



United to
Save Our Kids

Youth Empowerment
for Success & Well-Being



You see a teammate.

We see someone who
feels alone in the crowd.



You see friends having fun.

We see someone
struggling to keep up the act.



You see a winning team.

We see someone who feels like
they are losing the battle inside.



United to
Save Our Kids



You see a tough game.

We see a heart
heavy with untold stories.



Texas House Bill 3908

Known as Tucker's Law, HB 3908 was enacted to address the rising concerns surrounding fentanyl misuse and drug poisoning among students. Effective as of the 2023-2024 school year, HB 3908 mandates that public school districts in Texas provide annual, research-based instruction specifically focused on fentanyl use prevention and drug poisoning awareness for students in grades 6 through 12.

Key Components of the Mandated Instruction

Suicide Prevention

- Teach students to recognize signs of suicidal ideation
- Equip them with knowledge of how to seek help

Fentanyl Misuse & Addiction Prevention

- Educate on the dangers of fentanyl use
- Share strategies to prevent drug misuse and overdose

Awareness of Local Resources

- Help students identify school and community support systems
- Teach them how to access mental health and crisis resources

Health Education on Substance Use

- Teach students to recognize signs of substance use
- Equip them with knowledge of how to seek help

Fentanyl Poisoning Awareness Week

- Annual observance mandated by the Governor
- Schools may offer special programming to raise awareness and promote safety



Who We Are

Meeting the Mandate. Changing the Narrative.



United to Save Our Kids is an alliance of prevention organizations dedicated to addressing critical challenges in Texas schools through mental health support, suicide prevention, and drug prevention education. Our collective efforts are grounded in evidence-based programs and practices that have been vetted and approved by individual Texas school districts, ensuring compliance with state mandates and the highest standards of effectiveness.



Introducing S.T.O.P. Suicide Prevention & Peer Support



My name is Jonah Barrow, and I am 20 years old. On August 24th, 2022, I attempted to take my own life. Thankfully I was unsuccessful. Since then I have worked diligently to regain the strength I once had not only in my body but in my heart and mind. STOP has played a very important role in my mental health recovery. It's thanks to STOP that I get to share my story and help those around me. I hope that my story can move the hearts of students and help them choose to live life to the fullest. – TASA CONFERENCE 2025

[Learn More](#)

Jonah Barrow

About	Focus	Key Contribution
Texas-based nonprofit delivering evidence-informed suicide prevention, training, and mental health advocacy programs. S.T.O.P. is a recognized Heroes for Children recipient. With over 180,000 students served, their trauma-informed student-led approach transforms campuses.	Suicide Prevention, Youth Mental Health First Aid (YMHFA), Educator Training, Peer Mentorship, Parent Engagement, CTE Training	State Board of Education Heroes for Children Award winner and education provider with authority to train teachers and administrators. Programs aligned with PBIS and House Bill 3908. Youth Mental Health First Aid (YMHFA) training with 3-year certification. Emotional Backpack Project: Train-the-trainer model for campus-wide certified instructors and mental health specialists, student assemblies, schoolwide implementation, community and parent workshops focused on suicide signs of risk and family awareness. Data-Driven Assessments: Survey tools and analytics to measure effectiveness, outcomes, and tailor interventions.



“This is not just another assembly—it changed how our entire campus talks about mental health.”

– School Counselor, Sheldon ISD

[Learn More](#)



Introducing Fentanyl Fathers

Fentanyl Awareness



We're not a family who generally discusses things around the dinner table, but when my kids came home from school they couldn't stop talking about what they learned at this assembly. After dinner, their friends even came over and the conversation continued all night. The presentation definitely made a powerful impact and is driving important discussions with our kids.

– Middle school parent

[Learn More](#)



About	Focus	Key Contribution
Nonprofit founded by fathers who lost their children to fentanyl poisoning from counterfeit pills. Their grief has been transformed into a mission to warn, inform, and save other families by equipping students, parents, and schools with knowledge and truth.	Drug Prevention, Fentanyl Awareness, Family Engagement, Youth Education, Student-Led Drug Prevention Program	Engaging and impactful school assembly, community assembly programs. S.A.F.E. (Students Advocating Fentanyl Education) youth-led prevention clubs supported with toolkits, training, and materials for peer-to-peer advocacy. Multi-touchpoint engagement (student + staff + parents). Follow-up materials, referrals, prevention toolkit resources for youth and families. Data-driven assessments: Survey tools and analytics to measure effectiveness, outcomes, and tailor interventions.



"This was a very powerful message, and the kids were very in tune with it. You know when you looked around you saw some kids crying, wiping tears off their face, so we think the message hit pretty hard to them. It was very good."

– High school health teacher

[Click for Research, Results & Testimonials](#)



Introducing Victoria's Voice Foundation

Drug Prevention Education & Mental Health



VICTORIA'S VOICE

David and Jackie's daughter Victoria "Rikki" Siegel was a bright, curious, kind-hearted teenager whose memory continues to live on through the efforts, outreach, and impact of Victoria's Voice.

[Learn More](#)



About	Focus	Key Contribution
Founded by David and Jackie Siegel after losing their 18-year-old daughter Victoria to drug overdose. The organization has become a leader in youth drug prevention, reaching 1.5 million students , educators, and parents, offering schools and communities research-backed programming. Their work blends science-based prevention curriculum, storytelling, family engagement, and data-driven impact strategies.	Drug Prevention Education, Youth Engagement and Education, School Assemblies, Parent Engagement and Education, Community Engagement and Education	Standards-aligned prevention education curriculum: Classroom lessons on substance misuse, drug poisoning, and overdose; informed decision-making; and peer pressure. Student assemblies and workshops: Story-driven program featuring trained speakers, those impacted by substance use, and peer-led discussions. Teacher training workshops: PD sessions on recognizing the early signs of behavioral health issues and substance use in youth and delivering prevention content with confidence. Peer mentorship, support networks, community campaigns. Data-driven assessments: Survey tools and analytics to measure effectiveness, outcomes, and tailor interventions.



"In February 2024, I lost my brother-in-law to a fentanyl overdose. Experiencing that loss and witnessing the profound impact it had on my husband and his family only deepened my understanding of how critical our mission is."

– Victoria's Voice employee

[Learn More](#)



A Collective Response to an Urgent Crisis

Mental Health Struggles. Fentanyl Overdoses. Youth Suicide.

This isn't a future threat—it's happening now.

Our Four Pillar Framework



Mental Health Support

Empowering students to build resilience, manage emotions, and seek help early.

1



Suicide Prevention Education

Saving lives through stigma-reducing assemblies, peer support, and staff training.

2



Drug Awareness & Prevention Education

Exposing the truth about youth substance use, illicit fentanyl, and counterfeit pills with raw, real stories, and empowering students with facts and refusal skills for informed decision-making.

3



Student Growth & Success

Fostering purpose, self-worth, and leadership through peer-led initiatives that boost academic and personal success.

4



What We Offer

From Pillars to Practice: How We Support Schools

1



Student Assemblies

- High-energy events focused on mental health, leadership, and decision-making
- Real-life stories, data-driven content aligned with HB 3908

2



Training for Educators

- Youth Mental Health First Aid (3-year certification and TEA recommended): Training educators to recognize, respond to, and support students in crisis (PBIS aligned)
- The Emotional Backpack Project: Training staff to implement a mental health-first approach in schools

3



Social Skills Curriculum for Students

- Social skills program: Improves emotional well-being, attendance, and academic performance by equipping students with communication and life skills, resilience, and confidence to thrive
- Fentanyl curriculum: 9 teacher-led lessons focused on fentanyl facts and risks, overdose response, peer pressure and refusal skills, and peer-to-peer messaging

4



Family & Community Engagement

- VITAL SIGNS Family Forum: Engaging local leaders and parents in lifesaving conversations about the drug epidemic—and response—in their community
- VITAL SIGNS Community Conversations: Empowering parents to identify and address the early signs of behavioral health issues and substance use through live, group engagement in our VITAL SIGNS programming
- Tools and Curated Resources: Supporting parents with resources to promote continued learning and healthier outcomes for their family



Methodology

Turning Awareness into Lasting Change

United to Save Our Kids uses a **trauma-informed, research-backed** approach to school-based mental health and drug prevention programming. Our four-pillar framework is implemented through a structured, step-by-step process:

1



Schoolwide Engagement – Awareness & Connection

- Live student assemblies featuring real stories, powerful speakers, and interactive discussions on identity, peer pressure, drug risks, and resilience
- Breaking the silence—students feel seen, heard, and motivated to seek help

2



Educator Empowerment – Professional Development

- Staff training on how to recognize and address the signs of risk in youth, respond to crises, and integrate life skills and mental health into daily teaching
- TEA-approved, aligned with HB 3908 and PBIS—equipping schools for long-term culture change

3



Structured Student Development – Skill-Building

- 10-week evidence-based curriculum delivered through Success Clubs or classroom instruction
- Focus on emotional regulation, self-worth, communication, goal setting, and leadership
- Proven results: Reduced absenteeism, improved behavior, and higher test scores

4



Family & Community Connection

- Community events to engage local leaders and families in lifesaving conversations about substance misuse in their community
- Parent toolkits and digital resources for further learning and support
- Strengthening the student-school-home triangle for consistent support and lasting resilience

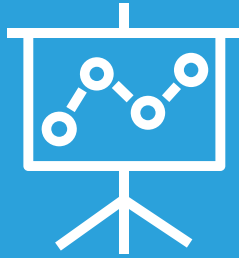


Delivery Model

Turnkey, Impact-Driven, and Sustainable

Content

- Can be delivered in-person or virtually
- Customizable by campus size, grade level, and schedule
- Includes follow-up support and built-in evaluation tools
- Fully aligned with Texas House Bill 3908 and school-based wellness programs



Step 1

Planning



Step 2

Assembly



Step 3

Training



Step 4

Curriculum



Step 5

Follow-Up



Building a Legacy of Support

How the Program Sustains Beyond Year 1

Our goal isn't just to implement a program. It's to embed a culture of wellness, leadership, and resilience that lives on campus long after our direct support ends.

YEAR 1	YEAR 2	YEAR 3	
Sustainability Framework • All four pillars activated through student assemblies, teacher and staff training, classroom curricula, and family engagement. • Focused investment in capacity-building: Staff trained, parents equipped, students inspired. • Peer-led programming infrastructure launched (SAFE, Success Clubs, mentorship teams).	Empowerment & Transition • Trained instructors continue delivering social skills curriculum. • Campus leadership integrates wellness into advisory and behavior systems. • Student-led groups grow—hosting events, facilitating peer check-ins, and supporting behavior modeling. • Continued light-touch support from United to Save Our Kids (check-ins, toolkits).	Campus-Owned Culture of Support • Minimal external presence—district uses internal teams and peer-led models to drive momentum. • Student ambassadors take ownership of prevention weeks, morning meetings, and mental health initiatives. • Program becomes a living, breathing part of campus identity—not just a program, but a culture.	Key Sustainability Drivers • Peer-led student groups and trained educators • Integration into existing campus systems (PBIS) • Ongoing family and community engagement  United to Save Our Kids

Sustainability & Tracking



Pre-/Post-Program Surveys for Students and Staff

- Administered to students, mentors, and staff.
- Data used to adjust delivery and increase program relevance.



Real-Time Student Feedback

- Anonymous QR code survey after assemblies and classroom sessions to elicit student feedback, concerns, stories, or requests for help.
- Feedback helps schools identify at-risk groups early.

*This initiative is built with long-term success in mind. Each component includes built-in methods for tracking progress, demonstrating measurable outcomes, and informing ongoing support for students, staff, and families.

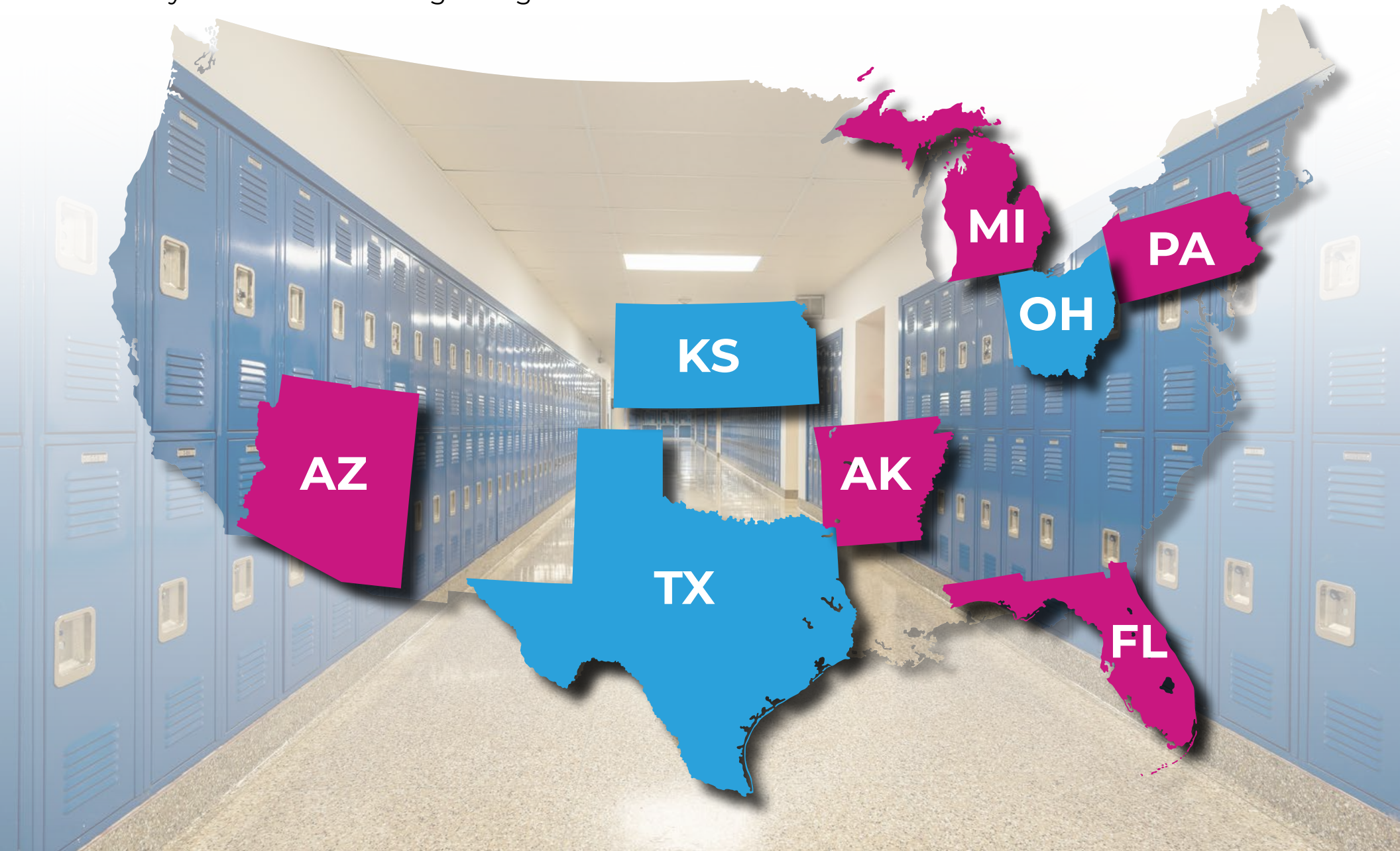




School Districts Served as of 2025

TX, MI, FL, PA, AZ, AK, OH, KS

Across urban, rural, and suburban communities—this alliance meets schools where they are at to drive lasting change.





Partnership Opportunity

We seek to partner with school districts to implement this initiative across schools, amplifying the county's existing efforts through assemblies, mentorship, and training-based interventions.

Launch School Assemblies

We are ready to deploy highly engaging and interactive assemblies that align with HB 3908 and school-based wellness program objectives:

- Address mental health, suicide prevention, fentanyl awareness, and student resilience
- Feature peer-led narratives, trained speakers, and real-life stories

Grant Partnership Opportunity

Title I—Title I funds support students who experience difficulties meeting the State's challenging academic standards. Title I, Part A funds must be expended for research-based programs, activities, and strategies that meet the needs identified in the campus' community needs assessment (CNA).

Title IV—Title IV funds are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.





Partnership Opportunity

Utilize grant funding opportunities to pilot the full **United to Save Our Kids** model at selected campuses:

- Full delivery of 4 pillars
(Assembly, Educator Training, Classroom Curriculum, Parent and Community Engagement)
- Data tracking and impact measurement for grant compliance
- Peer-led group activation to build campus sustainability

Why This Partnership Works

- Directly addresses core focus areas: Youth mental health, suicide prevention, and family outreach.
- Delivers scalable programming now, with long-term campus ownership.
- Backed by TEA-aligned partners and real-world results.





A Sustainable Investment in Youth Well-Being

United to Save Our Kids is a blueprint for building emotionally safe, drug-free, empowered campuses—sustained by trained educators, activated student leaders, and connected families.

Let's Work Together

- Pair this initiative with grant opportunities to offset program costs.
- Leverage county-aligned community resources to support sustainable impact.
- Strengthen your prevention and student support footprint.

Let's build more than a response.
Let's build a campus culture that protects, uplifts, and lasts.

Thank you!

Testimonials, district letters of support, and recommendation statements are available upon request.



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