



**SOURCES**  
OF STRENGTH

# SECONDARY GRANT WRITING RESOURCE

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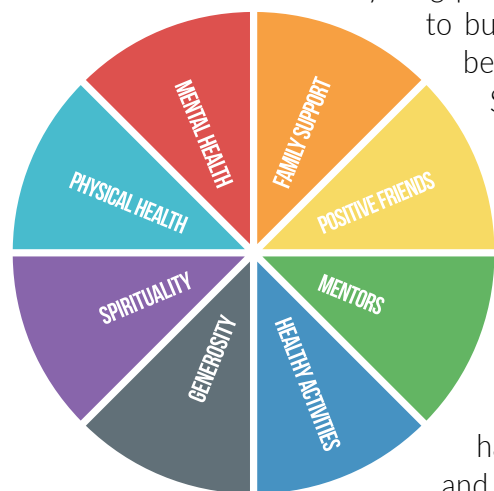
FOCUSING ON HOPE, HELP, AND STRENGTH

# ABOUT SOURCES OF STRENGTH SECONDARY

“SOURCES OF STRENGTH IS THE FIRST SUICIDE PREVENTION PROGRAM INVOLVING PEER LEADERS TO ENHANCE PROTECTIVE FACTORS ASSOCIATED WITH REDUCING SUICIDE AT THE SCHOOL POPULATION LEVEL.”

- *American Journal of Public Health*

Sources of Strength is a radically upstream, strength-based suicide prevention program. Founded in 1998 by Mark LoMurray in Bismarck, North Dakota, Sources of Strength has taken a different approach to prevention for more than 20 years. The program employs eight strengths, or protective factors, to boost resilience in the lives of young people, with the evidence base to show that the farther we move upstream

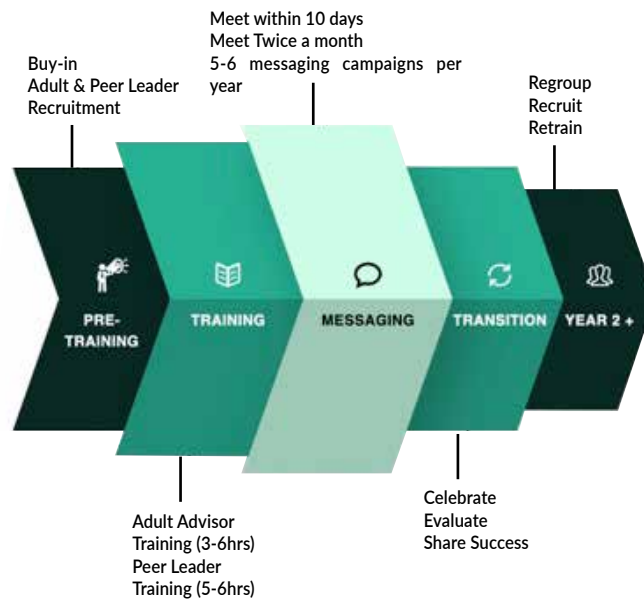


to build protection and health in people's lives, the better equipped they will be to navigate the natural ups and downs of life. Sources of Strength utilizes Social Network Theory to recruit diverse and influential students known as Peer Leaders to model positive behaviors such as help-seeking, healthy coping, and identifying trusted adults. Sources of Strength partners these influential Peer Leaders with caring, connected, and positive Adult Advisors to instigate a public health initiative in their school or community. Through a series of messaging campaigns targeted to increase protective factors and resilience-promoting behaviors in their peers' lives, Sources of Strength's evidence base shows that Peer Leaders are capable of changing population-level health norms. Sources of Strength has been listed on SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP), as well as the National Best Practices Registry by the Suicide Prevention Resource Center (SPRC) and the American Foundation for Suicide

Prevention (AFSP). The program has been implemented in urban, rural, and tribal settings and is presently partnering with thousands of middle and high schools across the country. Sources of Strength has had success in universities, LGBTQIA+ organizations, cultural community centers, faith-based groups, detention centers, the military, and more. Sources of Strength teams are active across the United States, Canada, Australia, and many American Indian/Alaska Native and First Nations communities.

## Implementation Cycle

The implementation cycle can vary. Sources of Strength will work with your school, community, or tribe to contextualize the program.



"THE POWER OF THE PROGRAM ISN'T JUST THE TRAINING,  
BUT WHAT PEER LEADERS ARE ABLE TO ACCOMPLISH IN THEIR HOPE, HELP,  
AND STRENGTH FOCUSED MESSAGING CAMPAIGNS"

- Mark LoMurray

## Implementation Process

The Sources of Strength implementation process can vary according to the school, community, or tribal context. The Pre-Training Phase consists of educating community or coalition members about Sources of Strength and obtaining administrative buy-in and support. The school or community will conduct a brief protocol review for handling distressed or suicidal students and will clarify the contract, timeline, and lead local entity for implementation. In this phase, caring, connected, and positive Adult Advisors and diverse Peer Leaders are recruited and nominated for the program.

During the Training Phase, a Sources of Strength National Trainer or Certified Local Trainer will conduct a three to six-hour training with Adult Advisors and a five to six-hour training with Peer Leaders. See "Training, Roles, and Support" for more information on the training process.

During the Messaging Phase, the Peer Leader and Adult Advisor team will meet within 10 days of the initial training and continue to meet twice a month. The team will strive to reach 80-90% of the school population through five to six core messaging campaigns over the course of the school year, targeted at increasing protective factors in the lives of their peers. Sources of Strength provides each team with templated campaigns and ongoing support. Teams are encouraged to contextualize these targeted messaging campaigns with their music, their writing, their art, their culture, and their voice, in order to foster a culture of Hope, Help, and Strength within their communities.

During the Transition Phase, the team will celebrate, evaluate, and share their successes using fidelity measures and team assessments provided by Sources of Strength. As the team transitions into Year Two and beyond, they will recruit additional Peer Leaders, regroup with their entire Peer Leader team, and retrain with a Certified Trainer.

# TRAINING, ROLES, AND SUPPORT

For more information, please watch the [Implementation Overview video](#).

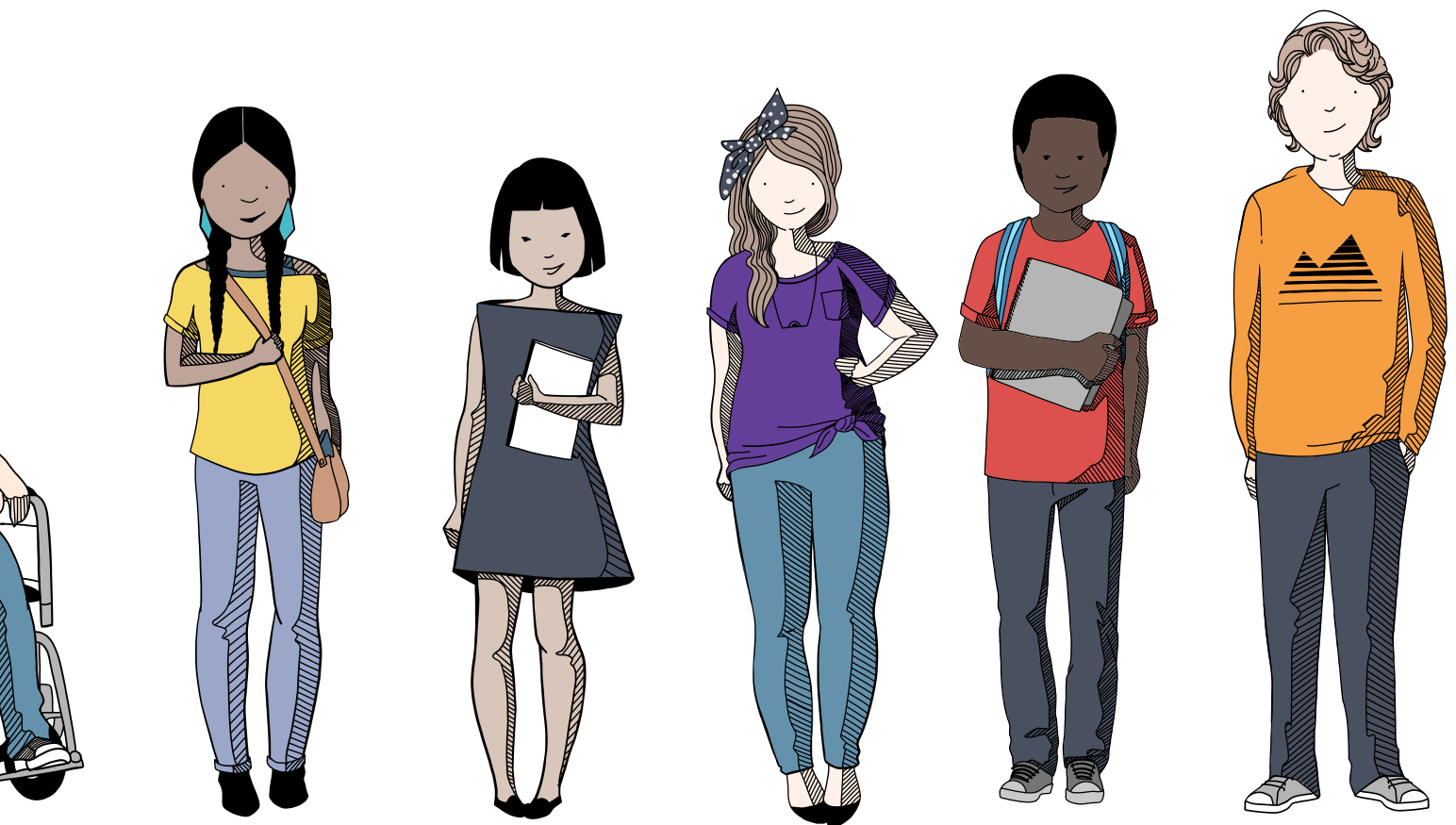
Listed below are the training descriptions and roles within a Sources of Strength team:

- **Adult Advisors:** Adult Advisors are the coordinators for their Sources of Strength program and will be the primary leads supporting and guiding the Peer Leader team. They are caring, connected, positive, and diverse mentors and trusted adults. Adult Advisors attend a three to six-hour training held in the local community or school, generally the day before or the morning of a Peer Leader training. This training will cover the core philosophy of upstream and strength-based prevention, Social Network Theory, and safe messaging strategies. The training will provide experiential learning, set expectations and requirements of adult roles during a Peer Leader training, and outline their ongoing role in the program. Adult Advisors will be given access to the myriad of support resources available. Adult Advisors will also attend the Peer Leader training and continue to meet with their Peer Leader team twice a month for the duration of the year.
- **Peer Leaders:** Peer Leaders are students who have been nominated to participate in the Sources of Strength program for their influence and sway among their diverse peer groups across their school or community. The group will consist of 10% of the student body, typically amounting to 10-100 students, depending on the school size. The Peer Leader training is a five to six-hour, highly interactive training. The training focuses on empowering Peer Leaders to leverage the power of their voice and social influence to become agents of change and connectors to help in their school and communities. Peer Leader teams are requested to meet back together within ten days of the training and complete their first peer-to-peer campaign within the first thirty days following training. Peer Leader teams are advised to have planning meetings twice a month on an ongoing basis, where they will continue to grow in strength-based sharing and messaging and plan various hope, help, and strength-based messages and campaigns.
- **Certified Trainer Process (T4T):** Sources of Strength offers an optional four-day skills session training to become a Certified Local Trainer for those interested in investing more deeply in Sources of Strength. Sources of Strength has developed a robust Train the Trainer (T4T) process to protect the fidelity of the evidence-



based model, increase sustainability, and ensure proficiency in providing a highly interactive and dynamic Sources of Strength training to local communities. Prior to becoming Certified Local Trainers, candidates will be Provisional Trainers who co-train with National Trainers until they have modeled program fidelity. The process of certification includes:

- Recruitment of Provisional Trainers. This should target individuals who have a strong but relaxed facilitation style, comfort with leading high energy games, a commanding presence that can draw students from activity to activity, and comfort with non-didactic training styles;
  - A four-day Train the Trainer Skills Session Training;
  - Ongoing practice in the form of providing two mini-trainings and two co-trainings (two Adult Advisor Trainings and two Peer Leader Trainings) with Sources of Strength National Trainers;
  - Participation in a continuing education community of learning; and
  - Demonstration of proficiency with the curriculum and training style.
- **Support Phase:** Sources of Strength treats every institution we work with as a part of our team, and relationships and individual support are very important to us. Our model is flexible and our implementations are tailored to the needs of each specific school or community. The team at Sources will help implement and promote the program, ensuring that teams gain maximum benefit from participating in this innovative prevention program. Through communication and feedback from the Provisional Trainers and local teams, Sources of Strength will:
    - Connect Trainers, schools/community groups, Adult Advisors, and Peer Leaders with resources, campaign materials, social media resources, website tools, webinars, videos, etc.
    - Implement an automated weekly email/text system for Adult Advisors and Peer Leaders featuring tips and ideas that assist during the first three months of startup. These can include video clips, teaching points, stories, campaign examples from other peer teams, and newly developed resources.
    - Develop a support call plan for a follow-up call from our support team that guides Adult Advisor and Peer Leader teams through a process of brainstorming campaign ideas and activities, troubleshooting, and problem-solving.



# RESEARCH AND EVIDENCE BASE

Sources of Strength has shown effectiveness in both preventative upstream and intervention outcomes. The program has been involved in several large randomized control trials and is one of the most rigorously evaluated and broadly disseminated prevention programs in the country. Sources of Strength is considered the first suicide prevention program to demonstrate effectiveness using Peer Leaders to enhance protective factors associated with reducing suicide across a school population.

Sources of Strength has been listed on the National Best Practices Registry (BPR) by the Suicide Prevention Resource Center (SPRC)<sup>1</sup> and The American Foundation for Suicide Prevention (AFSP)<sup>2</sup> since 2009. Sources of Strength has also been listed on SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP)<sup>3</sup> since 2011. The Center for Disease Control and Prevention's (CDC)<sup>4</sup> 2017 article, *Preventing Suicide: A Technical Package of Policy, Programs, and Practices*, featured Sources of Strength as an evidence-based Peer Norm Program:

*"Evaluations show that programs such as Sources of Strength can improve school norms and beliefs about suicide that are created and disseminated by student peers. In a randomized controlled trial of Sources of Strength conducted with 18 high schools (6 metropolitan, 12 rural), researchers found that the program improved adaptive norms regarding suicide, connectedness to adults, and school engagement. **Peer leaders were also more likely than controls to refer a suicidal friend to an adult** (emphasis added). For students, the program resulted in increased perceptions of adult support for suicidal youths, particularly among those with a history of suicidal ideation, and the acceptability of help-seeking behaviors. Finally, trained Peer Leaders also reported a greater decrease in maladaptive coping attitudes compared with untrained leaders."*

The conclusion and designation of Sources of Strength as an Evidence-Based strategy has been promoted by the Centers for Disease Control and Prevention, the Substance Abuse and Mental Health Services Administration, the Suicide Prevention Resource Center, and the National Institute for Mental Health.

Please see an updated and comprehensive folder that contains all the articles and research on Sources of Strength [here](#).

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<sup>1</sup> <https://sprc.org/bpr-archive/>

<sup>2</sup> The BPR of SPRC lists interventions that have undergone rigorous evaluation and have demonstrated positive outcomes.

<sup>3</sup> NREPP is SAMHSA's online registry of interventions that have demonstrated effectiveness in the prevention or treatment of mental health and substance use disorders, including some interventions that address suicide, such as Sources of Strength. The NREPP registry only lists a handful of programs and is the Gold Standard of prevention in the United States. <https://sprc.org/wp-content/uploads/2023/01/Sources-of-Strength-NREPP-LEgacy-Listing.pdf>

<sup>4</sup> <https://www.cdc.gov/violenceprevention/pdf/suicidetechnicalpackage.pdf>, pg 29

Sources of Strength is committed to continuing research and has several research and funding partners located throughout the United States, Australia, and Canada.



## Research partners include (but are not limited to):

- Australian National University
- Johns Hopkins University
- Stanford University
- University of North Carolina
- University of Manitoba
- University of Montana
- University of Rochester
- Texas Tech University

## Current Research:

- National Peer Leadership Study RCT funded by National Institute of Mental Health, the largest study ever conducted on Peer Leaders' impact on suicide outcomes
  - Sources of Strength and the University of Rochester began a follow-up randomized control trial using Sources of Strength with more than 40 high schools to measure the impact of 1,500 Peer Leaders on approximately 15,000 adolescents in 2010. Publications from this NIMH study are forthcoming<sup>5</sup>.
- Randomized Control Trial funded by the Center for Disease Control and Prevention evaluating shared risk and protective factors framework and outcomes on sexual violence, bullying, and harassment, and suicide. Study analysis and drafting of initial outcome papers is underway.
  - The study is in partnership with the CDC, the Colorado Department of Public Health and Environment (CDPHE), and research teams at the University of Rochester, University of Florida, and Texas Tech. The randomized control trial was launched in the fall of 2017 and will conclude in the spring of 2021.
- Randomized Control Trial funded by the Black Dog Institute evaluating outcomes in Australian schools throughout New South Wales and Australian Capital Territory
- Evaluation with Stanford on impacts in communities that have experienced Suicide Contagion effect

<sup>5</sup> Preliminary articles published from the NIMH National Peer Leadership study: Pisani, T., et al. 2012 Emotion Regulation Difficulties, Youth-Adult Relationships, and Suicide Attempts Among High School Students in Underserved Communities. *Journal of Youth and Adolescence*, 42, 807–820.; Pisani, T., et al. 2012. Associations between suicidal high school students' help-seeking and their attitudes and perceptions of social environment. *Journal of Youth and Adolescence*, 41(10), 1312–1324.; <https://drive.google.com/file/d/0BzUYiHeafDQRaGZzaWdrUW1CcTQ/view?usp=sharing>

### **An outcome evaluation of the Sources of Strength suicide prevention program delivered by adolescent Peer Leaders in high schools<sup>6</sup>**

From 2007 to 2009, Sources of Strength was the subject of one of the nation's largest studies (at the time) on Peer Leaders and their impact on suicide prevention. The results of this study evaluated by the University of Rochester were published in 2010 in the American Journal of Public Health, showing:

*"Training improved the Peer Leaders' adaptive norms regarding suicide, their connectedness to adults, and their school engagement, with the largest gains for those entering with the least adaptive norms. Trained Peer Leaders in larger schools were 4 times as likely as were untrained Peer Leaders to refer a suicidal friend to an adult. Among students, the intervention increased perceptions of adult support for suicidal youths and the acceptability of seeking help. Perception of adult support increased most in students with a history of suicidal ideation."*

*"Conclusions. Sources of Strength is the first suicide prevention program involving Peer Leaders to enhance protective factors associated with reducing suicide at the school population level."*

### **Positive-Themed Suicide Prevention Messages Delivered by Adolescent Peer Leaders: Proximal Impact on Classmates' Coping Attitudes and Perceptions of Adult Support. Suicide and life-threatening behavior<sup>7</sup>**

This study evaluated positive-themed messages by Sources of Strength Peer Leaders in 36 classrooms. Of the 706 high school students evaluated, 12.7% of students had reported suicide ideation within the past year. This was the first study to demonstrate that Sources of Strength measures including peer modeling, positive or strength-based messaging, and classroom interaction were promising alternatives to suicide prevention strategies that focus on risk and negative mental health problems. Evidence in this study demonstrated that students with recent suicide ideation benefited more than students without suicide ideation in increasing help-seeking acceptability, perceptions that natural protective factors can help with coping, and the belief that adults can be engaged, caring, and helpful for suicidal youth. This study suggests that distressed youth respond more favorably to messages that convey strength and hopefulness. It also showed that distressed youth may more favorably view messaging styles that model healthy coping over a directive style, which may undermine autonomy and promote reactivity.

### **Associations Between Suicidal High School Students' Help-Seeking and their Attitudes and Perceptions of Social Environment<sup>8</sup>**

This study examined patterns and predictors of help-seeking behavior among 2,737 students in 12 high schools in rural or underserved areas. Of the surveyed students 381 had seriously considered suicide in the past year. The relationship between adolescents' help-seeking disclosure and help-seeking attitudes and perceptions of social resources was examined among suicidal help-seeking youth, suicidal non-help-seeking youth, and non-suicidal youth. Conclusions of the study provided added validity to the Sources of Strength measures finding:

*"Healthy coping, help-seeking norms, and trusted adults were linked to greater adolescent disclosure of suicidality and intentions to seek help. This study supports prevention strategies that change student*

<sup>6</sup> Wyman, P. et al. (2010). An outcome evaluation of the Sources of Strength suicide prevention program delivered by adolescent Peer Leaders in high schools. American Journal of Public Health, Vol. 100: 1653-1661.

<sup>7</sup> Petrova, M., Wyman, P. A., Schmeelk-Cone, K., & Pisani, A. R. (2015). Positive-Themed Suicide Prevention Messages Delivered by Adolescent Peer Leaders: Proximal Impact on Classmates' Coping Attitudes and Perceptions of Adult Support. Suicide and life-threatening behavior, 45(6), 651-663.

<sup>8</sup> Pisani, A. R., Schmeelk-Cone, K., Gunzler, D., Petrova, M., Goldston, D. B., Tu, X., & Wyman, P. A. (2012). Associations between suicidal high school students' help-seeking and their attitudes and perceptions of social environment. Journal of youth and adolescence, 41(10), 1312-1324.

*norms, attitudes and social environments to promote help-seeking among adolescents with Suicidal Ideation. Promising intervention targets include increasing students' perceptions of the availability and capability of adults to help them, and strengthening students' understanding of how existing resources can help them cope."*

### **Emotion Regulation Difficulties, Youth-Adult Relationships, and Suicide Attempts Among High School Students in Underserved Communities<sup>9</sup>**

This study used a cross-sectional design to examine the associations between self-reported suicide attempts, emotional regulation difficulties, and positive youth-adult relationships in 7,978 high-school students, 683 of whom had reported a suicide attempt in the past year. The participating students were in 30 high schools from predominantly rural, low-income communities. Adding validity to the Sources of Strength measures, the study found:

*"After accounting for depressive symptoms, emotion regulation, and demographic factors, students who reported connections to parents or other adults in their family that they saw as trustworthy, safe, and supportive were less likely (OR = 0.76, CI: 0.67, 0.87) to have had a suicide attempt within the past year. Having caring and trustworthy adults at school also significantly reduced the likelihood of a suicide attempt (OR = 0.85, CI: 0.74, .98), above and beyond depressive symptoms, emotion regulation, and the youth-family communication. Having a trusted adult in the community was associated with fewer suicide attempts in models that controlled only for demographic covariates, but not in models where symptoms of depression were taken into account."*

### **Teenagers' Attitudes About Coping Strategies and Help-Seeking Behavior for Suicidality<sup>10</sup>**

Over three years, a self-report survey was completed by 2,419 high school students in six New York State schools to identify youths' attitudes about coping and help-seeking strategies for suicidal ideation/behavior and examine their demographic and clinical correlates. This study supports the logic model and the Sources of Strength approach. The conclusion of this study, published in the Journal of the American Academy of Child and Adolescent Psychiatry in 2004 found:

*"High-risk adolescents' attitudes are characterized by core beliefs that support the use of maladaptive coping strategies in response to depression and suicidal thoughts and behaviors. Targeting such attitudes is a recommended component of youth suicide prevention efforts."*

Psychology Today

CNN

npr

The CHRISTIAN SCIENCE  
MONITOR

### **Press on Sources of Strength**

Sources of Strength has been featured on National Public Radio(NPR)<sup>11</sup>, CNN<sup>12</sup>, Psychology Today<sup>13</sup>, Christian Science Monitor<sup>14</sup>, and as a feature for hundreds of local and regional news stations and newspapers.

<sup>9</sup> Pisani, A. R., Wyman, P. A., Petrova, M., Schmeelk-Cone, K., Goldston, D. B., Xia, Y., & Gould, M. S. (2013). Emotion regulation difficulties, youth–adult relationships, and suicide attempts among high school students in underserved communities. *Journal of youth and adolescence*, 42(6), 807-820.

<sup>10</sup> Gould, MS, Velting D, Kleinman M, Thomas JG, Chung M. (2004). Teenagers' attitudes about coping strategies and help-seeking behavior for suicidality. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43(9), 1124-1133.

<sup>11</sup> <https://www.npr.org/sections/ed/2015/02/25/385418961/preventing-suicide-with-a-contagion-of-strength>

<sup>12</sup> <https://www.youtube.com/watch?v=iLNa06hPkVw>

<sup>13</sup> <https://www.psychologytoday.com/us/blog/promoting-hope-preventing-suicide/201009/peer-leaders-and-trusted-adults-work-together-for>

<sup>14</sup> <https://www.csmonitor.com/USA/Society/2013/1208/Teen-suicide-Prevention-is-contagious-too>

# DELIVERABLES AND SPECIFIC DUTIES

(Suggested Timeline for Fall/Spring Rollout Included)

**Specific duties and deliverables of Sources of Strength, Inc. will be the following:**

1. Assist in developing and training a Sources of Strength team in [School, District or Community Org].
  - **July or December:**
    - (a) Support increased buy-in from key stakeholders, administration, and primary coordinator through conference calls, webinars, video conference, print materials, etc.
  - **August or January:**
    - (b) Provide support and resources for recruiting an Adult Advisor team to help guide and support the Peer Leader team.
    - (c) Provide support and resources for nominating and recruiting Peer Leaders.
  - **September or February:**
    - (d) Provide a 3-6 hour training for Adult Advisors with a Sources of Strength Trainer.
    - (e) Provide a 5-6 hour Peer Leader Training with a Sources of Strength Trainer for a group of 10-100 Peer Leaders (depending on school size), along with Adult Advisors.
  - **Ongoing School Year:**
    - (f) Annual licensing, support services, and resources for [School, District or Community Org] Trainers, Adult Advisors, and Peer Leaders as they seek effectiveness, fidelity, scalability, and sustainability in their Sources of Strength prevention programming.

## Train-the-Trainer Options

- **June/July:**
    - (g) Provide a four day Train the Trainer (T4T) Skills Session training to develop local trainers to support the successful implementation of Sources of Strength.
  - **June/July:**
    - (h) Co-train with Local Provisional Trainers at [School, District or Community Org] with Adult Advisor and Peer Leader Trainings as part of the certification process of [School, District or Community Org] Trainers.
2. Provide annual licensing and support to the [School, District or Community Org] Sources of Strength team(s) and Certified Local Trainer(s). Support includes, but is not limited to, increased website access, technical assistance, access to webinars, and calls and emails with Sources of Strength Support Staff.
  3. Provide materials for Adult Advisor, Peer Leader, and ongoing campaigns. Materials include, but are not limited to, training manuals, field guides, handouts, swag, campaign templates, and training supplies necessary to implement Sources of Strength with fidelity. Additional costs may apply for additional materials.

Specific duties of [School, District or Community Org] include the following:

1. Develop a Sources of Strength team in [School, District or Community Org] and coordinate Adult Advisor Training, Peer Leader Training, and ongoing meetings and campaigns.

- **July or December:**
  - (a) Increase buy-in from schools, key stakeholders, and administration through conference calls, webinars, video conferences, print materials, etc.
  - (b) Assign a Primary Coordinator to work with Sources of Strength.
  - (c) Develop or review protocol for responding to distressed or suicidal students or staff.
- **August or January:**
  - (d) Recruit an Adult Advisor team to help guide and support the Peer Leader team (check the [First Things First](#) page on the website for more details).
  - (e) Provide support and resources for nominating and recruiting Peer Leaders (check the [Assembling Your Team](#) page on the Sources of Strength website for recruitment details and necessary templated forms, including permission slips).
  - (f) Confirm a training site for Adult Advisor and Peer Leader training with proper room setup.
- **September or February:**
  - (g) Adult Advisors attend a 3-6 hour Adult Advisor training with a Sources of Strength Trainer.
  - (h) Adult Advisor and Peer Leaders attend a 5-6 hour Peer Leader Training with a Sources of Strength Trainer.
  - (i) Provide drinks and snacks for Adult Advisor and Peer Leader training (if necessary).
- **Ongoing School Year:**
  - (j) Provide a time and place for Peer Leader team and Adult Advisors to conduct planning meetings (2x per month) during their action step phase.
  - (k) Implement Sources of Strength program with fidelity, following safe messaging guidelines.

## Certified Local Trainer (T4T) Options

- **April/May:**
  - (l) Assist in identifying potential Provisional Trainers within their region who meet Sources of Strength Trainer criteria, can attend the Train the Trainer Skills Session training, and provide ongoing training and implementation support to local school and Peer Leader team.

2. Participate in a support framework to ensure fidelity and effectiveness of implementation.

Specific duties of [School, District or Community Org] trainers include the following:

- Complete Sources of Strength Train the Trainer (T4T) certification process;
- Participate fully in a four day Train the Trainer Skills Session Training;
- Watch at least 4-6 hours of Sources of Strength Trainer Videos;
- Facilitate six provisional trainings including four practice mini-trainings and two co-trainings with National Trainers;
- Complete Trainer Log form for each training;
- Participate in Trainer video, teleconference, and webinar support;
- Show proficiency and fidelity to the Sources of Strength model.

# DELIVERABLES AND SPECIFIC DUTIES

**Specific duties of [School, District or Community Org] trainers include the following:**

**1. Complete Sources of Strength Train-the-Trainer certification process:**

- Participate fully in four day Train the Trainer Skills Session Training;
- Watch at least 4-6 hours of Sources of Strength Trainer Videos;
- Facilitate six provisional trainings including four practice mini-trainings and two co-trainings with National Trainers;
- Complete Trainer Log form for each training;
- Participate in Trainer video, teleconference, and webinar support;
- Show proficiency and fidelity to the Sources of Strength model.

[Contact the Sources of Strength National Team](#) or personalized budget information related to the scale and scope of your planned implementation of the program. The standard cost to implement Sources of Strength with a National Trainer is \$6,000 per school or site annually. This includes buy-in support, assistance with pre-training nomination and recruitment of Adults and Peer Leaders, two (3-6 hour) on-site trainings, National Trainer travel and accommodation costs, program materials, a year of ongoing support and assistance, and access to our online materials. Sources of Strength recommends a three-year implementation process, \$18,000 paid over three years. After the initial three year implementation, each school/site will be responsible for an annual \$750 licensing fee, which includes a license for running the program, access to front end support, yearly materials, \$100 to the Sources of Strength store, as well as ongoing support and assistance, and continued access to our online materials.

#### Year 1:

Implementation: \$6000

Licensing fee: \$750

### Certified Local Training (T4T) Costs:

The Sources of Strength Train the Trainer (T4T) model can be more cost-effective when multiple schools in the same area or district will be implementing Sources of Strength. A T4T Advanced Skills Session (T4T) registration costs \$3,000 per attendee. The certification of a Local Trainer includes attending a four-day T4T Skills Session Training, training practice and proficiency, co-training opportunities, ongoing support and assistance in working toward certification, and access to online resources, training videos, and training materials. This process can take anywhere between one to two years to complete before becoming fully certified. Provisional Trainers are asked to complete four practice mini trainings and then co-train at two Adult Advisor Trainings and two Peer Leader Trainings with National Sources of Strength Trainers before certification. Once a Provisional Trainer becomes a Certified Local Trainer, the cost of the program drops from \$6,000 per school to \$750 annually for returning schools and \$750 for new schools. Certified Local Trainers must attend a T4T Skills Session Training every three years after being certified. The cost for returning Certified Local Trainers to attend a T4T is \$1,000.

### Implementation Options:

Below are potential scenarios to help illustrate the above costs:

#### 3 YEAR IMPLEMENTATION FOR ONE SCHOOL WITHOUT A T4T COMPONENT

*Each additional school would be \$6,000 per school per year.*

SCHOOL	YEAR 1 BUDGET	YEAR 2 BUDGET	YEAR 3 BUDGET	ONGOING YEARLY BUDGET
ONE SCHOOL	\$6000	\$6000	\$6000	\$750
TOTAL YEARLY BUDGET	\$6000	\$6000	\$6000	\$750

3 YEAR TOTAL FOR ONE SCHOOL:  
\$18,000

4 YEAR TOTAL FOR ONE SCHOOL:  
\$18,750

*Without a T4T component it would cost \$36,000 over three years to have implementation in two schools.*

# BUDGET

## 3 YEAR IMPLEMENTATION FOR ONE SCHOOL INCLUDING A T4T COMPONENT (Two Trainers)

SCHOOL/T4T	YEAR 1 BUDGET	YEAR 2 BUDGET	YEAR 3 BUDGET	ONGOING YEARLY BUDGET
ONE SCHOOL	\$6000	\$6000	\$750	\$750
TWO TRAINERS	\$6000			
TOTAL YEARLY BUDGET	\$12,000	\$6000	\$750	\$750

3 YEAR TOTAL FOR ONE SCHOOL/TWO TRAINERS:  
\$18,750

4 YEAR TOTAL FOR ONE SCHOOL/TWO TRAINERS:  
\$19,500

To add a second school once the trainers are certified it would cost \$750 in Year Three and \$750 in Year Four for a total of \$18,750 by end of Year Three and \$19,500 by end of Year Four.

## 3 YEAR IMPLEMENTATION FOR TWO SCHOOLS INCLUDING A T4T COMPONENT (Two Trainers)

SCHOOL/T4T	YEAR 1 BUDGET	YEAR 2 BUDGET	YEAR 3 BUDGET	ONGOING YEARLY COST
TWO SCHOOLS	\$12,000	\$1500	\$1500	\$1500
TWO TRAINERS	\$6000			
TOTAL YEARLY BUDGET	\$18,000	\$1500	\$1500	\$1500

3 YEAR TOTAL FOR TWO SCHOOLS/TWO TRAINERS:  
\$21,000

4 YEAR TOTAL FOR TWO SCHOOLS/TWO TRAINERS:  
\$22,500

## Additional Training Options:

- **All Staff Training:**
  - \$1,500 if on the same day of Adult Advisor or Peer Leader training.
  - \$3,000 if the trainer has to stay on an extra day or come a day early.
- **Community Training:**
  - \$1,500 if on the same day of Adult Advisor or Peer Leader training.
  - \$3,000 if the trainer has to stay on an extra day or come a day early.
- **Parent/Guardian Training:**
  - \$1,500 if on the same day of Adult Advisor or Peer Leader training.
  - \$3,000 if the trainer has to stay on an extra day or come a day early.

Please email Jaymie Sheehan at [jaymie@sourcesofstrength.org](mailto:jaymie@sourcesofstrength.org) if you have any questions or if you would like a personalized proposal.

# FREQUENTLY ANSWERED QUESTIONS

## **How do we involve parents, guardians, and families?**

Parents can be a great support for a Peer Leader team and there are several ways to get them involved. Schools can host a Parent/Guardian night for family members to be given tools and techniques to engage in and model strength-based conversations with their students. This training increases family members' skills as Trusted Adults for students and helps them create strategies to integrate strength-focused content into their households and for their own personal wellness. Teams can send Peer Leaders to Parent/Teacher Conferences to explain Sources of Strength and ask families to interact with the Sources of Strength wheel and reflect on where they are strong. Some schools have chosen to send home a Sources newsletter or have used this [Practicing Strength on a break](#) packet, which is full of discussion topics and activities to do at home. Once a Sources of Strength team has had some success inside their school, they can consider hosting a family event where parents and other family members can experience Sources of Strength for themselves. Our parents/guardians and students can be a powerful public health arm when they are empowered with a message of Hope, Help, and Strength.

## **How do we involve the community?**

Invite various stakeholders (sheriff's office, health providers, public health agents, mental health providers, faith-based communities, youth facing organizations, etc.) to a Sources of Strength Community Training. During this training, pitch the program and the work that Adult Advisors and Peer Leaders are doing in all schools in the district. Invite these members to imagine new connections, flow of support, communication, and resources. Ask how Sources of Strength language and activities could be used in other arenas or services to create a degree of shared language across the community.

## **What steps are available to make this program sustainable?**

We encourage an Adult Advisor team that shares responsibility, rather than one Adult Advisor who does a majority of the work. It is really important to have strong communication and collaboration between the Adult Advisor team. Consider the best way to communicate with them and update each other. Is that a Slack channel? An email chain? Owl message delivery? It can be great to have a standing meeting amongst your Adult Advisor team to chat about planning, problem-solving, and role sharing. Try to divvy up the load so multiple Adult Advisors are responsible for a portion of a meeting or campaign.

The Sources of Strength Train the Trainer (T4T) model can also increase sustainability. Once a Provisional Trainer becomes a Certified Local Trainer, the cost of the program drops from \$6,000 per school to \$750 annually.

## **How does Sources of Strength work in collaboration with other programs?**

So much of Sources of Strength's work is centered around collaboration with other programs and recognizing that we work better together! Our program is designed to be customized, so schools may incorporate it with other prevention, leadership, diversity, academic, spiritual and community programs, and more.

## **How can I partner with other schools?**

If you are in the same district, consider doing a community event at a park, mall, or other community gathering area. Schools who have had Sources for a while can meet regularly and be a resource to other local Sources teams in order to share lessons, ideas, best practices, etc.

## **Can this program be implemented district-wide?**

Yes, in fact it is encouraged! This kind of collaboration can broaden the impact of your peer-led efforts and bolster the Sources message with other schools, groups, or initiatives, fostering shared language and a common vision for health and well-being in the community.



### **Why is 'asset-mapping' necessary?**

We've found that in several prevention programs, leaders at the district level will assess what is already in place in your current prevention, intervention, and postvention support structures (think broadly). How can Sources of Strength integrate with these supports? At the community level, what organizations, businesses, and physical spaces help promote the different Strengths? How can these community entities be recognized for the support they are providing? Are there ways for your Sources of Strength team to collaborate with these community groups, or are there ways to uplift them as part of your own work?

### **Is there funding available for food and swag? How can I fund future fun stuff?**

This is unique to each school and depends on your funding source. Talk to your administration, funder, or Sources support staff to inquire whether there is available funding for these needs. Many teams run fundraisers or speak to local rotary groups or chambers of commerce to raise funds for these needs. Sometimes local businesses are interested in contributing to these efforts as well. Swag can be purchased through the [Sources of Strength online store](#).

### **How will you engage students in suicide prevention activities?**

Sources of Strength is one of the national leaders in recruiting, engaging, retaining, and successfully using Peer Leaders to engage other students. An essential element of the program is the effective recruitment and training of Adult Advisors who display connectivity, care, and positivity with the students. The program provides not only the initial training, but also ongoing consultation designed to support Peer Leaders and Adult Advisors. Recruiting and supporting the right Adult Advisors is critical for engaging students.

Recruiting diverse Peer Leaders from a wide variety of social cliques and groups is an essential element in achieving the widespread social network impact that is core to the Sources of Strength model. The program is grounded in an interactive learning model, in which a 'fun factor' plays an essential part of student engagement. Sources of Strength demonstrates a wide range of games that can be incorporated into presentations and messaging campaigns. Making use of students' music, art, interests, drama, social media, etc., adds to the engagement of other students. Peer input and ownership is also essential; while formatted campaigns are available, they are often adapted to fit the culture, tone, style, and opportunities available in the individual schools.

### **How will you engage staff and teachers in suicide prevention?**

Sources of Strength provides a great opportunity to help teachers and staff see their role as connectors for students who may be struggling, in emotional distress, or be suicidal. Staff should be clear on the strategy of starting with mental health or medical referrals, but also getting numerous Strengths around a suicidal student. The Sources of Strength wheel is often incorporated into the staff culture and used in student assistance meetings regarding various different issues. Functioning as a workplace wellness model, Sources of Strength has been very effective in helping highly stressed staff identify and access specific resources and Strengths around them. Rather than being viewed as 'just another program,' many staff members comment that their Sources of Strength staff training is personally helpful for them and that the content can be easily incorporated into their daily lives. Schools can also consider implementing an All Staff Training to increase staff skills as trusted adults for students (having a Trusted Adult is a strong protective factor for preventing suicide and many other risk factors) and create strategies to integrate Strength-focused content into classrooms, in communication with students, and within their own personal lives.