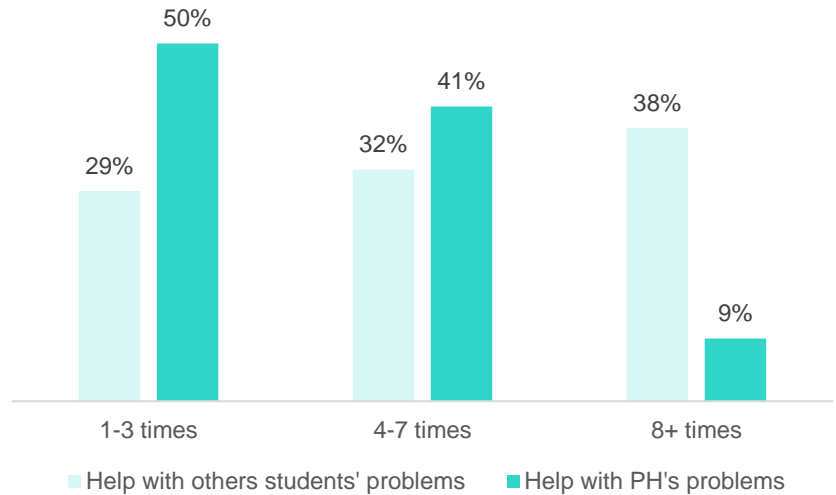
The following quotes are a good example of PH's coming to their sponsors for help with other students' problems:

"[We] had a couple of referrals for students who were having suicidal thoughts. [We were] able to bring them in and get them hooked up with a resource."

Kirtland High School Sponsor

"There was a student who was using drugs and cutting. Several Natural Helpers came to me for advice and to get some ideas on how they could help this student. They felt comfortable sharing with me what the student was doing and how they wanted to help."
Ortiz Middle School Sponsor

The quote below is a good example of a youth PH coming to their sponsor for help with their problems:

"One of our students was at the spring retreat and had a realization about herself, which she had the bravery and vocabulary to share with us. We were able to connect her to the necessary resources. She's now used that experience to lead others to the resources she needed at that time."

Aspen Community Magnet School Sponsor

SPONSOR SURVEY

DOH Supports

Sponsors were asked about what types of support that DOH provided were helpful for this school year. One of the biggest supports was providing training for sponsors and PH's throughout the year. By having training available both in-person and virtually, DOH was able to meet and be flexible with programs' needs.

Funding was another big support mentioned by sponsors. The funding provided by DOH allows programs to plan and implement a variety of projects. Funding also gives programs chances to look for other training opportunities on different topics that the PH's are interested in. One sponsor mentioned DOH funding also allowed their program to hold an in-person retreat for all of their program's PH's.

Sponsors spoke highly about DOH's ability to provide constant communication and reminders. DOH also provided a roadmap for the year that was helpful for programs to know DOH's expectations and timelines. Being able to have consistent and clear communication was helpful for programs to navigate the requirements and expectations outlined by DOH. Several sponsors specifically mentioned Tessa Medina-Lucero as an incredible asset to help organize, plan, and implement different programs and projects. These sponsors appreciated her willingness to answer any question and help with program troubleshooting.

> *"Consistent communication from the NMDOH is key. Tessa Medina-Lucero has been very helpful and is always a joy to work with."*
>
> *Farmington High School Sponsor*

Sponsors greatly appreciated the ability to have an in-person retreat in Albuquerque this year. While in-person activities were on hold during the past two years, being able to meet in person helped programs connect. Being in-person also helped sponsors and PH's become re-energized about their programs and excited for the next school year.

Recommended Additional Supports

Sponsors were also asked about what other types of supports DOH could provide that would be helpful. Several sponsors would like the training to involve multiple programs so PH's can meet each other. Sponsors also would like to have in-person retreats at the beginning of the school year in addition to retreats at the end of the school year. Having retreats at the beginning gives PH's and sponsors more opportunities to meet and interact. The in-person retreats can also serve as a starting point for implementing the programs for the school year.

Two sponsors specifically mentioned offering suicide awareness and prevention training earlier in the school year. These sponsors would like to have a professional trained in suicide prevention lead the training as the sponsors did not feel qualified to do the training themselves.

PRINCIPAL SURVEY

During the 2021-2022 school year, a survey for principals was piloted in the schools with YP2PH programs. Principals at the participating schools were asked about the programs and any changes they have seen as a result. A total of 10 principals completed the survey, representing one-third of all YP2PH programs across the state. Overall, principals were highly complementary of the programs and the impacts on both the students and the school.

Principals recognized the amount of support and help that the PH's provide to their fellow students. The programs helped PH's recognize when students need support and how to reach out and offer help. PH's also help connect students who would otherwise be alone and create a network they can rely on. One principal mentioned that PH's are very good at keeping their conversations with peers confidential. This creates a sense of trust between PH's and other students and encourages students to reach out to their PH's.

"They are active participants in everyday problem solving, and they ask GREAT questions regarding the social and emotional health of our students."

Cottonwood Classical Preparatory School Principal

"Our PH's do a great job supporting other classmates' social and emotional issues. They also keep their conversations with the peers they support very confidential."
Reserve High School Principal

Principals also recognize how the programs impact PH's themselves. 6 of the principals strongly agreed PH's improved their social and leadership skills and confidence through the program. 7 principals strongly agreed PH's build trusting relationships with adults because of the program.

Another area principals mentioned PH's having an impact is on the overall school community. Having the program creates a healthy outlet for students to connect and create a community. PH's can build community and relationships with students who may be struggling. PH's are reliable and dependable and help around their school wherever they are needed. 8 of the principals strongly agreed the YP2PH program is a valuable program for the school. The other 2 principals agreed the program is valuable.

"The Natural Helpers are a great asset for Hondo. The students are proud to be part of the program. They can be counted on to help around the school when and where needed."

Hondo Valley High School Principal

PROGRAM STRENGTHS

YP2PH Program Strengths

Sponsors were asked to list three strengths of their programs. The responses were divided into seven main themes:

- Group dynamics
- Expressing care and kindness
- Program growth
- Participation
- Support
- School environment and community
- Communication

The theme that came up the most was group dynamics. This includes the leadership among and between PH's and sponsors, willingness to put in extra work, help other students, and being active and involved in the group. Sponsors mentioned that their groups work well together and are excited about making a difference for their school and peers. PH's have positive attitudes and are close to other students, which can make it easier to connect students with help. Group dynamics also include relationships and bonds with adults. Half of the sponsors strongly agree that the PH's developed trusting bonds with the adults in the program and throughout the school. This contributes to cohesive and positive group dynamics and can help PH's become more connected to each other. One sponsor talked about how their group dynamics allowed them to have hard conversations:

> *"Our YP2PH program really dug into hard discussions this year [such as] how to identify when you as an individual are not who you think you should be, when and how to set boundaries, and how to approach people about difficult issues. If nothing else, we have grown a lot."*
>
> ***Cottonwood Classical High School Sponsor***

Sponsors also mentioned that their groups are highly caring and kind to everyone. PH's model empathy and vulnerability for their peers, which can create a caring and kind school environment. This ties into the theme of school environment and community. PH's are interested in creating a supportive school culture for all students. PH's are in a unique position to create networks and connections to build a caring and kind school environment. PH's are also connected to what students need and are going through. PH's can bring awareness to what other students are going through to school leaders. School leaders can work with PH's to support other students. One sponsor mentioned that their program has the support of the school-based health center's behavioral health specialist, which can create a supportive school network that prioritizes students' mental and behavioral health. Having that type of support from school leadership can make the difference in creating a more caring and kind school environment for everyone.

PROGRAM STRENGTHS

The idea of continuing and growing programs was a big topic for sponsors. Program growth relates to both the number of students involved in the program and continuing the program in the future. Several sponsors are interested in and excited by the opportunities and possibilities of continuing the program next school year. Programs are also growing in the number of PH's. Two sponsors mentioned that a strength of their programs is diverse representation among the group. These groups may become more representative of the entire student body as the program grows and strengthens. Participation is related to program growth. As PH's become more active in the program and increase the visibility of the program among other students, there may be more interest in joining and supporting the program. PH's who are outgoing, outspoken, engaging, and excited are more likely to be active participants in the program and can bring more interested students into the group.

Sponsor Strengths

PH's were asked to provide feedback on three things their sponsors did well for their programs. The responses centered around ten main themes:
- Program experience
- Sponsor characteristics
- Help with self and others
- Communication
- Group dynamics
- Activities and events
- Safe environment
- Meetings
- Supportive and inclusive
- Training (including suicide prevention)

Program experience was brought up most often by the PH's. Program experience includes how the sponsors organized, planned, and implemented different activities and events, having different types of training and guest speakers, and making the program fun and engaging. Several PH's mentioned that their sponsors did a great job in making things fun and interactive. Sponsors asked for PH's input and shared decision-making power with them. Several PH's also mentioned their sponsors were able to provide space to be creative and create ideas. Program experience also includes sponsors' focus on self-care and mental health for the PH's. Several PH's said their sponsors were good at encouraging self-care and meeting students' needs.

PROGRAM STRENGTHS

A big part of the positive experiences were group dynamics. Sponsors brought the group together and allowed PH's to make most of the decisions as a team. Sponsors also encouraged involvement and active participation from all PH's, and held group talks to encourage good communication skills. Sponsors encouraged teamwork and collaboration over competition. PH's also mentioned that their sponsors were active in making sure everyone was doing their part for the projects. One youth PH mentioned that their sponsor was able to get everyone matching shirts and jackets, which helped create a collective identity as PH's. Having matching shirts can also introduce PH's to the rest of the school and make the program more visible so other students know who to go to for help.

The positive program experiences PH's talked about directly relates to the safe environment that sponsors created. By creating space for PH's to practice self-care and prioritize their mental health, sponsors are creating an environment that is safe, welcoming, and respectful. Having this type of safety contributes to the overall program experience and can make PH's feel more respected, trusted, and connected to their sponsors, their peers, and their school.

> *"[The sponsors] provide a safe space where we are able to express ourselves freely."*
>
> *Public Academy for Performing Arts PH*

> *"I liked how I felt emotionally safe with everyone."*
>
> *Aspen Community Magnet School PH*

Sponsor characteristics refer to the different traits and attributes that sponsors have. The most common characteristics mentioned by PH's are shown in the word cloud to the right.

RECOMMENDATIONS

YP2P Helper Suggestions

Based on the feedback from PH's, below is a list of key recommendations:

- More promotion and advertising of the program across the school
- Include younger ages in activities and events more
- Start the recruitment and selection process earlier
- More frequent and longer meeting times
- Avoid meeting over lunch
- More retreats during the school year
- More training opportunities
- Establish specific roles/assignments for YP2P Helpers
- Focus on team/relationship building earlier in the school year
- More volunteer work within the community
- Involving more of the school in service projects and activities

One of the biggest things that PH's would like to improve is program visibility. Program visibility refers to the programs becoming more well-known across their schools and communities. PH's feel that their programs are not widely advertised. People do not know about the support PH's can provide. PH's would like everyone in their school to know that PH's can provide support and resources for a variety of issues. PH's also suggested having more school-wide events and activities as a good way to increase program visibility. PH's would also like to become more active in their communities to increase program visibility. Several PH's suggested doing volunteer work or additional service projects to reach out more to their community.

> *"[I would suggest] ways to help our community more; we tried to do a vaccination clinic but the people we reached out to help us with it didn't express a lot of interest and were very busy, but maybe we could've found other ways to help the community."*
>
> *Academy for Technology & the Classics PH*

Program visibility also relates to recruitment. PH's believe that if the programs were talked about more, more students would want to join. By making the programs more well known, PH's think recruitment would be less of a challenge. PH's would like to reach out to middle school and freshmen students to introduce them to the program and get them involved.

> *"I would have the freshman be more aware of why the program is in place. Then they would be more open to participating and becoming friends with their peers."*
>
> *Kirtland High School PH*

RECOMMENDATIONS

Some PH's talked about making changes to the recruitment and selection process. PH's would like an application process instead of referrals to ensure that those who join the program are motivated and committed. PH's would like to be more involved in recruiting and selecting others into the program. However, the original Natural Helpers model only has adults involved in recruiting and selecting PH's. Youth may be more likely to recruit and select their friends, which can lead to the formation of cliques within the programs. To have a fair representation of the student body, recruitment is done through a survey that is sent to all students. From the survey, a list of nominees is created, and participants are selected based on the list. Another concern with the current selection process is that it takes too long to have the survey sent out, completed, and create a list of nominees to join the program. This can delay the start of programs for weeks while students are invited to join. These delays can prevent programs from being able to complete all their projects and events before the end of the school year.

As the actual processes cannot be changed too drastically, there can be some flexibility in how long the recruitment process is and when it starts. Sponsors can work with their current PH's to begin the recruitment process at the start of the school year to avoid any delays. Sponsors could also ask current PH's for suggestions on students they think would be good fits for the program. This would allow PH's some responsibility for forming the group while sticking to the Natural Helpers recruitment model.

Meetings were another area that PH's offered some improvements. One of the biggest issues PH's mentioned is that their groups did not meet often enough or for long enough. PH's were not able to get their service projects and other activities started sooner because they had to wait for scheduled meeting times. PH's would like multiple opportunities to meet with their groups throughout the week to ensure that they are making progress. However, sponsors are limited in when and how often they can meet with the PH's due to the school day and PH's other commitments. Currently, several programs are using lunch breaks as meeting times, but PH's do not think that is enough time to meet. Meeting more often can also help with motivation and involvement as PH's will be more engaged because they see each other more often.

> *"They could have more meetings for us so we can keep finishing things we couldn't do the day before."*
>
> *Tibbetts Middle School PH*

RECOMMENDATIONS

PH's have some suggestions on how to improve the group's relationships. Several PH's mentioned that their sponsors could create roles or assignments for the group. This can help everyone know what they are expected to do and when to complete it. Having preassigned tasks can also make meetings more efficient because PH's will not have to spend time deciding what to do and who will do it.

> *"Maybe by establishing specific roles for each helper so that everyone has a specific job that needs to be done. This would be helpful so that everyone does the same amount of work, and no one feels left behind in the working process."*
>
> *Cottonwood Classical High School PH*

PH's would appreciate having more freedom and trust to make decisions as a group. Some PH's specifically mentioned having officer-like positions to help organize the group and keep people involved. Having student leadership may help with program visibility and recognition across the school. Elected student leaders can also keep meetings on task and move projects along in time. However, this may lead to inequitable power sharing and decision-making as a majority of PH's would not be in a leadership position.

Another part of group dynamics includes getting to know PH's on a deeper level. Some PH's felt that their programs were rushed through the school year. This led to not being able to get to know each other as much as they would have liked. Several PH's mentioned that the retreat in the spring was good for meeting other PH's. A similar format in the fall would help PH's connect with each other prior to starting the program. Forming connections and relationships at the start of the school year can make PH's more motivated and engaged throughout the school year. These relationships can make completing projects and activities easier for groups because they can dive into the work instead of focusing on building the group. Creating these relationships early can also help the group feel safe with each other and contribute to a safe environment.

While PH's have a lot of ideas to improve the program, most of the ideas focus on having more meetings and spaces for connecting with each other. PH's would appreciate more frequent and longer meetings, retreats, and trainings to help with motivation and engagement. PH's also mentioned that the recruitment and selection process should be revised to ensure that those invited into the program are committed to the goals and objectives of the group.

RECOMMENDATIONS

Sponsor Suggestions

Sponsors were asked what improvements they would like to make to their YP2PH programs. One of the biggest things was having more time to plan and start projects, and more time to get more involvement from the PH's.

Some sponsors would like to have more frequent meetings to give PH's more time to work together. While meeting more often would help increase participation and involvement, sponsors acknowledge that meeting often is difficult. One sponsor would like to have their YP2PH program incorporated into a class period as it is too hard to pull the PH's out to meet. Another sponsor talked about issues with getting the entire group together:

> *"Scheduling meetings where all the P2P Helpers can attend have been very challenging at the high school level. Many of the students have before and after school commitments and since we have an A and B lunch schedule, if we do it during the lunch hour, we have to have 2 meetings."*
>
> *Piedra Vista High School Sponsor*

Having more time to work on projects and training was another improvement sponsors mentioned. Several sponsors mentioned being more organized would help their programs start projects and trainings earlier in the school year. Having more time to plan out projects would allow PH's to be more involved in planning the service-learning and health promotion projects.

One sponsor mentioned that starting their recruitment process much earlier would give more time during the school year to work on projects and training:

> *"[We would like to] get our recruiting process going early at the beginning of the school year and to get peer helpers training going sooner [so] we can start our projects going sooner."*
>
> *Navajo Preparatory School Sponsor*

The COVID-19 pandemic continued to affect YP2P Helper programs across the state. The continuous switching between in-person and virtual learning kept PH's from meeting regularly. COVID restrictions also limited what types of projects and training could be done. Because of changes over the last two years, some PH's have left the program or are no longer as active. Sponsors have been trying to keep the PH's involved and connected but have a hard time hearing back from the PH's. Some sponsors would like to improve the recruitment process to get other interested and committed students to become PH's.

RECOMMENDATIONS

Future Evaluation Activities

In order to ensure the programs are achieving the objectives and outcomes we aim for, we are continuing to update and refine evaluation tools and plans for the program. In the upcoming school year, we are looking at ways to directly involve youth in the evaluation plans through sharing what types of information we collect and how the information is used to improve the programs. During this year's in-person gathering, a portion of the day focused on evaluation, its purpose, and what types of information peer helper teams think would be important to collect to make improvements to the programs. Peer helpers were interested in knowing more about the perceptions other students have about peer helpers, and the different ways PH's practice self-care. The responses from this activity will frame updated evaluation questions and methods centered on including youth voices and perspectives as much as possible.

Because these programs are youth-driven, it is important to have evaluation questions and methods consistent with how youth peer helpers experience the programs, and to collect data that peer helper teams can use to improve their school. As such, we will be working on incorporating different methodologies (such as photovoice and informal group interviews) into future evaluations. We will be working with peer helper teams on learning different evaluation skills they can use as a part of their projects and activities. Using these different methods will allow youth to have more opportunities to share their experiences with the programs and will provide creative outlets for collecting this information. Additionally, including more youth voice and experience in the overall evaluation plan may help youth peer helpers feel more connected to each other and may increase their belief that they make a difference, and their lives have a purpose, thereby increasing resiliency.

ABOUT THIS EVALUATION

Purpose and Goals:
The purpose of this evaluation is to provide the New Mexico Department of Health, Office of School and Adolescent Health (NMDOH OSAH) with information and outcomes of the Youth Peer-to-Peer Helper program. This information will be used to inform programmatic decisions and to advocate for increased funding to expand programs to other schools in the state.

Apex Blend:
The Apex Blend includes leveraging systems thinking, utilization-focused, and participatory approaches to equitable evaluation. Apex aims to match the learning need with the method while considering the burden of data collection methods on providers and clients. Finally, Apex aims to deliver stakeholder-friendly final deliverables to be used for program improvement and decision making.

Systems-thinking
The Apex team used the Results-Based Accountability Framework to explore three questions: how much are the programs doing, how well are the programs doing, and are the program participants better off from participating? Evaluation activities and questions were designed with OSAH partners.

Utilization-focused
The findings from this evaluation will be used to support programming decisions and expansion for key stakeholders, including legislators, NMDOH OSAH program staff, school employees, middle and high school students, and the surrounding communities.

Equitable evaluation

Language accessibility: Both the recruitment and pre- and post-surveys for the PH's were translated into Spanish.

Location, day, and time: Programs were encouraged to incorporate the survey distribution into their regularly scheduled meetings in order to give PH's the time and space to complete the surveys. Programs were given flexible deadlines to submit their online reporting information to account for the changes in the school year.

ABOUT THIS EVALUATION

Methods:

At Apex we recognize that many of the topics we evaluate qualify as "wicked problems". Wicked problems are problems that are made up of complex, interacting issues evolving in dynamic social systems and contexts.[60]

A tame problem is well-defined and stable and can be compared to similar problems and solutions; those solutions can be tested in controlled conditions and objectively evaluated as effective or ineffective.

Wicked problems, on the other hand, are not well-defined and it is difficult to reach consensus on root cause or solutions. They are defined from a particular point of view, which involves subjective moral, political, and other self-interests.

For this reason, Apex intentionally focuses on evaluation methods that support high learning needs, emerging ways of understanding these complex and wicked problems, and participatory ways to include community members in the evaluation.

For this evaluation, two main methods used. Surveys were created and distributed to programs at several points throughout the school year. Program sponsors also completed an online reporting tool in the Apex Datahub that collected information on activities and events the programs completed.

Learning-Methods Matching Matrix

Emergence

- Observation
- Interview
- Survey
- Case Study
- Quasi-Experimental Design
- Randomized Control Trial
- Meta-Analysis

HIGH

LOW — HIGH

Learning Needs
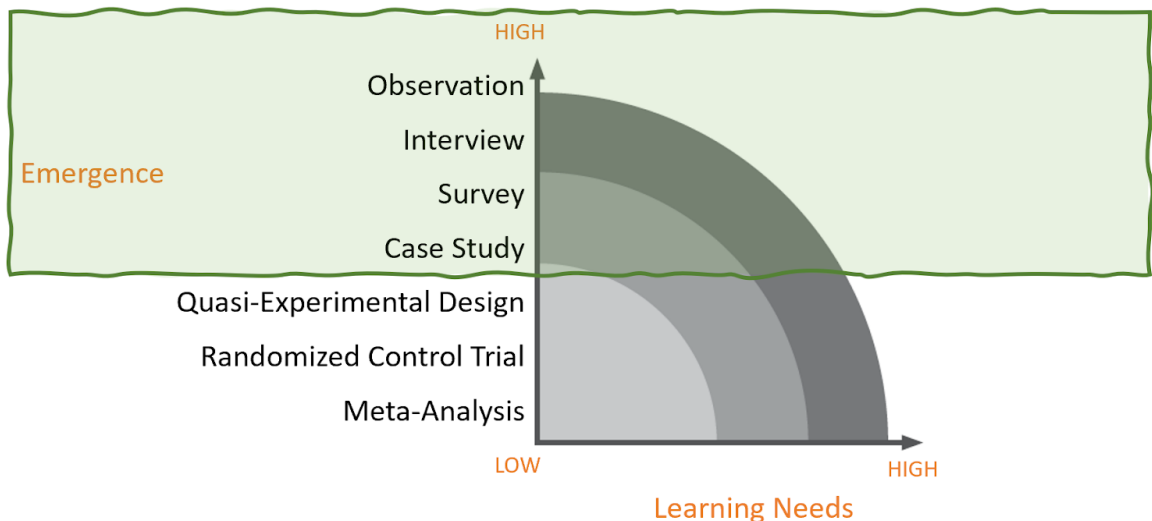
ABOUT THIS EVALUATION

Participatory methods such as photovoice and a collage-based approach were explored. While these approaches would allow for more youth involvement and engagement, the time commitment and geographic barriers were the biggest concerns with these methods.

A total of 306 PH's completed the pre-survey. 247 PH's completed the post-survey. 34 sponsors completed the sponsor survey, and 10 principals completed the principal survey. 30 programs completed the online reporting tool. Responses were analyzed using SPSS statistical software, Excel, and thematic analysis.

The surveys were sent to program sponsors via email, and they were directed to share the survey link with their PH's. Many programs used computers, laptops, and other devices owned by the school to complete the surveys during the school day. By using school computers and other devices, this helped PH's complete the surveys without a technological access barrier.

Program sponsors receive an account to access the online reporting tool in mid-October. This time is used as it is when most schools have already selected their PH's and begun training them. Sponsors have until the beginning of May to enter all of their program information into the reporting tool.

Sense-making Session:
During the in-person program retreat in mid-April 2021, last year's report and findings were shared with the PH's and the program sponsors to review, confirm, challenge, and expand data analysis.

PH's and sponsors were asked the following questions:
- What types of questions should we be asking you about your experiences with your YP2PH program?
- What information do you think is super important for us to know?

PH's and sponsors were directed to write their responses on sticky notes and place them on a long sheet of paper. Some of the notes were then read aloud to the group and led to a discussion on evaluation questions and data collection.

The resulting discussion focused on different ways of collecting data, and what types of questions and data PH's and sponsors would be interested in knowing about. This will be used in future years' evaluations to expand participant voice and representation in the evaluation activities.

APPENDICES

APPENDIX 1

YP2PH Program Locations by County

Bernalillo County
Cottonwood Classical Preparatory School
Digital Arts & Technology Academy-Charter School
eCademy HS
Eldorado High School
La Cueva High School
Native American Community Academy
Public Academy for Performing Arts

Catron County
Quemado Middle and High School
Reserve High School

Lincoln County
Carrizozo Middle and High School
Hondo Middle and High School
Ruidoso High Schools

Los Alamos County
Los Alamos High School

San Juan County
Farmington High School
Hermosa Middle School
Kirtland High School
Koogler Middle School
Mesa View Middle School
Navajo Preparatory School
Piedra Vista High School
Tibbetts Middle School

San Miguel County
Pecos High School
Pecos Middle School

Sandoval County
Jemez Valley Middle and High School

Santa Fe County
Academy for Technology and the Classics
Aspen Community Magnet School
Capital High School
Monte del Sol Charter School
Nambe Pueblo
Nina Otero Community School
Ortiz Middle School
Pojoaque Valley High School
Pojoaque Valley Middle School
Santa Fe High School

APPENDIX 2

PH's for SY 2021-2022

School Name	Number of PH's
Academy for Technology and the Classics	10
Aspen Community Magnet School	17
Capital High School	10
Carrizozo Middle and High School	10
Cottonwood Classical Preparatory School	12
Digital Arts & Technology Academy Charter School	4
eCademy HS	*
Eldorado High School	31
Farmington High School	17
Hermosa Middle School	13
Hondo Middle and High School	15
Jemez Valley Middle and High School	*
Kirtland High School	23
Koogler Middle School	17
La Cueva High School	32
Los Alamos High School	79
Mesa View Middle School	16
Monte del Sol Charter School	6
Nambe Pueblo	8
Native American Community Academy	*
Navajo Preparatory School	24
Nina Otero Community School	9
Ortiz Middle School	21
Pecos High School	9
Pecos Middle School	*
Piedra Vista High School	20
Pojoaque Valley High School	10
Pojoaque Valley Middle School	25
Public Academy for Performing Arts	12
Quemado Middle and High School	12
Reserve High School	9
Ruidoso High Schools	12
Santa Fe High School	16
Tibbetts Middle School	16
Total PH's	**515**

*Did not complete online reporting tool for the 2021-22 school year

APPENDIX 3

PH Survey Responses for SY 2021-2022

School Name	Pre	Post	Both
Academy for Technology and the Classics	7	4	4
Aspen Community Magnet School	11	12	6
Capital High School	4	5	3
Carrizozo Middle and High School	6	5	2
Cottonwood Classical Preparatory School	12	12	12
Digital Arts & Technology Academy Charter School	4	*	
eCademy HS	*	*	
Eldorado High School	26	14	13
Farmington High School	8	3	2
Hermosa Middle School	11	11	10
Hondo Middle and High School	13	10	8
Jemez Valley Middle and High School	*	*	
Kirtland High School	21	11	10
Koogler Middle School	16	6	6
La Cueva High School	29	24	20
Los Alamos High School	8	17	4
Mesa View Middle School	16	14	10
Monte del Sol Charter School	*	1	
Nambe Pueblo	3	1	
Native American Community Academy	*	*	
Navajo Preparatory School	*	3	
Nina Otero Community School	12	17	
Ortiz Middle School	18	17	12
Pecos High School	1	*	
Pecos Middle School	*	*	
Piedra Vista High School	21	18	16
Pojoaque Valley High School	3	*	
Pojoaque Valley Middle School	8	*	
Public Academy for Performing Arts	8	7	4
Quemado Middle and High School	11	3	3
Reserve High School	7	8	4
Ruidoso High Schools	6	5	3
Santa Fe High School	*	6	
Tibbetts Middle School	16	13	11
Total Responses	**306**	**247**	**163**

*No students completed the survey

APPENDIX 4

Sponsor and Principal Survey Responses for SY 2021-2022
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School Name	Sponsor Survey	Principal Survey
Academy for Technology and the Classics	*	*
Aspen Community Magnet School	2	*
Capital High School	1	*
Carrizozo Middle and High School	3	1
Cottonwood Classical Preparatory School	3	1
Digital Arts & Technology Academy Charter School	1	*
eCademy HS	*	*
Eldorado High School	1	*
Farmington High School	1	*
Hermosa Middle School	2	1
Hondo Middle and High School	2	1
Jemez Valley Middle and High School	*	*
Kirtland High School	1	1
Koogler Middle School	2	*
La Cueva High School	2	1
Los Alamos High School	*	*
Mesa View Middle School	1	1
Monte del Sol Charter School	*	*
Nambe Pueblo	*	*
Native American Community Academy	*	*
Navajo Preparatory School	1	*
Nina Otero Community School	1	1
Ortiz Middle School	2	*
Pecos High School	1	*
Pecos Middle School	*	*
Piedra Vista High School	1	1
Pojoaque Valley High School	*	*
Pojoaque Valley Middle School	*	*
Public Academy for Performing Arts	1	*
Quemado Middle and High School	2	*
Reserve High School	1	1
Ruidoso High Schools	1	*
Santa Fe High School	*	*
Tibbetts Middle School	1	*
Total Responses	**34**	**10**

*Did not complete the survey

APPENDIX 5

YP2PH Program Comparisons (2016-2022)

Program Demographics

The demographics reported below come from a combination of the online reporting tool that sponsors complete and previous evaluation reports.

Over the past six program years, there has been an average of 36 programs and 570 PH's.

The sharp decrease in PH's between 2019-20 and 2020-21 may be attributed to the Covid-19 pandemic, which affected the second half of the 19-20 school year and all of the 20-21 school year. The return to in-person school may account for the increase in PH's for the 2021-2022 school year.

Number of YP2PH Programs

Year	Programs
16-17	38
17-18	38
18-19	32
19-20	37
20-21	36
21-22	34

Total Number of PH's

Year	PH's
16-17	593
17-18	646
18-19	590
19-20	665
20-21	413
21-22	515
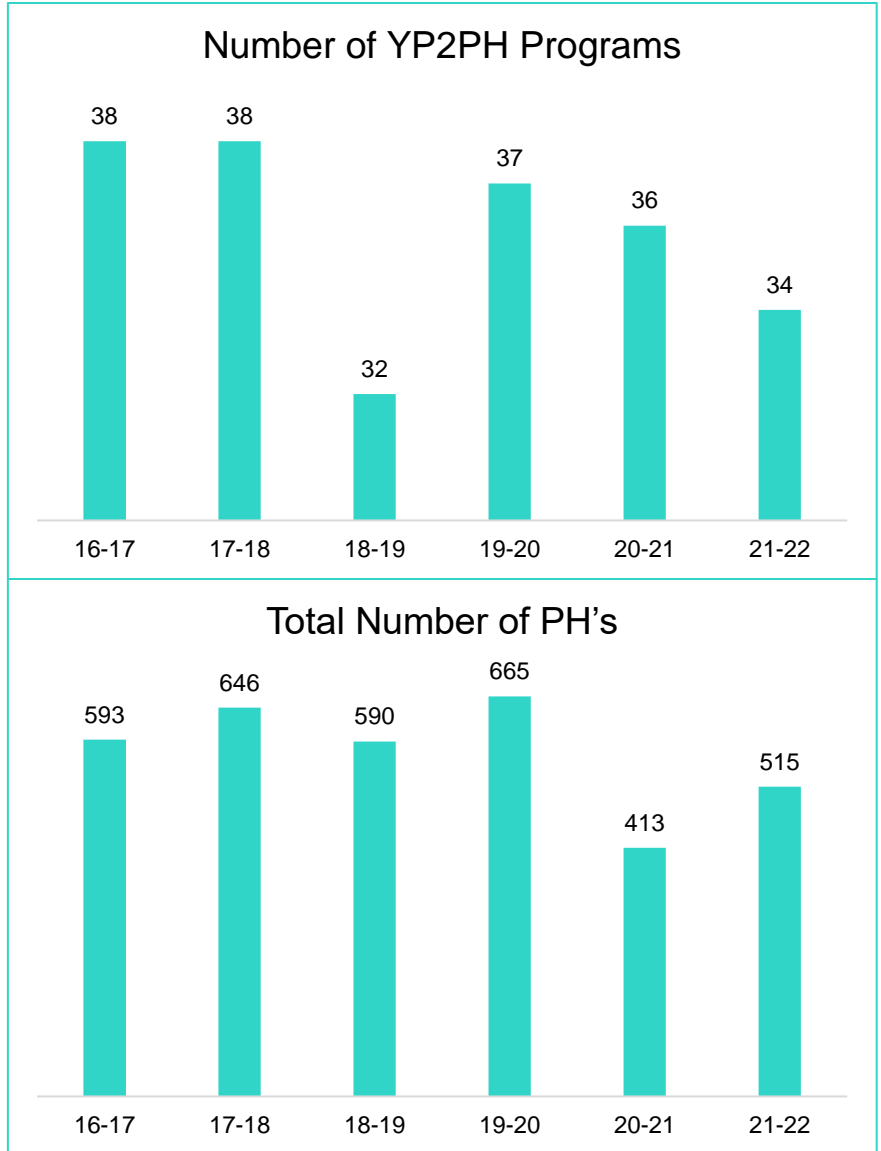
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Program Demographics

Over the past six program years, there have been consistently more female PH's compared to other genders.

PH's Gender

Legend: Female, Male, Non-binary/Self-identify, Transgender

Year	Female	Male	Non-binary/Self-identify	Transgender
16-17	373	219		1
17-18	387	251	3	5
18-19	370	206	3	4
19-20	405	250	2	3
20-21	254	149	6	4
21-22	311	181	14	9
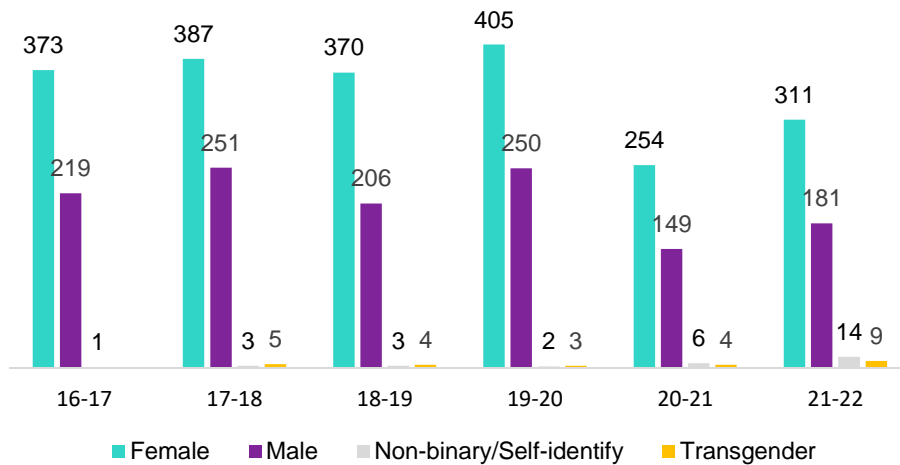
A majority of PH's are either White or Hispanic/Latino. Race/ethnicity data was not available for 2016-17 YP2PH programs.

PH's Race/Ethnicity

Legend: White, Hispanic/Latinx, American Indian/Alaskan Native, Biracial/Multiracial, Asian, Black/African American, Native Hawaiian/Pacific Islander

Year	White	Hispanic/Latinx	American Indian/Alaskan Native	Biracial/Multiracial	Asian	Black/African American
17-18	126	269	72	40	19	5
18-19	210	235	83	29	18	12 3
19-20	264	220	113	19	17	10
20-21	147	147	76	19	14	7
21-22	172	194	87	34	18	10 1

APPENDIX 5

Support Systems

Over the past 5 program years, PH's consistently reported high levels of support from various support systems, including school and outside adults and their families and friends. In 2020-21 PH's reported lower levels of support across all systems which may be attributed to the Covid-19 pandemic. The pandemic affected how often and in which ways PH's could interact with others, which could lead to decreased feelings of support. In the 2021-22 school year, support from those outside the family and school increased, which may be due to being able to meet in person again.

School Adults Support

Year	Never	Some of the time	Most of the time	All of the time
17-18	2%	6%	19%	67%
18-19	1%	11%	28%	58%
19-20	4%	15%	—	78%
20-21	4%	25%	25%	65%
21-22	1%	5%	26%	61%

Family Support

Year	Never	Some of the time	Most of the time	All of the time
17-18	1%	3%	10%	79%
18-19	2%	6%	17%	73%
19-20	3%	14%	—	81%
20-21	4%	25%	25%	64%
21-22	4%	6%	16%	68%

38

Outside Adult Support

Grouped bar chart showing Outside Adult Support percentages by year:

Category	17-18	18-19	19-20	20-21	21-22
Never	3%	6%	7%	3%	2%
Some of the time	9%	14%	21%	4%	10%
Most of the time	26%	19%	21%	25%	19%
All of the time	56%	58%	70%	61%	64%

Legend: Never, Some of the time, Most of the time, All of the time

Friend Support

Grouped bar chart showing Friend Support percentages by year:

Category	17-18	18-19	19-20	20-21	21-22
Never	4%	2%	1%	2%	3%
Some of the time	10%	8%	3%	9%	6%
Most of the time	18%	27%	11%	18%	16%
All of the time	62%	60%	83%	66%	69%

Legend: Never, Some of the time, Most of the time, All of the time
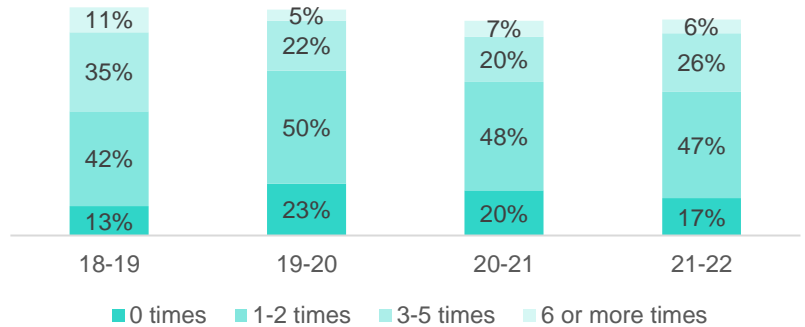
APPENDIX 5

Program Outcomes

Because of changes in data collection and survey questions across program years, data related to program outcomes are not available for 2016-17. Only certain outcome data were available for 2017-18. Additionally, because of the Covid-19 pandemic that disrupted YP2PH programs for 2019-2020, surveys were shortened and did not include outcomes that were previously measured. Due to the limitations in the data collection, only a few outcomes can be compared across program years.

Outcomes related to helping skills that can be compared across 4 program years include:
- Supporting a peer who was considering suicide to get help from an adult
- Referring a peer to resources for help with their problems

PH's referred a peer to resources for help with their problems.

	18-19	19-20	20-21	21-22
6 or more times	11%	5%	7%	6%
3-5 times	35%	22%	20%	26%
1-2 times	42%	50%	48%	47%
0 times	13%	23%	20%	17%

■ 0 times ■ 1-2 times ■ 3-5 times ■ 6 or more times

PH's supported a peer who was considering suicide to get help from an adult.

	18-19	19-20	20-21	21-22
6 or more times	18%	8%	7%	7%
3-5 times	17%	9%	12%	14%
1-2 times	35%	31%	28%	36%
0 times	31%	52%	47%	39%

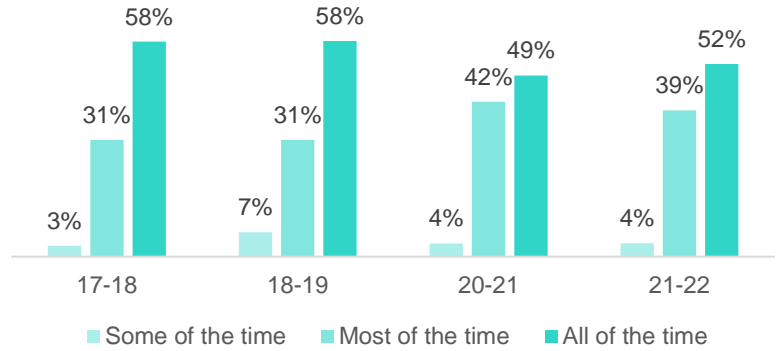■ 0 times ■ 1-2 times ■ 3-5 times ■ 6 or more times
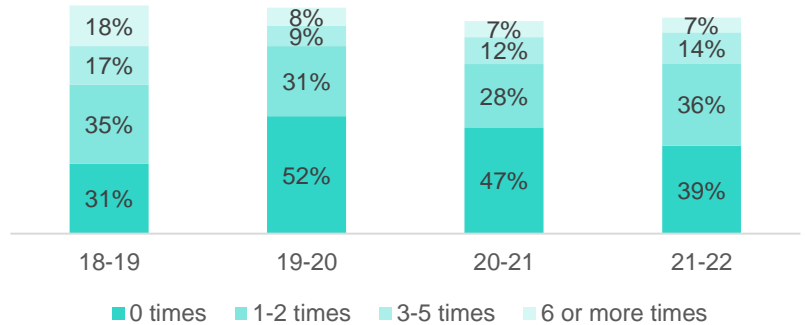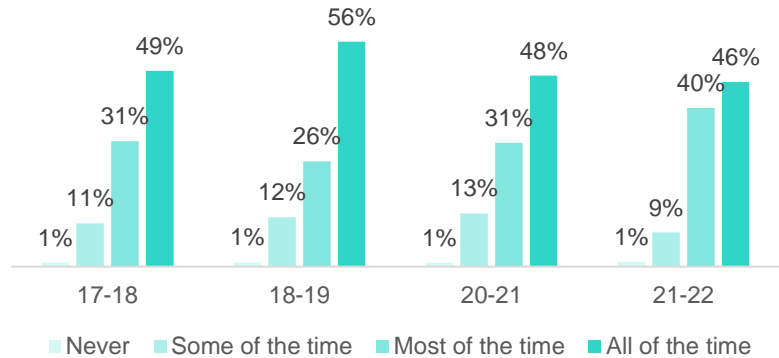
APPENDIX 5

Program Outcomes

Outcomes related to personal characteristics that can be compared across 4 program years include:

- I take responsibility for my actions
- I am interested in community and world problems
- There is a purpose to my life
- I feel safe with this program
- I make a difference
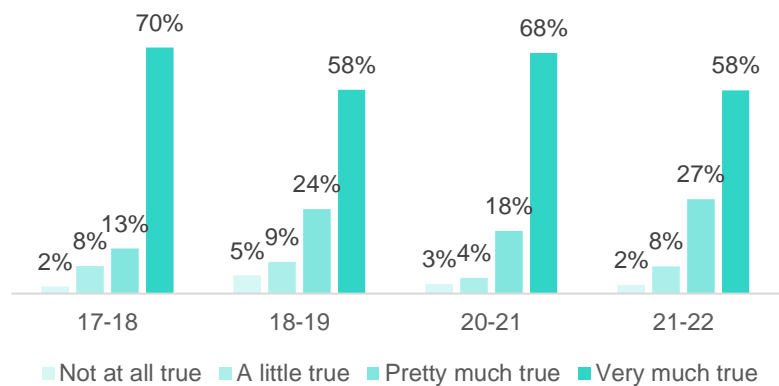
I take responsibility for my actions

	17-18	18-19	20-21	21-22
Some of the time	3%	7%	4%	4%
Most of the time	31%	31%	42%	39%
All of the time	58%	58%	49%	52%

I am interested in community and world problems

	17-18	18-19	20-21	21-22
Never	1%	1%	1%	1%
Some of the time	11%	12%	13%	9%
Most of the time	31%	26%	31%	40%
All of the time	49%	56%	48%	46%

There is a purpose to my life

	17-18	18-19	20-21	21-22
Not at all true	2%	5%	3%	2%
A little true	8%	9%	4%	8%
Pretty much true	13%	24%	18%	27%
Very much true	70%	58%	68%	58%

I feel safe with this program

Legend: Never, Some of the time, Most of the time, All of the time

Year	Never	Some of the time	Most of the time	All of the time
17-18	1%	12%	36%	44%
18-19	3%	16%	39%	40%
19-20	2%	21%	—	73%
20-21	4%	12%	27%	50%
21-22	1%	11%	30%	47%

I make a difference

Legend: Not at all true, A little true, Pretty much true, Very much true

Year	Not at all true	A little true	Pretty much true	Very much true
17-18	1%	7%	24%	61%
18-19	2%	13%	29%	51%
19-20	—	12%	40%	46%
20-21	6%	18%	34%	36%
21-22	2%	17%	35%	36%