



## School Suicide Prevention & Wellness Mini Grants: 2024-2025 Academic Year Summary Report

The School Suicide Prevention and Wellness (SSPW) Mini Grant Program is coordinated by YouthLine, a service of Lines for Life, to provide donated funds to Oregon schools for the continuous improvement of the Adi's Act.

While policy is an effective way to ensure suicide prevention programming is created, we recognize the importance of caring individuals at the school and district level, who carry out the work and greatly influence the success of new programs, procedures, and policies.

This school year shows a continued need for funding to assist the process of implementing suicide prevention programs and initiatives in their schools and districts.

**Nearly 90% of grantees reported that Lines for Life is their only source of funding to provide school-level suicide prevention activities.**

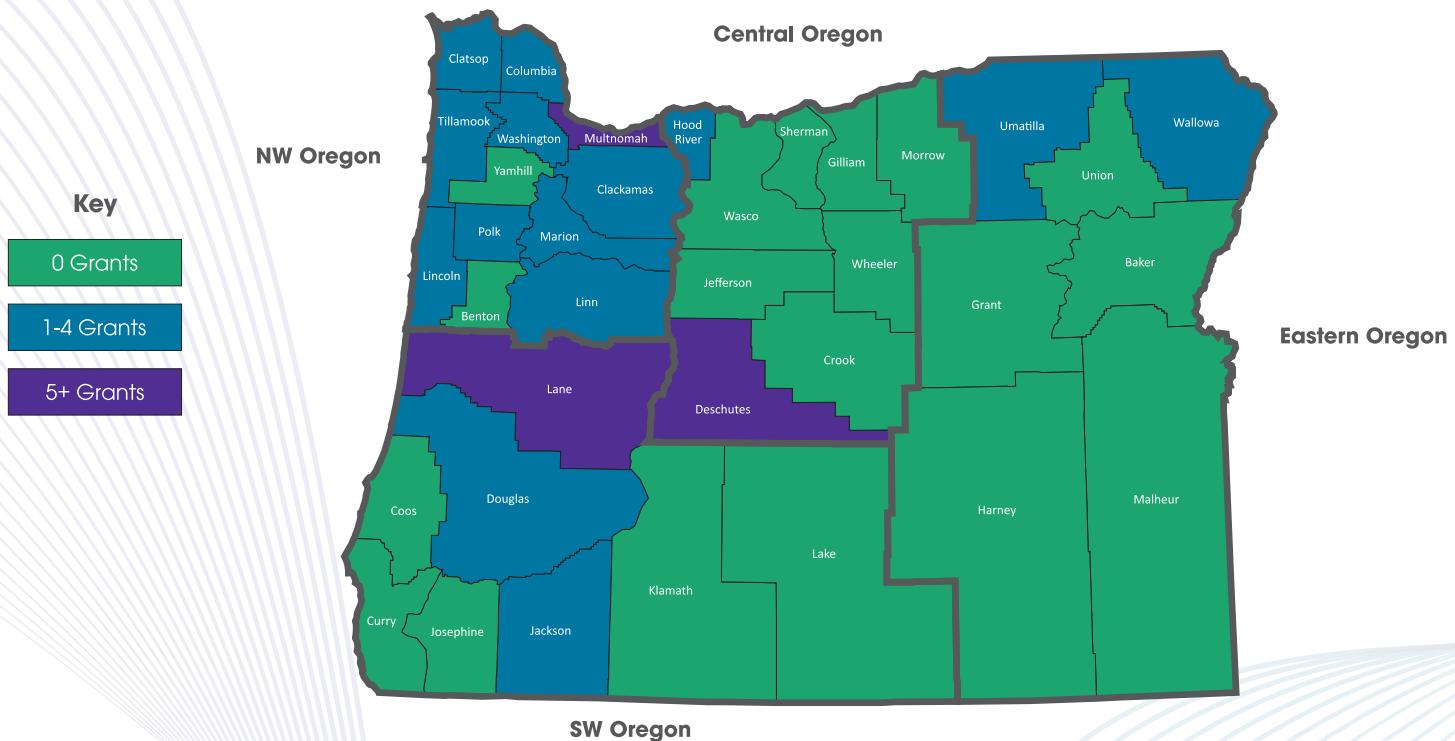
### Funders of Mini Grant:

**Carpenter Foundation, Clark Foundation, Congressionally Directed Spending, Ford Family Foundation, Hillman Family Foundation, Oregon Health Authority, Oregon Community Foundation, Wildhorse Foundation.**

**Total Awarded for School Year 24-25 \$82,760.00**

- 67 unique grants awarded
- Awards ranged from \$1000 - \$5000
- 41% of awards went to elementary and middle schools

"Having this space makes it possible to have a private, calm space so that students don't have to get 'kicked out' of the counseling room when there is a crisis or just a need for a break or a quiet conversation."

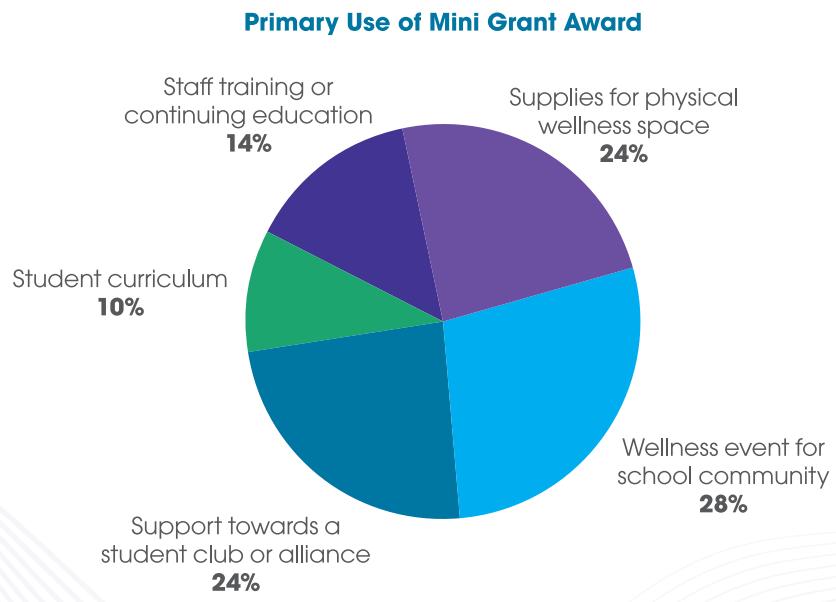


### Examples of Mini Grant Uses Shared by Award Recipients:

- Dedicated calming space equipped with mental health-specific items that reflect the diverse needs and identities of our students. This inclusive environment has become a trusted area where students—particularly those from historically marginalized backgrounds—feel seen, safe, and supported. The space has allowed us to provide equitable access to mental health support, while also encouraging open conversations about emotional struggles, identity, and the importance of seeking help.
- Ensuring our Sources of Strength campaigns reached diverse student populations to engage students from different groups, ages, sexes, and races, promoting an inclusive approach to prevention efforts. With the strong support of administration and teachers, Peer Leaders were able to deliver presentations during advisory periods, ensuring that these vital messages reached all students.
- Staff training in Reframing Behavior through CPI to guide students in becoming responsible lifelong learners and compassionate community members within a safe and nurturing environment.
- Examining suspension rates among our minoritized populations and creating educational opportunities around mental health and wellness during pivotal times students experience.
- Curriculum for all staff to reinforce student connections, foster belonging, and building skills for acceptance and open dialogue about emotions.

"We were able to raise over \$12000 along with this generous grant to get every district employee a t-shirt, with #988 and "trusted adult" on the sleeve. The design is by a student at North Medford HS that won a contest in her marketing class. We have implemented Wellness Wednesdays for everyone to wear their shirts (and they do!) specifically in May for Mental Health Awareness Month. It has been awesome."

**An estimated number of 50,000 students were directly affected by the Mini-grant Program.**



**Prevention Activity Types**

- 2** Students who are out-of-the-home, in foster care, or experiencing homelessness
- 5** Students with disabilities
- 5** Students with substance use disorders
- 6** Student grief support
- 10** Students with mental illness
- 14** Students who identify as Native, Black, Latinx, and/or Asian
- 25** Students who identify as LGBTQIA2S+

"Being part of the PSA made me feel like I was actually doing something to help my classmates. A lot of us have struggled with anxiety or stress, but we don't always know how to talk about it. Making this video showed me that it's okay to ask for help—and now I know who I can go to. I think it made our school feel safer and more connected."