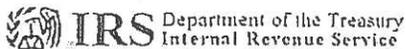

Other Attachments

- IRS Determination Letter
- Partnership Agreement
- Roles and Responsibilities Worksheet
- Program Model
- Grant Assurances
- Letters of Support
- Evaluation Instruments



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248344558
Dec. 18, 2008 LTR 4168C E0
77-0610949 000000 00 000
00015239
BODC: TE

DAVIDS CHALLENGE INCORPORATED
% FAITH A DICKENS
16200 EUCLID AVE
E CLEVELAND OH 44112

07406

Employer Identification Number: 77-0610949
Person to Contact: Mr. Burns
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Dec. 09, 2008, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in March 2004, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

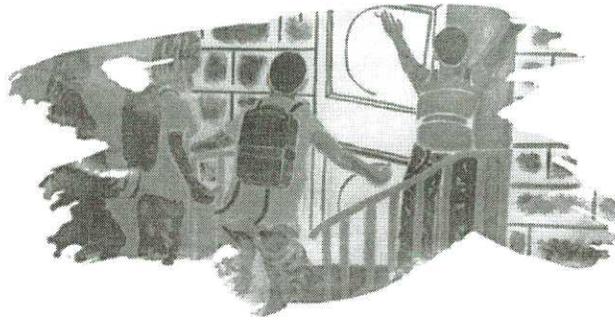
Sincerely yours,

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I



David's Challenge

A Pathway For Opportunities Against All Odds



Partnership Agreement

WHEREAS, David's Challenge, Inc., Northern Ohio Recovery Association, Cleveland Clinic's Stephanie Tubbs Jones Health Center and East Cleveland Schools have come together to collaborate and to make an application for the 2015 Community Connectors program; and

WHEREAS, the partners listed above have agreed to enter into a collaborating agreement in which David's Challenge, Inc. will be the lead agency and named applicant and the other agencies will be partners in this application; and

WHEREAS, the partners herein desire to enter into a Partnership Agreement setting forth the services to be provided by the collaborative; and

WHEREAS, the application prepared and approved by the collaborative is to be submitted to Community Connectors on or before March 6, 2015.

1. Project Goal

The goal of this program is intended to promote positive youth outcomes via relationships between young persons (mentees), who are enrolled in one of three elementary schools, within the East Cleveland School District, and non-parental adults (mentors) who are acting in a nonprofessional helping capacity. East Cleveland School District has a student population in which more than 40 percent is economically disadvantaged and has a graduation rate below 92 percent.

2. Target Population

The target population for David's Challenge Young Achievers Program (YAP) is male and female students between the ages of 10 - 13 and enrolled in grades 5 and 6; predominantly from low-income, single-parent households; deemed academically at-risk and eligible for a free or reduce priced lunch. The elementary schools selected for participation in this project include Superior Elementary, Chambers Elementary and Mayfair Elementary.

3. Roles and Responsibilities

NOW, THEREFORE, it is hereby agreed and between that each member of the partnership is responsible for the following assurances:

- A. Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
- B. Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
- C. Demonstrate a commitment to clear roles and responsibilities of each partner as it relates to the grant proposal and application.

- D. Sustain consistent communication among partners and stakeholders with a shared vision of the goals of the grant proposal. This included participating in regularly scheduled meetings for project management and identifying areas for improvement.
- E. Ensure partners have appropriate access to data for purposes of grant program improvement and evaluation in accordance with federal and state law.

4. Timeline

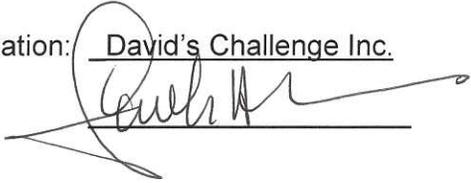
The roles and responsibilities described above are contingent on David's Challenge, Inc. receiving funds requested for the project described in the Community Connectors grant application. Services under this agreement will begin no later than September 7, 2015.

Lead Applicant

Name: Faith A. Dickens, MSW

Title: Founder

Organization: David's Challenge Inc.

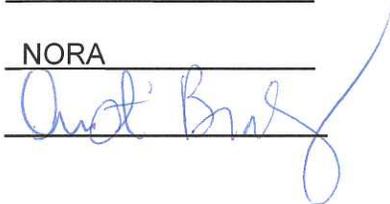
Sign: 

Partner

Name: Anita Bradley, MSW

Title: Pres/CEO

Organization: NORA

Sign: 

Partner

Name: Rhonda L. Draper, ND

Title: Volunteer Manager

Organization: Cleveland Clinic Foundation

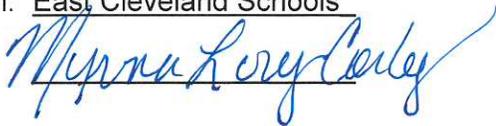
Sign: 

Partner

Name: Myrna L. Corley

Title: Authorized Representative

Organization: East Cleveland Schools

Sign: 

Roles and Responsibilities Worksheet

Describe how each applicant partner plans to contribute to the overall program plan, including but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities.

1. **Faith-based Organization:** David's Challenge, Inc.

- Time Contribution** - Project staff will be involved in this project on a full-time basis.
- Personnel Contribution** – Executive Director (.25%), Project Coordinator (.50%), Case Manager (100%), Youth Coaches (4 @ .50%).
- Monetary Contribution** – Total in-kind contribution of personnel costs is \$414,717 over the three year project period.
- Shared Responsibilities** – Administrative, programmatic and fiscal oversight, program activities, recruitment, training, and determining eligibility of mentors, grant compliance and reporting, sustainability, at main office and other locations tbd
- Additional Roles** – Serves on the Project Management Team

2. **School District Partner:** East Cleveland City School District

- Time Contribution** – Each staff person will contribute 10 hours of work per week to project.
- Personnel Contribution** – Intervention Specialist (3) Chambers, Superior, Mayfair,
- Monetary Contribution** – In-kind contribution
- Shared Responsibilities** – Program Activities, mentee referrals, parent involvement, attend mentor/mentee meetings at David's Challenge, completion and submission of documentation for all activities.
- Additional Roles** – Serves on the Project Management Team

3. **Business Partner:** Northern Ohio Recovery Resources

- Time Contribution** – Staff person will contribute 10 hours of work per week to project.
- Personnel Contribution** – Outreach Coordinator
- Monetary Contribution** – In-kind contribution
- Shared Responsibilities** – Recruit and assist with training of eligible mentors, facilitate prevention education groups twice weekly at David's Challenge, completion and submission of documentation for all activities.
- Additional Roles** – Serves on the Project Management Team

4. **Community Non-profit:** Cleveland Clinic Stephanie Tubbs Jones Health Center

- Time Contribution** – Volunteer Coordinator 20 hours monthly; each volunteer mentor matched with a mentee will provide two hours of mentoring per week.
- Personnel Contribution** – Volunteer Coordinator
- Monetary Contribution** – In-kind contribution
- Shared Responsibilities** – Program activities at David's Challenge and locations tbd, completion and submission of documentation for all activities
- Additional Roles** – Serves on the Project Management Team

Program Name: _____

Resources

What resources will be needed to conduct this program?

- Financial
 - Community Connectors grant funding
 - Foundation support
- Personnel
 - 7 Project staff
 - 150 volunteer mentors
- Project Management Team
 - Project Management Team
- Supplies
 - Office Supplies
 - Tablet Computers
 - Educational Supplies
- Facilities
 - Two accessible sites

Program Activities

What will we do with the resources?

- Supports
 - Staff training
 - Mentor training
 - Bi-monthly supervision of mentors and youth/parents
 - Direct Services
 - Bi-monthly workshop series for mentors/youth
 - Structured activities for matches
 - Structured activities for youth/parents
 - Annual recognition
 - Evaluation
 - Continuous quality improvement

Outputs

Briefly describe the number of students engaged and the number of adults involved.

- Ave. # of workshop sessions attended by mentors and youth
- Parental attendance at structured activities and recognition
- % of relationships sustained at one year
- Ave. # of mentors, youth and parents participating in focus groups
- Ave. # of hours of weekly face-to-face mentor/mentee interactions
- This project will engage 150 mentors/150 youth, for the 3 year grant period

Outcomes

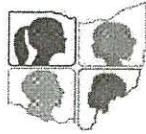
What are the short or intermediate term results that will be achieved?

1. Setting goals to be prepared for 21st century careers
2. Building character
3. Developing pathways to achievement
4. Building resiliency
5. Believing in a positive future

Goal

What are the long term results that will be achieved?

Strengthen communities, encourage mentoring opportunities, and create new pathways for civic engagement that will result in higher educational achievement, higher levels of well-being, and health and workforce readiness for our state.



**COMMUNITY
CONNECTORS**
CommunityConnectors.Ohio.gov

Community Connectors GRANT ASSURANCES

The parties referred to in this document are the Ohio Department of Education, herein referred to as "THE DEPARTMENT," and the applicant, herein referred to as the "GRANTEE," and any partnering entity who is not the lead applicant, herein referred to as the "CO-APPLICANT." THE DEPARTMENT may make funds available to the GRANTEE for programs operated by the GRANTEE in accordance with requirements and regulations applicable to such programs.

Consistent with state laws and regulations, the GRANTEE assures, if awarded a grant:

1. That the GRANTEE will accept funds in accordance with applicable state and federal statutes, regulations, program plans, and applications, and administer the programs in compliance with the United States and Ohio Constitutions, all provisions of such statutes, regulations, applications, policies and amendments thereto.
2. That the control of funds provided to the GRANTEE under the Community Connectors and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3. That the GRANTEE has the necessary legal authority to apply for and receive the proposed grant and enter into the contract.
4. That the GRANTEE will keep and maintain the required financial and compliance records in accordance with the Ohio Revised Code Section 117.11, utilizing generally accepted accounting principles (GAAP) unless the GRANTEE has requested and received a waiver from the DEPARTMENT as to the method of accounting practices.
5. That the GRANTEE will make reports to THE DEPARTMENT as required or requested, and that may reasonably be necessary to enable THE DEPARTMENT to perform its duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by THE DEPARTMENT and shall be supported by appropriate documentation.
6. That the GRANTEE will maintain records, and provide access to those records as THE DEPARTMENT and authorized representatives in the conduct of audits authorized by state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
7. That the GRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of the program, as may be necessary according to state law.
8. That any application, evaluation, periodic program plan or report relating to the Community Connectors will be made readily available to parents and to other members of the general public.

9. That no person shall, on the ground of race, color, religious affiliation, national origin, handicap or sex be excluded from participation, be denied the benefits or be otherwise subjected to discrimination under any program or activity for which the GRANTEE receives state financial assistance.
10. That the GRANTEE may not use its state funding to pay for any of the following:
 - A. Religious worship, instruction or proselytization.
 - B. The salary or compensation of any employee of the GRANTEE or any CO-APPLICANT, whose duties or responsibilities include the activities specified in paragraph 10A, herein. Salary or compensation of an employee paid directly by a faith-based entity or house of worship is permitted to be utilized as an applicant's in-kind contribution to draw down state matching funds, and is not otherwise prohibited by this section.
 - B. Equipment or supplies to be used for any of the activities specified in paragraph 10A, herein.
 - C. Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph 10A, herein.
11. That the GRANTEE shall continue its coordination with THE DEPARTMENT during the length of the grant period.
12. The GRANTEE shall cooperate in any evaluation by THE DEPARTMENT.
13. That the GRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
14. That the GRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
15. That it shall maintain records for five years following completion of the activities for which the GRANTEE uses the state funding and which show:
 - A. The amount of funds under the grant.
 - B. How the GRANTEE uses the funds.
 - C. The total cost of the project.
 - D. The share of that total cost provided from other sources.
16. That in the event of a sustained audit exception, and upon demand of THE DEPARTMENT, the GRANTEE shall immediately reimburse THE DEPARTMENT for that portion of the audit exception attributable under the audit to the GRANTEE. The GRANTEE agrees to hold THE DEPARTMENT harmless for any audit exception arising from the GRANTEE's failure to comply with applicable regulations.
17. That the GRANTEE is aware all state funds granted to it are conditioned upon the availability and appropriation of such funds by the Ohio General Assembly. These funds are subject to reduction or elimination by the Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the GRANTEE shall hold THE DEPARTMENT harmless for any reduction or elimination of state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the GRANTEE shall immediately cease further expenditures under the Community Connectors.
18. The GRANTEE will adopt and use the proper methods of administering the grant and any sub grants, including, but not limited to:

- A. The enforcement of any obligations imposed by law.
 - B. The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.
 - C. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
19. The GRANTEE, by submission of a grant proposal, agrees that THE DEPARTMENT has the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The GRANTEE acknowledges this authority under Ohio Revised Code Section 3301.07 (C), as applicable.
 20. . In the purchase of equipment and supplies, the GRANTEE will comply with state ethics laws and Ohio Revised Code Section 2921.42.
 21. That the GRANTEE will have effective financial management systems, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
 22. That the GRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for the grant.

This assurance is given in consideration of and for the purpose of obtaining any and all grants, loans, contracts, property, discounts or other financial assistance extended after the date hereof to the GRANTEE by THE DEPARTMENT, including installment payments, after such date on account of applications for financial assistance which were approved before such date. The GRANTEE recognizes and agrees that such financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the State of Ohio shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the GRANTEE, its successors, transferees and assigns. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the GRANTEE.

GRANTEE

Faith A. Dickens 3/6/14
 Authorized Representative Date

Melvin R. Haynes 3/5/14
 Fiscal Representative Date

Faith A. Dickens
 Printed

Melvin R. Haynes
 Printed



The City of East Cleveland

14340 EUCLIS AVENUE • EAST CLEVELAND, OHIO 44112 • PHONE (216) 681-2208 • FAX (216) 681-2650

GARY A. NORTON, JR.
MAYOR

March 5, 2015

Ohio Department of Education
Community Connectors
25 South Front Street
Columbus, Ohio 43215

Dear Advisory Board Members,

The City of East Cleveland supports, appreciates and embraces the opportunity to endorse the application of David's Challenge Incorporated on their proposed Young Achievers Educational Mentoring Program.

This proposal reflects the continued commitment of David's Challenge Inc. to establish collaborative partnerships in order to provide quality life changing programming that will benefit the educational, economic, health, social and cultural needs of the community and assist young people in becoming positive contributors to their families, community and society.

We are enthusiastic about the mission and objectives of the Young Achievers Educational Mentoring Program and look forward to collaborating with this project. We trust that you will consider funding this important initiative for the youth of our city.

Sincerely,

Gary A. Norton Jr.
Mayor

Working Together For A Better East Cleveland

WWW.EASTCLEVELAND.ORG

Community Connectors

February, 16, 2015

To Whom It May Concern:

I am writing in support of David's Challenge grant application to Community Connectors. I have had the pleasure of observing Faith Dickens and her staff working with children in the East Cleveland neighborhood in their Young Achievers program. Throughout the school year, David's Challenge provides academic support to approximately 50 school-age children in reading, writing, and math; as well as education workshops on character development, leadership training, and social skills enrichment. Physical fitness activities are also provided weekly to promote healthy living. Ms. Dicken's determination to provide a caring and supportive environment where youth are provided with the tools and assets to transition from children to productive and self-sufficient adults is commendable.

David's Challenge is dedicated to developing and delivering high quality out-of-school-time programming for youth in East Cleveland to address the social-emotional and academic needs of economically disadvantaged families. The *Young Achievers* program successfully engages the afterschool teachers with at-risk youth to provide academic support while at the same time providing the participating children with positive role models. We believe that continuing support for this program will not only improve the academic success for at-risk East Cleveland children, but will ultimately improve their quality of life.

If you need any further information regarding my experiences with the David's Challenge afterschool *Young Achievers* program please feel free to contact me at 216-575-0061, ext. 512 or penny.mead@starting-point.org.

Sincerely,

Penny Mead
Literacy Program Manager
Starting Point
4600 Euclid Avenue
Cleveland, Ohio 44103



FOR CHILD CARE
AND EARLY EDUCATION
4600 EUCLID AVENUE, SUITE 500
CLEVELAND, OHIO 44103
www.starting-point.org



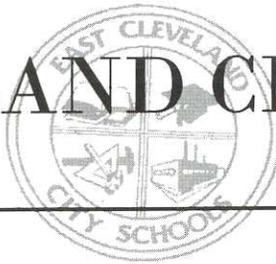
A United Way Agency

216-575-0061 • FAX 216-575-0102 • 1-800-880-0971 • TTY: 1-800-750-0750



ANDREW HERTZ, MD, PRESIDENT • ZULMA ZABALA, VICE PRESIDENT • LAURA STEINBRINK, VICE PRESIDENT
STEFAN HOLMES, TREASURER • CATHERINE BOYLE, SECRETARY • BILLIE OSBORNE-FEARS, EXECUTIVE DIRECTOR

EAST CLEVELAND CITY SCHOOLS



Myrna Loy Corley
Crystal Cash

Superintendent of Schools
Principal, Chambers Elementary School

March 6, 2015

Community Connectors
Ohio Department of Education
25 South Front Street
Columbus, Ohio 43215

Dear Advisory Board Members:

I am writing to express my support for the David's Challenge Young Achievers Program. David's Challenge is a faith-based organization which was established to provide programs and services to assist children and youth in developing the skills and competencies necessary to become contributing member to their families, communities, and society.

The Young Achievers Program has been providing Out of School Time Learning Opportunities to our school district for the past nine years; the program is an integral component of our community. The expansion of the services will include educational mentoring to our youth, which will help build the participants paths to personal success and achievement.

We hope that you will consider funding the expansion of the Young Achievers Program.

Thank you for your consideration.

Respectfully,

A handwritten signature in cursive script that reads "Crystal Cash".

Crystal Cash, Principal
Chambers Elementary School

EAST CLEVELAND CITY SCHOOLS

Myrna Loy Corley

Superintendent of Schools

Donshon Wilson

Administrator of Communications & Marching Band Director

March 3, 2015

Ohio Department of Education
Community Connectors
25 South Front Street
Columbus, Ohio 43215

It is with great pleasure that I recommend David's Challenge Inc. for its positive impact on the students in the East Cleveland City School District. (D.C.I.) have been involved with our students for the past three years. They have mentored and educated our students about HIV/AIDS, Gangs/violence, Teen Pregnancy and the importance of staying in school to further their education.

Each time this program was presented, it was filled with practical and relevant information, seriousness and an abundance of materials. The speakers always spent a considerable amount of time answering questions posed by the students and teachers. Moreover, the speakers went out of their way to make the students feel comfortable addressing the aforementioned topics. The program was always interesting to the students because the speakers involved the students through role play and "trivia" questions. The presenters are awesome!

I hope that David's Challenge Inc. program will be expanded to many schools and organizations since it is one of the most interesting and effective ways to make students aware of the HIV/AIDS epidemic, Gangs/Violence, Teen Pregnancy and the importance of continuing their education .

Sincerely,



Donshon Wilson



NORTHERN OHIO RECOVERY ASSOCIATION
"YOUR CHOICE FOR RECOVERY"

March 2, 2015

Community Connectors
Ohio Department of Education
25 South Front Street
Columbus, Ohio 43215

Dear Advisory Board Members:

I am writing to express my support of the application of David's Challenge for state grant assistance to fund the expansion of its Young Achievers Program.

David's Challenge is a faith-based organization that provides children and youth between the ages of five and thirteen with services and skills that lead to self-sufficiency and independence. Six years ago David's Challenge initiated the Young Achievers Program, a program that provides Out of School Time Learning Opportunities for youth in grades kindergarten through sixth grades. The program includes daily afterschool academic enrichment, leadership development, social skills development, cultural arts, healthy nutritious meals and physical fitness activities. In addition, to afterschool activities, Young Achievers provides free full day summer camp activities. Through Young Achievers children and youth develop the skills, confidence and perseverance necessary to lead productive lives.

David's Challenge offers an innovative approach to and evidences a keen understanding of the unique social challenges faced by young people in our community. The program has a significant, lasting impact on the lives of its participants and their families. Additionally, this expansion initiative will be of tremendous benefit to the elementary students of the East Cleveland City Schools.

Thank you for your consideration. Please feel free to contact me if additional information is requested.

Respectfully,

A handwritten signature in cursive script that reads "Anita Bradley".

Anita Bradley, MSW, LSW, LICDC
Executive Director

3746 PROSPECT AVENUE • CLEVELAND, OHIO • 44115
PHONE: 216-391-6672 • FAX: 216-391-4633

Funded by The Substance Abuse Mental Health Services Administration



Catholic Charities Services | Cuyahoga County

March 3, 2015

Ohio Department of Education
Community Connectors
25 South Front Street
Columbus, Ohio 43215

Re: Letter of Recommendation for David's Challenge – Young Achievers Program.

To Whom It May Concern:

Catholic Charities Services' Chemical Dependency Services is pleased to support the proposal being submitted by David's Challenge Young Achievers Program. The type of collaborative effort being proposed has the potential of impacting youth and their families in profound ways.

Catholic Charities Services' Chemical Dependency Services provides assessment, case management, individual and group counseling on an outpatient basis for youth and families where the use of alcohol and/or other drugs is of concern. Our organization will gladly accept referrals from the Young Achievers Program to provide such drug/alcohol assessments, education/prevention and or treatment as deemed appropriate.

The proposal submitted by David's Challenge Young Achievers Program reflects the commitment to providing services that are highly effective in meeting the needs of some of our community's most challenging families: parents, youth and children. This program outlines activities that seek to intervene early and aggressively in the lives of young people to give them the best chance for future success and self sufficiency.

We support David's Challenge and are confident that funding this proposal will bring immeasurable benefits to the young people and to the communities in which they live. Please feel free to contact me at (216) 391-2030 or via email at medee@clevelandcatholiccharities.org should you wish to discuss my endorsement of this agency or the initiative in greater detail.

Sincerely,

Maureen Dee, LISW-S, LICDC
Executive Director

3135 Euclid Avenue, Suite 202, Cleveland, Ohio 44115-2524 tel (216) 391-2030 fax (216) 391-8946

Funded in part by the Catholic Charities Annual Appeal, Ohio Department of Alcohol and Drug Addiction Service, Alcohol and Drug Addiction Services Board of Cuyahoga County, Cuyahoga County Juvenile Court, Cuyahoga County Department of Children & Family Services, United Way of Cuyahoga County





In Focus of Cleveland, Inc

Russell L. White II

CEO

19008 Nottingham

Cleveland, Ohio 44110

Ph: 216 481-7841

Fax: 216.383-7042

Email: rwhite@infocusofcleveland.com

March 3, 2015

Ohio Department of Education
Community Connectors
25 South Front Street
Columbus, Ohio 43215

Dear Advisory Board Members,

InFocus of Cleveland supports, appreciates and embraces the opportunity to endorse the application of David's Challenge Incorporated on their proposed Young Achievers Educational Mentoring Program.

This proposal reflects the continued commitment of David's Challenge Inc. to establish collaborative partnerships in order to provide quality life changing programming that will benefit the educational, economic, health, social and cultural needs of the community and assist young people in becoming positive contributors to their families, community and society.

We are enthusiastic about and confident that the goals and objectives of the Young Achievers Educational Mentoring Program will be achieved. We trust that you will consider funding this important initiative for the youth of our city.

Sincerely,

A handwritten signature in black ink, appearing to read "Russell L. White II".

Russell L. White II
CEO, In Focus of Cleveland Inc.
19008 Nottingham
Cleveland, Ohio 44110
216 481-7841



Elements of Effective Practice for Mentoring™

3rd Edition

Newly revised and updated to reflect the latest in quality mentoring research, policies and practices

A CHECKLIST FOR MENTORING PROGRAMS

A Glossary of Terms:

Responsible mentoring:

- Is a structured, one-to-one relationship or partnership that focuses on the needs of mentored participants.
- Fosters caring and supportive relationships.
- Encourages individuals to develop to their fullest potential.
- Helps an individual to develop his or her own vision for the future.
- Is a strategy to develop active community partnerships.

Evidence-based practice:

Two types of evidence were used to justify the standards included in this document: evidenced based upon the latest mentoring research and evidence from experienced mentoring practitioners.

Benchmarks: The minimum requirements necessary to produce a positive mentee outcome.

Enhancements: Best practices that are believed to produce positive mentee outcomes.

Standard 1: Recruitment

Benchmarks:

Mentor Recruitment

- B.1.1** Program engages in recruitment strategies that realistically portray the benefits, practices and challenges of mentoring in the program.

Mentee Recruitment

- B.1.2** Program recruits youth whose needs best match the services offered by the program and helps them understand what mentoring is and what they can expect from a mentoring relationship.

Enhancements:

Mentor Recruitment

- E.1.1** Program has a written statement outlining eligibility requirements for mentors in its program.

Mentee Recruitment

- E.1.2** Program has a written statement outlining eligibility requirements for mentees in its program.

Standard 2: Screening

Benchmarks:

Mentor Screening

- B.2.1** Mentor completes an application.
- B.2.2** Mentor agrees to a one (calendar or school) year minimum commitment for the mentoring relationship.
- B.2.3** Mentor agrees to participate in face-to-face meetings with his or her mentee that average one time per week and one hour per meeting over the course of a calendar or school year.
- B.2.4** Program conducts at least one face-to-face interview with mentor.
- B.2.5** Program conducts a reference check (personal and/or professional) on mentor.
- B.2.6** Program conducts a comprehensive criminal background check on adult mentor, including searching a national criminal records database along with sex offender and child abuse registries.

Mentee Screening

- B.2.7** Parent(s)/guardian(s) complete an application and provide informed consent for their child to participate.
- B.2.8** Parent(s)/guardian(s) and mentee agree to a one (calendar or school) year minimum commitment for the mentoring relationship.
- B.2.9** Parents(s)/guardian(s) and mentee agree that the mentee will participate in face-to-face meetings with his or her mentor a minimum of one time per week, on average, for a minimum of one hour per meeting, on average.

Enhancements:

- E.2.1** Program utilizes national, fingerprint-based FBI criminal background checks (e.g., the SafetyNET system operating under the auspices of the Child Protection Improvements Act, in cooperation with the National Center for Missing & Exploited Children).
- E.2.2** School-based programs assess mentor's interest in maintaining contact with mentee during the summer months following the close of the school year and offer assistance with maintaining contact.



MetLife Foundation

Copyright© 2009 by MENTOR.

MENTOR is leading the national movement to connect America's young people with the power of mentoring.

This project was funded by the MetLife® Foundation.

MENTOR

1600 Duke Street, Suite 300
Alexandria, VA 22314

Phone: (703) 224-2200 | Fax: (703) 226-2581

Web site: www.mentoring.org

Standard 3: Training

Benchmarks:

Mentor Training

- B.3.1** Program provides a minimum of two hours of pre-match, in-person training.
- B.3.2** Mentor training includes the following topics, at a minimum: a) Program rules; b) Mentors' goals and expectations for the mentor/mentee relationship; c) Mentors' obligations and appropriate roles; d) Relationship development and maintenance; e) Ethical issues that may arise related to the mentoring relationship; f) Effective closure of the mentoring relationship; and g) Sources of assistance available to support mentors.

Enhancements:

Mentor Training

- E.3.1** Program uses evidence-based training materials.
- E.3.2** Program provides additional pre-match training opportunities beyond the two-hour, in-person minimum.
- E.3.3** Program addresses the following developmental topics in the training: a) Youth development process; b) Cultural, gender and economic issues; and c) Opportunities and challenges associated with mentoring specific populations of children (e.g., children of prisoners, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant.
- E.3.4** Program uses training to continue to screen mentors for suitability and develops techniques for early trouble-shooting should problems be identified.

Mentee Training

- E.3.5** Program provides training for the mentee and his or her parent(s)/guardian(s) (when appropriate) on the following topics: a) Program guidelines; b) Mentors' obligations and appropriate roles; c) Mentees' obligations and appropriate roles; and d) Parental/guardian involvement guidelines.

Standard 4: Matching

Benchmarks:

- B.4.1** Program considers its aims, as well as the characteristics of the mentor and mentee (e.g., interests, proximity, availability, age, gender, race, ethnicity, personality and expressed preferences of mentor and mentee) when making matches.
- B.4.2** Program arranges and documents an initial meeting between the mentor and mentee.

Enhancements:

- E.4.1** Program staff member should be on site and/or present during the initial meeting of the mentor and mentee.

Standard 5: Monitoring and Support

Benchmarks:

- B.5.1** Program contacts the mentor and mentee at a minimum frequency of twice per month for the first month of the match and monthly thereafter.
- B.5.2** Program documents information about each mentor-mentee contact, including, at minimum, date, length and nature of contact.
- B.5.3** Program provides mentors with access to at least two types of resources (e.g., expert advice from program staff or others; publications; Web-based resources; experienced mentors; available social service referrals) to help mentors negotiate challenges in the mentoring relationships as they arise.
- B.5.4** Program follows evidenced-based protocol to elicit more in-depth assessment from the mentor and mentee about the relationship and uses scientifically-tested relationship assessment tools.
- B.5.5** Program provides one or more opportunities per year for post-match mentor training.

Enhancements:

- E.5.1** Program has quarterly contact with a key person in the mentee's life (e.g., parent, guardian or teacher) for the duration of the match.
- E.5.2** Program hosts one or more group activities for mentors and their mentees, and/or offers information about activities that mentors and mentees might wish to participate in together.
- E.5.3** Program thanks mentors and recognizes their contributions at some point during each year of the relationship, prior to match closure.

Standard 6: Closure

Benchmarks:

- B.6.1** Program has procedure to manage anticipated closures, including a system for a mentor or mentee rematch.
- B.6.2** Program has procedure to manage unanticipated match closures, including a system for a mentor or mentee rematch.
- B.6.3** Program conducts and documents an exit interview with mentor and mentee.

Enhancements:

- E.6.1** Program explores opportunity to continue the mentor/mentee match for a second (or subsequent) year.
- E.6.2** Program has a written statement outlining terms of match closure and policies for mentor/mentee contact after a match ends.
- E.6.3** Program hosts a final celebration meeting or event with the mentor and mentee to mark progress and transition.

| | | |
|------------------------|--------------------------------------|--|
| External Assets | Support | <ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school. |
| | Empowerment | <ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood. |
| | Boundaries & Expectations | <ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well. |
| | Constructive Use of Time | <ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week. |

| | | |
|------------------------|-------------------------------|--|
| Internal Assets | Commitment to Learning | <ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week. |
| | Positive Values | <ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs. |
| | Social Competencies | <ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently. |
| | Positive Identity | <ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over "things that happen to me." 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future. |

2015 Middle School Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to improve health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

Directions

- Use a #2 pencil only.
- Make dark marks.
- Fill in a response like this: A B ● D.
- If you change your answer, erase your old answer completely.

1. How old are you?
 - A. 10 years old or younger
 - B. 11 years old
 - C. 12 years old
 - D. 13 years old
 - E. 14 years old
 - F. 15 years old
 - G. 16 years old or older
2. What is your sex?
 - A. Female
 - B. Male
3. In what grade are you?
 - A. 6th grade
 - B. 7th grade
 - C. 8th grade
 - D. Ungraded or other grade
4. Are you Hispanic or Latino?
 - A. Yes
 - B. No
5. What is your race? **(Select one or more responses.)**
 - A. American Indian or Alaska Native
 - B. Asian
 - C. Black or African American
 - D. Native Hawaiian or Other Pacific Islander
 - E. White

The next 4 questions ask about safety.

6. **When you ride a bicycle,** how often do you wear a helmet?
 - A. I do not ride a bicycle
 - B. Never wear a helmet
 - C. Rarely wear a helmet
 - D. Sometimes wear a helmet
 - E. Most of the time wear a helmet
 - F. Always wear a helmet

7. **When you rollerblade or ride a skateboard**, how often do you wear a helmet?
- A. I do not rollerblade or ride a skateboard
 - B. Never wear a helmet
 - C. Rarely wear a helmet
 - D. Sometimes wear a helmet
 - E. Most of the time wear a helmet
 - F. Always wear a helmet
8. How often do you wear a seat belt when **riding** in a car?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
9. Have you ever ridden in a car driven by someone who had been drinking alcohol?
- A. Yes
 - B. No
 - C. Not sure

The next 3 questions ask about violence-related behaviors.

10. Have you ever carried a **weapon**, such as a gun, knife, or club?
- A. Yes
 - B. No
11. Have you ever been in a physical fight?
- A. Yes
 - B. No
12. Have you ever been in a physical fight in which you were hurt and had to be treated by a doctor or nurse?
- A. Yes
 - B. No

The next 2 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

13. Have you ever been bullied **on school property**?
- A. Yes
 - B. No
14. Have you ever been **electronically** bullied? (Count being bullied through e-mail, chat rooms, instant messaging, websites, or texting.)
- A. Yes
 - B. No

The next 3 questions ask about attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide or killing themselves.

15. Have you ever **seriously** thought about killing yourself?
 - A. Yes
 - B. No
16. Have you ever made a **plan** about how you would kill yourself?
 - A. Yes
 - B. No
17. Have you ever **tried** to kill yourself?
 - A. Yes
 - B. No

The next 7 questions ask about tobacco use.

18. Have you ever tried cigarette smoking, even one or two puffs?
 - A. Yes
 - B. No
19. How old were you when you smoked a whole cigarette for the first time?
 - A. I have never smoked a whole cigarette
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older
20. During the past 30 days, on how many days did you smoke cigarettes?
 - A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
21. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?
 - A. I did not smoke cigarettes during the past 30 days
 - B. Less than 1 cigarette per day
 - C. 1 cigarette per day
 - D. 2 to 5 cigarettes per day
 - E. 6 to 10 cigarettes per day
 - F. 11 to 20 cigarettes per day
 - G. More than 20 cigarettes per day

22. During the past 30 days, how did you **usually** get your own cigarettes? (Select only **one** response.)
- A. I did not smoke cigarettes during the past 30 days
 - B. I bought them in a store such as a convenience store, supermarket, discount store, or gas station
 - C. I got them on the Internet
 - D. I gave someone else money to buy them for me
 - E. I borrowed (or bummed) them from someone else
 - F. A person 18 years old or older gave them to me
 - G. I took them from a store or family member
 - H. I got them some other way
-
23. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip**, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
24. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days

The next 2 questions ask about electronic vapor products, such as blu, NJOY, or Starbuzz. Electronic vapor products include e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens.

25. Have you ever used an electronic vapor product?
- A. Yes
 - B. No
26. During the past 30 days, on how many days did you use an electronic vapor product?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days

The next 2 questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

27. Have you ever had a drink of alcohol, other than a few sips?
- A. Yes
 - B. No
28. How old were you when you had your first drink of alcohol other than a few sips?
- A. I have never had a drink of alcohol other than a few sips
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older

The next 2 questions ask about marijuana use. Marijuana also is called grass or pot.

29. Have you ever used marijuana?
- A. Yes
 - B. No
30. How old were you when you tried marijuana for the first time?
- A. I have never tried marijuana
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older

The next 4 questions ask about other drugs.

31. Have you ever used **any** form of cocaine, including powder, crack, or freebase?
- A. Yes
 - B. No
32. Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high?
- A. Yes
 - B. No
33. Have you ever taken **steroid pills or shots** without a doctor's prescription?
- A. Yes
 - B. No

34. Have you ever taken a **prescription drug** (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription?
- A. Yes
 - B. No

The next 4 questions ask about sexual intercourse.

35. Have you ever had sexual intercourse?
- A. Yes
 - B. No
36. How old were you when you had sexual intercourse for the first time?
- A. I have never had sexual intercourse
 - B. 8 years old or younger
 - C. 9 years old
 - D. 10 years old
 - E. 11 years old
 - F. 12 years old
 - G. 13 years old or older
37. With how many people have you ever had sexual intercourse?
- A. I have never had sexual intercourse
 - B. 1 person
 - C. 2 people
 - D. 3 people
 - E. 4 people
 - F. 5 people
 - G. 6 or more people
38. The **last time** you had sexual intercourse, did you or your partner use a condom?
- A. I have never had sexual intercourse
 - B. Yes
 - C. No

The next 2 questions ask about body weight.

39. How do **you** describe your weight?
- A. Very underweight
 - B. Slightly underweight
 - C. About the right weight
 - D. Slightly overweight
 - E. Very overweight
40. Which of the following are you trying to do about your weight?
- A. **Lose** weight
 - B. **Gain** weight
 - C. **Stay** the same weight
 - D. I am **not trying to do anything** about my weight

The next question asks about eating breakfast.

41. During the past 7 days, on how many days did you eat **breakfast**?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
 - G. 6 days
 - H. 7 days

The next 5 questions ask about physical activity.

42. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
 - G. 6 days
 - H. 7 days
43. On an average school day, how many hours do you watch TV?
- A. I do not watch TV on an average school day
 - B. Less than 1 hour per day
 - C. 1 hour per day
 - D. 2 hours per day
 - E. 3 hours per day
 - F. 4 hours per day
 - G. 5 or more hours per day
44. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools, and the Internet.)
- A. I do not play video or computer games or use a computer for something that is not school work
 - B. Less than 1 hour per day
 - C. 1 hour per day
 - D. 2 hours per day
 - E. 3 hours per day
 - F. 4 hours per day
 - G. 5 or more hours per day

45. In an average week when you are in school, on how many days do you go to physical education (PE) classes?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
46. During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)
- A. 0 teams
 - B. 1 team
 - C. 2 teams
 - D. 3 or more teams

The next 3 questions ask about other health-related topics.

47. Has a doctor or nurse ever told you that you have asthma?
- A. Yes
 - B. No
 - C. Not sure
48. On an average school night, how many hours of sleep do you get?
- A. 4 or less hours
 - B. 5 hours
 - C. 6 hours
 - D. 7 hours
 - E. 8 hours
 - F. 9 hours
 - G. 10 or more hours
49. During the past 12 months, how would you describe your grades in school?
- A. Mostly A's
 - B. Mostly B's
 - C. Mostly C's
 - D. Mostly D's
 - E. Mostly F's
 - F. None of these grades
 - G. Not sure

**This is the end of the survey.
Thank you very much for your help.**

Risk and Protective Factors Checklist V.3

Youth: _____

Date: _____

| | Risk Factors | Protective Factors |
|-------------------------------|---|--|
| Individual | <input type="checkbox"/> Trauma history <input type="checkbox"/> Difficulty learning and understanding <input type="checkbox"/> Cognitive and/or situational inflexibility <input type="checkbox"/> High impulsivity <input type="checkbox"/> Low harm avoidance; risk & sensation seeking <input type="checkbox"/> Limited frustration tolerance <input type="checkbox"/> Poor ability to problem solve; resolve conflicts <input type="checkbox"/> Poor self-regulation skills (Behavior; emotions) <input type="checkbox"/> Previous self harm ideation or behaviors <input type="checkbox"/> Lacks futures orientation <input type="checkbox"/> Drug Use: Favorable attitudes/Early use <input type="checkbox"/> Physical Health Concerns (Diabetes, etc) <input type="checkbox"/> Developmental Concerns (Autism Spectrum Disorders; learning disabilities; etc.) <input type="checkbox"/> Medication: (non-compliance; no psychiatric) | <input type="checkbox"/> Gives back to the community <input type="checkbox"/> Futures orientation <input type="checkbox"/> Hopefulness <input type="checkbox"/> Motivation to Succeed <input type="checkbox"/> Effective communication skills <input type="checkbox"/> Conflict resolution; problem solving skills <input type="checkbox"/> Emotional regulation skills <input type="checkbox"/> Organization and planning skills <input type="checkbox"/> Appropriate decision-making skills <input type="checkbox"/> Tolerance in frustrating situations <input type="checkbox"/> Knowledge of triggers & relapse prevention skills <input type="checkbox"/> Physically healthy and active <input type="checkbox"/> Abilities & Talents _____ <input type="checkbox"/> Medication compliant |
| Family | <input type="checkbox"/> Low parental monitoring and supervision <input type="checkbox"/> Parental substance use <input type="checkbox"/> Parental mental health issues <input type="checkbox"/> Family violence <input type="checkbox"/> High family conflict <input type="checkbox"/> Low family bonding <input type="checkbox"/> Lack of rules, structure, accountability <input type="checkbox"/> Inconsistent or harsh discipline <input type="checkbox"/> Basic needs unmet (Housing; food; utilities) <input type="checkbox"/> Lack of physical or emotional safety | <input type="checkbox"/> High monitoring; supervision; structure <input type="checkbox"/> Supportive relationships & strong bonds <input type="checkbox"/> Positive communication <input type="checkbox"/> Realistic expectations & accountability <input type="checkbox"/> Clear rules and consistent consequences <input type="checkbox"/> Available and accessible family supports <input type="checkbox"/> Adequate resources <input type="checkbox"/> Regular family activities <input type="checkbox"/> Stable housing <input type="checkbox"/> Physical and emotional safety ensured |
| Peers & Activities | <input type="checkbox"/> Negative peer influences (Drug Use; Gangs) <input type="checkbox"/> Weak conventional ties (school/community) <input type="checkbox"/> Unsupervised, unstructured time and activities <input type="checkbox"/> No positive activities | <input type="checkbox"/> Pro-social peers <input type="checkbox"/> Peers attend school/community events <input type="checkbox"/> Organized activities with adult supervision <input type="checkbox"/> Asset-enhancing activities |
| School | <input type="checkbox"/> Poor attendance/truancy <input type="checkbox"/> Failure in school/poor school performance <input type="checkbox"/> Unrealistic/unachievable expectations (school) <input type="checkbox"/> Lack of positive connections in school <input type="checkbox"/> Behavioral problems at school <input type="checkbox"/> Lack of school credits (falling behind) <input type="checkbox"/> Low commitment to school <input type="checkbox"/> School placement does not meet educational needs | <input type="checkbox"/> Positive youth and parental involvement <input type="checkbox"/> Accommodations matched to need <input type="checkbox"/> Positive & caring school climate <input type="checkbox"/> Realistic & achievable expectations (school) <input type="checkbox"/> Clear rules and consequences <input type="checkbox"/> On schedule to graduate <input type="checkbox"/> Good fit with school placement <input type="checkbox"/> Positive relationships with school |
| Community | <input type="checkbox"/> Poverty <input type="checkbox"/> Restricted opportunity for positive involvement <input type="checkbox"/> Density of delinquent peers <input type="checkbox"/> Violence in neighborhood <input type="checkbox"/> Drug use/selling in neighborhood | <input type="checkbox"/> Positive adult role models (mentors, etc) <input type="checkbox"/> Faith connections <input type="checkbox"/> Opportunities to give back <input type="checkbox"/> Neighborhood monitoring and supports <input type="checkbox"/> Structured & monitored activities available |

15 Thriving Indicators



Theoretical Measurement Markers of Thriving in Adolescence

Search Institute has developed a list of 15 "thriving indicators," or constructive behaviors, postures, and commitments that societies value and need in youth. These indicators serve as a way of evaluating and analyzing program success based on positive outcomes, instead of negative ones; in other words, they allow us to talk about what's *right* with kids, instead of what's "wrong" with them.

Elements of Thriving

Measurement Markers of Thriving

1. YOUNG PERSON

1. **Spark identification and motivation.** Young person can name, describe interests and sparks that give them energy and purpose, and is motivated to develop their sparks.
2. **Positive emotionality.** Young person is positive and optimistic.
3. **Openness to challenge and discovery.** Young person has intrinsic desire to explore new things, and enjoys challenges.
4. **Hopeful purpose.** Young person has a sense of purpose and sees self as on the way to a happy and successful future.
5. **Moral and prosocial orientation.** Young person sees helping others as a personal responsibility, and lives up to values of respect, responsibility, honesty, and caring.
6. **Spiritual development.** Young person affirms importance of a sacred or transcendent force and the role of their faith or spirituality in shaping everyday thoughts and actions.

2. YOUNG PERSON'S DEVELOPMENTAL CONTEXTS

Opportunities & Supports. Young person experiences chances to grow and develop their sparks, as well as encouragement and support in pursuing their sparks, from multiple life contexts.

7. **Family Opportunities & Supports**
8. **Friends Opportunities & Supports**
9. **School Opportunities**
10. **School Supports**
11. **Neighborhood Opportunities & Supports**
12. **Youth Organizations Opportunities & Supports**
13. **Religious Congregations Opportunities & Supports**

3. YOUNG PERSON'S ACTIVE ROLE IN SHAPING CONTEXTS

14. **Youth Action to develop and pursue sparks.** Young person seeks and acts on adult guidance, studies or practices, and takes other actions to develop their sparks and fulfill their potential.

4. DEVELOPMENTAL CONTEXTS ACT ON THE YOUNG PERSON

15. **Frequency of Specific Adult Actions.** How often adults do concrete things to motivate, enable, and push young people to develop their sparks and connect them to others who can help.

Additional Constructs Measured in Thriving Orientation Survey

POSITIVE DEVELOPMENTAL OUTCOMES

- Life satisfaction. Young person feels good about their life.
- Positive health perceptions. Young person feels strong and healthy.
- Contribution to social good. Young person volunteers or does things to make their world a better place.
- School success. Young person earns a B or higher average in school.
- Values diversity. Young person considers it important to know people of different races.
- Leadership. Young person has been a leader in a group or organization in the last 12 months.