



SCHOOL-BASED MENTAL HEALTH PROGRAM

Annual Report for 2021-2022 School Year



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Letter from Aspen Hope Center's Program Director



Another wonderfully complex school year has ended. And although there are many stressors affecting our youth and families, we are grateful for the many bright spots detailed in this report. We have highlighted the services and support that have been made available by school staff, Aspen Hope Center clinicians and the many nonprofit agencies that work together to provide a safety net for students and families.

I'd like to extend a special thanks to Anna Cole at Roaring Fork Schools, Leigh McGowan at Yampah Mountain High School, Michael Hayes at Compass (for Carbondale Community and Aspen Community schools) and Jamie Nims at Two Rivers Community School for working tirelessly to help ensure outstanding programming across our communities. Not only have they been active partners, they understand and greatly value mental health support in our schools.

I'd also like to give a heartfelt thanks to Pathfinders, Family Resource Center of the Roaring Fork Schools, Stepping Stones, FocusedKids, River Bridge Regional Center, Basalt Police Department, Carbondale Police Department, Glenwood Springs Department, and the school resource officers associated with each community's police department. Each of these partners have been instrumental during fatality responses, threat assessments and mental health holds; and also helped with making appropriate resource referrals.

We truly could not do this work without our trusted community partners.

I am beyond grateful for the opportunity to continue building and strengthening the school program within our great valley. I cannot wait to see what we will accomplish together in the next school year!

Sarah Fedishen MA, LPCC, LAC
Program Director

About our Program Director

Sarah graduated with her Master's degree in Clinical Mental Health from Adams State University and is a Licensed Addiction Counselor. Over the past 20 years, Sarah has worked in residential and day treatment programs treating youth with co-occurring disorders, child protection services and adult protection in Eagle and Pitkin counties, and was the director of a school-based family resource center. Sarah graduated from Basalt High School and is grateful to be able to provide clinical mental health support services to children and families in the Roaring Fork Valley.

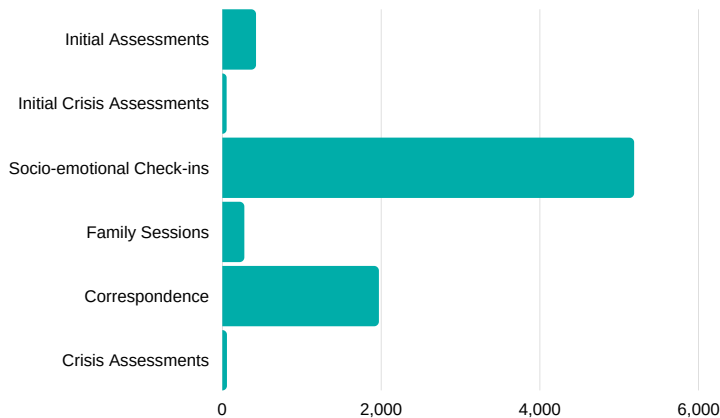
About our Executive Director

Michelle Muething was one of the first five staff members who helped create the Hope Center in 2010. She received her graduate degree in Clinical Psychology with a subspecialty in neuropsychology from Western Carolina University in 1999. She has worked as a crisis clinician in various inner city and rural emergency departments, has conducted psychological evaluations for prison inmates, functioned as Juvenile Coordinator and then Executive Director of the Rape Crisis Center in Beaufort, South Carolina and was part of the administration team, when she served as the Corporate Compliance Officer at Fairbanks Hospital in Indianapolis, Indiana.

Michelle also has a passion for teaching and has taught at Indiana University for nine years in the Department of Psychology, as well as locally at Colorado Mountain College. She is trained in Cognitive Behavior Therapy (CBT), bio-feedback and in the administration of neuropsychological testing and interpretation.

Statistics for All Roaring Fork Schools and Yampah Mountain High School

Student Interactions **7,950**



Definition of Meeting Levels

High Risk: is defined as a student presenting with current suicidal thinking where a risk assessment is conducted, imminent danger and an evaluation of safety and wellbeing is facilitated.

Moderate Risk: is defined as a student presenting with passive or historical suicidal ideation and no current risk of self-harm, but a need for issues to be worked on in therapy is required.

Low Risk: defined as a one-time issue. Issue resolved in one session. No risk of self-harm or wellbeing.

Types

Initial Crisis Assessment: New Student sent from a counselor

Family Sessions:

Initial Assessment: New Student
Family Session: Family Members Attended


Social Emotional Check-In: Meeting with student after Initial Assessment or Initial Crisis Assessment

Correspondence: Telephone Calls, Emails, etc.

Crisis Assessment: Current Active Student in Crisis


Demographics


Gender

39% male 

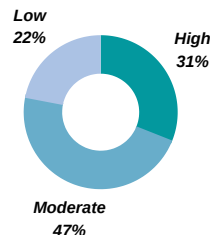
58% female 

1% trans 

1% other 

1% unknown 

Meeting Level



Ethnicity

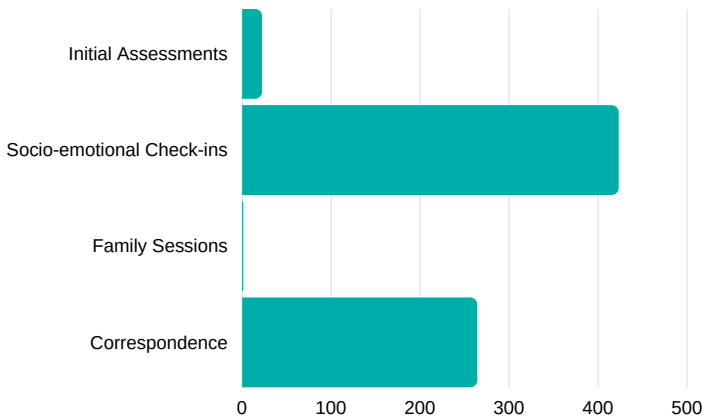
53% Hispanic **41%** White

1% American Indian or Alaskan Native **1%** Asian or Pacific Islander

3% Multiracial **2%** Unknown

Statistics for Basalt Elementary School

Student Interactions **710**



Mackenzie Elder, MSW

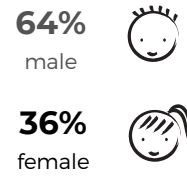
This was Mackenzie's first year as the school-based clinician at Basalt Elementary School. Mackenzie received her BSW from the University of Pittsburgh. She enjoyed the program so much that she continued straight on to earn a Masters in Social Work. While completing her degrees, Mackenzie participated in two internships and a fellowship. The areas of focus of these were addiction and mental health, health care social work, trauma-informed counseling, and social and emotional support. After relocating to Colorado, Mackenzie spent time working as a teaching assistant. With her love of children rekindled, Mackenzie decided to focus on supporting young children and their families. She loves being a part of the process in helping kids to develop new coping skills to live their best life. She has a passion for grief-work and understanding the effects of experiencing trauma at a young age on a person's life. In her free time Mackenzie enjoys spending time in the kitchen, reading a good book, the outdoors, and hanging out with her dogs.

"The sessions Mackenzie offered our son this school year was absolutely amazing and made an incredible difference in his own growth and his ability to learn and stay on grade level with his peers. I could go on and on as to why your structure and services are so valuable." -Parent

"I just wanted to check in and tell you that Mackenzie is doing an amazing job at BES. Mackenzie is extremely talented, the kids love her and I love her great attitude and willingness to just jump in. It is truly a gift to get to work with Mackenzie, so thank you." - School Staff

Demographics

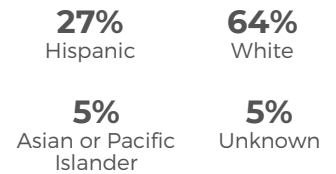
Gender



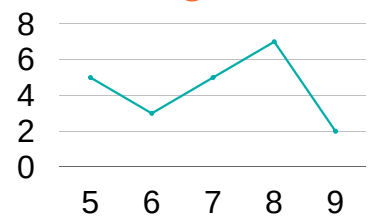
Meeting Level



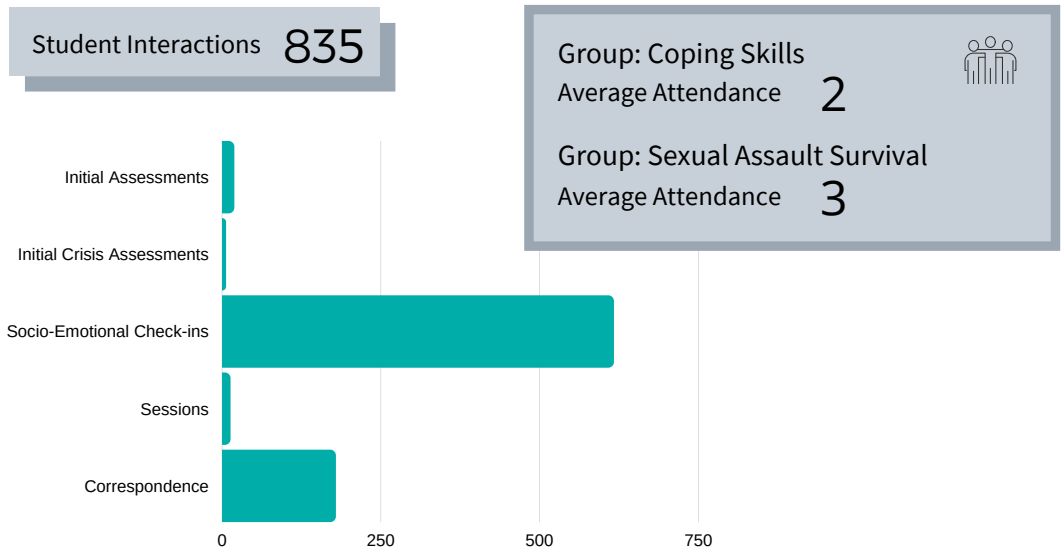
Ethnicity



Age



Statistics for Basalt Middle School



Jeanette Bullock, ATC (August through February)

Jeanette has her master's degree in the field of art therapy and specializes in working with children, adolescents, and young adults dealing with depression, anxiety, suicidal ideation, mild eating disorder behavior and body image concerns.

"Jeanette is very effective at engaging with students, families, and staff. Students appear to feel comfortable with her quickly and she is able to meet the students where they are in the moment." -School Staff

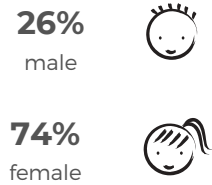
Jeanette decided to move back to Florida in February to be closer to her family. Emily Farrell was able to support BMS part time through the end of the school year.

Emily Farrell, MA, LPC (March through May, part time)

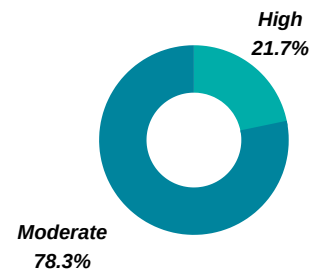
Emily's practice focuses on adolescents and families to encourage their growth through healthy relationships, problem-solving skills, and mindful choices in their personal life and in the school setting. School-related issues such as academic coaching, peer pressure, and all types of bullying are also special focuses. Parental and sibling involvement is encouraged in the therapeutic process. Her counseling office is a SAFEZONE for individuals of all ethnicities, abilities, religions, sexual orientations, gender identities, physical appearances and sizes. She was the head of the Aspen High School counseling department for eight years.

Demographics

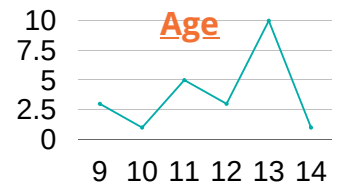
Gender



Meeting Level



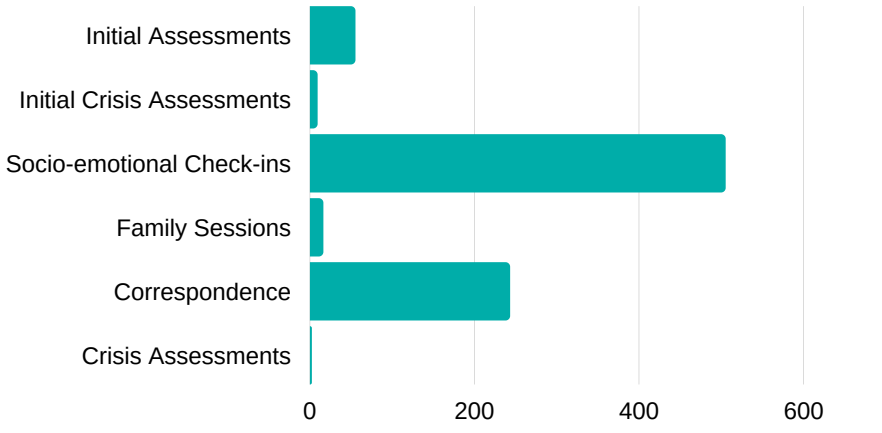
Ethnicity



Statistics for Basalt High School

Student Interactions **909**

Group: Reflective Journaling
Average Attendance **12**



Katherine Romero, LSW

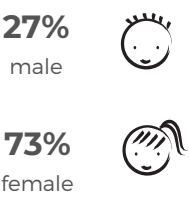
We placed a new clinician who is bilingual and bicultural at Basalt High School. Katherine earned her Bachelor’s degree in Applied Behavioral Science Youth Development and Juvenile Justice in 2015 and graduated with her Master’s degree in Social Work in 2019 from the University of Kansas. Katherine is passionate about working with children, teens, and their families. Katherine utilizes her bilingual skills to provide services in Spanish to avoid any language barriers within the Latinx community. Katherine has worked within the school systems for about 4 years in various different positions and most recently has been providing mental health services as a school-based clinician. Katherine's areas of focus include but are not limited to complex/generational trauma, anxiety, depression, LGBTQ+, family conflict, grief/loss, relationship issues, and other life transitions. Katherine utilizes various modalities including but not limited to Acceptance and Commitment Therapy, TF-CBT, Solution Focused Therapy, Motivational Interviewing, Interpersonal therapy, and Mindfulness practices. Katherine recently relocated from Kansas to Colorado in 2020. When Katherine is not providing mental health services to youth and families, she is enjoying nature. Her favorite outdoor activities include traveling, camping, hiking, biking, running, and reading/journaling by the river.

"Kat is professional, thoughtful, and organized. She has a good eye and ear for how students are doing and is then proactive at engaging students who most need support." - School Staff

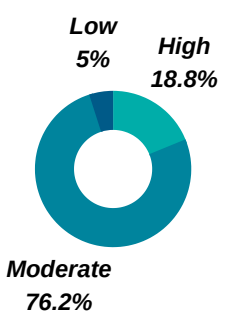
"In my work with Kat, I find her caring, insightful, and determined to assist students in doing a better job of caring for themselves and advocating for themselves. We love having her expertise and heart." - School Staff

Demographics

Gender



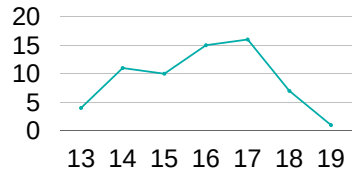
Meeting Level



Ethnicity

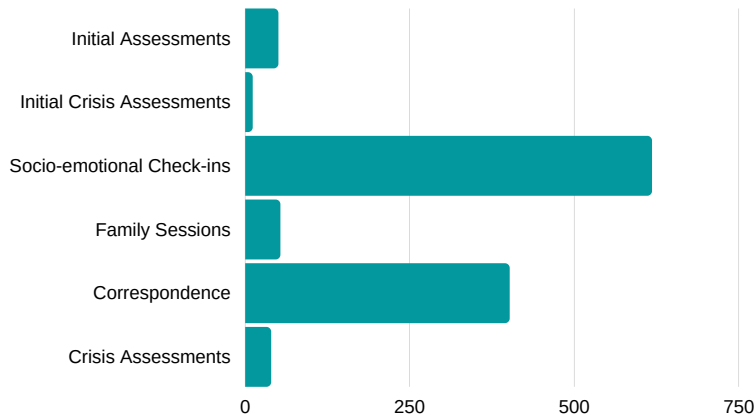


Age



Statistics for Roaring Fork High School

Student Interactions **1,171**



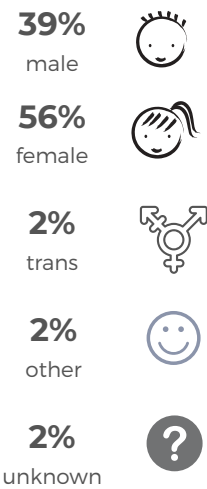
Paula Hall, LPC

This was Paula's second year at Roaring Fork High School and she is one of our school-based supervisors. Paula holds a BS in Psychology and Criminology from Arkansas State University, MS in Counseling Psychology from Southwestern A/G University, with post-graduate studies at Henderson State University. Her professional credentials include: Licensed Professional Counselor (LPC) in Arkansas and Colorado, Distance Credentialed Counselor, and Certified Brain Injury Specialist. She is also trained in EMDR, TF-CBT, Motivational Interviewing, and Solution Focused Therapy. Paula has over 15 year's of experience in a variety of settings: Community Counseling, Hospitals, Residential Treatment Centers, Schools, Military Installations, and other private practice work.

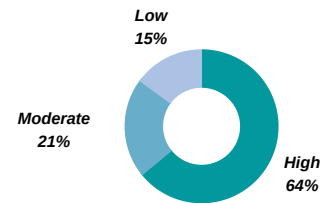
"Paula is a vital part of RFHS's mental health team. She is a great fit with our school counselors and administration." -School Staff

Demographics

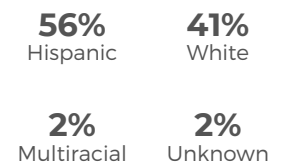
Gender



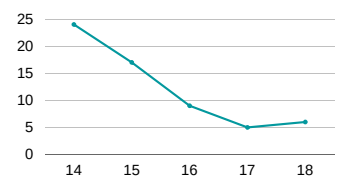
Meeting Level



Ethnicity

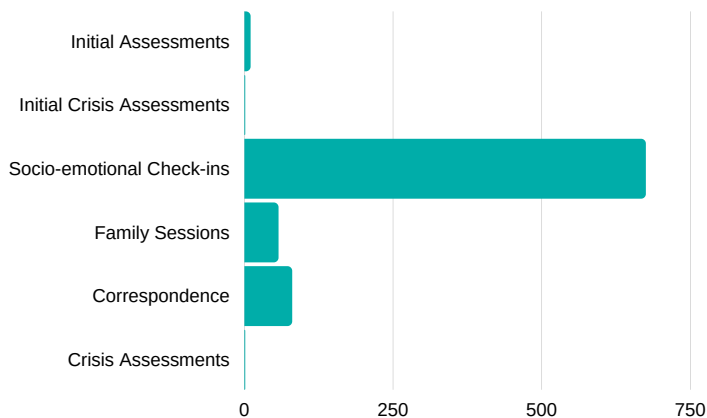


Age



Statistics for Riverview School

Student Interactions **824**



Tim Wheeler, LPC

At Riverview School, our work is centered around the Affective Needs (AN) program, which focuses on building relationships in a safe and consistent environment within an academic setting. Students who are referred to AN programs have frequently had behavioral challenges in their previous settings and typically require more structure and time to build school-ready behaviors.

Tim's passion for travel and cooking as a young man led him to New York where he graduated from The Culinary Institute of America in 2001. He had a 15-year career as an Executive Chef, opening 15 restaurants.

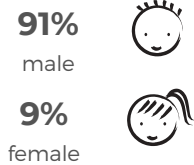
Next, Tim set his sights on becoming a Clinical Therapist, moving back to his birthplace of Lubbock, TX. He graduated from Texas Tech University's CACREP-accredited program with a Master's Degree in Clinical Mental Health Counseling in 2018. He earned his LPC in March of 2021. Tim worked for the past 3 years as the Primary Therapist for Lamar Independent School District in Lamar, Colorado. He specialized in working with special needs and at-risk youth and their families. Tim coordinated and provided clinical support to Social Services, Adult and Juvenile Probation, Family Court, DHS, Child Protective Services, and Crisis Response and Referral teams. He also provided therapy services to perpetrators and victims of sexual, emotional, and physical trauma. Tim utilizes an Eclectic modality of treatment, including but not limited to: Rogerian, CBT, TF-CBT, Family Systems, Existential, Narrative, Reframing, Solution-Focused, DBT, Motivational Interviewing, Gestalt and Mindfulness-based therapies.

In his free time, Tim enjoys hiking, camping, and spending time in nature. He has a passion for art and music, integrating these and other coping skills into some of his therapies with children and adolescents.

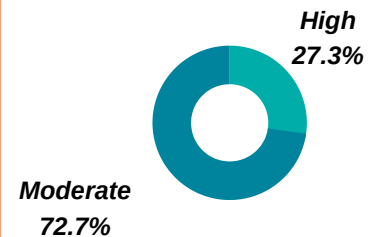
"I appreciate his commitment to these kids." - School Staff

Demographics

Gender



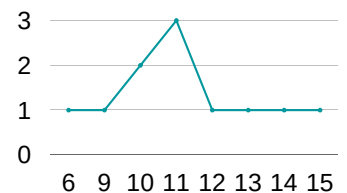
Meeting Level



Ethnicity

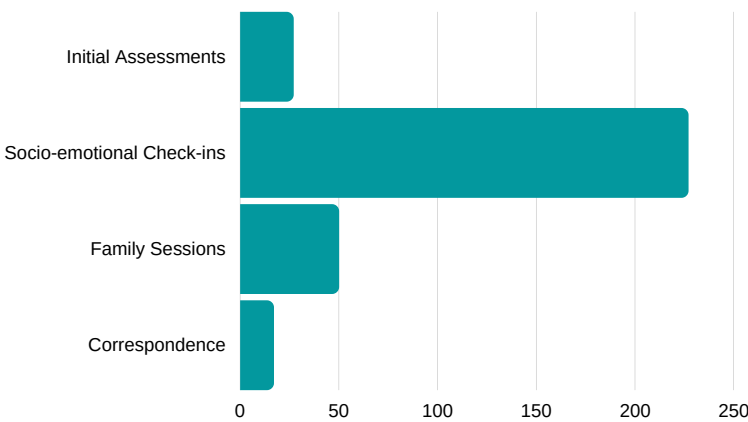


Age



Statistics for Sopris Elementary School

Student Interactions **321**



Paul Hassel, LPC, CAC II (part time/0.5 FTE)

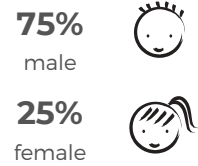
Paul earned his BA in Social Science at Colorado State University in 1992, and a Professional Teaching License from the teacher education school at the University of Northern Colorado two years later. After teaching in the classroom, instructing for Outward Bound, and a stint building cabinets, Paul returned to graduate school in 2004 to earn a MA in Counseling Psychology at Prescott College, concentrating in Adventure-Based Counseling.

Paul became a Licensed Professional Counselor (LPC) and Certified Addiction Specialist (CAS) while serving as a Primary Therapist at the Youth Recovery Center, an inpatient adolescent treatment facility housed within Valley View Hospital in Glenwood Springs. He went on to join the Roaring Fork Schools as a Prevention Specialist at Basalt Middle School, followed by work as a clinician in community mental health at Mind Springs Health. Paul's counseling practice is grounded in CBT, TF-CBT, DBT, and Motivational Interviewing. Outdoor adventure, wilderness experience, and plenty of good food continue to sustain Paul's personal, professional, and family life.

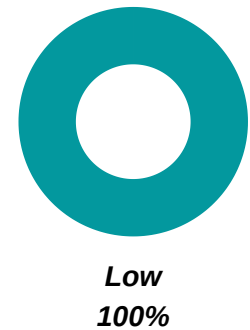
"I am just looking forward to having Paul more next year. I love the set up/arrangement of Paul's services and the parameters around his work (no duties, behavior response, etc.) because it protects his time with students and allows him to be consistent in a way I will never be able to do with the nature of my job. The balance between us has helped my stress levels, my concerns about students, and the counseling program as a whole." School Staff

Demographics

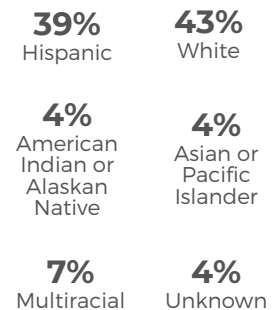
Gender



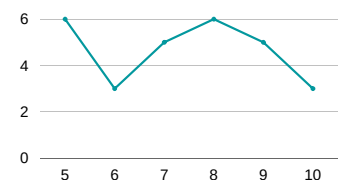
Meeting Level



Ethnicity



Age



Statistics for Glenwood Springs Elementary School

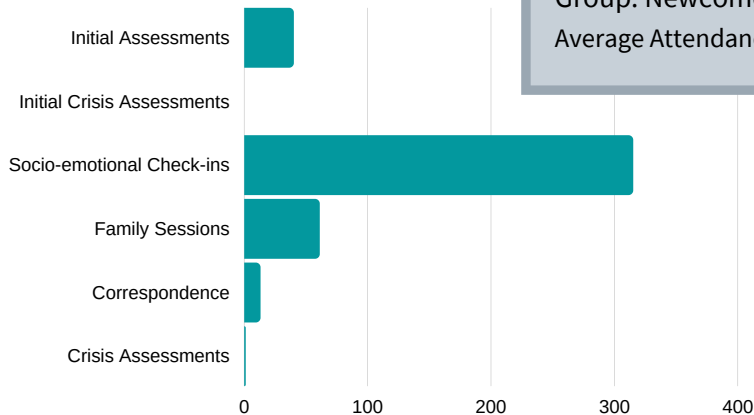
Student Interactions **430**

Group: Newcomer Support #1
Average Attendance **5**



Group: Newcomer Support #2
Average Attendance **4**

Group: Newcomer Support #3
Average Attendance **4**



Paul Hassel, LPC, CAC II (part time/0.5 FTE)

Paul earned his BA in Social Science at Colorado State University in 1992, and a Professional Teaching License from the teacher education school at the University of Northern Colorado two years later. After teaching in the classroom, instructing for Outward Bound, and a stint building cabinets, Paul returned to graduate school in 2004 to earn a MA in Counseling Psychology at Prescott College, concentrating in Adventure-Based Counseling.

Paul became a Licensed Professional Counselor (LPC) and Certified Addiction Specialist (CAS) while serving as a Primary Therapist at the Youth Recovery Center, an inpatient adolescent treatment facility housed within Valley View Hospital in Glenwood Springs. He went on to join the Roaring Fork Schools as a Prevention Specialist at Basalt Middle School, followed by work as a clinician in community mental health at Mind Springs Health. Paul's counseling practice is grounded in CBT, TF-CBT, DBT, and Motivational Interviewing. Outdoor adventure, wilderness experience, and plenty of good food continue to sustain Paul's personal, professional, and family life.


"I cannot almost put into words how relieving it is to have such a skilled therapist meet the mental health needs of our students. We are a high-needs population with over 500 students. We have had such limited support in regards to Mental Health since I have been here since 2011. Thank you for providing this service and providing a therapist who is trained, competent, likable, and a team player. He is a true asset to our GSES CREW!" -School Staff

Anna Murphy, Graduate Counseling Intern (bilingual)

Anna facilitated three newcomer groups at GSES and was asked to return for the next school year. Anna holds a bachelor's degree in Philosophy, Anthropology and Spanish, and a professional educator license for grades K-12.

Demographics

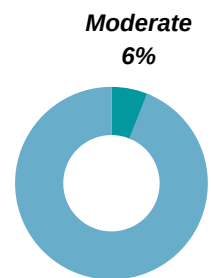
Gender

69%
male 

29%
female 

3%
other 

Meeting Level



Low
94%

Ethnicity

54% Hispanic **37%** White

9%
Multiracial

Age



Statistics for Glenwood Springs Middle School

Student Interactions **639**

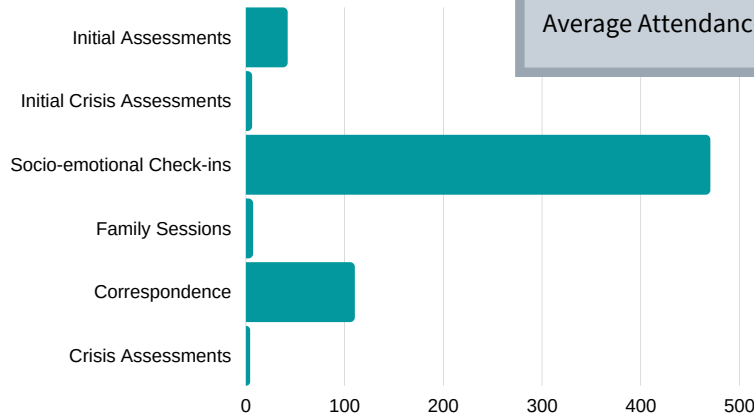
Group: 6th Grade Boys' Anxiety
Average Attendance **2**



Group: 6th Grade Girls' Anxiety
Average Attendance **3**

Group: 6th Grade Girls' Grief Support
Average Attendance **25**

Group: 7th Grade Girls' Identity
Average Attendance **3**



Amelia Dotzenrod, MSW

Amelia received her BA in History from Colorado College. After a number of years of teaching in San Francisco's public schools, she received her Master's in Social Work (MSW) from the University of California at San Jose. While obtaining her master's, Amelia worked under multiple school social workers in some of the Bay Area's highest-needs schools. Working in schools where a high percentage of students and their families have trauma backgrounds laid the groundwork for Amelia's desire to work in crisis. She believes wholeheartedly in the strength of the family system, and she greatly enjoys supporting families while they work to navigate mental health. Her passions also lie in understanding the effects of trauma, and she always seeks to use a trauma-informed lens while in the field. When not at work, Amelia is an avid climber, runner, Nordic skier and bookworm.

"Amelia's approachability and calmness make it easy to work and collaborate with her. She provides very important services. We have been able to reach more students and provide more mental health support to our students because of her services. It makes things easier for our students to access support and it allows us to provide more support to all our students. Our students really like her and connect with her. When this happens I know that the services she provides are valuable. Connection is so necessary for our students to do important work in their lives." -School Staff

Demographics

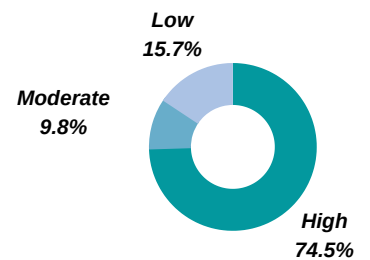
Gender

27%
male

71%
female

2%
trans

Meeting Level



Ethnicity

48%
Hispanic

40%
White

2%
Black or African American

2%
American Indian or Alaskan Native

2%
Asian or Pacific Islander

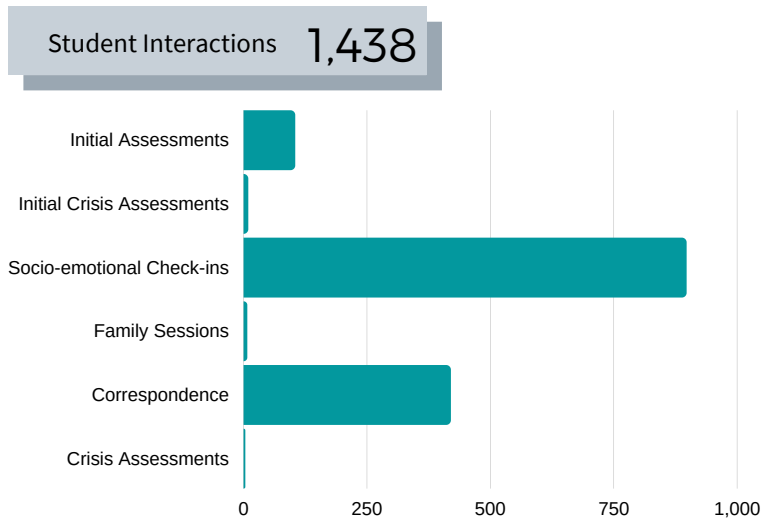
4%
Multiracial

2%
Unknown

Age



Statistics for Glenwood Springs High School



Rachael Bronk, LSW

Rachael has called Colorado home since 2009. She completed her BA at CU Boulder and her Masters in Social Work at Smith College. Between the two, she worked in both middle and high schools, a shelter for victims of domestic and dating violence, adult outpatient, and wilderness therapy settings.

Rachael grounds her clinical practice in attachment, relational, and trauma theories, with an emphasis on client nervous system regulation. Rachael's approach acknowledges and celebrates each client's unique identities and incorporates her training in Sensorimotor Psychotherapy, Motivational Interviewing, TF-CBT, CAMS, Acceptance and Commitment Therapy, and Dialectical Behavioral Therapy. Her strength-based approach and anti-oppressive framework make her a fierce advocate for client empowerment. Rachael sees mental health as a journey to heal attachment wounds with the trajectory towards a sound relationship with self and others. She loves supporting clients to find internal understanding and develop new skills so they can thrive!

Candice Rodriguez, LPC

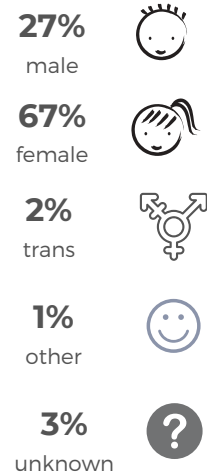
Candice Rodriguez is a Licensed Professional Counselor, who relocated from the western suburbs of Chicago. She received her undergraduate degree in psychology with a concentration in human development from DePaul University in Chicago and her master's degree in clinical mental health counseling with a concentration in children and adolescents from Lewis University in Romeoville, IL.

Candice has over 11 years of experience in the mental health field. She has worked in many settings, such as residential, inpatient, outpatient, community health, and school settings. Her areas of interest include but are not limited to anxiety, mood disorders, life transitions, ADHD, LGBTQ issues, physical and sexual abuse, and other traumas. She is trauma-informed and trained in EMDR and TF-CBT. Candice is passionate about the work that she does and as a result, her greatest reward as a therapist is being able to empower children and adolescents by helping them explore the ways that they can promote their own growth, achieve goals and live healthier and happier life. Candice is excited to be able to continue her work with adolescents and support the mental health needs of the students at Glenwood Springs High School.

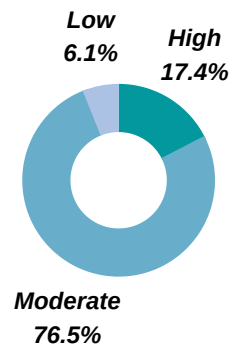
"Rachael and Candice are both amazing counselors and very professional. They work very well with the admin and mental health team. They prioritize students over everything else. They are huge assets to the school and keep the confidentiality sacred. Michelle and Sarah you knocked it out of the park with these two!" - School Staff

Demographics

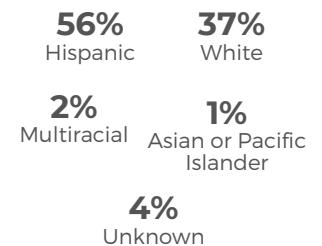
Gender



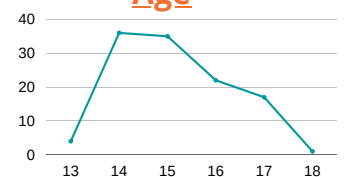
Meeting Level



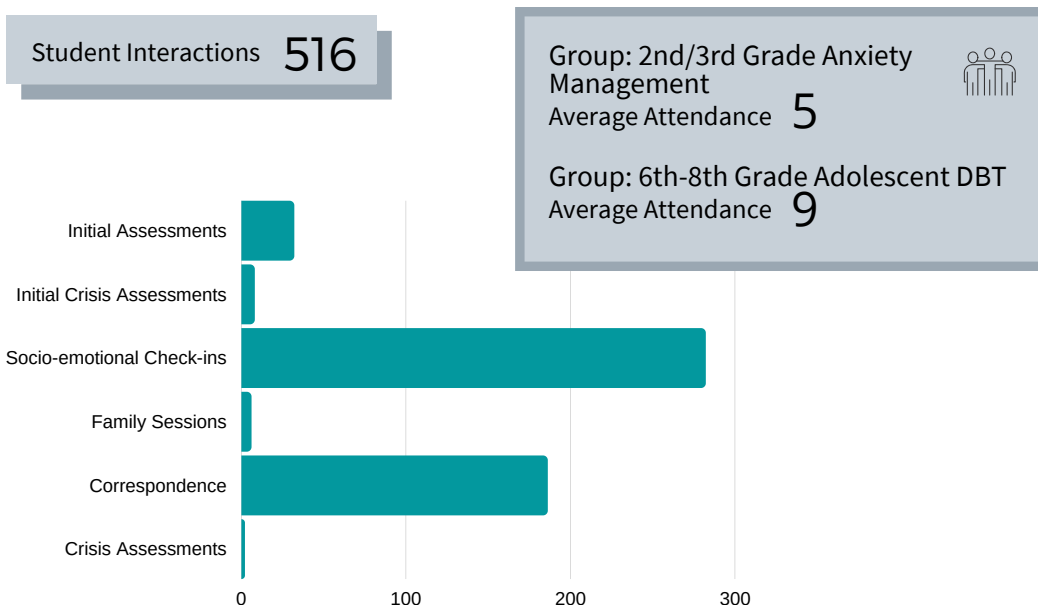
Ethnicity



Age



Statistics for Two Rivers Community School



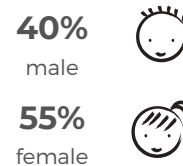
Erin Quinn, LCSW

Erin grew up in Boulder, CO, and graduated from Colorado State University with her BSW in 2014, and Masters in Social Work in 2018. She has worked in community mental health and residential treatment centers along the front range of Colorado, as well as in Garfield County. Erin has dedicated her career to working with children and adolescents and has found her niche in school-based mental health services. Erin received her LCSW in 2020 and is trained in a variety of modalities such as CBT, DBT-A, CAMS, SFT, and TFCBT. Erin is also a facilitator of Youth MHFA and enjoys providing training to community members interested in working with youth living with a mental health challenge. In her free time, Erin is a volunteer for the Programming Committee of the Sacred Cycle nonprofit to stay true and grounded to her beliefs in outdoor recreation as a fundamental component to healing and recovery. You can find Erin playing with her husky, Grizzly, mountain biking, or backcountry skiing in her free time. Don't hesitate to say hi!

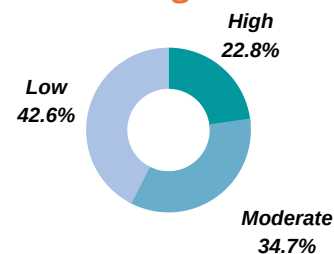
"Erin works very well with everyone at the school. I would say the services she provides are invaluable and I don't know what we'd do without her. I know the impact of having Erin in the building has been resoundingly positive." -School Staff

Demographics

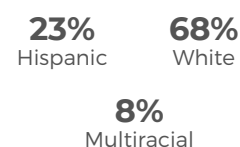
Gender



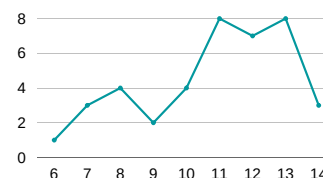
Meeting Level



Ethnicity

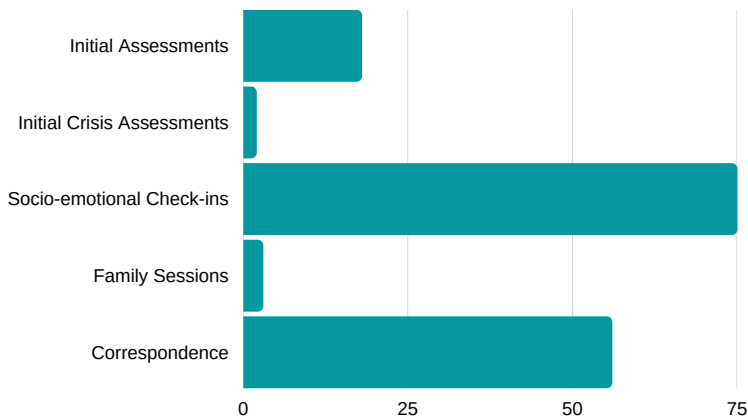


Age



Statistics for Yampah Mountain High School

Student Interactions **154**



Kate Andraschko, MSW

Kate received her Bachelors in Social Work from The Ohio State University and Masters in Social Work from University of Denver, and has been working in the mental health field since 2016. She is passionate about working with youth, families, and LGBTQIA+ individuals. Kate has a range of experience working with youth in various settings including wilderness therapy, integrative health settings, after-school programs, and camp programming for victims of violent crime.

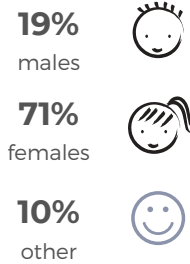
Kate takes a holistic approach and believes in personalizing the therapeutic experience to fit the needs of each individual client. Her approach focuses on looking at the strengths each client brings to the table. Kate utilizes a variety of therapeutic modalities including EMDR, MBSR, DBT, CAMS, Mindfulness-based CBT, and Solution-focused brief therapy.

Outside of work you can find Kate drinking tea, creating art, teaching yoga, reading, or exploring in the outdoors.

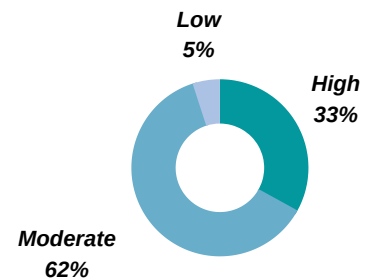
"We have appreciated Kate's presence and support at Yampah especially since we have endured multiple losses recently." -School Staff

Demographics

Gender



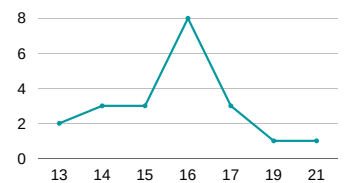
Meeting Level



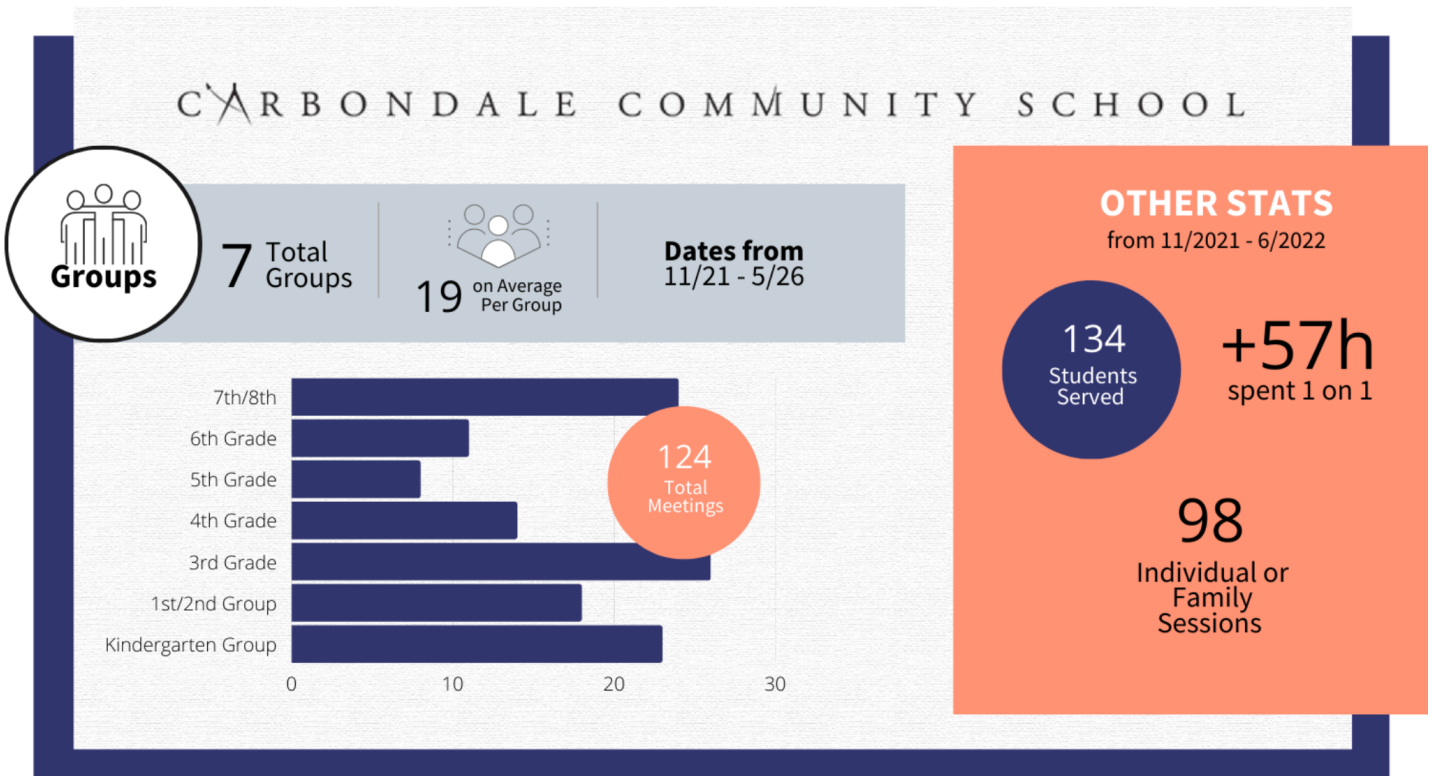
Ethnicity



Age



Statistics for **Carbondale Community School**



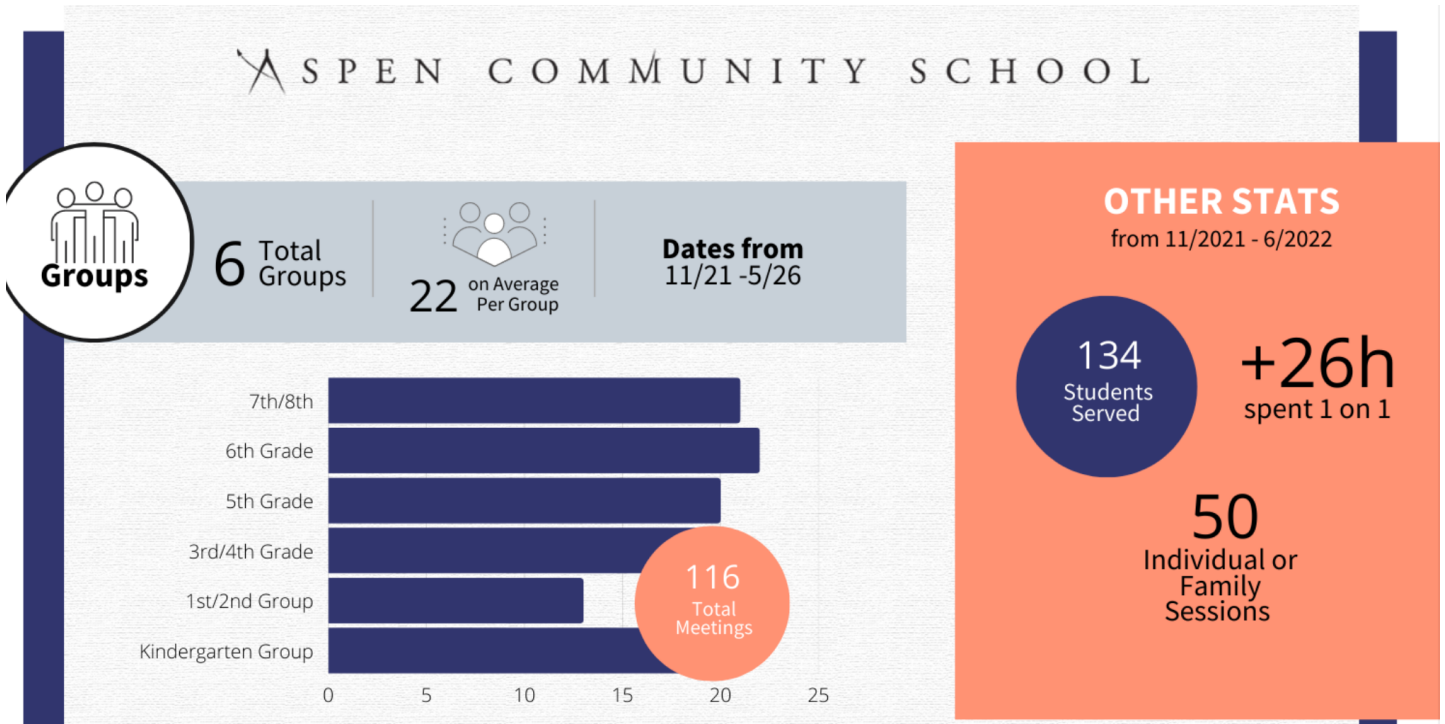
Lilia Larkin, LCSW

This was Lilia's first year at Carbondale and Aspen Community Schools. Her time was split between the two schools (Mondays/Thursdays at CCS; Tuesdays/Wednesdays at ACS). She is also a supervisor for the school team.

Lilia has been a behavioral health provider in the Roaring Fork Valley for 10 years with over 15 years of experience in the mental health field. Originally from Aspen, CO, Lilia is a Spanish bilingual licensed clinical social worker and certified lactation counselor. She graduated from the University of Colorado at Boulder with a BA in Spanish Language and Literature and a BA in Psychology. She earned her MSW from the University of Denver and returned to the Roaring Fork Valley in 2011. Lilia's work with women, children, and families has spanned a variety of settings including outpatient mental health care, child protection services, crisis intervention, school-based mental health services, and women's health with a focus on maternal mental health. Lilia was the first school-based clinician for the Aspen Hope Center in 2011. Ongoing training and techniques from the fields of Acceptance and Commitment Therapy, Trauma-Focused CBT, Mindfulness-Based CBT, Motivational Interviewing, Supportive Psychotherapy, and Solution Focused Brief Therapy inform Lilia's work with clients. Lilia lives in Carbondale, CO with her husband Ryan and their two children, Camille and Margot. Lilia was a student at the Aspen Community School, and she is honored to return to the Compass Schools where she first developed a love for lifelong learning.

"I have been really impressed with Lily. She has a unique ability to synchronize her expertise to the curriculum and culture that exists. She is making us better from the place in which we are. I'm so appreciative of Lily's thoughtful approach." -School Staff

Statistics for Aspen Community School



Lilia Larkin, LCSW

This was Lilia's first year at Aspen and Carbondale Community Schools. Her time was split between the two schools (Tuesdays/Wednesdays at ACS; Mondays/Thursdays at CCS). She is also a supervisor for the school team.

Lilia has been a behavioral health provider in the Roaring Fork Valley for 10 years with over 15 years of experience in the mental health field. Originally from Aspen, CO, Lilia is a Spanish bilingual licensed clinical social worker and certified lactation counselor. She graduated from the University of Colorado at Boulder with a BA in Spanish Language and Literature and a BA in Psychology. She earned her MSW from the University of Denver and returned to the Roaring Fork Valley in 2011. Lilia's work with women, children, and families has spanned a variety of settings including outpatient mental health care, child protection services, crisis intervention, school-based mental health services, and women's health with a focus on maternal mental health. Lilia was the first school-based clinician for the Aspen Hope Center in 2011. Ongoing training and techniques from the fields of Acceptance and Commitment Therapy, Trauma-Focused CBT, Mindfulness-Based CBT, Motivational Interviewing, Supportive Psychotherapy, and Solution Focused Brief Therapy inform Lilia's work with clients. Lilia lives in Carbondale, CO with her husband Ryan and their two children, Camille and Margot. Lilia was a student at the Aspen Community School, and she is honored to return to the Compass Schools where she first developed a love for lifelong learning.

"I have been really impressed with Lily. She has a unique ability to synchronize her expertise to the curriculum and culture that exists. She is making us better from the place in which we are. I'm so appreciative of Lily's thoughtful approach." -School Staff

Education & Outreach

Aspen Hope Center was the only agency to establish a programmatic arm of service that provides mental health education on a year-round basis. The belief is that, in order to reduce stigma and increase awareness, ongoing, engaging and consistent education must be provided. If people can be made aware of resources, the hope is that they will reach out prior to a time of crisis and know what resources are available if things ever seem hopeless. We offer trainings on suicide awareness, resilience and growth, crisis avoidance and de-escalation and neurobiology of stress, to name only a few. Not only is the education arm geared toward community education, it also focuses on children in all schools regardless of whether or not a clinician is housed there. This serves as another means of connecting in the schools, even for those that have not yet secured funding to staff a clinician. Each year, we train over 1,500 community members in one of the above-listed classes. In 2021, in the height of a pandemic, more than 1,100 people participated in our classes, 300 of whom were children in our schools.

School-aged Students Trained in We Can Talk

- Aspen Middle School (Grades 5-8)
- Aspen High School (Grades 9-12)
- Basalt Middle School (Grades 7-8)
- Basalt High School (All-school meeting)
- Carbondale Community School (Grades 7-8)
- Carbondale Middle School (Grade 7)
- Glenwood Springs High School (Grades 9-10)
- Coal Ridge High School (Wellness Week Presentation, Grades 9-12)

Parent Trainings Offered

- We Can Talk (Aspen School District/Aspen Theater)
- Coffee Talk (Roaring Fork Schools' middle schools/virtual)
- Tea with Parents and We Can Talk (Two Rivers Community School)
- We Can Talk (Ambleside Private School in New Castle)

Trainings Offered for School and Community Partners

- Youth Mental Health First Aid/8-hour Certification (Stepping Stones)
- "A mother's Grief" Movie and Panel Discussion (Colorado Mountain College)
- We Can Talk (Bridges High School)
- We Can Talk (Carbondale Community School, Grades 7-8)

Thank you for taking the time to read our report, and for your ongoing support in our schools and communities. If you would like additional details, please contact Program Director Sarah Fedishen at sarah@ourhopecenter.org.

