

## Youth Suicide Prevention: Cohort Nine Application

Youth suicide is a critical issue in Idaho. Suicide is the second leading cause of death for youth in Idaho. According to the Centers for Disease Control and Prevention (CDC), in 2017, Idaho ranked 13<sup>th</sup> in the nation for number of completed suicides per capita for youth up to age 24. Since 2013, the year before the Idaho Lives Project began program implementation, Idaho's youth suicide ranking among U.S. states dropped from 7<sup>th</sup> to 13<sup>th</sup>.

In the last five years (2013-2017), Idaho has lost 110 school-aged (ages 6–18 years old) children to suicide. Twenty-five of those children were age 14 or younger.

The 2017 Youth Risk Behavior Survey reveals that suicidal thoughts and behaviors are a serious problem among Idaho high school students: **One in every five** Idaho high school students has seriously **considered** suicide, **one in six** has made a suicide **plan** and **one in every ten** has made a suicide **attempt**.

In 2016, the Idaho legislature funded ongoing suicide prevention efforts throughout the state of Idaho by establishing the Suicide Prevention Program in the Department of Health and Welfare's Public Health Division. The Idaho Lives Project was a beneficiary of these state funds and continues its core mission to prevent youth suicides. The Project focuses on training school staff and community adults in effectively responding to at-risk youth, equipping students with healthy coping mechanisms and to reach out to trusted adults when peers exhibit suicidal tendencies as well as fostering connectedness and capability strategies within school communities.

The Idaho Lives Project is pleased to offer the opportunity for schools to apply for participation in the Project's ninth cohort for the 2019 – 2020 school year. Below is information about applying followed by the application. **Please note, the state funding that supports this program is pending, and exact amounts available to schools will be determined in late April 2019.**

Regardless of which program is chosen, safe messaging guidelines are **critical** when addressing suicide prevention. For example, discussing statistics with youth may 'normalize' it and can create greater risk among our most vulnerable youth. Please see youth safe messaging guidelines at:

[http://www.idaholives.org/uploads/Safety%20Guidelines%20for%20Schools%20\(2\).pdf](http://www.idaholives.org/uploads/Safety%20Guidelines%20for%20Schools%20(2).pdf)

## *Idaho Lives Project: Suicide Prevention Program Implementation in Schools Cohort 9*

**NOTE:** This application is for training during the first semester of the 2019 – 2020 school year.

### Participating school benefits

- If a youth program is chosen, a suicide prevention gatekeeper training for all school personnel and school community members
- Ongoing program assistance from the Idaho Lives Project staff and national program, if available
- Certified trainers
- Depending on the program, a one-time stipend will be provided to the school for programming and material use.

### Eligibility

- Be sure to indicate if this application is for a middle/junior and senior high school program.
- **Elementary schools are eligible** to apply for an elementary-approved program as identified by the Program Analysis Summary documents at:  
[Program Analysis Summary: Staff Gatekeeper](#) [Program Analysis Summary: Youth Programs](#)
- If a school has previously received a youth suicide prevention program and is reapplying for funding from the Idaho Lives Project, the school needs to provide an explanation of why the program wasn't successful in a previous grant cycle and justification for a repeat grant including a detailed plan for how they will sustain the program in the future.

### Participating school requirements

- Participate in any training webinars that support the program implementation.
- Participate in any program survey data collection periodically throughout the year. All data will be shared back with participating schools to review and assess program effectiveness.
- Commit to program training by providing a location for and involving **all** school personnel involved in the program implementation and sustainability.
- If a gatekeeper training is part of the program requirements, or is the sole choice for this application, a commitment to training **all** school personnel in a 2-hour suicide prevention training is required. The Idaho Lives Project team will work closely with schools regarding scheduling.

### Selection

- The Idaho Lives Project will determine readiness based on the information provided in this application.
- Applications are scored based on merit of the application.
- After selection is made, applicants will be notified of acceptance via phone and email and given specific guidelines that are unique to the selected program. Notifications will be given in spring 2019 so as to provide time for fall scheduling.

To apply to participate in this project, please complete the following application and submit it electronically in **MS Word format** to Katie Walker at [kwalker@idaholives.org](mailto:kwalker@idaholives.org)

**Application Deadline: EOD: May 1, 2019**

For questions or more information including application guidance, visit [www.idaholives.org](http://www.idaholives.org) or contact Katie Walker at [kwalker@idaholives.org](mailto:kwalker@idaholives.org)

## Idaho Lives Project: Suicide Prevention Program Implementation in Schools Cohort 9

### School Information

SCHOOL NAME:

DISTRICT NAME & NO.:

SCHOOL MAILING ADDRESS:

SIZE OF STUDENT BODY:

GRADE LEVELS OF STUDENT POPULATION: (e.g: 6-12, 6-8, 9-12)

### School Administrator Information

NAME:

EMAIL:

PHONE #:

### Project Contact Person (if different from administrator)

NAME:

TITLE:

EMAIL:

PHONE #:

### Person filling out application (if different from project contact)

NAME:

TITLE:

EMAIL:

PHONE #:

### I have obtained approval from my school administrator to apply for this program:

Yes     No     Pending

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### Narrative

Please respond to all questions below. The narrative section (responses to questions 1-5 collectively) **must be limited** to three (3) typed pages in no smaller than 11 pt. font. **Please clearly number your responses.**

1. Please describe school needs for the selected program, and explain why your school is a good fit.
2. Please describe any **existing** program(s) within the school and/or any community partnerships which address student personal/social issues. If you have none, describe **any** existing or past programs, regardless of whether personal/social issue based, which would speak to your school's ability to manage and sustain the proposed strategy/program.
3. Please describe your school's ability to provide and leverage support for the successful implementation and sustainability of the chosen program. Discuss how     school name     will handle staff turnover to ensure continuation of this program.

4. In order to have a clear idea of the needs of special populations within   school name   beyond the percentages provided for sub populations below, please describe these needs. Include information on ethnic diversity, socio-economic status, LEP, students of military families, students who are foster children, students of incarcerated parents, students identifying as LGBT, students of refugee families, students with disabilities, or any other relevant factors relating to special populations.
5. Give a best estimate of the likelihood that the staff member identified as program lead and the current principal supporting this application will remain in these roles for the next three years. This will help gauge the likelihood of program stability.

[For questions 6-10, please provide estimates where actual numbers are not known.](#)

[Mark estimates with "est."](#)

**6. Number of completed suicides among students, school personnel or others whose suicides significantly affected the school or school community in the:**

2018-19 school year:                                    in which month(s)?:

2017-18 school year:                                    in which month(s)?:

- **If your school or school community experience a death by suicide in the 2018-2019 school year, please answer follow-up questions at bottom of this application.**

**7. Number of incidents of student suicide ideation:**

2018-19 school year:

2017-18 school year:

**8. Number of bullying/harassment incidents:**

2018-19 school year:

2017-18 school year:

**9. Race - Provide the racial profile of the student body by percentage:**

- |                   |                            |
|-------------------|----------------------------|
| Hispanic:         | Asian:                     |
| White:            | American Indian:           |
| Black:            | Reporting 2 or more races: |
| Pacific Islander: |                            |

**10. Special populations by percentage:**

- |   |                                  |
|---|----------------------------------|
| Percentage of LEP students:   | Percentage of homeless students: |
| Percentage of students in foster care:  | Percentage of refugee students:  |
| Percentage of students identifying at lesbian, gay, bisexual or transgendered (LGBT): |                                  |
| Percentage of students qualifying for free and reduced lunch:                         |                                  |

## Follow-up questions/answers regarding any suicide deaths during the 2018-2019 school year:

1. What effect did the death(s) have on \_\_\_*school name*\_\_\_\_\_’s student body and staff?
2. What postvention measures were used to manage the effects of the death(s)?
3. What is the current state of the student body and staff in terms of grieving and recovery? Please describe the efforts to return to normalcy.

### Program Selection

Schools may choose the program or training that best meets the unique needs of their students and staff. The following offerings have been reviewed for key components and safe messaging by a group of Idaho stakeholders and subject matter experts. Please refer to the attached School Programs Analysis Summaries

[Program Analysis Summary: Staff Gatekeeper](#) [Program Analysis Summary: Youth Programs](#)

to inform your selection of the most appropriate program to meet your school’s needs. The Idaho Lives Project will provide funds to cover the **actual cost of the program or training up to a yet-to-be-determined cap.**

Please indicate which program you are applying for by checking the associated box. Also, identify the actual cost of each program in the appropriate column because costs can vary depending on school size, enrollment, number of staff, etc. The names of the programs are hyperlinked to their websites in an effort to facilitate researching options, however some programs are offered by Idaho trainers. Please reference School Program Analysis Summaries for more details about cost

[Program Analysis Summary: Staff Gatekeeper](#) [Program Analysis Summary: Youth Programs](#)

There are two resource tables, the first is a listing of Gatekeeper Trainings for staff, and the second is Youth Programs. Below the resource tables is an open-ended proposal section whereby applicants can propose a program or strategy not reflected in the tables.

Gatekeeper Trainings for Staff		Cost of Implementation
<input type="checkbox"/>	<a href="#">ASIST</a>	
<input type="checkbox"/>	<a href="#">Connect</a>	
<input type="checkbox"/>	<a href="#">Suicide Prevention Fundamentals for Idaho: Schools</a>	Free
<input type="checkbox"/>	<a href="#">Kognito: At-Risk for Elementary School Educators</a>	
<input type="checkbox"/>	<a href="#">Kognito: At-Risk for Middle School Educators</a>	
<input type="checkbox"/>	<a href="#">Kognito: At-Risk for High School Educators</a>	
<input type="checkbox"/>	<a href="#">QPR</a> - Question Persuade Refer	
<input type="checkbox"/>	<a href="#">safeTALK</a>	
<input type="checkbox"/>	<a href="#">suicideTALK</a>	
<input type="checkbox"/>	<a href="#">Youth Mental Health First Aid</a>	

Youth Programs		Cost of Implementation
<input type="checkbox"/>	<a href="#">American Indian Life Skills Development</a>	
<input type="checkbox"/>	<a href="#">CAST (Coping and Support Training)</a>	
<input type="checkbox"/>	<a href="#">PAX Good Behavior Game</a>	
<input type="checkbox"/>	<a href="#">HOPE SQUAD - Elementary</a>	
<input type="checkbox"/>	<a href="#">Lifelines - Prevention 5th-6th</a>	
<input type="checkbox"/>	<a href="#">Reconnecting Youth</a>	
<input type="checkbox"/>	<a href="#">Sources of Strength</a> Idaho Lives Project has infrastructure in place to provide Sources of Strength training within their organization. \$2,400 of program cost is returned to Sources schools for program use within the first year of implementation. ILP has Sources certified trainers to conduct initial and booster trainings.	
<input type="checkbox"/>	<a href="#">STEP UP (Strategies and Tools Embrace)</a>	

If not listed above, describe proposed program or strategy:

Target audience of program or strategy:

Explain why the proposed program or strategy will be more impactful than those listed in the tables.

Describe the research the program or strategy is based upon; include details regarding safe messaging if it is designed for youth:

Budget details for program or strategy not listed in the tables:

Personnel	\$
Training	\$
Supplies	\$
Equipment	\$
Contracts	\$
Other (please describe)	\$