

January 15, 2023
LiveMore ScreenLess
Digital Wellbeing Interim Progress Report

Jan 16, 2022 - Jan 15, 2023

To: Willie Jett, Education Commissioner, and Chairs and Ranking Minority Members of the Legislative Committees

From: Katherine Myers and Maree Hampton, Co-Executive Directors of LiveMore ScreenLess

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Executive Summary

Introduction

On June 30, 2021, the nation's first Digital Wellbeing law was passed by a unanimous bipartisan vote in Minnesota. The result of the law was a grant to LiveMore ScreenLess (LMSL), a Minnesota 501(c)(3) nonprofit, to build and scale Digital Wellbeing awareness and educational resources and services for Minnesota students, educators, and families.

Why Digital Wellbeing is Needed

Evidence is growing that the overuse and misuse of technology is negatively impacting the health, learning, and mental wellbeing of children and young people. Studies show associations between technology overuse and misuse with multiple health effects including but not limited to: increased rates of anxiety and depression; addictive tendencies toward gaming and screen use; the onset of physical symptoms like eye strain and obesity; and increased incidence of suicide ideation stemming from cyberbullying and sextortion. Concerns about technology overuse and misuse were magnified by the pandemic, which required many Minnesotans to spend even more time using screens for school, communication, and entertainment. Parents, educators, youth advocates, public and mental health professionals, legislators, and young people themselves want action taken to promote balanced and intentional use of technology so that Minnesota's young people thrive in the digital age. LMSL is the only nonprofit in MN solely focused on addressing the harms related to screen misuse and overuse and seeking solutions for and with young people.

Digital Wellbeing Solutions

LMSL was co-founded in 2019 by Maree Hampton and Katherine Myers, applying their combined 50 years experience in the fields of education, youth development, and public health. The organization is positioned at the intersection of public health and education and uses evidence-based models to inform its education, training, and programming. LMSL uses an equity lens and culturally responsive practices in the creation, development, implementation, and evaluation of its programming and curriculum. Funding from the state enables LMSL to build a foundation for statewide Digital Wellbeing awareness and education through 4 projects: an online resource library, a network of organizations, a training series for educators, and peer leadership and education programming.

Online Resource Library - The goal of the Online Resource Library is to provide accessible and culturally responsive Digital Wellbeing research and resources for three audiences: young people, educators & advocates, and parents & families. To date, LMSL has utilized best practices for the development of web-based media, curated an extensive catalog of resources, and hired MN-based companies to build the library, which will be launched in early March, 2023.

Network of Organizations - The goal of the Network of Organizations is to collaborate and coordinate resources and communication in order to increase Digital Wellbeing awareness in Minnesota and establish LMSL as the “go to” organization for promoting balanced, intentional, and effective use of technology. To date, LMSL has surveyed MN and national partners, presented at statewide and national conferences, and is poised to create, implement, and evaluate a communications campaign in Spring 2023. Through these efforts, LMSL has solidified its place locally and nationally as an organization leading Digital Wellbeing for and with young people,

Training & Professional Development - The goal of the Digital Wellbeing training series for educators and adult advocates is to raise awareness about the impacts of technology misuse and overuse on student learning and wellbeing, and to provide strategies to shift classroom culture towards Digital Wellbeing. In 2022, LMSL provided extensive professional development and training for educators. In addition, LMSL has held listening sessions to better understand educator experiences with students' use of technology. LMSL contracted with a MN company to create two sets of online modules designed to equip educators to implement Digital Wellbeing education into the classroom and hold facilitated discussions with students. LMSL is on track to bring these online modules to educators in spring of 2023, enabling LMSL to scale up its efforts with educators.

Peer Education and Leadership - The goal of the Peer Education and Leadership program is to provide Digital Wellbeing education, communication, and health promotion strategies for young people. LMSL has implemented and evaluated a successful 10-hour Peer Education and Leadership program with two cohorts of high school students, and evaluation of this program indicates increased awareness, knowledge, and motivation to practice Digital Wellbeing. Furthermore, LMSL trained Youth Council members to lead Digital Wellbeing efforts in their schools, trained adults to be advisors for Digital Wellbeing clubs, provided opportunities for young people to present locally and nationally, and is slated to host the first ever Digital Wellbeing Youth Summit in May, 2023.

Budget

LMSL has spent \$479,394 to date (Sep 2021 - Dec 2022) on the 4 project areas described above, which represents 80.12% of all LMSL spending during that time. LMSL spending to date represents 47.94% of awarded grant funding, with grant-based spending ramping up significantly since the 3rd quarter of 2022. As LMSL enters the last six months of the grant period (Jan 2023 - June 2023), we anticipate a heavy spending period in late Q1 / early Q2 to further develop the infrastructure and resources for the four core programs, all of which enable LMSL to scale its efforts.

Conclusion

LMSL is keenly aware of the rise in mental health issues for young people and firmly believes there is no student wellbeing without Digital Wellbeing. This report identifies how LMSL is building and scaling LMSL awareness and education programs and services to

address these challenges by partnering with young people and those at the intersection of public health and education. Our goal is to equip our audiences—young people, educators & advocates, and parents & families—with Digital Wellbeing knowledge and practices so young people may thrive in a digital age. Data gathered by the external evaluator indicates that LMSL programming increases awareness, education, and motivation to change behavior. We look forward to fully implementing and evaluating the four projects to their completion enabling LMSL to scale up its efforts to promote the Digital Wellbeing of Minnesota students. As a school board member said recently of his son who was a LMSL Youth Council member as a high school student and is now in college: “I can tell you anecdotally that a lot of what he (Miles) learned has stuck with him today (two years later). He very much focuses on balancing his time between technology and being outdoors and reading and doing different things. I do think it has had an impact.” We look forward to engaging with more young people like Miles so that young people may carry Digital Wellbeing practices learned through LMSL peer education training into college and beyond.

Introduction

On June 30, 2021, the nation's first Digital Wellbeing law was passed by a unanimous bipartisan vote in Minnesota. The result of the law was a grant to support Digital Wellbeing services and programs for Minnesota students, educators, and families. The grant enables LiveMore ScreenLess (LMSL), a Minnesota 501(c)(3) nonprofit, to deliver educational services and programs through four projects over two years. The projects include the creation of an online library of Digital Wellbeing resources for young people, educators & advocates, and parents & families; the creation of a Network of Organizations to identify aligned organizations and coordinate Digital Wellbeing communication efforts; the design, creation, and implementation of a Digital Wellbeing training series for educators; and the implementation of peer-inspired and led education, communication, and health promotion strategies for young people. Evaluation of the projects, services, and programs is ongoing throughout the course of the grant period, providing LMSL with data to inform, improve, and assess impact.

Background

Evidence is growing that the overuse and misuse of technology is negatively impacting the health, learning, and mental wellbeing of Minnesota children and young people. Studies show associations between technology overuse and misuse with multiple health effects including but not limited to: increased rates of anxiety and depression; addictive tendencies toward gaming and screen use; the onset of physical symptoms like eye strain and obesity; and increased incidence of suicide ideation often stemming from cyberbullying and sextortion. The concerns about technology overuse and misuse were magnified by the pandemic, which required many Minnesotans to spend even more time using screens for school, communication, and entertainment. Parents, educators, youth advocates, public and mental health professionals, legislators, and young people themselves want action taken to promote balanced and intentional use of technology so that Minnesota's young people thrive in the digital age.

Parents are concerned.

Parents were concerned about young people's use of screens even before the pandemic. In a 2020 poll¹ of parents, it was revealed that overuse of social media/screen time (72%) and bullying/cyberbullying (62%) were top health concerns. When schools closed due to the COVID-19 pandemic, students were often alone with screens for schooling and homework. Their social connections were also disrupted. The use of screens by everyone went up dramatically.

One thousand U. S. parents with children ages 9-15 were surveyed by the Child Mind Institute regarding screen use during the pandemic. Reported in November 2022, it found that: 77% of respondents agreed that children can be addicted to internet use; 67% are concerned about content available; and 53% are concerned about online bullying. Another study² of 5,412 young people led by UC San Francisco-led researchers in 2021 found that 12- to 13-year-old children in the United States doubled their non-school-related screen time to 7.7 hours a day in May 2020, compared to 3.8 hours a day before the pandemic. The study also found that children of color and those from lower-income families logged more hours on screens than their white, wealthier peers.

According to a Pew Research Center survey of parents in spring of 2020, a majority of U.S. parents (66%) say that parenting is harder today than it was 20 years ago, with many citing technology as a reason why. These concerns are confirmed by surveys LMSL has conducted with Minnesota parents. We all have a role to play to support balance and intentional use of technology by our young people, including parents. An informal LMSL survey of MN high school parents revealed that 97% of parents believe high schools have a responsibility to educate students about the harmful effects of screen overuse.

Young people are concerned. Young people are well aware that technology has benefits and drawbacks. Young people can readily identify how they are using technology in positive and negative ways. With social media in particular, young people use it to communicate,

¹ C.S. Mott Children's Hospital National Poll on Children's Health 2020, a national sample of 2,000 parents

² Nagata JM, Cortez CA, Cattle CJ, et al. Screen Time Use Among US Adolescents During the COVID-19 Pandemic: Findings From the Adolescent Brain Cognitive Development (ABCD) Study. *JAMA Pediatr.* 2022;176(1):94–96. doi:10.1001/jamapediatrics.2021.4334

create online identities, connect with others, engage in creative pursuits, coordinate activities, build social networks and more. Examples of research highlighting the drawbacks to technology overuse include a study³ of more than 6,500 12- to 15-year-olds in 2019 which found that those who spent more than three hours a day using social media might be at heightened risk for mental health problems. Another 2019 study⁴ of more than 12,000 13- to 16-year-olds in England found that using social media more than three times a day predicted poor mental health and poor well-being in teens. In a 2018 national Pew Research survey of teens, 59% of respondents reported that they have been bullied or harassed online. A majority of young people surveyed believe that teachers, social media companies, and politicians are falling short in addressing cyberbullying. In the same survey, four-in-ten teen cellphone users said they use their phone to avoid in-person interactions. LMSL hears similar stories from conversations and focus groups with young people and data from our student survey. On a positive note, when LMSL surveyed nearly 400 high school students in a southern Minnesota community, 82% said that if given the opportunity to spend the weekend with their friends but without their phones, they would do it. Also, in an LMSL survey of 9th graders, the student's top concern regarding their use of devices was distraction from homework. As we listen to young people through focus groups and conversations, they describe ways they are taking breaks from digital media use because of concerns about how screen use is impacting their wellbeing.

Educators are concerned. Screen misuse and overuse was a top concern among educators prior to the pandemic. Now, teachers are even more concerned about how devices increase distraction and how dependent students are on their devices. One seminal study⁵ shows that the mere presence of smart phones reduces available working memory and inhibits the practical application of learning. The greater the smart phone dependence, the higher the cognitive costs. While educators can point to benefits of technology for learning and communicating, they are well aware of the detrimental effects of screen overuse on students' academic performance and the effects of screen misuse on student mental health and wellbeing, as well as their own overall wellbeing. For many

³ Kira E. Riehm, MS; Kenneth A. Feder, PhD; et al., MD *JAMA Psychiatry*. 2019;76(12):1266-1273. doi:10.1001/jamapsychiatry.2019.2325

⁴ Russell M Viner, Aswathukutty Gireesh, et al., *The Lancet Child and Adolescent Health*, Aug 13, 2019 vol 3 issue 10, p685-696

⁵ Adrian F. Ward, et al., Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity. *Journal of the Association for Consumer Research*, 2017;2(2). doi:10.1086/691462

educators, managing cell phones in the classroom has become a persistent and almost unbearable problem. As LMSL has engaged with teachers through surveys, listening sessions, and interviews, educators have shared how highly frustrating and overwhelming it is to have to manage cell phones in the classroom while teaching.

Student Mental Health and Technology

Youth mental health continues to trend downward, as reflected in the 2022 Minnesota Student Survey. In addition, national reports have called attention to how technology misuse and overuse is a contributing factor in the decline of youth mental health. In September 2021, *The Wall Street Journal* revealed deep concern about the role technology is playing in the downward trends of youth mental health. The groundbreaking report leaked research from inside Facebook Inc. (now Meta) and unveiled alarming findings: Instagram's internal documentation of the platform's harmful effects on young people. Furthermore, their irresponsible business practices had not changed as a result of these findings. Subsequent congressional hearings further exposed the findings and sought to hold technology executives accountable to address the harm of their products on young people and to change their business model.

Additionally, on Dec 7, 2021, the U.S. Surgeon General released a report on the crisis of youth mental health: ["Protecting Youth Mental Health."](#) In the report, Dr. Murthy points to the influence of technology on mental health problems of young people, calling on all of us to play a role in improving youth mental health. LMSL embodies the same approach knowing that we all have a role to play and an ability to contribute to the Digital Wellbeing of young people. The section "We can take action" begins on page 25 of the Surgeon General's Report and details solutions for several audiences: tech companies, community organizations, funders, employers, federal and state governments, and more. The Whole School, Whole Community, Whole Child model (WSCC) is aligned with Dr. Murthy's call to take action and guides LMSLs' efforts and partnerships with schools.

The data that LMSL has collected in Minnesota mirrors the national research. As an education, public health and youth development nonprofit, LMSL is best positioned to address screen misuse and overuse and to provide resources to Minnesota young people, educators & advocates, parents & families, and youth advocates. LMSL is fulfilling a gap and

need by providing Digital Wellbeing resources, education, and training for Minnesotans so that young people thrive in a digital age.

Nationally, momentum is building to enact legislation to protect children from the harmful effects of technology. Two federal legislative bills designed to make the internet safer for children are under consideration in the U.S. Congress and both have received bipartisan support. The bills are the Kid's Online Safety Act (S.3663 - KOSA) and Children and Teens' Online Privacy Protection Act (S.1628 -COPPA). On August 22, 2022, the state of California passed legislation to protect minors online in a unanimous, bipartisan vote. It is the first state statute in the nation requiring online services likely to be used by children and teens to install safeguards for users under 18. LMSL has been an active national partner of an Online Safety and Cyberbullying prevention workgroup who advocated for passage of this bill.

Minnesota is a leader in the nation as a state that has passed legislation promoting Digital Wellbeing. The Digital Wellbeing law increases the capacity of LMSL to create, implement and evaluate resources and services that can be utilized to support the Digital Wellbeing of young people, educators & advocates, parents & families, and community members throughout the state.

The Solution

LMSL was founded in 2019 by Maree Hampton and Katherine Myers. The organization is positioned at the intersection of public health and education and uses evidence-based models—the Socio Ecological Model and the CDC and ASCD's Whole School, Whole Community, Whole Child (WSCC) model—to inform its education, training, and programming. The co-founders have a combined 50 years experience in education, youth development, and public health education. They are guided by LMSL's Youth Council as well as board members and advisors from esteemed Minnesota-based organizations such as The Sanneh Foundation, Fraser, the University of Minnesota, the Twin Cities YMCA, and Pacer Center.

The Digital Wellbeing Law provides LMSL with \$1 million over two years, from Sept 1, 2021 – June 30, 2023, to implement Digital Wellbeing awareness, education and communication efforts in Minnesota. LMSL is implementing four main projects:

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1. An Online Resource Library with research and resources for young people, educators & advocates, and parents & families;
 2. A Network of Organizations to collaborate and coordinate Digital Wellbeing communication and resources to increase Digital Wellbeing awareness in Minnesota;
 3. A Digital Wellbeing Educator professional development and training series designed to raise awareness and provide resources so that educators can support student digital wellbeing; and
 4. A Digital Wellbeing peer education and leadership program that includes education, communication, and health promotion strategies for young people to support intentional and balanced use of digital media.

Building Organizational Capacity

LMSL received funding from the Minnesota Department of Education on September 2, 2021. The Co-Executive Directors began building their team immediately in order to increase LMSL's capacity to successfully complete the four projects while maintaining accountability to the state.

The first step after receiving the grant was to further bolster financial and operational accountability. A Director of Finance contractor has been in place since September 2021 and supports a transparent and thorough budget process. Four full-time positions were filled. These employees have been critical to the planning, creation, implementation and evaluation of the four projects, and include two Co-Executive Directors, an Administrative Coordinator, and a Youth Engagement Director. In addition, contractors have been secured to further support the ongoing state projects: external evaluation, research, graphic design, web design and development, curriculum design, youth engagement, and online learning development. College interns have played an integral role throughout the year by providing critical youth engagement support in the areas of communication, peer education, research, and strategy.

Finances

LMSL has spent \$479,394 to date (September 2021 - December 2022) on the 4 project areas described above, which represents 80.12% of all LMSL spending during that time. LMSL

spending to date represents 47.94% of awarded grant funding, with our grant based spending ramping up significantly since the 3rd quarter of 2022. As LMSL enters the last six months of the grant period (Jan 2023 - June 2023) we anticipate a heavy spending period in late Q1 / early Q2 to further develop infrastructure and resources for our four core programs, enabling LMSL to scale its efforts (See Appendix A for Overview of Spending).

Evaluation

In the first quarter of 2022, LMSL worked with the external evaluator to refresh LMSL's logic model depicting the organization's mission, approach, strategies, and outcomes. The logic model lists important elements of LMSL projects and programs, evaluation questions, and evaluation methods. (See Appendix B for Program Logic Model). LMSL staff and the external evaluator use the gold standard of evaluation practices: implementing both qualitative and quantitative methods. The internal evaluator has trained LMSL staff to conduct focus groups and analyze data.

Goal 1: Online Resource Library

Create an online Resource Library with research and resources for young people, educators & advocates, and parents & families.

Expenditures, Activities and Outcomes from Jan 16, 2022 - January 15, 2023

Expenditures: \$124,484

Resource Library - Interim Progress Report

Funding from the state grant allows LMSL to create, plan, develop, and implement a Digital Wellbeing Online Resource Library for Minnesotans. Staff who have been instrumental in the planning and creation of the Resource Library include LMSL's Co-Executive Directors, an Administrative Coordinator, the Youth Engagement Director, and college interns.

Contractors critical to the effort include a resource and evaluation project manager, a research librarian, web designers, and web developers. In addition, LMSL has optimized pro bono services for planning and design of the online Resource Library through Catchafire, a program of the St. Paul Foundation, and through Prime Digital Academy, Minnesota's local Tech Boot Camp organization. (See Appendix C for Resource Library Wireframe). It is estimated that the Catchafire volunteer spent 85 hours with LMSL and saved LMSL \$16,855, and that Prime Digital Academy spent 360 total volunteer hours,

saving LMSL \$18,000. The volunteer experts added considerable value to the project and have helped to maximize efficiency with state resources.

Catchfire Project	Hours of Pro Bono Work	Funds Saved
Website Usability Audit	25 hrs	\$5,665
Project Management Plan	15 hrs	\$4,760
Website Content Plan	15 hrs	\$1,636
Storytelling	15 hrs	\$2,397
Organizational One-Pager	15 hrs	\$2,397
Total	85 hrs	\$16,855

The purpose of the Digital Wellbeing Resource Library is to provide high quality, easily accessible resources to increase Digital Wellbeing awareness and education for Minnesota’s young people, educators & advocates, and parents & families. LMSL envisions the Resource Library as the “go-to” website for anyone seeking a variety of Digital Wellbeing resources—from digestible summaries of key research related to the harms of technology misuse and overuse, to Digital Wellbeing practices for themselves and others (see Appendix D for Resource Library Research Example). Each aforementioned core audience group will have access to curated “toolkits” of resources designed to meet their unique concerns and experiences (see Appendix E for a preview of our Resource Toolkits). The first iteration of the Resource Library will spotlight special projects envisioned, designed, and accomplished by young people themselves—from our interns, to our Youth Council, to insights from young people eager to share their own experiences with technology and Digital Wellbeing (see Appendix F for Resources from Young People, for Young People).

Early in the development process, LMSL defined high-level requirements for the Resource Library and developed interactive, high fidelity prototypes in partnership with Prime Digital Academy. LMSL has taken steps to create a Resource Library that is intuitive, culturally responsive and visually appealing; as well as a resource including highly credible and periodically updated information for all three audiences. In alignment with our mission, the resources for young people will be both informed and created in part by young people

themselves. College interns have played a vital role in the identification and development of relevant, dynamic, and engaging materials for the young person’s page of the Resource Library. One intern embarked on a nationwide project identifying and interviewing college-aged activators of Digital Wellbeing (see Appendix G for College Student Digital Wellbeing Activators).

Additional requirements that have informed development of the Resource Library are multi-faceted: users should be able to find research and resources that answer questions about Digital Wellbeing; various audiences should find the research understandable, readable, and accessible; and users should find the resources current and reflecting insights/solutions to the ever-changing landscape of digital media challenges. In addition, site navigation will be intuitive and easy, requiring a minimum amount of tech savviness from users. LMSL is attending to various audience needs. An example of this includes attending to sight issues for the visually impaired. The research included in the Resource Library is peer-reviewed. Resource Library materials will be pretested with target audiences to ensure relevance.

In collaboration with Minnesota-based ArcStone, full-stack development of the Resource Library is underway and steadily approaching a slated launch date of March 2023.

1.1 Activities

LiveMore ScreenLess (Internal)

- Curated and developed over 50 vetted resources for implementation within the Digital Wellbeing Online Resource Library in preparation for launch in March 2023
 - Curated and summarized 25+ peer reviewed articles pertaining to subject areas critical to Digital Wellbeing while using language accessible from an 8th grade reading level
 - Created infographics to accompany research summaries
 - Identified means for translating Resource Library text to Somali, Spanish, and Hmong languages
 - Developed 3 online resource “Toolkits” tailored to meet the unique needs of specific audience groups served by LiveMore ScreenLess:

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- **Young People:** resources designed by young people who are concerned about the effects of device use, for young people seeking a healthier relationship with technology
 - **Educators & Advocates:** discussions, activities, research, social media postings, and other approaches for educators and youth advocates to promote a shift toward Digital Wellbeing
 - **Parents & Families:** compassionate guidance and curated resources designed to equip and encourage parents as they navigate parenting in the digital age and seek resources to support the Digital Wellbeing for their family
 - Curated list of 15+ websites from organizations aligned with LMSL's mission, summarizing available resources
 - Collaborated with young people to develop resources designed to bring awareness to shared experiences and to inspire peers to step into positions of leadership within Digital Wellbeing
 - Supported LMSL Interns & Youth Council members in creation of photovoice projects exploring technology-related issues within a variety of community environments
 - Hired a Youth Council member to write stories for the Young People's page of the Resource Library drawn from interviews they conducted with 7 young leaders in Digital Wellbeing
 - Initiated, strategized, and filmed additional Youth Voice videos for the young person's page of the Resource Library
 - Researched and established parameters for implementation of best practices within web-based media to address accessibility and maintain cultural responsiveness
 - Conducted listening sessions with Somali and Latinx parents in a school community to inquire about Resource Library interests and needs
 - Centered research goals around issues related to Diversity, Equity, and Inclusion
 - Supported intern attendance at Gustavus Adolphus College's Nobel Conference: Mental Health (In Equity) for Young People, resulting in familiarization with critical research about screens and equity
 - Translated resource content for Somali and Spanish speaking communities, and began sharing these resources while gathering feedback to guide Resource Library curation

Hires & External Contracts

- Contracted with Minnesota-based ArcStone for [ongoing] full stack development of the Resource Library
 - Ensured high level of attention to design, accessibility, navigation, and cultural representation and responsiveness
- Hired an Administrative Coordinator and Research Manager to support the planning and development of the Resource Library
- Contracted with a Research Librarian to support research-based youth development by advancing the ongoing curation of the most recent research within topic areas critical to Digital Wellbeing
- Contracted with Hunter Learning to design online modules for a Learning Management System to be implemented within Resource Library
- Collaborated to establish brand alignment across platforms
 - Contracted with a UX/Graphic Designer to finalize Brand Guidelines, and
 - Contracted with an Illustrator/Brand Strategist to identify and design assets that uplift audience accessibility, youth-facing tone, and wellbeing-focused mission (i.e. Graphic Design, Marketing, & Communications).

Pro Bono Partnerships

- Collaborated with our national partner, ScreenTime Action Network, to better understand the building and implementation of their online library of resources
- Recruited a Website Usability Audit professional volunteer from Saint Paul & Minnesota Foundation's Catchfire Program to assist with the strategic planning and implementation of the Resource Library
- Secured a team of software development volunteers from Prime Digital Academy to develop a video submission application, which will
 - Provide a space for Resource Library visitors to reflect upon the relationship between digital technology and wellbeing and to directly respond to prompts and critical questions, and
 - Allow young people, educators & advocates, and parents & families to share Digital Wellbeing strategies and practices within the classroom, amongst family and friends, and beyond
- Secured and worked with a team of software user experience (UX/UI) volunteers from Minnesota-based Prime Digital Academy to assess current website navigation and usability

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- Secured a team of software development volunteers from Prime Digital Academy to create high-fidelity wireframes, prototype desktop and mobile websites, and robust user testing to inform the navigation and design of the online Resource Library platform
 - Secured ongoing volunteer consultation from a Minnesota-based technologist and digital designer to provide feedback on design, usability and cost

1.2 Outcomes

Resource Availability & Accessibility

- Staged delivery upon Goal 1 via implementation and launch of Online Resource Library, making Digital Wellbeing resources accessible to the general public
 - Implemented a planning process to guide development of the Resource Library
 - Summarized most recent key research findings at reading level accessible to general public
 - Developed resource toolkits for core audience groups
 - Developed relevant and inspiring resource content for and with young people
 - Identified online translation applications for use on the Resource Library and LMSL Website
- Implemented findings from user experience pretesting with members of three core audience groups (young people, educators & advocates, and parents & families) and applied recommendations for development of the Resource Library, resulting in recommendations for improvement
 - Compiled recommendations from Somali (15) and Spanish (4) speaking parents
- Implemented UX/UI testing of current LMSL website and Resource Library wireframes developed by Prime Digital Academy, resulting in
 - Recommendations for improvement in navigation and content; and
 - Strategic implementation of Resource Library within broader LMSL website
 - Application of recommendations in development of the Resource Library

1.3 Evaluation

LMSL has implemented formative evaluation to inform the Resource Library development. Three audiences—young people, educators & advocates, and parents & families—have been engaged in formative evaluation activities, which have included user testing sessions, listening sessions with Somali and Latinx parents, and facilitated educator discussions. LMSL's ongoing engagement and reflections with young people, especially LMSL Youth Council and interns, has informed the Resource Library Young People's page. The external evaluation provided suggestions for evaluation tools in anticipation of the launch of the Resource Library, such as a system for tracking Resource Library use and access.

Goal 2: Network of Organizations

Establish a Network of Organizations to collaborate and coordinate Digital Wellbeing communication and organization resources to increase Digital Wellbeing awareness in Minnesota

Expenditures, Activities and Outcomes from Jan 16, 2022 - January 15, 2023

Expenditures: \$83,563

Network of Organizations - Interim Progress Report

Funding from the state grant has allowed LMSL to hire staff and contractors to continue to build upon and expand our network of organizations aligned with Digital Wellbeing for and with young people. Critical staff include LMSL's Co-Executive Director and interns. The goal of this project is to establish a collaborative Network of Organizations focused on healthy screen use for and with young people and to collaborate, coordinate, and build upon existing relationships and organization resources so that Digital Wellbeing resources and communication can be shared throughout the state. Working together to promote Digital Wellbeing with local and national partners has provided an opportunity to strengthen relationships; become familiar with external organization's resources for young people, educators & advocates, and parents & families; and maximized efficiency of resources by reducing duplication of materials. In year one, LMSL focused on meetings with partners, building relationships, and conducting a needs and interest assessment. In year two, LMSL is working collaboratively with partners on Digital Wellbeing communication efforts utilizing evidence-based health communication and culturally responsive practices. By investing in relationship building, resource sharing and collaboration with our local and national

partners, LMSL will achieve a greater impact on raising Digital Wellbeing awareness and education in Minnesota.

LMSL is tackling a complex and nuanced problem. We acknowledge and appreciate that partners are necessary to build a healthier digital age for young people. Our mission is advocating Digital Wellbeing for and with young people. As an education and youth development organization, LMSL focuses on providing resources for young people, as well as the adults who support them. The Network of Organizations, both locally and nationally, increases the ability to build awareness and to provide credible educational resources for young people, educators & advocates, and parents & families.

LMSL's Network of Organizations includes Minnesota and national organizations. LMSL created an inventory of aligned local and national organizations and conducted an online needs and interests assessment of 40 MN organizations and 19 national organizations. In addition to the Network of Organizations, we are creating a Network of School Partners as we partner with schools to provide Digital Wellbeing services in Minnesota (see Appendix H for Outreach and Network of Organizations).

In October 2022, LMSL presented at a national conference sponsored by ScreenTime Action Network. Katherine Myers and Maree Hampton, LMSL Co-Executive Directors, were one of six featured speakers as part of a Digital Wellbeing Solutions Showcase. Ms Myers and Ms Hampton presented Minnesota as a national leader of Digital Wellbeing as evidenced by the Digital Wellbeing law passed on June 30, 2021. In addition to LMSL's presentation, the conference provided the opportunity for author Susan Linn to read from her book [Who's Raising the Kids: Big Tech, Big Business and the Lives of Children](#). LMSL is proud to be featured in Linn's chapter on solutions, where she described LMSL's successful legislative efforts and our focus on youth engagement and youth leadership as a solution to technology overuse and misuse (see Appendix I for National Partners).

2.1 Activities

General

- Created an implementation plan for the Network of Organizations
- Recruited, onboarded and partnered with a University of Minnesota Strategic Communications intern to develop the Network of Organizations partner surveys
- Reviewed and received feedback on the partner survey from the External Evaluator
- Planned evaluation activities for the Network of Organizations with an External Evaluator
- Promoted the LMSL Network of Organizations opportunity in meetings with partners locally and nationally
- Discussed potential channels of communication for implementation of statewide Digital Wellbeing messaging with MDE's Craig Wethington

Minnesota Network

- Conducted one-on-one meetings with Minnesota partners to plan collaborative opportunities for promoting Digital Wellbeing communication
- Created and pretested a key stakeholder needs and interest assessment, using best practices in survey administration
- Administered a key stakeholder needs and interest assessments for 40 Minnesota partners and analyzed results
 - Followed up with organizations interested in partnering with LMSL to promote Digital Wellbeing
- Provided early childhood screen time research and guidance to MDE's Early Childhood Specialist prior to the July 1, 2022 launch of the preK-K Screentime law
- Presented at Minnesota Network of Organizations conferences, strengthening and expanding our network:
 - National Alliance on Mental Illness Minnesota (NAMI), Minnesota Association of Children's Mental Health (MACMH), Minnesota Department of Health, University of Minnesota School of Nursing (Adolescent Mental Health Summer Institute)
- Joined as a member of the Children's Outdoor Bill of Rights, a statewide initiative of the Governor's Children's Cabinet
- Engaged in a three-hour staff Equity training at the YMCA's Equity Innovation Center

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- Met with NAMI's Dana Malen, Director of Outreach to discuss partnering
 - Met with Youth Coordinating Board Director of Projects, Rachel Oberg-Hauser, LISW to explore potential partnerships

Minnesota School Network

- Strengthened and expanded the LMSL Minnesota schools network by meeting with school leaders, engaging with school communities and implementing Digital Wellbeing awareness and education services
- Presented Digital Wellbeing professional development workshops at Minnesota education conferences, strengthening and expanding our school network
- Exhibited at the Minnesota School Behavioral Health Conference Nov 2-4, 2022 with over 400 school behavioral health, nonprofit and government sector professionals in attendance; estimated 150 visits at the LMSL table, and 16 new connections with other exhibitors
- Provided three parent workshops at Orono Community Education and explored how LMSL might connect with Orono's Healthy Youth wellness committee

National Network

- Conducted one-on-one meetings with national partners to plan collaborative opportunities for promoting Digital Wellbeing through the Resource Library, communication efforts and advocacy
- Supported LMSL Youth Council members and interns as they presented two sessions at the 3rd annual international Youth4Youth Summit (the Y4Y Summit is an annual virtual gathering that empowers, mobilizes, and amplifies youth who are taking action towards a healthier, more inclusive, and ethical digital world, sponsored by LookUp.Live)
- Created and pretested a key stakeholder needs and interest assessment, using best practices in survey administration
- Administered a key stakeholder needs and interest assessments for 19 National partners and analyzed results
 - Followed up with organizations interested in partnering with LMSL to promote Digital Wellbeing
- Participated in monthly network meetings as a member of the Online Safety and Cyberbullying Prevention Workgroup (national workgroup) of the ScreenTime Action Network. Activities include the following:

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- Contributing to crafting survey questions for consideration in the CDC's Youth Risk Behavior Surveillance Survey
 - Presenting the Network of Organizations project as an agenda item
 - Participating in a "fireside chat" with Frances Haugen Facebook whistleblower and asking her about the role that young people can play following her courageous whistleblower actions (June 2022)
 - Nominating two Minnesota legislators - Senator Chamberlain and Representative Morrison - for bipartisan leadership as authors of the Digital Wellbeing bill - through the ScreenTime Action Network Hero Awards (October 2022)
 - Met in person with national partners focused on young people and Digital Wellbeing (LookUp.Live, ScreenTime Action Network, Joni Saani, Digital Wellness Collective, Center for Online Safety)
 - Presented LMSL's Digital Wellbeing legislative success as part of a national showcase on Digital Wellbeing solutions at a national gathering of more than 60 network partners, sponsored by the ScreenTime Action Network (October 2022)
 - Served as an Impact Partner for LookUp.Live's 3rd annual global Youth4Youth Summit (October 15, 2022)
 - Met with Center for Humane Technology's Camille Carlton, Senior Policy manager, resulting in sharing MN Digital Wellbeing legislation success

2.2 Outcomes

Minnesota Network

- Consulted and provided resources to MDE's Early Childhood Specialist, including Digital Wellbeing written material for a statewide document about the Minnesota screen time legislation, targeting early childhood teachers and school leaders (disseminated spring 2022)
- Contributed to a MN Thrives Mental Wellbeing video project in which LMSL staff promoted ways to partner with MN Thrives statewide members
- Presented at the MN Association for Children's Mental Health Winter 2022 Training Series: A Peer Education Approach to Promoting Student Digital Wellbeing
- Developed a partnership for parent education with Minnesota's Spark and Stitch Institute
- Established a partnership with a Prevention Coordinator who will assist in our Digital Wellbeing communications campaign in 2023 (relationship stemmed from exhibiting at the Minnesota School Behavioral Health Conference)

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- Built a relationship with the Youth Coordinating Board and planned for event participation in February 2023.
 - Implemented Equity into our organizational values following the YMCA's Equity Innovation Training and holding equity focused conversations among staff and board members
 - Received invitation to present to NAMI's young mental health professionals on Feb 9, 2023
 - Received invitation to present at a Youth Coordinating Board Advisory Team Meeting Feb 13, 2023
 - Identified key findings from our MN Network of Organizations survey:
 - 100% of MN partners believe that is either very valuable or valuable to have a MN-based organization working directly with young people to promote balanced and intentional use of technology
 - 83% believe it is very urgent or somewhat urgent to address technology misuse and overuse in the communities they serve
 - 5 members of our MN network are interested in joining a Digital Wellbeing collaborative (an additional 4 said "maybe")
 - 6 members of our MN network are interested in being included as a resource on our Resource Library (an additional 3 said "maybe")
 - 7 members want to be added to LMSL's newsletters as a way to be informed about our Digital Wellbeing awareness and education activities

National Network

- Identified key findings from our National Network of Organizations survey:
 - 93% of national partners believe it is either very valuable or valuable to have a MN-based organization working directly with young people to promote balanced and intentional use of technology
 - 93% believe it is very urgent or somewhat urgent to address technology misuse and overuse in the communities they serve
- Identified actionable findings from the National Network of Organizations Survey
 - 11 members of our national network are interested in joining a Digital Wellbeing collaborative
 - 10 members of our national network are interested in being included as a resource on our Resource Library
 - 10 members want to be added to LMSL's newsletters

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- Featured as a national solution at the ScreenTime Action Network, resulting in a podcast interview slated for early 2023

2.3 Evaluation

LMSL has implemented formative evaluation to inform the development and administration of a Network of Organizations survey. The purpose of the survey was to assess needs and interests in Digital Wellbeing, to inquire about potential collaboration, and to share Digital Wellbeing efforts of LMSL. Survey findings provided input on how to collaborate with other Minnesota and national organizations, while confirming the need for Digital Wellbeing education and the interest in awareness and education collaboration. Conducting this needs and interest survey maximized the Network of Organizations project success.

In phase two, LMSL will plan and implement a communications campaign. The campaign messages will be pretested with a number of audiences. The campaign will also be evaluated for effectiveness through process and impact evaluation.

Goal 3: Educator Training & Professional Development

Create and implement a Digital Wellbeing Educator professional development and training series designed to raise awareness and provide resources so that educators can support student digital wellbeing

Expenditures, Activities and Outcomes from Jan 16, 2022 - January 15, 2023

Expenditures: \$ 117,094

Educator Training Series - Interim Progress Report

Funding from the state grant has allowed LMSL to hire staff and contractors to develop, pilot, and ascertain the necessary information and delivery method for a Training Series for Educators while providing training, professional development, workshops, and webinars for Minnesota educators, school leaders, and mental and public health professionals statewide. Staff critical to these activities include LMSL's Co-Executive Directors and Youth Engagement Director. Contractors include a digital learning specialist, online learning specialists, a graphic designer, an illustrator, and a firm (Hunter Learning) to develop online modules, and an external program evaluation.

The digital learning specialist was hired to analyze LMSL's previous professional development and workshops, provide recommendations on effective asynchronous and synchronous training for educators, and review online platforms. The online learning specialist has expertise in adult learning and online modalities and is working with LMSL to plan scaling efforts of LMSL professional development content. Hunter Learning, an instructional design company that designs learning pathways that inspires learning and motivates learners to put their knowledge into action, was hired to build two sets of online training for educators so that LMSL can scale up and expand access to Digital Wellbeing training for educators.

The purpose of the Educator Training Series is to build awareness and provide professional development for educators across Minnesota to have the skills, ability, knowledge, and capacity to engage in Digital Wellbeing practices for themselves, with their students, and for the parents they serve. LMSL is striving to create scalable and accessible training modules for Minnesota Educators. Educators will have the training needed to advocate for Digital Wellbeing for young people. Educators are tasked with many ways of supporting the learning and wellbeing of their students. The Digital Wellbeing training series is specifically designed with the educator's responsibilities in mind and provides the research, data, and strategies educators need to make informed decisions without adding one more task to their list. The educator series includes two online modules. One online module is designed to increase educator understanding and knowledge for the need for Digital Wellbeing, based on research. The second online module is designed to increase knowledge and skills of educators so that they can hold Digital Wellbeing facilitated discussions with students.

3.1 Activities

Planning, Strategizing, and Evaluating

- Held regular staff meetings to assess previous and ongoing LMSL professional development, workshops, training content, and delivery methods in order to assess LMSL educational best practices, services, and approaches for effectiveness and scalability

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- Held strategy meetings with outside professional consultation (including MDE) for the most effective approach for building effective training series for educator online modules
 - Evaluated educational services through post tests to assess satisfaction and effectiveness and made adjustments accordingly

Educator Workshops, Webinars, and Discussions

- Provided educational services including Digital Wellbeing professional development (PD), workshops, and training for educators, school leaders, and mental health/public health professionals
- Held educator discussion groups to gain first-hand insight into the needs and concerns of educators as related to further development of training and youth engagement (see Appendix J for Educator Discussion Groups).

Online Learning

- Researched online learning platforms to assess accessibility, feasibility and cost
- Hired Contractors to explore online modalities and evaluation of online trainings
 - Digital and Content Strategist
 - Online Learning Specialist
 - External Evaluator
- Met regularly with MDE's Craig Wethington to discuss feasibility of statewide implementation of Digital Wellbeing training series for educators
- Partnered with Hunter-Learning to produce e-learning pathways for educators to be introduced to Digital Wellbeing and to obtain the skills and resources to put that learning into practice
 - Commenced development of a more robust course that will provide educators with the skills, knowledge, and confidence to hold facilitated discussions with students about their digital media experiences
 - Developed learning module templates for future courses

3.2 Outcomes

Professional Meetings

- Held information gathering meetings with state agencies resulting in identifying best practices for educator online learning platforms

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- Held two facilitated listening sessions with groups of educators in August 2022 to share research, learn about their experiences with students, and inquire about interests, needs, resulting in identifying preferences for the delivery of LMSL Digital Wellbeing educational services.
 - Held four sessions of facilitated listening sessions with groups of educators at Two Rivers High School in November 2022 resulting in data to share with school leaders that illustrated the need for a shift in Digital Wellbeing school culture.

Workshops

- Conducted 22 Digital Wellbeing Workshops/PD sessions for Minnesota educators, school leaders and mental/public health professionals through virtual webinars and in-person workshops, with an estimated number of 1,200 attendees (see Appendix K for Engagement by the Numbers).
- Implemented Digital Wellbeing educational services at Faribault Public Schools (FPS)
- Provided PD for FPS educators districtwide, including family liaisons and support staff
 - Coached of FPS's Tech Committee to create a mission statement with Digital Wellbeing language
 - Presented Digital Wellbeing activities to the FPS school board
 - Evaluated Digital Wellbeing implementation at Faribault Public Schools through an external evaluator (mixed methods approach)
 - Refined LMSL post tests with assistance from the external evaluator so that knowledge, attitudes and intentions can be assessed
- Held internal ongoing reflection sessions and review of evaluation results from LMSL professional development sessions with educators and school leaders at FPS, Hopkins, MINNdependent, Kerkhoven-Murdock-Sunburg, Wrenshall, and SouthWest High School, bringing greater relevance, usefulness, and meaning to online offerings

Online Learning Content Strategy and Development

- Reviewed and analyzed LMSL's extensive PD/training/workshops (22) in order to develop online asynchronous and synchronous professional development
- Identified specific Digital Wellbeing PD content critical to increasing awareness, knowledge, and motivation among educators
- Identified content for the educator online modules training series, to be created between October 2022 and February 2023, and implemented and evaluated in 2023

3.3 Evaluation

LMSL has used both quantitative and qualitative methods to implement formative, process, and outcome evaluation of the educator training series (workshops and professional development). Quantitative methods include administering post tests following training and tracking the number of training sessions and participants. Qualitative methods include staff reflection and debriefing sessions and facilitated discussions with educators. These evaluation activities gauged the training effectiveness, allowed for modifications to improve delivery, and helped identify effectiveness of meeting educational objectives. The external evaluator's activities included field observations, in-depth interviews, and survey administration, bringing essential evaluative information to our organization and key stakeholders.

For LMSL's in-person professional development for educators, an external evaluator attended the workshops, prepared and reviewed pre and post tests to assess learning and to make recommendations, and utilized in-person interviews of school leaders to gather further information about the effectiveness of LMSL training. The Program Evaluation Manager has kept a detailed recording of workshops and training throughout the year along with key learnings and strategies for improvement.

State funding supported travel to greater Minnesota (Brainerd, Faribault, and Kerkoven, MN) to deliver in-person training and professional development for school staff and administrators, as well as parents.

Evaluation of the educator series online modules will be developed and implemented with the launching of the online modules so that knowledge, awareness and skills can be assessed.

Goal 4: Peer Education

Digital Wellbeing peer education and leadership program that includes education, communication, and health promotion strategies for young people to support intentional and balanced use of digital media

Expenditures, Activities and Outcomes from Jan 16, 2022 - January 15, 2023

Expenditures \$154,253

Peer Inspired and Led Digital Wellbeing Education, Communication and Health Promotion Strategies - Interim Progress Report

Funding from the state has allowed the hiring of staff critical to deliver peer-inspired and led Digital Wellbeing education, communication, and health promotion strategies. These staff members and contractors include LMSL's Co-Executive Directors, Youth Engagement Director, Program and Evaluation Manager, an external evaluator, college interns, and a videographer. In January, 2023, a Youth Program Coordinator was added as a contract position to assist the Youth Program Director. The position was granted to a Health Promotion intern that worked with LMSL in the fall of 2022. LMSL's Co-Executive Director—a former public and private high school English teacher, and Youth Engagement Director—a former public high school counselor, were integral leaders for Digital Wellbeing youth engagement efforts within the LMSL organization and within school communities.

LMSL developed and piloted a Digital Wellbeing Peer Leadership training program with its first Youth Council prior to receiving the MDE contract on September 1, 2021. We believe that LMSL's Digital Wellbeing Peer Leadership curriculum is the first of its kind in the nation.

Faribault High School Peer Education and Leadership Case Study

The piloting of LMSL's original Peer Education and Leadership curriculum is the cornerstone of LMSL's Case Study at Faribault Public Schools. The Youth Engagement Director facilitated the Peer Education and Leadership at Faribault High School through the onboarding and training of an FHS student advisor, and the implementation of Digital Wellbeing learning workshops with students. Before, during, and after the piloting of the training, the Youth Engagement Director worked closely with contractors and interns to review existing curriculum, to evaluate the material, and to further develop, write,

graphically redesign, and produce improved training curriculum. The external evaluator assisted with the overall assessment of the effectiveness of the LMSL Peer Education and Leadership program. After the very successful implementation of Peer Leadership training, LMSL staff and the Digital Wellbeing Student Advisor supported community outreach leadership activities for the Peer Leaders within the school district, the Faribault community, and statewide.

LMSL Youth Council Leadership and Peer Education Training

The Youth Engagement Director recruited and onboarded LMSL's second cohort of Youth Council members. The eight Youth Council members are from metro area high schools; the four Youth Council advisors are college students and former Youth Council members; and two Youth Council advisors serve an active role as members of the LMSL Board of Directors. LMSL offered a continuum of leadership opportunities that met the interests of engaged young people, which included Youth Council membership, legislative meetings, video recordings, panel discussions at conferences, social media Digital Wellbeing messaging, and more. The Youth Engagement Director, along with LMSL interns, held additional Peer Education and Leadership training with the Youth Council and continued reviewing, revising, and improving the Peer Education curriculum.

Digital Wellbeing For and With Young People through Mentoring of College Interns

The Youth Engagement Director recruited, onboarded, supervised, mentored, and facilitated leadership opportunities for LMSL interns. College interns added value on a number of fronts: curriculum development, design and implementation of the training, Digital Wellbeing social media communication, Youth Council engagement, and broader public speaking opportunities. The Youth Engagement Director along with a college intern spearheaded a unique and creative process to interview young people about the role of technology in their lives and produced a series of Youth Voice videos for communication purposes on the LMSL Resource Library, social media, the communication campaign, and general youth engagement. These videos will also be used in classroom settings.

Additional Youth Engagement Efforts

LMSL staff were trained to facilitate a series of youth focus groups that included meeting with students in person; debriefing, transcribing, and analyzing data; and producing and

distributing reports. Funding supported travel to deliver in-person peer training, education, and evaluation activities. (See Appendix L for Focus Group Themes, Spring 2022.)

LMSL's very first "Youth Digital Wellbeing Summit" will be held on May 15, 2023. Anticipated attendance is 50–75 young people and 10-20 adult youth advocates, from educators to legislators. The Summit will bring young people together from across Minnesota to learn and share ideas for promoting and growing Digital Wellbeing in their communities. As part of the summit, LMSL is holding a contest. The contest is open to all students in grades 9-12. Participants and winners will be invited to attend the day-long Youth Summit beginning at the Minnesota Capitol in St. Paul. The contest submissions will be featured in a wing of the Capitol. Questions to inspire projects in film, visual arts, spoken word and a service learning project are: *How do devices impact your life? When was a time you noticed how devices impacted relationships? Show how you live more and screen less* (see Appendix M for Youth Summit Announcement).

4.1 Activities

Internal Structures Building Youth Engagement Opportunities

- Hired staff critical to plan, implement and evaluate Digital Wellbeing education, communication and health promotion strategies (Youth Engagement Director, college interns)
- Summarized evaluation data from peer education trainings
- Transitioned 4 initial LMSL Youth Council members (now college students) to Youth Council Advisors
- Recruited 8 new LMSL Youth Council members (high school students) and held 15 Youth Council meetings
- Implemented a 10-hour Peer Leadership Training Program for 8 LMSL Youth Council members at Como Park in St. Paul

Strategic Partnership and Awareness Building

- Built Youth Engagement Network in partnership with both local and national organizations, including
 - Exposure Labs Director of Partnerships - Social Dilemma Producer;
 - Fairplay - a national organization wanting to learn how we engage with young people and is a partner of LMSL; we met virtually and then in person at the ScreenTime Action Network conference in Oct 2022;

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- LookUp.Live - a national organization that works with college students and is a partner of LMSL; we met virtually and then in person at the ScreenTime Action Network conference in Oct 2022;
 - NAMI of Minnesota - Parent education to support the mental health of young people; and
 - School meetings include Hopkins North Junior High, Two Rivers High School, Upper Mississippi Academy, Minnehaha Academy and Faribault High School School Leaders/Educators/RISE (Realizing Individual Student Excellence) Leaders
 - Presented at 5 professional association conferences to promote use of Peer Education and Leadership as a strategy for Digital Wellbeing and Mental Wellbeing
 - Education Minnesota, Oct 2021
 - Peer Education for Digital Wellbeing Leadership
 - MN Student Counselor Association Webinar, Nov 2021
 - A Peer Education Approach to Digital Wellbeing
 - Minnesota Association of Children's Mental Health-MACMH, March 2022
 - A Peer Education Approach to Promoting Student Digital Wellbeing
 - University of Minnesota's Adolescent Mental Health Summit, July 2022
 - Youth Voice and Digital Wellbeing: A LMSL Youth Council Discussion
 - NAMI's annual conference - Youth Panel presentation, Nov 2022
 - Continued working as a community partner with Faribault High School
 - Met with Faribault Leadership Team to plan and promote Peer Leadership and hire a teacher advisor for the Digital Wellbeing Club
 - Implemented 10-hour Peer Leadership Training Program for 9 high school students at Faribault High School
 - Facilitated 3 Peer Leader community events in the Faribault community

Youth Engagement & Leadership Opportunities

- Testified before the MN Senate
- Met legislators at the State Capitol
- Presented at the University of Minnesota's Adolescent Mental Health Summit - Youth Voice Panel

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- Participated in LookUp.Live's (a national partner) 3rd annual International Youth4Youth Global Summit, including LMSL Youth Council members presenting Peer Education (highlight - member Danyelle Robinson shares Digital Wellbeing legislation with Future of Tech Commission Co-chair and Former Governor Deval Patrick)
 - Collaborated with 5 of LMSL's youth leaders—including a board member, interns, and Youth Council members—to create and deliver a presentation at NAMI's Annual State Conference
 - Conducted seven focus groups with diverse groups of students in the Twin Cities area, analyzed and summarized focus group data, and shared themes with school leadership
 - Implemented lessons learned from the focus groups to enhance LMSL internal operations
 - Supported LMSL intern in giving focus to Diversity, Equity, and Inclusion within Digital Wellbeing leadership
 - Conducted Digital Wellbeing focus group and follow up workshop specifically for East African girls at Faribault High School
 - Launched the first student-led (two Youth Council members who were trained in August in Peer Education and leadership) Digital Wellbeing Club at Two Rivers High School with 10 students
 - Secured school-community partnership and Digital Wellbeing student advisor
 - Expanded Faribault High School's Digital Wellbeing Peer Educator and Leadership club
 - Retained 9 original members while gaining membership of 6 new students, with district staff member serving as student advisor
 - Mentored 8 Youth Council members to engage with Youth Participatory Action Research Projects (YPAR) centering Digital Wellbeing
 - Creation and revision of communications materials and Peer Education slides
 - Interviews with people leading to videos
 - Interviews and photo voice projects
 - Facilitated discussion training to equip youth council members to hold discussions with their peers
 - Support Youth Council members to launch Digital Wellbeing Club at their high school

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- Uplifted 3 Youth Council members at Minnehaha Academy into positions of Digital Wellbeing leadership within the school
 - Partnered with school staff (teacher advisor, librarian) to consult on lessons to be shared with their peers
 - Planned meetings for LMSL's Youth Digital Wellbeing Summit to be held on May 15, 2023

4.2 Outcomes

Internal Structures and Strategies

- Increased capacity of LMSL staff to conduct focus groups and analyze data
- Improved evaluation tools used to assess peer leadership training

Youth Engagement Outreach

- Created and disseminated new Digital Wellbeing communication material for social media (from Youth Voice data), resulting in increased awareness
- Produced Youth Voice video series, which was filmed live in Minneapolis, featured 13 high school students, and was led by college intern and Youth Engagement Director, resulting in increased capacity for LMSL to heighten awareness among young people, educators & advocates, and parents & families

Peer Education and Leadership Program

- Trained 17 Peer Leaders through Digital Wellbeing Peer Leadership program (Youth Council 1.0, Faribault High School group, and Youth Council 2.0), resulting in increased Digital Wellbeing awareness
- Evaluated LMSL's Digital Wellbeing Peer Leadership curriculum, increasing internal understanding of the impact of the training

Awareness and Education

- Measured youth engagement effectiveness, resulting in two key findings:
 - Increased awareness of Persuasive Design and Digital Wellbeing among young people who participated in LMSL Peer Leadership training (Faribault High School and LMSL new Youth Council cohort)
 - High satisfaction of the LMSL Peer Leadership training by participants

4.3 Evaluation

LMSL uses quantitative and qualitative methods while implementing formative, process, and outcome evaluation of the Digital Wellbeing education, communication, and health promotion strategies. Quantitative methods include pre and post tests for two cohorts of peer educators and tracking the number of training sessions and participants. Qualitative methods include staff reflection and debriefing sessions following the Peer Leadership training sessions, seven focus group discussions with high school students, and a focus group with peer leaders by our external evaluator. These evaluation activities helped to ensure that implementation of training is going as planned, allowing for modifications to improve delivery, allowing for LMSL to assess the effectiveness of the peer training, and helping to inform whether or not educational objectives were met. The external evaluator's focus group with peer leaders added additional information for LMSL and stakeholders. The findings from the evaluation of the Peer Leadership efforts confirms that LMSL's Digital Wellbeing approach for and with young people is a successful way to increase awareness, knowledge, and motivation to practice Digital Wellbeing (see Appendix N for Peer Education and Leadership Case Study).

LMSL will continue to evaluate youth engagement in 2023, including evaluation of our inaugural Youth Digital Wellbeing Summit on May 15, 2023.

External Evaluation - LiveMore ScreenLess Partnership with Faribault Public Schools

LMSL contracted with Melanie Ferris Consulting to design and implement a mixed-methods evaluation to answer the following questions about the LMSL-Faribault Public Schools Digital Wellbeing School Based Partnership during the 2021-22 school year:

- How many FPS educators, students, and caregivers receive information about Digital Wellbeing?
- Do educators and students who participate in training provided by LMSL have greater awareness of Digital Wellbeing and increased knowledge about strategies they can use to support Digital Wellbeing?
- What are the impacts of LMSL's work with FPS?
- What have LMSL and FPS learned about effective partnership and implementation?

The data collection approaches used in the evaluation were selected to gather input from multiple stakeholder groups without creating unnecessary burden on school administrators and educators. The case study integrates information from multiple data sources, including: LMSL documentation of engagement and education activities, results from online surveys with FPS stakeholder groups (students, caregivers, and educators) administered by LMSL, key informant interviews with 8 FPS administrators, educators, and staff closely involved in these efforts, a focus group with 7 students involved in the peer educator program (referred to as the Digital Wellbeing Club), and surveys completed by members of the Digital Wellbeing Club.

Key activities and impacts assessed by the external evaluator are included in a 4 page executive summary written by the external evaluator (see Appendix O for External Evaluator’s Executive Summary).

Conclusion

The LMSL team is humbled and honored to work for and with young people, educators & advocates, parents & families, and with many other supportive members of Minnesota communities to raise awareness about the need for Digital Wellbeing awareness, education, practices and services. We are keenly aware of the rise in mental health issues for young people and firmly believe there is no student wellbeing without Digital Wellbeing. As noted early in the report, the very design of technology contributes to the mental health challenges young people are facing today. We can no longer afford to ignore this issue. This report identifies how LMSL is building and scaling awareness and education programs and services to address these challenges by partnering with young people and those at the intersection of public health and education. We are equipping our audiences—young people, educators & advocates, and parents & families—with Digital Wellbeing knowledge and practices so young people thrive in a digital age.

Data gathered by an external evaluator indicates that LMSL programming increases awareness, education, and motivation to change behavior. We look forward to fully implementing and evaluating the four projects to their completion which will enable LMSL to scale up its efforts to promote the Digital Wellbeing of students throughout Minnesota. As one school board member said of his son who was a LMSL youth council member as a

high school student and now in college, “I can tell you anecdotally that a lot of what he (Miles) learned has stuck with him today (two years later). He very much focuses on balancing his time between technology and being outdoors and reading and doing different things. I do think it has had an impact.” We look forward to engaging with more young people like Miles so that the Digital Wellbeing practices learned through LMSL peer education training are established and continue into college.

LMSL is proud of the Bipartisan Minnesota Legislative efforts that passed the nation's first Digital Wellbeing law. We have fielded calls and have been invited to share our legislative journey with those across the nation looking to replicate laws advocating for the Digital Wellbeing of young people.

LMSL is grateful for the responsive and thoughtful input from the staff at MDE. Throughout the past year, we received references to many other MDE staff that align with our work: SEL practices, School Culture, and School Policy and Discipline. We have also received several communication and presentation opportunities, which will allow us to present our services across the state of Minnesota once we are ready to launch and scale services more broadly.

In the past few months, school administrators have expressed how thrilled they are to know that LMSL exists! As managing devices in the classroom has placed unfathomable burdens on educators and administrators, school leaders are relieved to know that LMSL is able to bring research, data, and Youth Voice together to offer solutions that can create a future of Digital Wellbeing. As one teacher recently said at an educator PD workshop: “Technology has stolen my joy of teaching.” LMSL is here to return joy to teachers in the classroom and to support the Digital Wellbeing, mental wellbeing and learning of students.

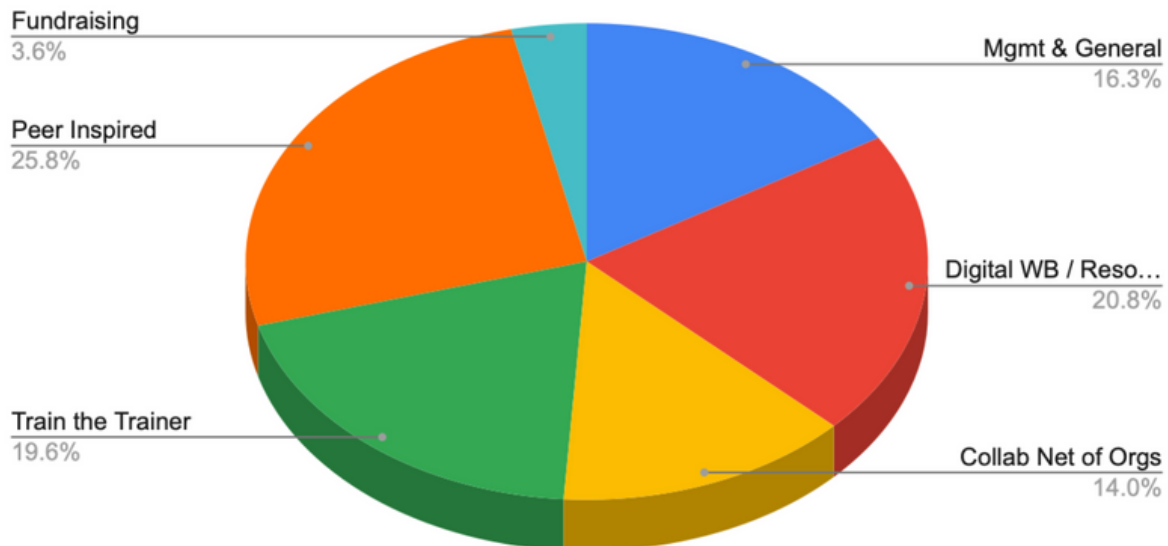
Thank you for the opportunity to share our activities and outcomes met over the course of this past year. We hope you find this report to be inspiring as it lays the groundwork for an even bigger impact in the coming years!

Digital Wellbeing Interim Progress Report

APPENDIX SECTION

JANUARY 2022-JANUARY 2023

Chart 1: LiveMore ScreenLess Spending Matrix (September 2021 - December 2022)



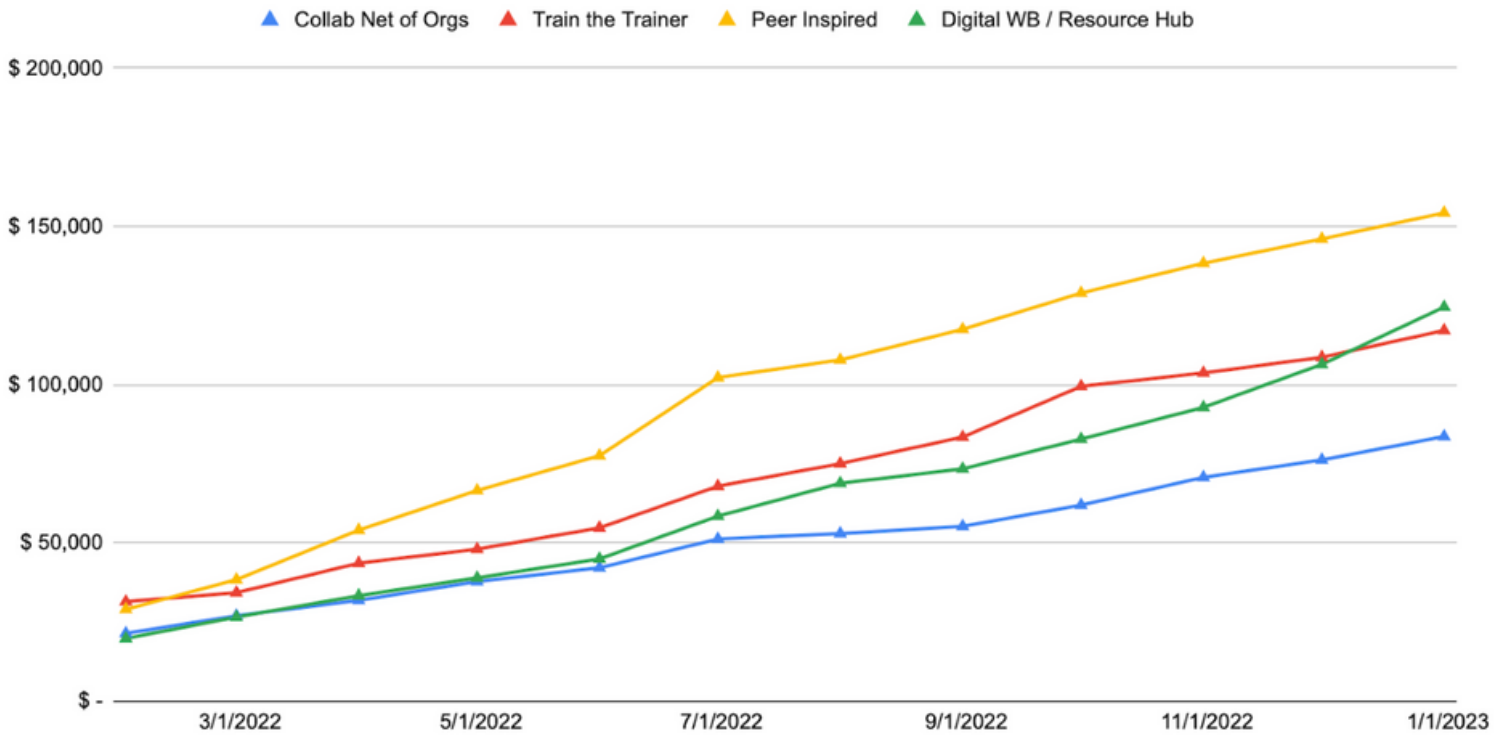
LiveMore ScreenLess Spending Matrix (Sept 2021-Dec 2022)

- Digital Wellbeing Resource Library - 20.8%
- Network of Organizations - 14.0%
- Train the Trainer - 19.6%
- Peer Inspired - 25.8%
- Management and General - 16.3%
- Fundraising - 3.6%

OVERVIEW OF SPENDING



Chart 2: Historical Grant Spending by Core Projects (September 2021 - December 2022)



OVERVIEW OF SPENDING



Chart 3: Total Grant Spending by Category
(September 2021 - December 2022)

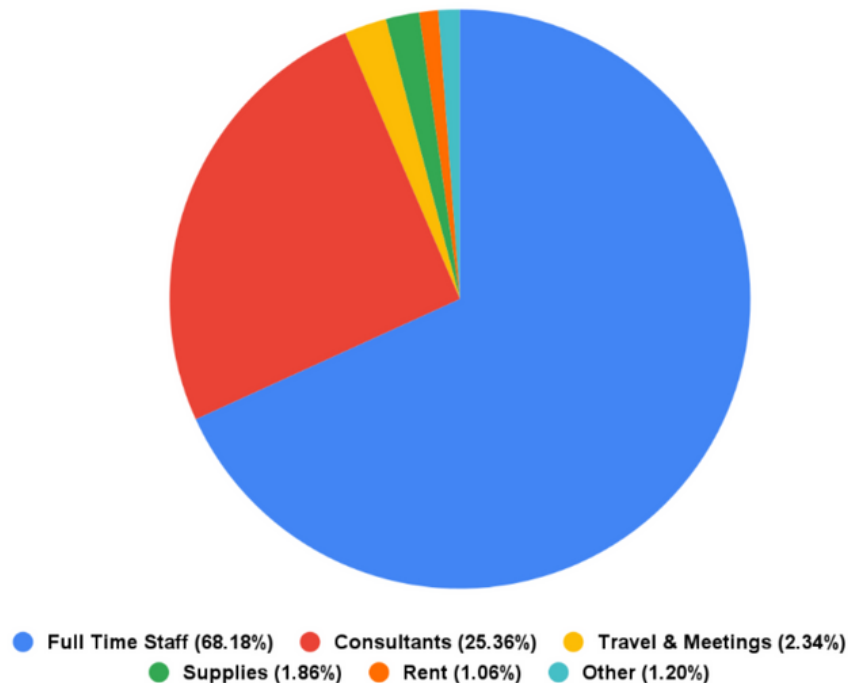


Table 1: Projected Spending for Remainder of Grant (January 2023 - June 2023)

	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023	TOTALS
Full Time Staff (35.05%)	\$30,416	\$30,416	\$30,416	\$30,416	\$30,416	\$30,416	\$182,496
Consultants (52.70%)	\$61,291	\$46,542	\$45,008	\$40,008	\$40,008	\$41,508	\$274,365
Travel & Meetings (6.55%)	\$0	\$0	\$6,610	\$2,403	\$0	\$25,110	\$34,123
Supplies (3.75%)	\$7,854	\$2,329	\$2,329	\$2,329	\$2,329	\$2,329	\$19,499
Rent (0.86%)	\$750	\$750	\$750	\$750	\$750	\$750	\$4,500
Other (1.08%)	\$937	\$937	\$937	\$937	\$937	\$937	\$5,623
TOTAL	\$101,248	\$80,974	\$86,050	\$76,843	\$74,440	\$101,050	\$520,606

LMSL defines a consultant as any service provider not on payroll. Consultants have been strategically selected for short term projects, where hiring said consultants onto staff would be cost prohibitive or unwise, given the length of their engagement. When and where a full time hire makes more sense, it is LMSL's preference to bring those individuals on full time.

Appendix B

PROGRAM LOGIC MODEL

OUR MISSION AND VISION

LiveMore ScreenLess advocates and promotes Digital Wellbeing for and with young people through a collaborative and comprehensive community approach.

We envision Minnesota communities that are educated about the effects of technology; equipped with skills to effectively use technology with intention and balance; and able to implement plans that support and sustain Digital Wellbeing practices, policies, and processes.

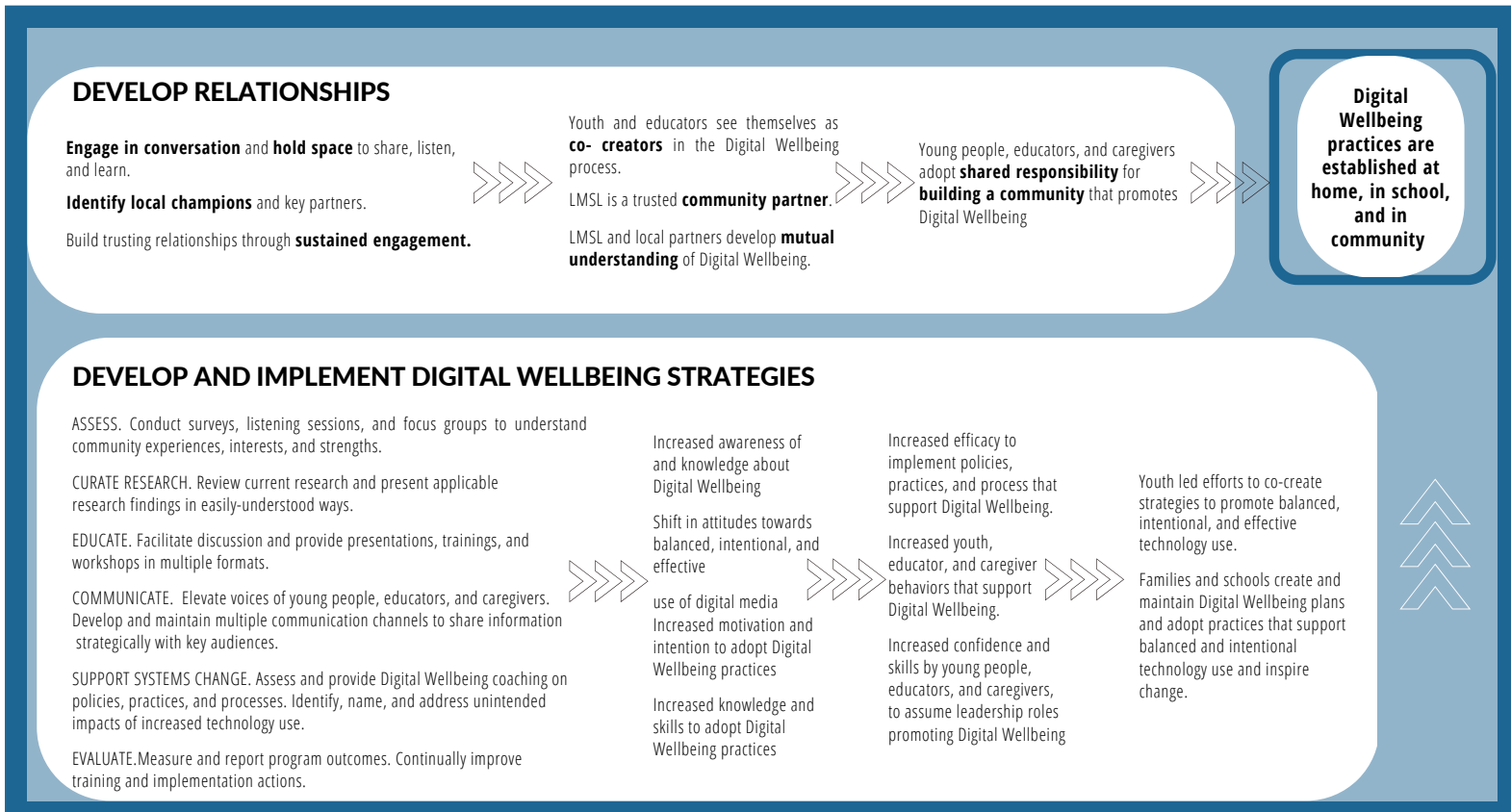
DIGITAL WELLBEING IN THE CURRENT CULTURAL & TECHNOLOGY ENVIRONMENT CONTEXT:

THE PROBLEM:

While technology has myriad benefits, evidence is mounting that misuse and overuse of technology is harmful to the wellbeing of young people. LiveMore ScreenLess has identified a glaring need for awareness, education, and action plans to shift our digitally immersed cultural toward Digital Wellbeing.

OUR PROGRAM APPROACH

We believe change requires awareness and education and must reflect the unique strengths, challenges, and interests of engaged individuals in local school and community settings. We bring our knowledge of current research and our expertise in youth development, education, public health, and evaluation to work in partnership with young people and local champions to co-create and implement strategies to support Digital Wellbeing.



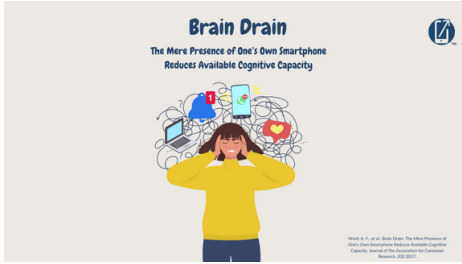
LMSL is a purpose- driven, authentic, collaborative, financially-sound, and sustainable organization that embodies wellbeing.

Prototype for Resource Library Development

The wireframe shows a website layout for the Resource Library. At the top, there is a navigation bar with 'About', 'Get Involved', 'Resource Library', and 'Contact'. Below this is a sub-navigation bar for the 'Resource Library' section, with options for 'Young People', 'Parents & Families', and 'Educators & Advocates'. The main content area features a hero section with a background image of young people and a title: 'Digital Wellbeing For and With Young People'. Below the title is a paragraph of introductory text. A grid of topic cards follows, each with an image and a title: 'Sleeping', 'Mental Health', 'Cyberbullying', 'Physical Health', 'Gaming', and three placeholder cards for 'Topic Title'. A 'View More Topics' button is located below the grid. At the bottom, there is a sidebar menu with a 'Topics' list (Sleep, Mental Wellbeing, Anxiety & Depression, Cyberbullying, Gaming, Physical Wellbeing) and a 'Search All Resources' section with links to 'Glossary' and 'Curated Websites'.

Brain Drain:
The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity
Adrian Ward

Graphic Representation



Research Summary

Key Research

Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity

[View Research Article](#) [Download PDF](#)

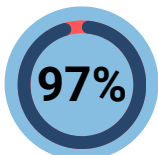
Our Summary

Our devices entice us with an infinite pool of potentially relevant stimuli. As smartphones become relevant to more aspects of daily life, their presence can prove to be uniquely distracting. A 2017 study found that our attention suffers even when we aren't actively using or consciously thinking about them.

Participants were directed to place their smartphones in one of three locations (i.e. a separate room, in one's pocket or bag, or face-down on the desk). They were then assessed with tasks sensitive to **limited capacity attentional resources**—a finite pool our brains use for concentration—which, when used for a given cognitive process or task, make fewer available for other tasks. The location of an individual's phone had a significant effect on **cognitive capacity**: when subjects placed their phone in a separate room, they consistently performed better in assessments.

To explain these findings, researchers suggest that most smartphone owners have developed an **automatic attention response** to their devices. These responses typically help us to attend to frequently relevant stimuli without always keeping them in mind, but may undermine performance: "inhibiting automatic attention—keeping attractive but task-irrelevant stimuli from interfering with the contents of consciousness—occupies attentional resources"⁵⁴². Because the mere presence of one's smartphone can result in this "brain drain," the authors recommend further research and outreach be focused on schools, "as educational institutions increasingly embrace connected classrooms"⁵⁵¹.

EDUCATOR DATA



97% of teachers LMSL surveyed believe classroom cell phone use is negatively impacting student **attention**



YOUTH VOICE

Top concern of 9th grade student LMSL Surveyed indicated **DISTRACTION FROM HOMEWORK** their #1 concern about screen use

YOUNG PEOPLE

Young people will find their resources front and center within the Resource Library. Whether it's content lending an empathetic ear, inspiration and tips for living more and screening less, or opportunities to step into positions of Digital Wellbeing leadership, the keystone audience of LiveMore ScreenLess will immediately recognize themselves and their peers within the space we have brought creativity, care, and intention into designing.



EDUCATORS & ADVOCATES


Youth-facing advocates in every corner have expressed an urgent need to shift their schools, classrooms, and communities into a culture of Digital Wellbeing. This toolkit provides guidance for discussions, activities, and research-based approaches for successfully implementing balanced, intentional, and effective use of technology within the classroom.

PARENTS & FAMILIES

For so many families, every day is a new struggle with the influence of digital media. This toolkit equips parents with guidance, encouragement, and conversational resources for compassionately navigating parenting in the digital age.



LMSL's Resource Toolkits have been designed to serve as the "one-stop shop" to meet the unique needs and experiences of our core audience groups.



The diagram is a circular model with a central icon of a person at a laptop labeled 'Digital Wellbeing'. The inner ring is divided into four quadrants: Physical, Cognitive, Emotional, and Social. The middle ring is labeled 'POLICY, PRACTICE AND PROCESS' at the top and 'COACHING' at the bottom. The outer ring lists various stakeholder groups: WHOLE COMMUNITY, TEACHERS, FAMILY LIAISONS, PEERS, FAMILY, STUDENT SUPPORT STAFF, COACHES AND ADVISORS, ADMINISTRATORS, and SCHOOL STAFF.

Dimensions of Digital Wellbeing

Secondary Educators Toolkit

2

1 Stop Shop

Activity PDFs, Articles, and Research Links

<p>Social Wellbeing</p>	<p>Emotional Wellbeing</p>	<p>Mental Wellbeing</p>	<p>Cognitive Wellbeing</p>	<p>Physical Wellbeing</p>
				
<p>Digital Media Ranking & Digital Media Quadrant</p>	<p>Emotional Awareness</p>	<p>79 Tools for Living</p>	<p>Intention Setting</p>	<p>Proven Benefits of Nature</p>
<p>#Grateful</p>	<p>Pulse Check</p>	<p>Coping with Stressors</p>	<p>Attention Residue</p>	<p>Effects of Screen on Physical Wellbeing</p>
	<p>The Character Lab</p>	<p>Wall Street Journal - Facebook</p>		<p>Benefits of Nature on Physical Wellbeing</p>
				<p>120 Minutes in Nature</p>

51

RESOURCES FROM YOUNG PEOPLE, FOR YOUNG PEOPLE



Young people from LiveMore ScreenLess' Youth Council, Interns, and Staff have been hard at work conceptualizing and building dynamic resources for their peers. These resources will be spotlighted in the first iteration of the Resource Library.

LISTEN IN: An Upcoming Short Film Series

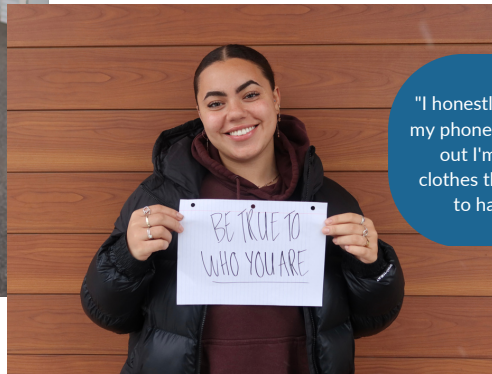
On a random weekday in Minneapolis, we asked high school students walking by if they would take a few minutes to talk to us about their phone use and digital media.

How do you feel without your phone?

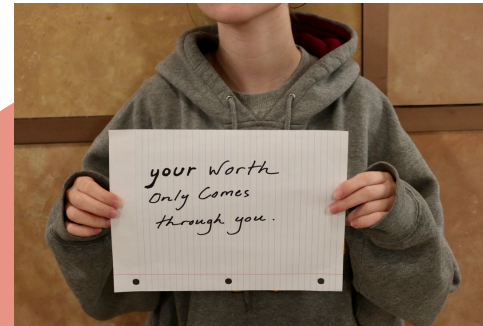
Connected exhausted trapped embarrassing communication
FUN tired lost-time self-doubt friend
 swindled in serotonin insecure standards people
 internet
 frustrating pressure stressed used

ELAINA ASKS: A Photovoice Project

"What would you say to your younger self about technology or digital media?"



"I honestly feel kind of naked without my phone. It's weird. It's like when I go out I'm supposed to be wearing clothes the same way I am supposed to have my phone with me."



CAPTURE THE MOMENT: An Upcoming Short-Form Podcast

Join Youth Engagement Coordinator Amina Mohamoud as she listens to young people reflect on experiences with online bullying, harassment, and racism.



COLLEGE STUDENT DIGITAL WELLBEING ACTIVATORS



Youth Digital Wellbeing innovators and activators will be featured on the Resource Library Youth page .
 - Curated by Cece Hawley, LiveMore ScreenLess Youth Council Advisor and founding member



Maddie Freeman
 student at the University of Colorado Boulder
 founder of *NoSoNovember*



Jake Bradshaw
 graduate of Queen's University
 founder of *Social Reset*



Renee Yaseen
 student at the University of Notre Dame
 founder of *FriendOver*



TECH(NICALLY) POLITICS

Aliza Kopans
 student at Brown University
 founder of *Tech(nically) Politics*



Phones bring us closer to people far away but farther from those next to us.

Diana Bishop
 student at Lake Forest Academy
 founder of Heads Up Campaign

California now leads the nation in protecting kids online with the Age Appropriate Design Code.

AB-2273

Emma Lembke
 student at Washington University
 founder of Log Off Movement

Emi Kim
 student at Glendale Community College
 works for Log Off Movement



Successfully Advocated for AB-2273

OUTREACH AND NETWORK OF ORGANIZATIONS



Appendix H

Building relationships to collaborate and network with Minnesota and National Organizations and Schools



MINNESOTA ORGANIZATIONS

Pacer	U of M Extension	YMCA Equity Innovation Center
Spark & Stitch	NAMI MN	YMCA Intervention services
Youth Speaker's Bureau	Reach Out and Read MN	Girls Taking Action
MDH - SHIP Manager	Children's Minnesota	The Loppet Foundation
MDH - SHIP Dakota County	Better Together Cubed	The Sanneh Foundation
MDH - Mental Health Promotion	Healthy Community Initiative	Voyageur Outward Bound School
MDE - State Library Services	U of M Extension	Wolf Ridge
Minnesota Children's Cabinet	Family Values for Life	The Annex
Partners in Prevention	Girls on the Run	MN Public Health Association
Integral Consulting	Youth on Boards	MACMH
Youthprise	Fraser	Anoka County
Better Together Cubed	Care Counseling	Northfield Youth on Boards
Racial Equity Diversity & Inclusion Manager	Change to Chill	Spark Y
Healthy Community Initiative (HCI)	Children's Minnesota	Waldorf School

NATIONAL ORGANIZATIONS



Yonder	CyberWise
Brick	Children's Hospital of Philadelphia
Turning Life On	NextGen
Charlie Health	The Wall Street Journal's Julie Jargon
Culture Reframed	The ScreenTime Action Network
Center for Online Safety	LookUp.Live
Every Schoola	The Online Safety and Cyberbullying Network
Erik's Cause	Online Safety Institute
Sound the Alarm Campaign	Dr. Susan Linn, author and founder of the Campaign for a
Bagby	Commercial Free Childhood

SCHOOL ENGAGEMENTS

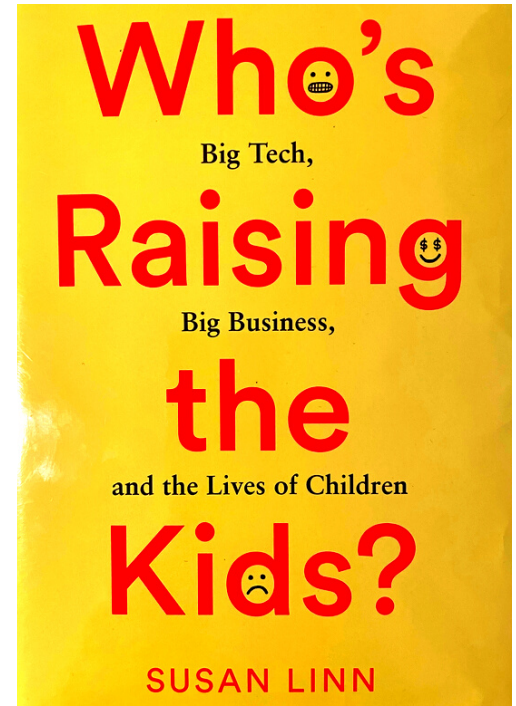


Faribault Public Schools	Orono Healthy Youth
Two Rivers High School	Edina Community Program and Middle School
Minnehaha Academy	Austin Public Schools
Kerkoven Murdoch Sundberg Schools	Farmington Middle School
SouthWest High School	Archdiocese of St. Paul and Minnesota
Wrenshall School District	Mindependent
Upper Mississippi Academy	Hopkins North Junior High

LiveMore ScreenLess is featured as a solution by its National Partners



LiveMore ScreenLess presented as part of a Solutions Showcase at a ScreenTime Action Network Conference in Oct 2022.



LiveMore ScreenLess is featured as a Digital Wellbeing solution in Susan Linn's book published Sept 2022
"...it's impressive that in its early days LiveMore ScreenLess has given young people a voice."



LiveMore ScreenLess is an active member of a national Cyberbullying Prevention workgroup; pictured in Oct 2022.

Appendix J **EDUCATOR DISCUSSION GROUPS**

EFFECTS OF TECHNOLOGY ON STUDENT LEARNING AND WELLBEING ACCORDING TO EDUCATORS

Interference	Rapid impact/response
Distraction	Peer pressure
Dependence on others/internet	Interrupted
Angst	Increased dependence
Urgency	False sense of urgency
Accessible	Disruption
Not Present in the now	Burn out - not rested for school
Toxic	Beneficial within reason
Lack of original thinking	Engagement - to a degree

EDUCATOR INPUT ABOUT LIVEMORE SCREENLESS SERVICES

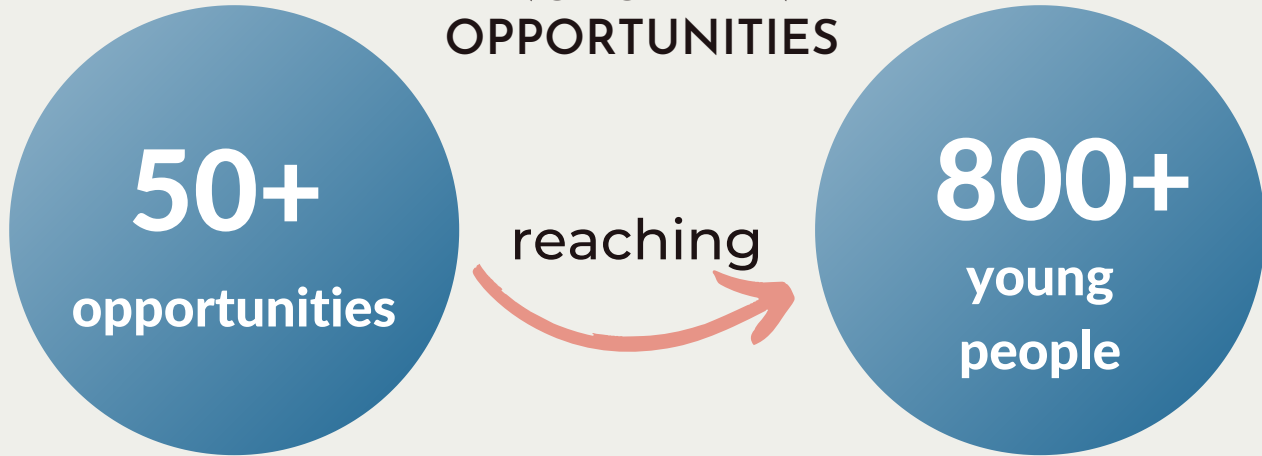
- Student Facilitated Discussions rename FORUM
- Peer LEADER is a better name than Peer Educator
- Education should start with Staff
- Blend Digital Wellbeing with mindfulness training
- Consistent language is needed
- Workshop week - great time to bring research and support the design of policy
- Teacher interest in observing Listening Sessions - see in action
- Sharing Focus Group questions is important for understanding

TOP RESEARCH TOPICS OF INTEREST TO EDUCATORS

Attention
 Adolescent Brain Development
 Equity and School Performance
 Cell Phone Use Policies
 Cyberbullying - align with State Standards

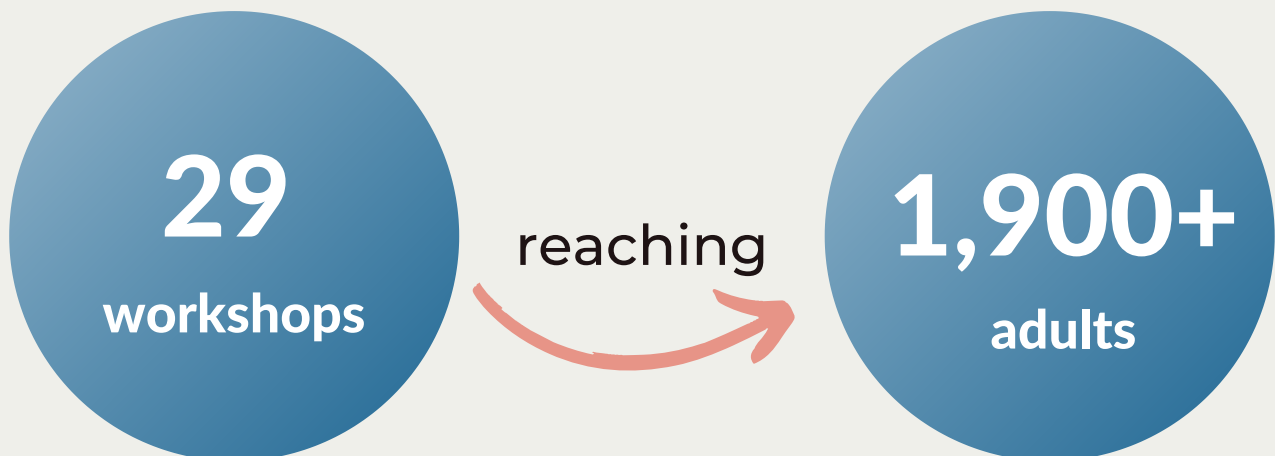
ENGAGEMENT BY THE NUMBERS

YOUTH ENGAGEMENT OPPORTUNITIES



- Focus Groups (60+ students)
- Legislative Engagement
- Paneling for Adolescent Mental Health
- Youth Council

PROFESSIONAL AND PARENT EDUCATION OPPORTUNITIES



- Digital Wellbeing for You
- Technology Is Not Neutral
- Parenting In the Digital Age
- A Peer Education Approach to Promoting Student Digital Wellbeing

LIVEMORE SCREENLESS

Focus Group Themes



Spring 2022

LiveMore ScreenLess held 7 focus groups in 3 Twin Cities area schools with 52 students ranging from 7-12 grade. The following themes emerged from the Focus Groups.



Students are attempting **digital wellbeing practices** as they seek to reduce the time spent on digital media. They acknowledge the **challenge in sustaining these practices**.



Students recognize when social media use **negatively impacts their wellbeing**. Students reported struggling with some **emotionally draining and triggering** digital content.



Students are highly aware of the **drawbacks of social media** and navigate issues such as strained relationships, privacy issues, and receiving inappropriate content.



Students are aware of the **manipulative and persuasive design of technology** and recognize how easy it is to be on devices much longer than they intend.

LIVEMORE SCREENLESS

Focus Group Themes

Spring 2022



- Continued themes from 7th-12th grade Student Focus Groups -



Students have a range of experiences with digital media use during the **school day**.



Students have mixed experiences with limits on their technology use, but many recognize ways in which they and their **family unit benefit from limiting technology use**.



Students want **parents to create device limits** with them, to be understanding in conversations around device use, and to recognize the vast differences between generations.



Students are **highly concerned** about seeing **children** engrossed in devices and not engaged in healthy childhood activities.

Want to make new friends?

Be inspired about the future?

Be part of solutions for change?

Create a better world for every generation to come?

Join us!

LiveMore ScreenLess is hosting a Digital Wellbeing Youth Summit for students in grades 9-12 grade.

We're bringing young people together from across Minnesota to learn, share, and be inspired about Digital Wellbeing.

The day is packed with fun, games, speakers, music, food, and activities.

AND we are holding a contest!



Date/Time: May 15th, 2023

Location: To Be Announced

In the Spring of 2022, LiveMore ScreenLess and a Digital Wellbeing Student Advisor at Faribault High School launched the first-ever student Digital Wellbeing Peer Education and Leadership Program.

PEER EDUCATION BY THE NUMBERS

2022

Founded at FHS

1

FHS Student
Advisor
Trained

9

FHS Peer
Leaders
Trained

10

Peer Training
Hours

5

Dimensions of
Wellbeing
Practiced



250+

Students, Parents, Community members,
Professionals learning about digital
Wellbeing from Peer Leaders!

IT STARTED WITH EDUCATION AND A CHAMPION

Digital Wellbeing Workshops for Educators created the time and space for educators to learn about the research and data and the need for Digital Wellbeing Leadership



A high school English teacher was trained as a Student Digital Wellbeing Advisor and partnered with LMSL Youth Engagement Director to hold Student Digital Wellbeing Peer Education sessions



THE TRAINING JOURNEY

The Training is designed to build community, activate young people, and create Digital Wellbeing understanding, practices, and habits. Digital Wellbeing is balanced, intentional, and effective use of technology.

Dimensions of Digital Wellbeing



THE TRAINING GROUNDING

Dimensions of Wellbeing:

Social | Emotional | Mental | Cognitive | Physical
 Research | Data | Persuasive Design | Attention Economy |
 Leadership Development

EFFECTIVENESS OF PEER EDUCATION PROGRAMS

Studies Reveal

1. Peer educators can be effective because:
 - Young people see their peers, over adult educators, as more credible sources of information, particularly with digital media use.
2. Benefits to peer educators themselves include:
 - The development of public speaking and facilitation skills
 - The increase of knowledge of the content area
 - Improving self-confidence and esteem
 - Recognition by their peers as leaders

DIGITAL WELLBEING PEER LEADERS COMMUNITY REACH
Trained Peer Educators brought Digital Wellbeing Awareness to:**Faribault District**

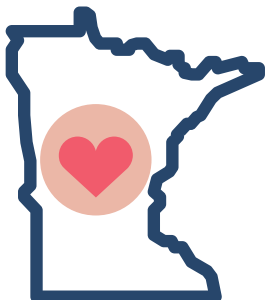
- Latinx Parent Affinity Group Workshop - Research sharing and translation
- Middle School Celebration - Digital Wellbeing games, prizes, conversation

Faribault Community

- Rotary Meeting - Peer Education Panel Discussion and Presentation

Minnesota and Beyond

- U of M Summer Adolescent Health Institute - Youth Panel Presentation



What is Peer Education?



Why did you join?

"Peer ed is about helping people develop healthy habits."

"I realized I could make a difference in my school."

"I want to be involved more in the community and help others when I can."

What is the importance of having a Digital Wellbeing Advisor?

"You need to have a champion to help."

"I think you need three things [to create DW Peer Leadership]:

- great content;
- a passionate teacher who cares about student wellbeing;
- and students who are willing to try things."

Student Gains and Takeaways from this experience

"There was no judgment. There was space to ask questions and feel safe. In a class, I don't always ask questions because I feel like I should know the answer. We were all open. We built connections and relationships."



- Phones are addictive
- Take time for yourself
- Dealing with mental health
- Nature is healing
- Importance of social and mental wellbeing and sharing of experiences
- How social media companies make money

Supporting Student Digital Wellbeing

THE PARTNERSHIP BETWEEN LIVEMORE SCREENLESS AND
FARIBAULT PUBLIC SCHOOLS

JUNE 2022

Executive Summary

While technology offers many benefits, a growing body of research indicates technology overuse can negatively impact the health, learning, and wellbeing of young people in multiple ways. Shifting attitudes, processes, practices and policies to reduce technology misuse and overuse requires multiple strategies at multiple levels. LiveMore ScreenLess (LMSL), a Minnesota-based nonprofit organization, uses an educational approach informed by the CDC and the ASCD to advocate and promote Digital Wellbeing. The CDC and ASCD encourage use of the model as a framework for improving students' learning and health in the school setting. The Whole School, Whole Community, Whole Child Model (WSCC) model places the student at the center, surrounded by school personnel and the whole community. Using this model, LMSL posits that everyone plays a role to support the wellbeing and learning of students. Drawing on current research and best practices and using the WSCC model as a guide, LMSL works collaboratively with young people, parents/caregivers, schools, and organizations to promote balanced and intentional technology use in the school community.

LMSL's multi-level, collaborative program to promote Digital Wellbeing was implemented at Faribault Public Schools in the 2021-22 school year. This summary briefly describes activities supporting student Digital Wellbeing, the impact of these efforts, and lessons learned about effective implementation. The work that took place during the past year was an extension of a partnership that began in 2019. Early collaborative efforts included surveying educators, students, and parents/caregivers; presenting research to FPS leadership; holding focus groups with students and teachers; providing training to FPS administrators, educators, and staff on Digital Wellbeing; and conducting parent/caregiver workshops. It is important to note that collaborative efforts during 2020-22 were influenced by the pandemic, requiring online modalities and adjustment of activities.

Key activities and impacts

The activities implemented to support student Digital Wellbeing during the 2021-22 school year, as well as the reach of these activities and early impacts, are briefly described below. LMSL uses four strategies to implement the Digital Wellbeing program: engagement, education, communication and systems.

Engagement. LMSL begins school engagement with active listening and appreciative inquiry. Connecting with stakeholders who have varied roles at FPS has been critical to building trusting relationships and a strong organizational partnership. Throughout the school year, LMSL held regular meetings with key FPS administrators and staff to implement planned activities and engaged with:

Appendix O (2 of 4)

- Director of Curriculum and Learning and the Director of Technology meetings to plan the scope of Digital Wellbeing awareness, education, and communication activities for the 2021-22 school year
- District Technology Committee, workshops and meetings with committee members to understand technology concerns, present research on technology overuse, and develop potential solutions
- Digital Wellbeing listening sessions with parent affinity groups with parent liaisons as hosts and interpreters
- Digital Wellbeing discussion with Realizing Individual Student Excellence (RISE) at Faribault High School (FHS)
- Digital Wellbeing meetings with key FPS staff, including the Mental Health Coordinator, AVID Coordinator, and Family and Community Engagement Specialists (FACES) staff

Education. LMSL provides research-based, interactive educational programming for school districts in order to increase awareness and knowledge about the impact of technology overuse and to focus on solutions for Digital Wellbeing. LMSL provided training and professional development to FPS administrators, educators, and staff multiple times throughout the year to support Digital Wellbeing. LMSL provided peer education training for students at Faribault High School. Data from previous FPS engagement with students, educators, administrators and parents/caregivers was integrated into awareness and education activities, enabling LMSL to tailor information specific to the community. These trainings included:

- District-wide Early Childhood educators and staff (27 participants, August 2021)
- District wide FPS administrators, educators, and staff (227 participants, November 2021)
- Realizing Individual Student Excellence (RISE) and Family and Community Engagement Specialists (FACES) staff (16 participants, January 2022)
- District-wide Elementary educators (99 participants, February 2022)
- Faribault High School Student peer educators (9 participants, March-May 2022)

The training and workshops provided by LMSL were well-received by stakeholder groups. Examples of demonstrated changes in awareness and behavior include the following data points:

- All school staff who attended the Digital Wellbeing training found it “extremely” or “very” helpful and felt confident both talking with students about the effects of technology misuse and adopting practices themselves to avoid technology misuse.
- A majority (82%) of elementary teachers who attended the training found the information “extremely” or “very” important. Most reported it was likely they would bring some aspects of the training into their teaching (93%) and talk with parents about the importance of Digital Wellbeing (72%).
- High school students trained as peer educators were extremely satisfied with the training and were unable to share criticism when prompted. When asked to reduce meeting time to once a week instead of twice a week, students insisted on continuing to meet twice a week.

Peer Education and Leadership

LMSL’s partnership with FPS’s leadership and staff and the Digital Wellbeing training and education activities for the district provided the foundation for launching a student Digital Wellbeing Club at Faribault High School. In the spring of 2022, a group of 9 high school students participated in LMSL’s Digital Wellbeing Peer Education program. The 8-week training program, based on LMSL’s five dimensions of wellbeing, educated students about balanced and intentional technology use, the addictive design of social media, and

Appendix O (3 of 4)

strategies they can use to promote Digital Wellbeing for themselves and others. The sessions were facilitated by LMSL's Digital Wellbeing Youth Engagement Director and a FHS Digital Wellbeing Club advisor, a high school teacher hired by the district to serve in that role. At the conclusion of the training, Digital Wellbeing Club members shared what they had learned at three community events: a school-wide middle school celebration, where Club Members designed and led Digital Wellbeing activities with students and parents/caregivers; a panel presentation and Q & A discussion at Faribault's Rotary Club Meeting (30 business leaders in the audience); and a Latinx parent affinity group workshop at Jefferson Elementary, where two Club Members talked with parents in their native Spanish about Digital Wellbeing. The FHS Digital Wellbeing Club Members are eager to continue their work in the next school year and would like to reach elementary and middle school students to encourage them to develop Digital Wellbeing habits to avoid technology misuse and overuse.

Communication. LMSL provides Digital Wellbeing communication resources and materials to sustain Digital Wellbeing awareness, education, and practices. LMSL uses data from surveys, focus groups, and listening sessions conducted with the school community to tailor messaging. Throughout the school year, LMSL provided consultation to FPS district, school administrators, educators and the technology committee by listening to emerging areas of interest and providing the district and individual school leaders with tips and resources that were shared with educators and parents/caregivers. Monthly and bimonthly newsletter submissions developed by LMSL were provided to the district for use in digital communication. During the school year:

- 29 digital newsletters with tips and resources were sent to elementary, middle, and high school FPS educators
- 7 monthly digital newsletters with tips and resources were sent to FPS parent community

Systems Change. At the systems level, LMSL provides expertise, data and consultation for school administration and educators, knowing that policies and practices can lead to systems change by encouraging behaviors that support Digital Wellbeing. Key policy changes implemented as a result of the partnership between LMSL and FPS include:

- A high school personal device use policy clarifying devices must be kept in lockers or backpacks
- A district policy clarifying district-owned devices used by elementary students are to be kept at school, rather than brought home in evenings or during weekends
- Integrating Digital Wellbeing into the mission of the district's Technology Committee
- Establishing new practices for regularly integrating Digital Wellbeing training for FPS educators and staff into professional development days
- Changes in norms to discourage emails from being sent or responded to outside of the workday
- Creating a new role for FHS faculty to serve as advisor to the Digital Wellbeing Club

FPS administrators and educators recognized that multiple strategies are needed to create a culture of Digital Wellbeing. Policies, processes, classroom practices, and peer group norms are important aspects of shifting school culture. The district has worked closely with LMSL to provide multiple training and professional development opportunities to educators and staff, recognizing that teachers need autonomy to integrate these practices into their teaching. They appreciated that LMSL gathered information to understand concerns and priorities before working collaboratively with FPS to identify the policies, practices, and training that could be used to address those concerns.

Appendix O (4 of 4)

Additional Impacts. FPS stakeholders identified other important changes that occurred during the year.

- Adoption of shared Digital Wellbeing language within the district
- FPS administrators and educators role modeling of behaviors that support Digital Wellbeing, examples - using walking meetings or keeping cell phones out of sight in the classroom
- Routinely providing information about Digital Wellbeing to parents at school events, including PTA meetings, parent-teacher conferences, parent affinity group meetings, and school open houses
- Increased self-efficacy and confidence in their ability to address technology misuse
- Critical review and thoughtful selection of technology tools used in the classroom
- Emergence of new Digital Wellbeing champions at FPS

Key lessons learned

Through interviews, focus groups, survey responses, and other reflections, FPS and LMSL identified important lessons learned to guide future efforts:

- Supporting Digital Wellbeing throughout the district level requires champions in multiple roles.
- School administrators and staff appreciate the responsiveness of LMSL staff and their research-driven approach.
- School policy creates common expectations for some key aspects of technology use, but long-term, multi-level efforts are needed to create norms that support Digital Wellbeing.
- Adoption of Digital Wellbeing practices varies by school and by classroom, making it important to measure progress across multiple areas rather than achievement of a single outcome.
- Engaging young people as leaders was a very positive experience for students in the Digital Wellbeing Club.
- Stakeholders find it helpful to understand the addictive design of technology to increase mindfulness and see educational apps through a new lens.
- Difficulty accessing affordable extracurricular activities and concerns about the safety of outdoor activities during winter can make it difficult for families and young people to replace screen time with other options.

Next steps

Information gathered through the evaluation led to the following recommendations for LMSL and FPS:

- Continue to compile and make accessible Digital Wellbeing resources for caregivers and school representatives alike.
- Maintain and continue to build upon the relationship-based and individualized strategies LMSL is using in partnership with FPS.
- Work closely with the school to establish data collection approaches to gather input from staff, educators, caregivers, and parents throughout the academic year.
- Explore the best balance of on-site and virtual Digital Wellbeing training and support.
- Integrate common Digital Wellbeing measures into student and educator surveys.
- Continue to expand efforts to introduce Digital Wellbeing concepts, led by peers, to younger students and their families.
- Develop a menu or continuum of services to help other school districts understand how LMSL can be a partner in advancing Digital Wellbeing.