MAKING SUCCESSFUL STRIDES:
DEVELOPING A TRAINING MANUAL FOR ASSISTANTS, TUTORS, AND VOLUNTEERS IN THE STRIDES TO SUCCESS AND LEADING THE WAY PROGRAMES

A PROJECT PRESENTED
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THE GRADUATE FACULTY
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OF THE REQUIREMENTS FOR THE
MASTER OF SCIENCE IN COMMUNITY HEALTH EDUCATION

BY
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ABSTRACT


The purpose of this project was to develop a training manual for assistants, tutors, and volunteers in the Strides To Success and Leading The Way programs at the Winona Middle School. This was based on an established need by the Strides To Success staff and Action Council to implement training for the partners and volunteers that work directly with the program and the program participants. Strides To Success is an early intervention/prevention youth development program designed to provide children who exhibit at-risk behavior the education and support they need to make healthy decisions, build personal assets, and develop competencies. Youth learn non-violent conflict resolution skills, encouraging success in school with more intervention, providing interaction with adult role models, nourishing a positive self image, and developing an awareness and respect for others in the Strides To Success program. Leading the Way, is a program which involves high school students who participated in Strides To Success during middle school. It employs selected high school students through Strides To Success to tutor middle school students and assist in program facilitation. The manual development and evaluation process involved many intricate steps incorporating the staff and Action Council of Strides To Success.
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HEALTH GRADUATE PROJECT FINAL APPROVAL FORM

Candidate: Kristine A. Moky

I recommend acceptance of this Graduate Project in partial fulfillment of this candidate’s requirements for the degree:

Master of Science

Concentration: Community Health Education

The candidate has successfully completed the Graduate Project.

[Signature]
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July 15, 2002
Date

9.20.02
Date

9.20.02
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SECTION I

Introduction and Overview

Statement of Purpose

The purpose of this project was to design and develop a training manual to be utilized in the expansion of the Strides To Success program at the Winona Middle School. During development of the manual, there were many steps that were taken to see this task to completion. These included strategic meetings with various entities that represented key stakeholders, who held information and history on the Strides To Success program. Since 1995, when Strides To Success first started, the program has relied on many partners and volunteers. These partners and volunteers come from other sectors of the school district and various parts of the community to form the Strides To Success Action Council. (A specific list of those who participated in the Action Council is presented later in this section.) Creation of this manual involved various processes that focused on the Action Council serving as a guiding force and foundation for this project. The partnership has proven to be successful, and has grown to impact the Strides To Success program in a positive manner.

Most recently, the Strides To Success program was an award recipient of a Minnesota Department of Children, Families and Learning – Prevention and Intervention grant. This funding opportunity allowed for the expansion of the Strides To Success program through the development of the Leading The Way program. Leading The Way is a program, which involves high school students who participated in Strides To Success during middle school. It employs selected high school students through Strides To Success to tutor middle school students and assist in program facilitation.
This program will allow Strides To Success to serve more youth, and improve the services currently being provided. In addition, it served as a form of support for previous participants. The invitation to return to the Strides To Success program was an opportunity for previous participants to share their experiences while reinforcing the core components of the program. For example, by assisting other students with homework, they were strengthening their own skills while recognizing the importance of the messages they were delivering.

The objectives of this programming were drawn from developmental assets, identified by the Search Institute, to include: positive peer influence, service to others, bonding to school, responsibility, interpersonal competence, and school engagement. The Search Institute was the originator in identifying 40 internal and external developmental assets that would aid in a "strength-based approach to healthy development." (Search Institute, 2002, p. 1) The overall concept specifies that when all 40 of these components are combined, it offers positive routes to child development. The Search Institute also focuses on diverse parts of the community to contribute to positive growth and development of its young people. "The assets clearly show important roles that families, schools, congregations, neighborhoods, youth organizations, and others in communities play in shaping young people's lives." (Search Institute, 2002, p. 1)

One need that has been identified consistently in the past five years is to implement some training for the partners and volunteers that work directly with the program and the program participants. The Action Council took many different forms of training into consideration. It was determined that a training manual would be the best-
suited form of training for many reasons. First, development of a manual would be
"custom made" for the Strides To Success program, and these directly align with the
program format. Secondly, it would be a tool that could eventually be replicated. A
manual would serve the training purposes and needs that had been identified by the
staff. Thirdly, the training manual was designed to be used by program staff to enhance
the effectiveness of all program staff. School staff used the manual to better equip
themselves when initiating program implementation. Fourthly, it assisted other staff with
differing areas of expertise that contribute to specialized components in the program.
The intent was to provide new and innovative educational opportunities for specialized
populations. The Action Council believed this could be accomplished in a manual
format, with the intention of making revisions and contributing additions in the future for
product improvement. It should be noted that the manual was being developed in
tandem with the incorporation of the Leading The Way component within the Strides To
Success program.

Rationale

Strides To Success is an early intervention/prevention youth development
program designed to provide children who exhibit at-risk behavior with the education
and support they need to make healthy decisions, build personal assets, and develop
competencies. Strides To Success helps children who are not participating in enriching
after school activities to develop a sense of belonging, and embrace their roles as
valued members of the community. Youth learn non-violent conflict resolution skills,
encouraging success in school with more intervention, providing interaction with positive
adult role models, nourishing a positive self-image, and developing an awareness and respect for others in the *Strides To Success* program.

The program fits very nicely into the community setting. Winona County, located in southeastern Minnesota, has a population of 49,485, with 26,683 residents within the City of Winona. Children aged 10-19 years make up the second largest group. The Winona Area Public Schools serves over 5,000 students from 10 communities. The City of Winona is home to two universities and one technical college. The majority of Winona’s residents occupy blue collar, working class jobs. In Winona County, there are over 900 children living in single parent homes (Gort, 2001). Additionally, in 1998 there were 70 divorces in the City of Winona that involved children (Gort, 2001). An observed asset that Winona County possesses is successful collaboration among its many identified community resources. It is evident that the helping agencies of Winona have sought each other out, taken advantage of the synergy of combined strengths, and worked to integrate complementary initiatives and programs. This approach has unified the goal of providing services and resources to benefit the youth of Winona County.

*Strides To Success* was developed in 1996 through a collaborative effort of agencies that directly served children and families in the Winona community. Representatives from The Department of Corrections, KIDS: The Experts on Divorce, the Law Enforcement Center, School Connectors (a parenting skills resource available to families of children K-6), Winona County Community Health Services, Winona County Human Services, and Winona Middle School worked to develop and implement a coordinated and comprehensive intervention plan through after-school enrichment.
opportunities. In creating Strides To Success, the collaborative effort identified five areas of concern among middle school-aged youth:

1. Escalating youth violence;
2. Truancy and academic underachievement;
3. Identifying concern in the development of self-esteem, self image, and seeking peer approval;
4. Lack of positive adult role models;
5. Absence of a connection felt by youth toward the community, coupled with a lack of insight into the needs of others.

In response, Strides To Success designed programming to promote healthy youth development, including the following:

- After-School Groups that use fun activities to develop anger management skills, non-violent conflict resolution, study skills, organization techniques, self-esteem building, social skill building, chemical/alcohol/tobacco prevention, and abstinence reinforcement;
- Academic Mentoring through the Miller Academic Mentoring Program, which matches students who are underachieving academically with community member volunteers, who meet weekly to develop a relationship that nurtures the joy of learning;
- Academic Tutoring during and after school;
- Direct interaction with adults who spend time listening to children and helping them identify and address unhealthy choices;
• Service learning and community service volunteer opportunities through the after-school groups and Strides To Success Summer Service Learning Project;
• Outreach to minority students and cultural diversity celebration through support group and after-school group;
• Monthly Family Nights where children and their families share a dinner and activities that support healthy family interaction and parental involvement in education.

Strides To Success reaches out to youth who are not involved in Community Education's After School Activities, who are struggling with academic success, and who have been involved in the criminal justice system. Housed at the Winona Middle School, Strides To Success is strategically positioned for serving at-risk youth, having access and daily contact with the youth, receiving referrals from the teachers and other helping professionals, and directly interacting with youth during pinnacle decision-making moments. In the past, different organizations within the community of Winona have provided services for varying needs of youth; services were offered in a variety of locations, at a variety of costs, within enrollment limitations, and often with strict policies regarding enrollment dates. Community Education has provided After-School Activities that conduct seasonal sports and athletics, as well as clubs and activities of interest. However, until the development of Strides To Success, Winona was unable to fully address behavioral and truancy issues, and to meet the needs of children falling through the cracks. As juvenile criminal and disciplinary rates rose, and as more students than ever were being retained at the middle school level, service providers
came together and recognized a need for a community-centered response. *Strides To Success* was born.

**Review of Relevant Literature**

**History of Strides To Success**

The idea of the *Strides To Success* program was created through a grant pioneered by two Winona Middle School employees. Lisa Mayer, a school psychologist, and Joe Leply, a special education teacher, identified a need by students who were demonstrating at-risk behaviors. A short while later, a funding opportunity became available through the Minnesota Department of Children, Families and Learning. With this opportunity available, Lisa Mayer and Joe Leply spearheaded the grant writing process. Additionally, a collaborative effort of agencies, that directly served children and families in the Winona community, were involved in the planning process. Ironically, some of these individuals represented agencies or personal interest that serves on the *Strides To Success* Action Council. Based on this identified need, the initial idea was advanced into a grant proposal. The objective of the grant was to offer a program to middle school students who were exhibiting at-risk behaviors. The anticipated result was that a participant would have a reduction in at-risk behaviors and would be better prepared for high school. "Issues that surface in adolescence such as low grades, truancy, pregnancy, drug use, criminal offenses, dropping out of high school, and even attempted suicide may be exacerbated when students lack the support and assistance to make successful transition to the high school environment" (ASCA, Feb 2001, p. 156). Essentially, these were the ideas and concepts that were incorporated in the *Strides To Success* program.
Foundations of the Strides To Success program

The Strides To Success program is an early intervention/prevention youth development program designed to provide children who exhibit at-risk behavior with the education and support they need to make healthy decisions, build personal assets, and develop competencies. Youth development (as the resilient child): “The resilient child is one who works well, plays well, loves well, and expects well” (Norman Garmezy, 1974, p. 1). Youth development, an asset-building approach, has the following elements:

- Focus on the positive
- Taking personal responsibility for making a difference
- Proactive
- Mobilizing the public as well as all youth-serving organizations in a community
- Viewing youth as resources
- A vision-building perspective
- Cooperation within the community
- Unleashing the caring potential of all the residents and organizations so that public resources can be focused on areas of greatest need
- Hope that change is possible

(Search Institute, 1995, p. 1)

Youth development is the process through which adolescents actively seek, and are assisted, to meet their basic needs and build their individual assets or competencies (Carnegie Council on Adolescent Development, 1992). The Strides To Success program incorporates the concepts that are displayed by the Search Institute. “Research by the Search Institute has identified 40 concrete, positive experiences and qualities—developmental assets—that have a tremendous influence on young people’s lives” (Search Institute, 1997). By incorporating the 40 assets in the Strides To Success program, it not only enhances the outcomes but better equips youth with what they need to become successful in life.
The *Strides To Success* program also attempts to instill and strengthen the amount of resilience in each student. "Resilience embraces the ability of a child to deal more effectively with stress and pressure; to cope with everyday challenges, to bounce back from disappointments, adversity, and trauma; to develop clear and realistic goals; to solve problems; to relate comfortably with others; and to treat oneself and others with respect" (Brooks, 2001, p. 1). Resilience touches every aspect of the student’s life, from social to academic, and the effects of resilience in action is amazing. “Numerous scientific studies of children facing great adversity in their lives support the importance of resilience as a powerful force” (Brooks, 2001, p. 1). *Strides To Success* looks to equip students with the best armor possible when they are faced with the adversity of various different situations they may encounter. The program looks to expand that resilience to the parents and caregivers of students involved with the program. “Power in families rests in the hands of parents” (Wolin, 1994, p. 22). *Strides To Success* expands the focus and the impact of the program further by utilizing the strengths that lies within families, whatever their make up.

**Outcomes of the *Strides To Success* program**

Since its inception in 1997, *Strides To Success* has helped over 398 middle school students. The outcomes have proven to be highly successful. The after-school homework time can attribute to the 78% of students who participated in Strides To Success that improved their Grade Point Average (GPA), (Gort, 2001). It has been observed by school faculty and program staff that students who have an opportunity to work, and have someone to assist them in a structured environment, is worthwhile. Students who know that someone cares about them are more likely to come to school.
Having a dedicated time and place in a confidential setting, to discuss problems and concerns, has proven to have an effect on behavior. Overall, the students who participated in *Strides To Success* showed a decrease in disciplinary referrals, (Gort, 2001). Student feedback has been quite positive. In fact, it was found that 80% of the students who participated in *Strides To Success* rated the quality of the program as “Excellent,” (Gort, 2001). Over half of the students that participated in the program said they learned “a great deal” while enrolled in the program (Gort, 2001). Furthermore, over half of the students who participated in *Strides To Success* said the skills they learned in the program were “extremely useful,” (Gort, 2001). It is obvious by the findings that the *Strides To Success* program has had a positive impact on the more than twenty program participants.

In addition to the student impact, *Strides To Success* has enhanced the educational environment as a whole. Since the inception of *Strides To Success*, Winona Middle School has witnessed a 48% drop in the number of in-school suspensions, and a 43% drop in the number of out-of-school suspensions. In the beginning, only 10% of the parents of the *Strides To Success* children attended Parent-Teacher Conferences, (Gort, 2001). Just under half of the parents of children in the program attended the Parent-Teacher Conferences in 2000.
SECTION II

Methods

The Strides To Success program is housed in the Winona Middle School (WMS), which currently provides educational services to approximately 1200 students. Like many schools in Minnesota, budget and staff are very tight, with more programs and teachers slated to be cut. In addition, the Winona Area Public Schools is in the process of transitioning fifth grade students to the Winona Middle School. This transition should be completed within the next two years. The school has one principal, one associate principal, and one dean of students. There are 2.5 FTE counselors that serve students in grades 6-8. It is also worth noting that the Winona Middle School operates out of a new facility that is approximately two years old. There are several points of interest worth noting. First, the administration at the Winona Middle School continues to demonstrate the importance of the Strides To Success program by maintaining the program through budget difficulties. Secondly, the Strides To Success program is looking at expanding its services in the 2002-2003 school year, due to the incorporation of the fifth grade students at the Winona Middle School. Thirdly, the Strides To Success staff looks to provide support to a school staff that is limited in person power and is struggling to best provide educational services to a large student population. Finally, the new facility that the Winona Middle School occupies has become an open doorway to various parts of the community. The facility has a great deal to offer other community groups, and that is evident by the number of outside community activities that take place in the building. It has literally become a direct link to the Winona County Community.
The idea to create a manual had been discussed in numerous planning sessions with the Action Council and the *Strides To Success* program staff. The intention was to develop a tool that would provide all who worked with the *Strides To Success* program with a similar format and understanding, in order to promote consistency in program delivery. The long-range goal was not only to utilize the manual as a starting point, but to eventually replicate the *Strides To Success* program in other schools. In the future, replication could be undertaken.

**Creation of the *Strides To Success* Action Council**

The *Strides To Success* Action Council incorporated various community representatives from a wide range of professional and non-professional settings. The criteria used to select the action council members varied. Virtually, the *Strides To Success* staff sat down together and brainstormed the individuals in the community that were involved in youth development activities. The *Strides To Success* staff was seeking individuals interested in assisting in facilitating the program direction of *Strides To Success*. For example, Jeanne Meyer from the Winona County Community Connections Project was an individual selected to be invited to join the Action Council. She was suggested because of her work that directly relates to youth development and mental health issues with children. In some cases, the staff selected individuals due to their obscure, unrelated talents that might be a benefit to the council. For example, Tom Thompson was invited to the Action Council not only because he is an owner of a local grocery store, but also because of his interest in youth development activities. The staff thought that his comprehensive expertise would best serve as an advantage to the
council. Some of the individuals listed have been involved with *Strides To Success* since it started in 1996.

**The Action Council members included the following:**

Christa Matter- Instructor, Winona State University  
Tom Thompson- Owner, Country Market  
Dan Ruckavina- Owner, Benchmark Electronics  
Ben Miller- Entrepreneur and funder of the Ben Miller Mentoring Program  
Charles Shepard- Internal Medicine, Winona Clinic  
Roger Metz- Retired, former CEO of Winona Health  
Tracy Dahl- Sixth Grade Language Arts teacher, Winona Middle School  
Joe Leply- Special Education teacher, Winona Middle School  
Janet Birdwell- Special Education teacher, Winona Middle School  
Bonnie Breza- Seventh Grade Mathematics teacher, Winona Middle School  
Peter Flick- Retired, former principal of Winona Senior High School  
Stephanie Kirkey- Director, Winona Area Chamber of Commerce  
Bill Moe- Probation officer, Winona County  
Merrily Hazelton- MCH Director, Winona County Community Health Services  
Connie Blackburn- Director, School Connectors program  
Jeanne Meyer- Director, Winona County Community Connections Project  
Larry Laber- School Board Member, Winona Area Public Schools  
Judith Wothke- Evaluation consultant  

Other contributing members of the Action Council included:  
Five parents  
Three students representing Winona State University  
Five students representing the Winona Middle School  

**Developing support for the Strides To Success program**

Developing support for the *Strides To Success* program does not appear to be a difficult task. When individuals learn about the program and become informed, there is generally a positive and inquisitive response. The *Strides To Success* staff attempts to continually gather new support and maintain support for the program as it continues to grow. They do this in different ways. First, they keep current supporters and Action Council Members informed on what is taking place. This is generally done by written communication, phone conversations, and individual and group meetings. The Action
Council has a formal meeting time that takes place quarterly. Second, the staff tries to maintain a fairly regular presence in the media. This is done by issuing news releases, keeping in contact with individual members of the media, newsletters, e-mail updates, and other forms of communication. Third, the staff looks to keep other community entities informed of the program. Each staff person attempts to make at least two visits to a community group and to give a presentation. For example, a presentation was made this year to the local Kiwanis organization. From that experience, when the benefit concert was given in the spring, there were several members of the group that called to volunteer their help. Fourth, the staff takes advantage of presenting at regional and statewide professional opportunities. For example, in the winter of 2002, the staff presented at the Minnesota School Health Conference. Fifth, the staff attempts to maintain constant and close contact with administration, counseling, and teaching staff within the Winona Middle School building. A large number of referrals come from the professional staff, and communication is very important. From that close communication, the staff has found support as well. Sixth, utilizing entities such as Winona State and St. Mary's University students has brought another form of community support to the program. While most of the students are serving as tutors and volunteers, their instructors are also appraised of the program and the work that is taking place.

Implementing Asset Building in Programs

When curriculum is being developed for Strides To Success, it is the job of the staff to ensure that asset building is implemented into the programming. This is taken very seriously by the director and staff. This task is often addressed in both the group
staff meeting time and individually. The next step is to make sure that the presence of the essential building blocks assets and the message are then communicated to the program participants. This is also done in a group and individual setting. It is the constant goal of the program to touch on the 40 assets throughout the course of one school year. This requires and demands an enormous amount of creativity by the staff of Strides To Success.

Evaluation of Strides to Success

With program successes noted in this document, it is important to note that the Strides To Success program has never been formally evaluated. Since its inception in 1997, the grades, attendance records, and disciplinary records of the Winona Middle School have been evaluated to examine if our stated objectives have been accomplished. Participant surveys have been conducted to allow youth and parents to provide input on effectiveness. Most importantly, observations by parents, teachers, corrections agents, therapists and the youth themselves include reports of improved self-esteem and decision making by the children involved. As youth development professionals, the Strides To Success staff recognizes that a scientifically-based evaluation into the long-term effectiveness of the program must be conducted in order to continue accurate program development. The objective of expanding the evaluation format of Strides To Success is to measure if the programming provided during 6th, 7th and 8th grades is impacting the outcomes of youth as they progress through high school. With the opportunity of implementing Leading The Way, an evaluation component was a requirement of the project. Therefore, the Strides To Success program director, Caroline Gort, hired Judith Wothke to evaluate programming aspects,
evaluation techniques, research high school academics, attendance and disciplinary records, and conduct interviews/surveys with students previously and currently being served. Ms. Wothke’s current consulting projects also include the Minnesota Department of Children, Families and Learning, Minnesota Institute of Public Health, and the Minnesota Prevention Resource Center.

To evaluate programming, Strides To Success annually measures yearly the academic performance, attendance, and disciplinary referrals of the students enrolled. Parents and children participating in the program are surveyed yearly to measure client rating of effectiveness of programming. Results of outcome evaluation are reported to the Winona Middle School Principal and Area Learning Center Director, Winona Area Public Schools Superintendent and School Board, and members of the Strides To Success Action Council. In the four years that Strides To Success has been serving youth, improvement in the areas of identified outcomes has been achieved. However, Strides To Success now needs to assess its short and long-term effectiveness as a prevention program, to determine if the programming being offered is helping youth beyond the time of immediate service. With funding from the 2001 Prevention and Intervention Minnesota Communities, Strides To Success will work with the Minnesota Department of Children, Families and Learning and the Safe and Drug-Free Schools Advisory Council to identify and acquire the services of outside evaluators, and to devise an effective evaluation process.

Evaluation of the Training Manual

The evaluation of the manual that took place was an involved process that involved the Strides To Success staff and Action Council. After the decision was made to pursue
a manual format, there were a series of group discussions and small group work that took place. Here is a summary of the evaluation process:

1. Action Council and staff met to discuss and determine the internal components of the manual. This took place in group discussion. Ideas were recorded and the meeting was dismissed. The author drafted an outline and then met with the program director for input. The draft was then brought back to the group for small group discussion. Revisions were noted and implemented. An outline of the training manual components was made and distributed to the group. These components were now being referred to as “sections” of the manual.

2. Through a series of meetings spanning over eleven months, the sections were discussed with the Action Council and staff. The specific contents of each section were determined and specific details were discussed. As done previously, the author would devise a draft and bring it back to the group for discussion.

3. As the manual began to take shape, the meetings with the Strides To Success Action council and staff became fewer. Further details were then worked out between the author and the director of Strides To Success.

It is the consensus of the Strides To Success Action Council and staff that ongoing evaluation of the training manual is very important. This is a document that is meant to be evaluated and revised on a regular basis. It is not meant to be used without ongoing change or revisions. The actual means of evaluation has not been decided to date by the Action Council. However, the process of evaluation for the manual is currently in the stage of being discussed.
Project Timeline

In order to complete this project, a series of specific tasks were implemented.

The following timeline is what was used to complete the tasks:

December 2000:
Discussion about developing a training manual was discussed formally with the *Strides To Success* staff and Action Council.

July/August 2001:
The idea of creating a training manual as a graduate thesis project was discussed and approved with advisor at University of Wisconsin-La Crosse. Approval was granted and this is communicated to the Action Council. Plans and meeting times were set to move forward.

September 2001:
Action Council members were contacted and invited to the initial meeting. The first meeting with the Action Council took place to discuss the outline of a training manual. A draft of the internal manual components was compiled. A meeting with the program director and staff took place after meeting with the Action Council to discuss specifics.

October 2001:
The *Strides To Success* staff received notification from the Department of Children, Families and Learning that the proposal for *Leading The Way* would be funded for two years. This was communicated to the Action Council and another meeting took place to incorporate the *Leading The Way* components into the manual. A meeting with the program director and staff took place after meeting with the Action Council to discuss specifics.
November 2001:
A meeting with the program director and staff took place prior to meeting with the Action Council. Revisions were discussed. A meeting took place with the Action Council and specifics on the manual sections were discussed.

December 2001:
A meeting with the program director and staff took place. Due to the holidays and school breaks, there was no meeting with the Action Council.

January 2002:
The *Strides To Success* staff regrouped with the Action Council. Some review was needed since time had lapsed since the last meeting time.

February/March 2002:
Another meeting with the Action Council was held and more specifics of the manual were discussed. The author met with the program director, and manual supplements were discussed.

April 2002:
A rough outline of the manual was available and reviewed by the *Strides To Success* staff and Action Council. The Action Council made recommendations, and the author made additional revisions.

May 2002
A more complete outline of the manual was presented to the Action Council. The Action Council made recommendations, and the author made additional revisions.
June 2002:

The final meeting for the school year took place with the Action Council. If additional meetings would be needed, members will be called. Action Council members were presented with another draft of the manual. Additional suggestions were gathered.

July 2002:

Presentation of the manual took place at the University of Wisconsin-La Crosse during a scheduled, open meeting.
**SECTION III**

**FINDINGS**

The purpose of this project was to design and develop a training manual to be utilized in the expansion of the *Strides To Success* program at the Winona Middle School. The entire development process involved a series of steps that were carefully taken to ensure a quality end result. It began when the need for volunteers, tutors, and program assistants to be trained was initially identified by the *Strides To Success* staff. This was brought forth and discussed at length with the Action Council. The Action Council concurred that the need was to be addressed. The decision to develop a training manual consisted of a series of conversations that took place during scheduled meeting times. Eventually, it was decided that a training manual would address the need for consistency in training, as well as serving as a facilitator's guidebook. It was the most logical choice for the staff and the training components that needed to be implemented with the volunteers, tutors and program assistants. Essentially, the continuing conversations with the Action Council propelled this process forward. Nonetheless, this was one step of many that took place in the development of the manual to take life.

The next phase was to seek the Action Council and staff to move forward with the development of the manual. The author discussed the graduate project requirement in her Master of Science Program in Community Health Education, and her desire to couple this need with the development of a training manual. This approach seemed quite appropriate since the author had previous experience working with the *Strides To*
Success program through her job as a health educator with the Winona County Community Health Services Department. In addition, she had developed further experience by completing her Preceptorship with the Strides To Success summer program in 2001, and joining the Strides To Success staff in the fall of 2001. Overall, there was a person willing to develop the manual, the expertise to do so, and there would be minimal expense absorbed by the Strides To Success program. The only commitment left to attain was the approval by the Action Council. In developing the training manual as a part of the graduate project, it was essential for the author to work with an advisory board. It was decided to utilize willing Action Council members to serve as the sounding board and consultant for the development of the manual. As expected, there were multiple individuals that obligated themselves to work on the project. There were some members who were involved throughout the process, and there were others who contributed to particular steps within the development of the manual. Overall, there was a competent and educated group of Action Council members who assisted with the development of the manual in a variety of capacities, and were dedicated to the project.

The work that followed with the Strides To Success Action Council and staff included a series of meetings that took place during scheduled times. Most often, the Action Council and staff would meet together. In some rare instances, the author would meet with the Action Council members and staff separately. Following the decision to proceed with the development of the training manual, the next step was to determine the contents of the manual. The following sections in the manual were recommended by the Strides To Success Action Council and staff:
- How to use this manual;
- Background;
- Participant introductions;
- Overview of the *Strides To Success* program;
- Overview of the *Leading The Way* program;
- Overview of the *Strides To Success* summer program;
- Overview of the *Miller Mentoring* program;
- *Strides To Success* – The ground rules;
- Appropriate behavior for assistants, tutors and volunteers;
- Review of job descriptions and duties for *Leading The Way* staff, volunteers and tutors;
- Tour of facilities;
- Mandated reporting;
- Program resources;
- Closing.

The initial intent was to address two components of the manual during a scheduled meeting time with the Action Council and staff. However, this did not always happen. There were some instances in which the group would concur on specific elements. In other instances, there were meetings that continually addressed certain sections, resulting in a great deal of discussion. This was viewed as both an advantage and a disadvantage by the author. The advantage was that concerns which were raised by group members were very worthy points which would benefit the final product. However, the disadvantage was that sometimes discussions would tend to stray from
the original intent of the meeting. This would result in continuing certain discussions each successive meeting time, thereby expanding the agendas.

Overall, the work that the author experienced with the *Strides To Success* Action Council and staff was found to be extremely beneficial. However, like many advisory groups, a large group of individuals may start the project, but there are only a select few that see the project through to completion. In retrospect, addressing the specific components of the manual could have been assigned to sub-committees. The author found that the work of the group was more effective and comprehensive than the work of one individual. Designing and developing a training manual was a task that required focus and concentration.

As efforts continued to advance, the topic of evaluation emerged consistently. It was disclosed to the Action Council that there had been minimal efforts made to evaluate the short and long-term effects of the *Strides To Success* program. This was mainly due to lack of time, coupled with staff that did not have evaluation expertise. When the *Leading The Way* grant proposal was being developed, evaluation was one of three tasks that was identified in the application. When that project was funded and launched in January 2002, an evaluation consultant was hired to evaluate the short and long-term effectiveness of the *Strides To Success* and *Leading The Way* programs. It was very important for the Action Council and staff to work closely with this consultant.

One example of expansion is the development of the manual. This is a tool that will increase the effectiveness of the program. This is essential to track and evaluate. The findings are important to note so that changes can be implemented to ensure effectiveness, and to demonstrate proof to other entities that this concept of meshing
youth development and asset building into an after-school program works. Evaluation will be quite helpful when pursuing other larger sources of funding in the future.

As previously discussed, the role of the health educator is one that has expanded rapidly, not only in the Strides To Success program but also in the Winona Middle School. The collaboration started as a monthly visit to the Strides To Success program to conduct a presentation on an unrelated grant project. That grew into more frequent presentations and the opportunity to utilize the program as a Preceptorship site. The results of that experience then developed into a staff position and graduate project. It is clear that the initial partnership grew quickly and developed recognition over the past few years. The presence of the health educator has also benefited other parts of the Winona Middle School environment. For example, the health educator is a member of the Student Assistance Team. The position has provided a bridge between the school and outside resources that are available. The health educator is a unique component with widespread community connections.
Discussion

Examining the steps that were taken to construct this manual, it could not have been accomplished without four major components. The first was the educational component in School and Community Health Education curriculum that the author received from Winona State University which served as a foundation. This is where basic concepts of health education and health promotion were learned and practiced. The author's skills were sharpened further within the Community Health Education program at the University of Wisconsin-La Crosse. It was the specific coursework that provided the author with specific talents and knowledge needed to complete this task. Learning and practicing the competencies and theories of health education and health promotion were a specific focus. The third component was the professional experience from which the author could draw. The author had been employed as a health educator with Winona County Community Health Services (CHS) for a number of years. Through her employment at Winona County CHS, she was able to work firsthand with the Strides To Success program at the Winona Middle School. By utilizing what she had learned from studies at the undergraduate and graduate level, the need for a training manual was quickly identified with the Action Council and pursued. The fourth component was the coordination of this effort among staff, tutors, volunteers, administration, the Action Council, two different agencies and the University of Wisconsin-La Crosse. All the components of the manual were reviewed by different channels to ensure the most effective tool possible.
Conclusions

It is evident that the Strides To Success program is one that has constantly strived and searched for opportunities to become better and more effective. The development of this training manual started with an observation by a staff person with the Strides To Success program. The observation was that the program could improve effectiveness by its training volunteers, tutors and program assistants. With assistance from the Action Council and staff, the manual was developed. It is the opinion of the author that the Strides To Success and Leading The Way programs effectiveness can only improve with implementation of this manual. The volunteers, tutors and program assistants that experience the benefits of training will not only enhance their work with the Strides To Success program participants but also increase their abilities. Prior to the development of this manual, there were not any training opportunities available. This manual is considered to be a starting point to grow from as the program moves forward. As the years go on, and as the manual is revisited, it will become a training that will be more effective every year it is utilized.

Recommendations

1. It is advantageous to work with an Action Council and program staff together on a step by step basis. Collaborative work is a must and the contributions of each member are equally important. It is recommended that similar work be conducted with the assistance from a Action Council or Advisory Board.

2. The work that the author experienced with the Action Council was extremely beneficial. However, like with many advisory groups, a large group of individuals start
the project and there are only a select few that see the project through to completion. A sub-committee of the Action Council possibly might have been more practical.

3. It is worth noting that the creation of a training manual is one that requires focus and much concentration. It is a time consuming project that has many benefits when completed.

4. Continue to expand the evaluation and work with the evaluation consultant. Program evaluation of both Strides To Success and Leading The Way is important to the present and future of the programs. Evaluation that includes both short and long term effectiveness will benefit the program and serve as indicators for improvement.

5. Just as evaluation is an important focus for the Strides To Success and Leading The Way programs, so is evaluation of the manual. This manual was developed to address current training needs with the intention of being reviewed and updated on a regular basis. Therefore, it is essential that the Action Council and staff review and update the manual on a yearly basis, at a minimum. It should be the duty of the program director to ensure that this task is completed with input from the Action Council and staff. These findings would be beneficial when revisions are made on the manual.

6. Consideration of the Strides To Success staff and Action Council to implement a pre- and post-evaluation of the manual in September of 2002 when use of the manual will be launched. It is recommended that this initiative be coordinated with Judy Wothke, the program evaluator.

7. Present the manual to the administration staff at the Winona Middle School and possibly to the Winona Area Public Schools School Board. This raises awareness of program efforts that are being made and opens a doorway for future possibilities.
8. The role of the health educator in the program is one that should be continued. It is evident that this collaborative partnership has produced a number of positive benefits to the Strides To Success program, Winona Middle School and Winona County Community Health Services.

9. The creation and development of this manual is an important contribution by the Action Council and staff of the Strides To Success program. This is a project that set a goal and achieved its desired outcome. Therefore, it should be celebrated. It is recommended that the manual be presented to the administration staff at the Winona Middle School and possibly to the local school board during the Fall term. This would raise awareness of the program efforts that are being made, and it opens a doorway for future possibilities. The Winona Area Public Schools are fortunate to have a unique gem in their possession that should be shared.
REFERENCES


C.A. Gort (personal communication, 2001)


Search Institute. (2002). The asset approach [Brochure]. Minneapolis, MN.


For electronic sources:


MAKING SUCCESSFUL STRIDES

A Training Manual For Assistants, Tutors, and Volunteers in the Strides To Success and Leading The Way Programs

Produced for:

Strides To Success Program - Winona Middle School
Leading The Way Program - Winona Middle School

Produced by:

Kristine A. Moky

August, 2002
Candidate: Kristine A. Moky

I recommend acceptance of this Graduate Project in partial fulfillment of this candidate’s requirements for the degree:

Master of Science

Concentration: Community Health Education

The candidate has successfully completed the Graduate Project.

_________________________________________  _______________________
Signature of Graduate Project Advisor       Date

_________________________________________  _______________________
Signature of HPERTE Associate Dean          Date

_________________________________________  _______________________
Signature of Director of Graduate Studies   Date
ACKNOWLEDGEMENTS

There are a wide variety of individuals that I would like to acknowledge for their instrumental role in assisting me to complete this project.

- To Dr. Gary Gilmore: My project advisor who believed in me and gave me the chance to prove myself. I sincerely appreciate your guidance and the opportunity to learn from you. You are truly an incredible professional. I thank you for everything.

- To the Strides To Success staff at the Winona Middle School (Caroline, Laura, Cindy, Bill and Jake): I am proud to be a part of the team and appreciate your tolerance of my many commitments. Your collective support, assistance and expertise made this project a reality.

- To Lynn Theurer and the staff at Winona County Community Health Services: I sincerely appreciate your ongoing support while working towards completion of this degree.

- To my mother and sisters: Thank you for asking a hundred times, "How's the thesis project?" You each have been a source of strength and inspiration when I needed it most, which was on many occasions. You did this without even knowing you were providing me with the best support possible. It is your belief and confidence in me that assisted in completing this project. I love you and thank you.

On a final note:

This project is dedicated in memory of Wayne W Moky.
Kristine Moky is a Health Educator at Winona County Community Health Services, Winona, Minnesota. The Winona community is a “small town” with excellent educational institutions that promote professional growth in health education, public health, and health administration. The community promotes personal growth in a nurturing, collaborative atmosphere. Educational institutions from the public, private and non-profit sectors along with the health and human services agencies, business and government dream, plan and work together to maintain our “healthy, viable community”. Further, we encourage collaborative projects, such as “Making Successful Strides”, to assure that no child or family is “left behind”. It has been our privilege to partner with Kristine on this project, with the University of Wisconsin, LaCrosse. We recommend the use of this manual to replicate in other school districts and communities to support their youth to the fullest potential, as none of us are as important as all of us.

Lynn M. S. Theurer, RN BS MC CS, LMFT
Winona County Community Health Services Administrator
Adjunct Professor, St. Mary’s University,
Health and Human Services Master’s Program
Winona, Minnesota
HOW TO USE THIS MANUAL

This manual was designed and developed to be utilized in the expansion of the *Strides To Success* program at the Winona Middle School. The entire development process involved a series of steps that were carefully taken to ensure a quality end result. It began when the need for volunteers, tutors and program assistants to be trained was initially identified by the *Strides To Success* staff. This was brought forth and discussed at length with the Action Council. The Action Council concurred that the need was to be addressed. The decision to develop a training manual consisted of a series of conversations that took place during scheduled meeting times. Eventually, it was decided that a training manual would address the need for consistency in training, as well as serving as a facilitator’s guidebook. It was the most logical choice for the staff and the training components that needed to be implemented with the volunteers, tutors and program assistants. Essentially, the continuing conversations with the Action Council propelled this process forward. Nonetheless, this was one step of many that took place in the development of the manual to take life.

This manual is to be used by the *Strides To Success* program director and group facilitators. The training is meant to be conducted at the beginning of each school year when the rooster of volunteers, tutors and program assistants are finalized. Additional trainings are to be conducted as needed throughout the duration of the school year. The entire training is to be conducted in one session, which will last approximately four hours. This includes additional time for breaks. When the training manual was piloted in May 2002, the training included lunch that was provided by the *Strides To Success* program. The following format was used:

10:00 a.m. to 12 noon: Training
12 noon until 12:30 p.m.: Lunch
12:30 to 2:30 p.m.: Training
demonstrating interest in working with the program. After some consideration from the Strides To Success staff and Action Council, it appeared to be beneficial to both entities. The Strides To Success staff thought it would be a good way to strengthen outcomes and provide more attention to individual students. The volunteer tutors were participating in an opportunity to help middle school students, as well as to take advantage of an opportunity to sharpen their skills. Therefore, the staff began to incorporate volunteer tutors. As time went on, it became apparent that a training manual would address a need for consistent approaches to conducting Strides To Success and Leading The Way. The decision to create this manual was an ideal solution to a program that had an identified need.
BACKGROUND

The author of this manual started working with the *Strides To Success* program in 1998. With the job as a health educator for Winona County Community Health Services, Kris Moky was seeking a location to pilot a grant program from the Minnesota Department of Health. The *Strides To Success* program at the Winona Middle School was a suggested site. The collaboration between the *Strides To Success* program and Winona County Community Health Services was born, and monthly visits were made to the program to do specialized programming with the *Strides To Success* program participants. As time went on, the relationship and programming expanded between the two entities. In the summer of 2001, the author selected the *Strides To Success* summer program as the location to complete her Master of Science Community Health Preceptorship requirements from the University of Wisconsin–La Crosse. Following successful completion of her Master of Science Community Health Preceptorship, the author was offered the opportunity to join the program as a staff member, forming a unique bridge between the *Strides To Success* program and Winona County Community Health Services. The timing couldn’t have been more appropriate as the *Strides To Success* program was awarded a grant through the Minnesota Department of Children, Families and Learning. The project that was funded was titled *Leading The Way*. Essentially this project was an extension of the *Strides To Success* program at the high school level. It would provide an opportunity for high school students who were previously enrolled in *Strides To Success* at the Winona Middle School to work as assistants/aides to the facilitators and serve as role models to the students currently enrolled in *Strides To Success*. Coincidentally, this was a time when the program was beginning to utilize volunteer tutors from Winona State and St. Mary’s Universities. These university students from various studies like health promotion, health education, sociology, social work majors were demonstrating
The individual who will be conducting the training is at liberty to implement the best format possible for that particular group. That decision will be left to the discretion of the trainer and the program director. It is recommended that the manual be reviewed before it is used. The format of the manual is composed in a fairly plain format so that it easy to use. The manual is a composed outline of important components for volunteers, tutors and program assistants to become informed. If you are in need of additional assistance, please seek the author (if available) or the Strides To Success program director.

The overall goal of this manual is to increase the program effectiveness by educating volunteers, tutors and program assistants who work Strides To Success and Leading The Way programs with essential program foundations found in the training manual.
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PARTICIPANT INTRODUCTIONS

Time:
20 minutes

Location:
A small room with moveable tables and chairs is needed to facilitate discussion. For example, the Strides To Success room.

Facilitator:
Strides To Success program director and/or program facilitators.

Participants:
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success tutors and/or volunteers
Action Council members

Objective:
To acquaint the program director and program facilitators with program assistants, tutors, and program volunteers.

Resources/Materials Needed:
-Strides To Success sign-in sheet
-Ice-breaker(s)

Suggested Outline
- It is recommended that the training start promptly.
- Ask all participants to sign in on the sheet.
  (An example of a sign in sheet follows in this section)
- Staff will make their introductions and briefly explain their role with the program.
  (Example: Kris Moky, Boys group facilitator)
• Introductions by all remaining participants will follow. They will also state their name and their role with the program.
(Example: Jane Doe, Tutor from Winona State University)
(Example: John Brown, Program assistant from Leading The Way)
• Implementation of an Ice-breaker will follow. You may choose to implement your own or use the following example.

Ice-breaker - “I Have Mail”
Directions:
1. Arrange the group into a circle.
2. A volunteer will go in the middle of the circle.
3. The volunteer will announce that they have mail for anyone with a certain characteristic or item in common. For example: “I have mail for anyone wearing the color blue”.
4. Anyone with that particular characteristic must move to a different part of the circle different from where they originated. For example: Anyone wearing the color blue would have to find a new location within the circle.
5. The last person left without a place to go would then take the position in the middle of the circle. It would be his/her turn to “have mail” for other participants.
6. Continue until everyone has had a turn.
OVERVIEW OF THE STRIDES TO SUCCESS PROGRAM

Time:
30 minutes

Location:
Continued meeting in the Strides To Success room.

Facilitator:
Strides To Success program director and/or program facilitators.

Participants:
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success tutors and/or volunteers
Action Council members

Objective:
To acquaint the program director and program facilitators with the program foundations of the Strides To Success program.

Resources/Materials Needed:
- Strides To Success program brochure(s) (enclosed)
- Mission statement/Philosophy statement (enclosed)
- Example of a referral (enclosed)
- Schedule of Family Dinners and explanation of some of the activities that take place (if available)
- Review collaborative partner list and members of the Action Council (if available)
Suggested Outline:

- Distribute handout and briefly discuss the Strides To Success program. Some of the points you want to cover in discussion include:
  - What is Strides To Success?
  - What services does Strides To Success offer?
  - How do the after-school groups work?
  - What sorts of fun activities do the after-school groups do?
  - What is the best part about being a part of Strides To Success?
  - How do you become a part of Strides To Success?
  - Strides To Success after-school facts
  - Contact information and emergency phone numbers

- Two different formats are available. The one page is the program brochure and the two page is from the Winona Middle School website located at http://www.winona.k12.mn.us/wms/index.html

- Distribute and discuss the mission/philosophy of the Strides To Success program.
  - Mission statement
  - How we do it
  - The Philosophy behind Strides To Success

- If there are any questions regarding to youth development, refer to the appendix section of the manual.

- Distribute the hand out on referrals. Explain to participants that this is the form that is distributed to professional school staff to get information on potential program participants.

- Distribute and discuss the schedule of Family Dinners and explain some of the activities that take place. Please see if this is available
from the program director. Explain that these are monthly dinners that are offered to program participants. Activities follow the dinner that are meant to foster child/parent (caregiver) communication.

- Distribute and discuss the collaborative partner list and members of the Action Council. Please see if this is available from the program director. Explain that these are resources from the community members who support this program in many different ways.
What is Strides to Success?

Strides to Success is a youth development program designed to help students acquire the skills they need to succeed, both in school, and as leaders in our community.

Students involved in Strides to Success participate in activities which help them to develop strong study skills, effective social skills, and non-violent problem solving strategies.

What Services does Strides offer?

One-on-one academic tutoring for students during study hall or homeroom and after school (3:15 to 4:00 p.m. Monday-Thursday).

After school activity groups for boys and girls which run for two days each week.

The Miller Academic Mentoring Program where students are matched with community members and meet once a week before or after school at WMS.

A Family Dinner night each month where the families of Strides to Success students get together to enjoy a positive family activity.

How do the after school groups work?

There are four after school groups - 2 for boys and 2 for girls. Each group meets for 2 afternoons a week (Monday and Tuesday or Wednesday and Thursday) from 3:15 to 5:15 p.m. Students who participate in the after school groups get their homework done while enjoying a snack. At 4:00 p.m. they start their fun activity.

What sorts of fun activities do the after school groups do?

The kids in the after school groups help to choose the wide variety of activities including, trips to off-campus locations like hiking at the state park, bowling, visiting local museums and art galleries, fishing, and going to see plays. We also have interesting people visit to show us how to do different things such as arts and crafts, music, and sports, or to discuss their experiences and jobs such as scientists to discuss wildlife and physical trainers to discuss professional athletes.

What is the best thing about being a part of Strides to Success?

You get to decide! The kids involved in Strides to Success help us design the program and decide what to do. This program belongs to the students who participate. We listen to the students involved and work with them to incorporate ideas and develop solutions.

How do you become a part of Strides to Success?

Call the general Strides to Success phone line: 494-1125, or you may speak to any of the following people directly:

Cindy Althoff (494-1128) Mentoring Facilitator
Caroline Gort (494-1121) Program Coordinator
Laura Knopp (494-1127) Program Facilitator
Kris Moky (494-1122) Boys Group Facilitator

Or, ask your teacher. Any teacher can recommend a student to the Strides program.

Strides to Success After School Facts

When: Monday & Tuesday or Wednesday & Thursday
Where: House 5E Room 101-1 Winona Middle School
What: 3:15-4:00 p.m. Homework 4:00-5:15 p.m. FUN!

Emergency #: 494-1000 until 4:00 p.m
494-1311 after 4:00 p.m.

*Phones have voice mail (Please note all Strides staff members are working with students in groups, and will be away from their phones until 5:30)
Strides to Success is a program designed to help students acquire the skills they need to succeed, both in school and as leaders in our community. Students involved in Strides to Success participate in activities which help them to develop strong study skills, effective social skills, and non-violent problem solving strategies.

What Services does Strides offer?

One-on-one academic tutoring for students during study hall or homeroom and after school (3:15 to 4:00 p.m. Monday-Thursday). After school activity groups for boys and girls which run for two days each week. The Miller Academic Mentoring Program where students are matched with community members and meet once a week before or after school at WMS. A Family Dinner night each month where the families of Strides to Success students get together to enjoy a positive family activity.

How do the after school groups work?

There are four after school groups - 2 for boys and 2 for girls. Each group meets for 2 afternoons a week (Monday and Tuesday or Wednesday and Thursday) from 3:15 to 5:30 p.m. Students who participate in the after school groups get their homework done while enjoying a snack. At 4:00 p.m. they start their fun activity.

What sorts of fun activities do the after school groups do?

The kids in the after school groups help to choose the activities and each group participates in a wide variety. Activities include trips to off-campus locations like hiking at the state park, bowling, visiting local museums and art galleries, fishing, and going to see plays. We also have interesting people to visit: to show us how to do different things such as arts and crafts, music, and sports, or to discuss their experiences and jobs such as scientists to discuss wildlife and physical trainers to discuss professional athletes.

What is the best thing about being a part of Strides to Success?
You get to decide! The kids involved in Strides to Success help us design the program and decide what to do. This program belongs to the students who participate. We listen to the students involved and work with them to incorporate ideas and develop solutions.

**How do you become a part of Strides to Success?** Call the general Strides to Success phone line:

- **Emergency #:** 494-1000 until 4:00 p.m.
- **494-1311** after 4:00 p.m.

**Strides to Success After School Facts**

- **Monday & Tuesday or Wednesday & Thursday**
- **House 5E Room 101-1 Winona Middle School**
- **3:15-4:00 p.m. Homework**
- **4:00-5:30 p.m. FUN!**

*Phones have voice mail (Please note that all Strides staff members are working with students in groups, and will be away from their phones until 5:30)*
Mission Statement:

*Strides To Success* is an early intervention/prevention youth development program at Winona Middle School designed to provide children who exhibit at-risk behavior the education and support they need to make healthy decisions, build personal assets, and develop competencies.

How We Do It:

*Strides To Success* helps children to develop a sense of belonging and embrace their roles as valued members of our community by helping youth learn non-violent conflict resolution skills, encouraging success in school with more intervention, providing interaction with positive adult role models, nourishing a positive self-image, and developing an awareness of others.

The Philosophy Behind *Strides To Success*:

The purpose of Youth Development is to provide youth with the opportunities and support needed to identify and achieve positive outcomes as they transition from child to adult. The process of growing up occurs within the context of family, school, social groups and community. Effective Youth Development programs collaborate with these support structures to create a positive environment for growth that maximizes the potential of the child.

The outcomes of youth development serve as the foundation for successful and rewarding adulthood. Youth Development programs help children to learn and practice the skills and habits necessary for a healthy lifestyle, including:
recognizing their role and contribution to society through service learning;
exploring opportunities and developing skills for a productive career and healthy life;
understanding the elements of nurturing relationships, and how to recognize and foster them.

Through program implementation, Youth Development cultivates the assets and competencies of prevention. Youth Development provides: additional structured support; constructive use of time; self-esteem building; learning of empathy for others; self-respect; practice in goal setting and delayed gratification; techniques for resisting negative peer pressure; friendship development and promotion of social skills; positive communication skills; involvement and ownership of school; learning and talking about alcohol, tobacco, drugs, and sex.
**Strides To Success Referral Form**

Name of Student: ___________________________ Grade Level: 6 7 8

What is the area of concern(s)?

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<th>Attendance</th>
<th>Behavior/Discipline</th>
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Referred by: ___________________________________

Team Meeting or Prep Hour Time: ____________________
OVERVIEW OF THE LEADING THE WAY PROGRAM

Time:
15 minutes

Location:
Continued meeting in the Strides To Success room.

Facilitator:
Strides To Success program director and/or program facilitators.

Participants:
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success/Leading The Way tutors and/or volunteers
Action Council members

Objective:
To acquaint the program assistants, tutors and volunteers with background and goals of the Leading The Way program.

Resources/Materials Needed:
- There are no materials to distribute for this section. Please see the program director with any questions or concerns.

Suggested Outline:
- Discuss the three goals of the Leading The Way program using the following points:
  - Leading The Way is the result of a grant opportunity through the Minnesota Department of Children, Families and Learning.
  - The grant was funded starting in January, 2002 for two years.
- The project has three goals.
  - The first is to implement the creation of *Leading The Way*, a program in which Winona Senior High School students who participated in *Strides To Success* during middle school are employed through *Strides To Success* to tutor middle school students and help in program facilitation.
  - The second goal is the reinforcement of positive parental involvement through monthly family nights.
  - The third goal is to implement a long term evaluation of program effectiveness.
OVERVIEW OF THE STRIDES TO SUCCESS SUMMER PROGRAM

Time:
15 minutes

Location:
Continued meeting in the Strides To Success room.

Facilitator:
Strides To Success program director and/ or program facilitators.

Participants:
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success/ Leading The Way tutors and/or volunteers
Action Council members

Objective:
To acquaint the program assistants, tutors and volunteers with the unique components of the Strides To Success summer program.

Resources/Materials Needed:
- Example of summer program flyers
- Example of program permission slip
- Example of emergency information sheet

Suggested Outline:
• History of the Strides To Success summer program. The summer program has been taking place for four years.
• The focus of the Strides To Success summer program is on service learning. Students have the opportunity to come up with projects that provide service to another group or organization while learning from their experience. For example, a tour was taken of a
local recycling company. After the learning experience the student implemented a community clean up in several specific places in Winona.

- Schedule and format of program is different than during the school year. The summer program generally meets three days a week from 9am until noon, for six weeks. Please refer to program flyer.
- Note that a separate permission slip is required for the summer program and that every student needs to have one completed and turned into staff.
- Note that an emergency contact information sheet needs to be on file for each student that participated in the program.
- A trip to Eagle Bluff is the final reward for all students who meet the summer program requirements. The main requirements is attendance, a positive attitude and participation while implementing service learning projects.
Strides to Success
Super Service Learning Project

WHAT IS IT? A great way to have fun this summer. Learn some awesome things, and contribute to making Winona a cool place!

WHEN IS IT? We're going to meet Tuesday, Wednesday, and Thursday mornings, 9 AM - 12 PM, starting July 9th. The program lasts until August 6th.

WHERE DO I GO? We'll meet at the Strides to Success room in 5E, and from there we'll go wherever we need to be for the week's project.

I LOVE IT! HOW DO I SIGN UP? Attached is a permission slip. You will need to have a parent sign it if you want to participate. Only the first 20 kids get in, so hurry up!! There's no time to waste! If you sign up, you need to be willing to participate in all of the service projects. Questions, call Mr. Tietje or Miss Moky at 494-1122.

WE REALLY HOPE YOU'LL JOIN US!!
Summer Strides
Permission Slip

___ Yes! I give my child ____________________________ permission to participate in the Strides to Success 2002 Summer Service Learning Project at Winona Middle School. We will arrange transportation.

___ My child will need transportation.

I understand that the Strides program meets every Tuesday, Wednesday, and Thursday starting July 9th and ending August 6th. My child understands that by committing to this project he/she is willing to be here every day of programming at 9:00 AM unless specified by a note or phone call from the parent to Mr. Tietje or Kris Moky.

_________________________  _______________________
Parent/Guardian signature  Date
Emergency Information
Please Print

Produced by and Distributed for the Strides to Success Program
Winona Middle School

Child's Full Name

__________________________________________

Address and Home Phone Number

__________________________________________ #

Parent/Guardian's Name

__________________________________________

Parent/Guardian's Workplace and Phone Number

__________________________________________ #

Does your child have allergies we should be aware of?

__________________________________________

Is your child on medication?

__________________________________________

In case of emergency contact:
Name

__________________________________________

Address and phone number where they can be reached

__________________________________________ #
OVERVIEW OF THE MILLER MENTORING PROGRAM

Time:
15 minutes

Location:
Continued meeting in the Strides To Success room.

Facilitator:
Strides To Success program director and/ or program facilitators.

Participants:
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success/ Leading The Way tutors and/or volunteers
Action Council members

Objective:
To acquaint the program assistants, tutors and volunteers with the framework of the Miller Mentoring program.

Resources/Materials Needed:
- “Suggestions for working with students” sheet
- “Mentor/Student Idea” sheet
- “Additional questions” sheet
- Mentor form
- Student form

Suggested Outline:
- Discuss the Miller Mentoring program.
  - Going into third year of implementation and is coordinated by Cindy Altoff
  - Funded by local entrepreneur Ben Miller
Mentors and students are matched and meet one hour per week during the school year.

- Distribute and discuss the "Suggestions for working with students" sheet. Explain that the concepts used in the mentoring program are good guidelines for assistants, tutors and volunteers to follow. Read through briefly.

- Distribute and discuss the "Mentor/student idea" sheet. Explain that these are also good suggestions to utilize when working with students. These can be used in program or free time.

- Distribute and discuss the "Additional questions" sheet. Explain that these are also good suggestions to utilize when working with students. These can be used in program or free time.

- Distribute and discuss the "Mentor Form" and "Student Form". Simply note that this is a form that is used to gain information and is helpful in matching students and mentors.
MILLER MENTORING PROGRAM

-Suggestions For Working With Students-

- Treat young people as individuals who want and need your caring support.
- Encourage them to dream about their future.
- Provide educational tools to help youth reach their dream.
- Ask for their opinion and value their input.
- Listen attentively to young people. Ask about their experiences, challenges and triumphs.
- Apologize when you have done something wrong.
- Keep promises you make.
- Don’t judge them, but instead provide timely information in a helpful way.
- Compliment young people every day.
- Smile and make eye contact as often as possible.
- Explain clearly what you expect of them and ask them what they need from you.
- Mentor a child who needs or wants direction in choosing a career or making life decisions.
- Discuss the need for boundaries that keep them safe.
- Notice when they are acting out of character.
- Introduce them to people of excellence.
- Present options when they seek your counsel.
- Catch them doing something right.
**Additional questions to be used for discussions:**

1. If all your friends were willing to be absolutely honest and tell you exactly what they liked most about you and what they liked least about you, would you want them to?

2. Do you think you have too many chores? If you could assign the chores in your house, which ones would you take for yourself?

3. If you had to guess two things you will like in a few years but don’t like now, what would you guess?

4. Would you like to have an identical twin? What about it would be best? worst?

5. Would you rather pick what you wear to school or wear the same uniform every day? What would you wear if no one paid any attention to the way you dressed?

6. Imagine that your principal told you she wanted to make school better and would change it in any way you suggested. What would you tell her to do?

7. When was the last time you were so mad at a friend that you screamed? Do you think you get over anger more quickly when you show how mad you are or when you hide it?

8. What is the hardest thing about growing up?

9. Of all the nice things someone could truthfully say about you, which one would make you feel the best?
Mentor / Student Ideas:

Several of you have asked for additional ideas for you and your student to do when homework is caught up or you want to take a break and do something different. Here are some ideas: (the activities on handouts will be in a box under my desk at both the high school or middle school. The games will be in the Strides classroom at the middle school and on top of the file cabinet at the high school.)

1. "The Book of Questions", Chicken Soup cards, The Ungame--all are conversation starters.

2. Handout on feelings--several different sheets, use and discuss.

3. Quiz on "How do you Handle your Anger?"

4. Social Skills sheets--several sheets, use and discuss.

5. "The Mystery of Harris Burdick"-- use to discuss ideas for writing.

6. Reviewing the Winona Daily News sections on Winona's 150th Birthday. There are three sections, each covers 50 years.

7. Using the newspaper to discuss local and national news. You would have to bring the paper in yourselves.

8. Doing word puzzles (Wuzzles) or trivia together.

9. Playing games such as cribbage, contig, uno, and card games.

Remember the focus of the program is to help the student academically, but sometimes taking a break would be beneficial too!
Mentor Form

Name:

Occupation / Employer:

Interests / Hobbies:
Student Form
Name:

Age:

Grade:

Birthday:

Favorite subjects / classes:

Interests / hobbies / school activities:
STRIDES TO SUCCESS – THE GROUND RULES

Time:
15 minutes

Location:
Continued meeting in the Strides To Success room.

Facilitator:
*Strides To Success* program director and/or program facilitators.

Participants:
The *Strides To Success* program director
The *Strides To Success* program facilitators
The *Strides To Success/Leading The Way* assistants
The *Strides To Success/Leading The Way* tutors and/or volunteers
Action Council members

Objective:
To acquaint the program assistants, tutors and volunteers with the *Strides To Success* ground rules.

Resources/Materials Needed:
- “Ground Rules Sheet”

Suggested Outline:
- Review of the “Ground Rules Sheet”
- Go through each rule and explain that having ground rules are the foundation of our day to day operation. Students need to be provided with guidelines and there are consequences if rules are broken.
- Philosophy of group reading, discussion and signing. By having everyone read a rule it demonstrates ownership to the entire group. Discussion opens up expansion on certain rules or brings forth ideas of additional rules that should be added. Having everyone
sign the rules sheet indicates that everyone is aware of what the ground rules are.
**Strides To Success**

**After School - The Ground Rules**

When you walk in the door at 3:15, you're agreeing to follow these rules. You can do it. You're a leader!

**Strides is from 3:15 to 5:25 p.m.**

If you are going to arrive late, or need to leave early, you should let Mrs. Gort, Mrs. Knopp, or Ms. Moky know ahead of time.

If you don't, you'll lose a chip :-(

**H, H, or an H when you come in the door**

Make contact – say hello, give a high five or a handshake when you walk in the door.

**R-E-S-P-E-C-T**

This is the #1 rule in Strides To Success! Treat everyone in the group as you wish to be treated. No name calling or making fun of others. Listen when other people talk, and if you offer any criticism or advice, make sure that it is constructive and friendly. Telling someone to “shut-up” is disrespectful. If you are disrespectful to anyone, you lose a chip :-(

**Be a friend**

Strides is a safe place. Remember that everything said during group stays within the group. Don’t gossip, or tell others about private information shared within the group.

**Positive before negative**

If you have to say something negative, preface it with a positive statement. For example, “Hey Jimmy, it’s cool that you really like music, but would you mind not singing during homework time. I need to concentrate. Thanks for understanding.”

**A leader always tries**

No matter what, give your best effort. Bring your homework and your log book. In Strides, we’ll help you with any problem you have, but we only match your effort. You have to give it to get it.

All school rules and regulations apply in Strides To Success, even when we are off campus.
APPROPRIATE BEHAVIOR FOR ASSISTANTS, TUTORS AND VOLUNTEERS

Time:
15 minutes

Location:
Continued meeting in the Strides To Success room.

Facilitator:
Strides To Success program director and/or program facilitators.

Participants:
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success/Leading The Way tutors and/or volunteers
Action Council members

Objective:
To acquaint the program assistants, tutors and volunteers with the appropriate behavior guidelines.

Resources/Materials Needed:
- Sheet titled appropriate behavior for program assistants, tutors and volunteers.

Suggested Outline:
- Distribute and discuss the appropriate behavior sheet. Each bullet should be self explanatory. See the program director with any questions.
STRIDES TO SUCCESS - LEADING THE WAY

-Appropriate Behavior for Tutors and Assistants-

- All staff and helpers should conduct themselves in a professional manner. Act your age and remember that you are a role model for the middle school students. Enforce and support the rules of Strides to Success to the best of your ability. Everyone at Strides follows and models these rules.

- Appropriate dress is required. Hats, torn clothing, halter/tank tops and anything with alcohol/tobacco messages is not allowed. Abiding to the middle school dress code regulations is best to keep in mind.

- Please refrain from using ANY profanity including “Shut-UP”. Please discourage students from using such language. Chips should be taken in situations that deserve it. Respect is the single most important value that we teach and model in Strides.

- Be mindful of the presence of other staff and students in the building. Be aware that people are always watching even when you don’t think they are. Represent the program to the best of your ability at all times. Say “Hello”, an important social skill to model for youth.

- You are entitled to personal space and privacy. It is not appropriate for students to “hang” onto staff. Please set the limits that you are most comfortable with. Do not feel obligated to answer personal questions asked by students. Displays of support and caring are always encouraged if conducted in an appropriate manner. (i.e. - high-fives)

- Respect is a two-way street.

- In the best and worst situations, always try to have a positive attitude. Think before you speak or reprimand. Utilize other staff and supervisors for support for a situation that you might not be able to handle.

- Have fun and enjoy the opportunity that is in front of you! Remember that you get to share your experience and learn from a new one.
**REVIEW OF JOB DESCRIPTIONS AND DUTIES FOR LEADING THE WAY STAFF, VOLUNTEERS AND TUTORS**

**Time:**
15 minutes

**Location:**
Continued meeting in the Strides To Success room.

**Facilitator:**
Strides To Success program director and/or program facilitators.

**Participants:**
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success/Leading The Way tutors and/or volunteers
Action Council members

**Objective:**
To acquaint the program assistants, tutors and volunteers with the job description and duties.

**Resources/Materials Needed:**
- Job Description
- Leading The Way participant interview questions

**Suggested Outline:**
- Distribute and discuss the job description. This is for review purposes only. Finish by asking for questions.
- Distribute and discuss the Leading The Way participant interview questions. Ask the assistants to recall how they responded to the questions. Ask volunteers and tutors to share how they would respond. The purpose of this activity is to share how everyone responded, and to become aware of the collective strengths and
challenges. Encourage the program assistants to utilize each others talents. End by sharing each persons schedule. Note, although *Leading The Way* staff are paid and experienced a formal interview, the concepts are the same for volunteers and tutors.
JOB DESCRIPTION

JOB TITLE: Leading The Way
Strides To Success Assistants

DEPARTMENT/SECTION: Strides To Success/WMS

TITLE OF IMMEDIATE SUPERVISOR:
Project Coordinator

JOB SUMMARY:
High School students who were previously enrolled in Strides To Success at Winona Middle School will work as assistants/aides to the facilitators and role models to the students currently enrolled in Strides To Success.

TASK: DESCRIPTION:

1. Using knowledge and understanding of Strides To Success rules and policies to encourage adherence and support by members of groups and programs.

2. Assist program facilitators and volunteer tutors with students during Homework time, Group Activity time, and Volunteer Training.

3. Role Model positive attitudes and ideologies of Strides To Success to students enrolled in the program.

4. Assist in program preparation, clean-up, supervision, and Monthly Family Dinners.

5. Perform other duties as appropriate for this classification and at the direction of the supervisor.

QUALIFICATIONS:
Developed leadership skills; comfort serving as a role model to younger youth. Must have completed a significant period of time in the Strides To Success program while enrolled as a student at Winona Middle School. Ability to work well with youth ages 10-14 years old in a group environment. Ability to work on a team with multiple adult facilitators.
Leading the Way Participant Interview Questions

Name of Student:____________________

1. There are certainly things that you know now (in High School) that you didn't know then (in Middle School). What are some of those things?

2. What is the biggest piece of advice you would give to a student in Strides?

3. Think back to your time in Strides. How did the program help you? What skills did you learn, and most importantly, what did you learn about yourself?

4. Share with us some of your biggest dreams.

5. What two days a week (Monday through Thursday) would you be available for Strides? (3:15-5:30).
TOUR OF FACILITIES

Time:
15 minutes

Location:
Start the tour of facilities in the Strides To Success room.

Facilitator:
Strides To Success program director and/or program facilitators.

Participants:
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success/Leading The Way tutors and/or volunteers
Action Council members

Objective:
To acquaint the program assistants, tutors and volunteers with the various sectors in the Winona Middle School building.

Resources/Materials Needed:
- Staff person familiar with the building (if needed).

Suggested Outline:
- Start tour in Strides To Success room
- Strides To Success staff offices
- Student Services
- Main entrances to Winona Middle School
- Media Center
- Student Services
- Gymnasiums
- Various floors for 5, 6, 7, 8 grades
MANDATED REPORTING

Time:
15 minutes

Location:
Continued meeting in the Strides To Success room.

Facilitator:
Strides To Success program director and/or program facilitators.

Participants:
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success/Leading The Way tutors and/or volunteers
Action Council members

Objective:
To acquaint the program assistants, tutors and volunteers with mandated reporting requirements.

Resources/Materials Needed:
- Mandated reporting sheet
- Booklet
- “Safe Zone” poster

Suggested Outline:
- Distribute and discuss the mandated reporting sheet. The main points of what participants need to know is noted in the bulleted points.
- Discuss and distribute the copied pages from the mandated reporting booklet.
- Discuss and distribute the “Safe Zone” poster. Explain that this is a poster that is displayed in various locations throughout the middle school building. Basically, it encourages open communication
between students for students to discuss any concerns with a staff person.
As a staff person or volunteer who works with students, you are legally required to report suspected situations of neglect or abuse.

Examples:
- Physical marks meaning bruises, cuts and etc.
- Any mention of sexual activity
- Lack of essential items – food or clothing
(Any of the above that are considered “out of the ordinary.”)

Report any suspicious comments, unusual interest, or visible indicators to a supervisor immediately.

When a student discloses information, indicate to them that if you suspect that they are being hurt in any way that you have to report it.

Always encourage students to seek the support of “Safe Adults” and identify who they are.

When in doubt, discuss it with a supervisor.
Reporting Child Abuse and Neglect

A Resource Guide For Mandated Reporters
INTRODUCTION

Every child needs and deserves nurturing from their family and community. Yet, a safe community where children can live and grow among caring adults does not just happen. It is created by individuals who are committed and determined to shape that safe community. Abused or neglected children especially need your help.

This guide is designed to help you better understand the mandated reporter statute, and to outline appropriate action to take if you know of or suspect abuse or neglect, to a child.

This guide includes information on:
- how to report child maltreatment
- your partnership with law enforcement and child protection
- conditions of neglect and abuse that should be reported
- some behaviors and characteristics of children and families who may need help; and
- relevant state statutes as additional reference material.

WHO SHOULD REPORT CHILD ABUSE

Any person may voluntarily report abuse or neglect. If you work with children and/or families, you are legally required to report suspected abuse or neglect.

As a professional who works with children and families, you are in a key position to help protect children from harm. Minnesota state law created a legal mandate for professionals and their delegates, who work with children and are required to make a child protection report if they know or have reason to believe that:
- a child is being neglected or abused; or
- has been neglected or abused in the preceding three years

Individuals who are mandated reporters include professionals in the following areas:

health care
- hospital administrators
- medical personnel and professionals
- dental professionals

child care
- child care home providers
- child care center staff
- babysitters

social services
- social workers
- group home staff
- foster parents

mental health professionals
- psychologists
- therapists
- psychiatrists

education
- teachers and assistants
- school administrators
- school support staff
- law enforcement
- guardians ad litem
- clergy

*Members of the clergy are required to report child abuse or neglect unless that information is received under certain privileged circumstances (see Minnesota Statutes, 595.02 Subd. 1 (c)).
Minnesota laws provide mandated reporters with great personal responsibility. If you suspect abuse or neglect, you cannot shift the responsibility of reporting to your supervisor, or someone else in your office, school or clinic. You alone are responsible for making the report to the county social services or to a law enforcement agency.

Anyone who reports child abuse or neglect in good faith is immune from civil liability. The reporter's name is confidential, accessible only upon consent of the reporter or by court order.

Anyone who is required to report suspected abuse or neglect and fails to do so, is guilty of a misdemeanor.

Reporting suspected abuse or neglect is a serious matter that must not be taken lightly. The child protection worker or law enforcement agent to whom you report, may ask you to provide as many facts as possible so they can assess the child's situation and determine the need for intervention. If the child protection report results in a court hearing, you may be asked to testify.

The inconvenience of reporting is offset by one simple fact: the action you take may very well save the life and spirit of a child and provide a family with much needed support.

WHAT SHOULD A REPORT OF ABUSE OR NEGLECT BE MADE

The law requires mandated reporters to make a report if they know or have reason to believe a child is being neglected or abused or has been neglected or abused within the preceding three years.

- If you know or suspect that a child is in immediate danger or the child is abandoned, contact your local police or law enforcement department right away. Law enforcement officers can remove a minor from a threatening environment in order to protect the child.
- If the child is not in immediate danger, and the alleged perpetrator is a parent, guardian, day care provider, or staff member of a licensed facility, contact your local social service agency's child protection unit, as soon as you recognize or have reason to believe that a child has been maltreated.
- If the child is not in immediate danger and the alleged perpetrator is employed by a public elementary school, pre-school, middle school, secondary school or charter school, contact the Minnesota Department of Children, Families and Learning.
- If the child is not in immediate danger and the alleged perpetrator is someone outside the family and not a licensed facility staff person, contact your local law enforcement agency. Examples of non-family, non-facility caretakers include coaches and babysitters.
- If you are unsure whether or not a situation should be reported, call your local social service agency's child protection unit. The child protection staff will help you decide if a report should be made based on the information that you provide.

If you are a mandated reporter, you must also file a written report of your verbal report within 72 hours, exclusive of weekends and holidays.

Upon receipt of an abuse/neglect report, child protection services and law enforcement work cooperatively to assess and investigate the report.
HOW TO MAKE A CHILD PROTECTION REPORT

Local law enforcement and your county social service agency's child protection unit are the resources best prepared to help a child and family in need of support. Law enforcement and/or child protection will investigate the report of abuse and/or neglect, and social services will offer appropriate services to safeguard and enhance the welfare of the abused or neglected child. Whether you initially report to your local law enforcement or social service agency, you may be contacted by the other agency as it coordinates its investigation and assessment activities.

WHAT WILL BE ASKED

When you contact law enforcement or child protection services, the agency will need the following information to respond as quickly as possible:

- your name and phone number and relationship to the family
- a description of what happened to the child and when the incident occurred
- a report of any witnesses to the incident, and who were the witnesses
- a description of any injuries or the present condition of the child
- where the child is now and whether the child is in immediate danger
- the names and addresses of the child, parents or caretakers
- any additional information you have about the child or family that may be helpful.

WHAT IS CHILD PROTECTION'S RESPONSIBILITY

Child protection staff must respond immediately to a report of infant medical neglect or a child in imminent danger. If a child is not in imminent danger, child protection must initiate an assessment within one working day with the following exception: initiating an assessment can be delayed up to 72 hours if more serious reports prevent the agency from responding within one working day and if the child will not be in imminent danger during that time.

Child protection staff initially evaluate the content of the child protection referral to determine if the case will be assessed. At times, there is not adequate information to begin an assessment; however if additional information is obtained at a later time, then child protection should be notified with the new information.

When a child maltreatment report is received concerning a licensed facility, the local social service agency is subject to additional requirements concerning the investigation and notification to parents of the report. Minnesota Statutes, section 626.556, subdivisions 10b, 10d, and 10f, contain those requirements.

Child protection is required to prevent children from being placed out of their home whenever possible, and to provide for the safety of children in their own homes. If it is necessary for the child's safety to separate the family, child protection tries to provide the least restrictive setting possible for the child. Whenever possible, the alleged perpetrator is asked to leave the home to prevent removal of the child from their own home. Placement with relatives of the child is often considered as the first priority for
placement of children; however if suitable relatives are not available, other responsible adults who have a significant relationship with the child may be considered for placement of the child. If a relative or “kinship” placement is not available or not considered to be in the best interest of the child, the child may be placed in foster care. The goal is to help the family resolve the problems that contributed to the child maltreatment, so that it is safe for the child to reunite with their family.

By legal mandate, child protection has a specialized role in working with children and their families. Briefly, child protection's responsibilities are to:

- determine whether maltreatment occurred and whether child protective services are needed
- respond promptly to reports of alleged maltreatment or exploitation of children
- assess any physical or emotional harm to children resulting from neglect or abuse
- evaluate the risk of further injury and the need for emergency intervention
- identify the family problem or problems that contributed to the neglect or abuse
- evaluate the family's potential for treatment
- develop a treatment and service plan with the family to meet their needs
- initiate and monitor the treatment plan and involve community resources to meet the identified needs
- seek the authority of the Juvenile or Family Court in situations where there is a determined need for protective services and the family refuses services.

It is not child protection's role to investigate every complaint. The county social service agencies throughout Minnesota have criteria for determining the appropriate response to child protection reports.

HOW DO I FIND OUT WHAT HAPPENED

Due to the privacy laws, child protection is limited in the information it can discuss. A mandated reporter can request that the social services agency provide a summary of the disposition of the report, unless such a release would be detrimental to the best interests of the child. The summary includes the agency's determination, the nature of the maltreatment, services provided, and the name of the assessment worker. If the mandated reporter is working with the family and desires additional information, the family must consent to an exchange of information before child protection can disclose further information.

HELPFUL DEFINITIONS

The following definitions are offered to help you better understand what law enforcement or child protection are required to assess. If you need further specific legislative language, please refer to the attached appendix of Minnesota Statutes for more information.

Neglect - Child neglect is the failure by parents or caretakers to provide a child with necessary food, shelter, clothing, medical care, and to ensure that the child is educated according to Minnesota laws. Neglect may also occur
from conditions or actions which imminently and seriously endanger the child's physical or mental health, when reasonably able to do so.

Child neglect differs from child abuse, though its results may be similar. Both can cause physical injury, emotional harm, and even death. But neglect is what a parent or other caretaker does not do rather than what he or she does. The following are conditions of neglect that must be reported:

- inadequate food, clothing, shelter or medical care
- abandonment
- exposure to threatening or endangering conditions
- educational neglect
- prenatal exposure to certain controlled substances
- inadequate supervision
- child has suffered a physical injury as a result of hazardous conditions uncorrected by parent or guardian
- child is at risk of harm due to domestic violence
- failure to provide for a child's special needs
- exposure to or involvement in criminal activities

Physical abuse - Physical abuse means:

- any physical mental injury or threatened injury, inflicted by a person responsible for the child's care, on a child other than by accidental means
- aversive and deprivation procedures that have not been authorized under the law, regarding facilities serving persons with mental retardation or related conditions
- threatened injury to the child which would include a statement, overt act, condition, or status which represents a substantial risk of physical harm mental injury to the child.

Children who are physically abused sometimes bear signs of injury such as bruises, welts, burns, fractures, swellings, or lost teeth. While internal injuries are seldom detectable without a medical exam, anyone in close contact with children should be alert to multiple injuries, a history of repeated injury, new injuries added to old, and untreated injuries.

Other indicators of physical abuse that should be reported include:

- A child has suffered an injury that appears to be non-accidental in nature.
- A child has suffered a physical injury as a result of hazardous conditions uncorrected by a parent or guardian.
- Significant threats have been made to the child that indicate that there is substantial risk of physical abuse or mental injury.

Mental Injury - is defined as injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior, with due regard to the child's culture. Mental injury does not include reasonable training or discipline administered by the person responsible for the child's care, or the reasonable exercise of authority by that person.

Possible behavioral indicators of mental injury may include excessive sucking or rocking, destructive or antisocial behavior, sleep disorders, inhibition of play, behavioral extremes (passive or aggressive), some types of developmental delays, substance abuse, obsessive and/or compulsive behaviors, and phobias. The presence of the behaviors described above should be evaluated by a mental
health practitioner to determine the etiology of the behaviors, since there may be factors other than mental injury that contribute to the development of a particular disorder.

Sexual abuse - is defined as a person responsible for the child’s care or a person in a position of authority, having sexual contact with a child under the age of 18, that violates the criminal sexual conduct code, engages a child in prostitution, or engages a child in sexual performance. Sexual contact includes fondling, touching intimate parts, and sexual intercourse. Sexual abuse also includes the use of a child in production of sexually explicit works, or knowingly allowing a child to engage in the activities described in this paragraph.

Since the sexually abused child may lack the outward symptoms of physical abuse, sexual abuse can be difficult to identify. Children often do not always know how to express or explain what has happened to them because they are afraid, confused or ashamed. Children may not be developmentally capable of understanding or resisting the contact.

Possible indicators of sexual abuse may be a sudden change in behavior and signs of emotional disturbance. Warning signs may include:
- fear of, or unwillingness to be near a particular place or person
- nightmares
- regressive behaviors such as crying excessively, sucking, rocking, bed or pants wetting
- withdrawal from social relationships
- on-going anger
- sexually acting out with other children
- playing out what happened to them with dolls or another person
- unusual interest in the private body parts of other children
- inappropriate sexual knowledge for the child’s developmental or chronological age.

TIPS TO IDENTIFY FAMILIES WHO MAY NEED HELP

The parents of an abused or neglected child may exhibit some of the following behaviors or characteristics:
- They seem isolated from family supports such as friends, relatives, neighbors, and community groups.
- They consistently fail to keep appointments, discourage social contacts, or participate in school activities or events.
- They seem to trust no one.
- They may have been abused or neglected as children.
- They are often reluctant to give information about the child’s injuries or condition. When questioned, they are unable to explain the injuries, offer an explanation that is inconsistent with the injury or offer contradictory explanations for the injury.
- They respond inappropriately to the seriousness of the child’s condition either by overreacting, seeming hostile or antagonistic when questioned, or showing little concern or awareness of the child’s condition.
- They may refuse to consent to a medical evaluation.
- They may delay or fail to take the child for medical care, including
routine checkups. In taking an injured child for medical care, they may choose a different hospital or doctor to prevent the injuries from being recognized as a pattern of abuse.

- They may be too critical of the child and seldom, if ever, discuss the child in positive terms.
- Some parents have unrealistic expectations of the child, expecting or demanding behavior that is beyond the child's age or ability.
- They may believe in the necessity of harsh punishment for children.
- They seldom touch or look at the child, ignore the child's crying, or react with impatience.
- They sometimes keep the child confined for long periods of time in a crib or playpen.
- They may lack understanding of the child's physical, emotional, and psychological needs.
- They may misuse alcohol or drugs.
- They appear to lack self control or fear losing control over the family.
"Safe Zone"

This is a safe, confidential, and nonjudgmental place to talk.

ALL people are welcome.
PROGRAM RESOURCES

Time:
15 minutes

Location:
Continued meeting in the Strides To Success room.

Facilitator:
Strides To Success program director and/ or program facilitators.

Participants:
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success/ Leading The Way tutors and/or volunteers
Action Council members

Objectives:
To acquaint the program assistants, tutors and volunteers with various program resources that they have available to them.

Resources/Materials Needed:
- Resource List

Suggested Outline:
- Go through various resources that are in the school in the event that you need them.
- Distribute and discuss
STRIDES TO SUCCESS RESOURCE LIST

Caroline Gort, cgort@wms.luminet.net
Program Director
Strides To Success
Office located: 5 West
Office Phone: 494-1121

Cindy Altoff, caltoff@wms.luminet.net
Miller Mentoring Program Coordinator
Strides To Success
Office located: 5 West
Office Phone: 494-1128

Laura Knopp, lknopp@wms.luminet.net
Girls Group Facilitator
Strides To Success
Office located: 5 West
Office Phone: 494-1127

Kris Moky and Jake Tietje, kmoky@wms.luminet.net
Boys Group Facilitator’s
Strides To Success
Office located: 5 West
Office Phone: 494-1122

Sharon Suchla, ssuchla@wms.luminet.net
Associate Principal
Winona Middle School
Office located: Student Services
Office phone: 494-1032

Lisa Mullen, lmullen@wms.luminet.net
School Counselor
Winona Middle School
Office located: Student Services
Office phone: 494-1012

After-School Activities: 494-1060
CLOSING

Time:
15 minutes (may vary)

Location:
Continued meeting in the Strides To Success room.

Facilitator:
Strides To Success program director and/or program facilitators.

Participants:
The Strides To Success program director
The Strides To Success program facilitators
The Strides To Success/Leading The Way assistants
The Strides To Success/Leading The Way tutors and/or volunteers
Action Council members

Objective:
To bring the training for the program assistants, tutors and volunteers to a close and prepare for next steps.

Resources/Materials Needed:
- Training participation sheet

Suggested Outline:
- Discussions and brief overview of training
- Question and answer
- Sign training participation form
STRIDES TO SUCCESS - LEADING THE WAY

As a Strides to Success-Leading The Way Program Assistant, I have received orientation on the following:

- Tour of facilities
- Job description and duties
- Expectations
- Appropriate behavior
- Mandated reporting

Print Name

Sign Name

Date
REFERENCES


C.A. Gort (personal communication, 2001)


Search Institute. (2002). The asset approach [Brochure]. Minneapolis, MN.


For electronic sources:


APPENDIX A

INFORMATION FROM SEARCH INSTITUTE
About Search Institute

- Mission
- Areas of Work
- History
- Board of Directors
- Executive Leadership
- Supporters and Funding Sources
- Recent Annual Reports

Mission

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well-being of adolescents and children by generating knowledge and promoting its application. To accomplish this mission, the institute generates, synthesizes, and communicates new knowledge, convenes organizational and community leaders, and works with state and national organizations.

At the heart of the institute’s work is the framework of 40 developmental assets, which are positive experiences, relationships, opportunities, and personal qualities that young people need to grow up healthy, caring, and responsible. Created in 1990, the framework is grounded in research on child and adolescent development, risk prevention, and resiliency. Surveys of more than 1 million 6th-12th-grade youth in communities across the United States consistently show that young people who experience more of these assets are more likely to make healthy choices and avoid a wide range of high-risk behaviors. The relative absence of these assets in the lives of young people in every community studied has prompted hundreds of communities to mobilize on behalf of young people.

Areas of Work

- Research—Search Institute conducts applied scientific research on positive child and adolescent development to strengthen and deepen the scientific foundations of the developmental assets framework. In addition, the institute studies how communities attend to young people’s developmental needs. The survey services unit offers school...
districts and communities comprehensive profiles of their youth based on the framework of developmental assets.

- **Communication**—Search Institute provides a wide range of publications and practical tools to equip community and organization leaders, parents, and young people to build developmental assets. The resources present, interpret, and apply the institute's research and share innovations from asset-building communities. The institute also provides information through this Web site and publishes a quarterly magazine, *Assets: The Magazine of Ideas for Healthy Communities & Healthy Youth*.

- **Networking**—Search Institute provides opportunities for leaders and practitioners engaged in asset building to learn from each other. These include the annual *Healthy Communities • Healthy Youth National Conference*, on-line bulletin boards, a network of state asset-building initiatives, alliances with national organizations, and related activities. With support from the Donald W. Reynolds Foundation, the institute is facilitating the formation of statewide asset-building networks in Arkansas, Nevada, and Oklahoma. The institute has also been an active partner in the formation of statewide networks in Colorado, Kansas, and Indiana.

- **Community supports**—Search Institute provides limited strategic consulting and telephone technical assistance to support and learn from community asset-building initiatives. A major current initiative focuses on strengthening the capacity of school communities to build developmental assets.

- **Training**—Through a partnership with Vision Training Associates, Search Institute-developed training and training of trainers is available for multiple groups in communities.

**History**

Search Institute was founded in 1958 by Dr. Merton P. Strommen as an applied social science research organization focused on the healthy development of young people. The institute originally focused on research regarding youth in religious settings; this mission has evolved to a broad focus on the healthy development of all children and youth in multiple settings in community and society. Dr. Strommen was succeeded in 1985 by current president Dr. Peter L. Benson.
With major corporate support from Lutheran Brotherhood, a financial services organization that serves Lutherans, their institutions, and their communities, the institute launched in 1996 the Healthy Communities • Healthy Youth initiative. This initiative seeks to motivate and equip individuals, families, organizations, and communities to work together to build developmental assets for and with children and adolescents. To date, 560 communities across the United States and Canada have formed asset-building initiatives. In addition, 24 states and two Canadian provinces have formed statewide networks.

From 1997 to 2000, Search Institute partnered with The Colorado Trust to launch Assets for Colorado Youth, which sought to mobilize the citizens and organizations of Colorado for asset building. In October 2000, Assets for Colorado Youth became an independent, Colorado-based, nonprofit organization.

- More about Search Institute’s history

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Board of Directors

David Nasby (chair), director of community affairs and vice president, General Mills Foundation
Judy Galbraith, president, Free Spirit Publishing
Harold Mezile, Jr., president and CEO, YMCA of Metro Minneapolis
Patricia S. Wilder, director, Center for Nonprofit Management, Graduate School of Business, University of St. Thomas
Richard C. Lundell, retired business executive, AAL/Lutheran Brotherhood board of directors
Robert A. Rudell, chief operating officer, Zurich Scudder Investments
Peter L. Benson, president, Search Institute (ex-officio)

Executive Leadership

Peter L. Benson, Ph.D., president
Kent Eklund, executive vice president
Laura Lee M. Geraghty, director, national initiatives
Marc Mannes, Ph.D., research director
Eugene C. Roehlkepartain, chief communication officer

- Complete staff listing
Supporters and Funding Sources

Search Institute is a 501(c)3 not-for-profit organization. It is supported by grants and contracts from foundations, corporations, and government agencies, proceeds from the sales of products and services, and tax-deductible contributions from individuals and organizations. The institute’s annual budget is approximately $9 million.

Tax-Deductible Contributions

Tax-deductible gifts from individuals and organizations are important sources of funding for Search Institute. To make a contribution, click here.

Major Current Funders

LUTHERAN BROTHERHOOD

Lutheran Brotherhood is a member-owned financial services organization for Lutherans that seeks to link faith, values, and finances in everyday living. In addition to providing quality financial services, Lutheran Brotherhood serves Lutherans, their congregations, institutions, and communities through a variety of charitable and benevolent programs. Since 1995, Lutheran Brotherhood has been the corporate sponsor of Search Institute’s Healthy Communities Healthy Youth initiative. Lutheran Brotherhood has also partnered with Search Institute to conduct a major national study of social norms titled Grading Grown-Ups: American Adults Report on Their Real Relationships with Kids.

The Donald W. Reynolds Foundation is a national philanthropic organization founded in 1954 by the late media entrepreneur for whom it is named. Reynolds was the founder and principal owner of
the Donrey Media Group. Headquartered in Las Vegas, it is one of the largest private foundations in the United States. In addition to supporting the formation of asset-building networks in Arkansas, Nevada, and Oklahoma, the foundation supports the development of practical tools, development of networks and services to support asset building, and foundational research on developmental assets in the first decade of life.

Other Current Funders

- Annie E. Casey Foundation
- Best Buy
- The Colorado Trust
- General Mills
- Jostens Our Town Foundation
- The Kansas Health Foundation
- The Lilly Endowment
- The McKnight Foundation
- National Association of Partners in Education
- National Mentoring Partnership
- Otto Bremer Foundation
- RGK Foundation
- The Stewardship Foundation
- 3M
- The Thrive Foundation for Youth
- William T. Grant Foundation

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Recent Annual Reports

- 1998 Annual Report
- 1999 Annual Report
Developmental Assets: An Overview

- External Assets
- Internal Assets
- Assets for All Ages
- The Power of Assets
- Everyone’s an Asset Builder
- Tools for Introducing Assets to Others
- More Information

In an effort to identify the elements of a strength-based approach to healthy development, Search Institute developed the framework of developmental assets. This framework identifies 40 critical factors for young people’s growth and development. When drawn together, the assets offer a set of benchmarks for positive child and adolescent development. The assets clearly show important roles that families, schools, congregations, neighborhoods, youth organizations, and others in communities play in shaping young people’s lives.

External Assets
The first 20 developmental assets focus on positive experiences that young people receive from the people and institutions in their lives. Four categories of external assets are included in the framework:

- Support-Young people need to experience support, care, and love from their families, neighbors, and many others. They need organizations and institutions that provide positive, supportive environments.
- Empowerment-Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- Boundaries and expectations-Young people need to know what is expected of them and whether activities and behaviors are "in bounds" and "out of bounds."
- Constructive use of time-Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.
Internal Assets
A community's responsibility for its young does not end with the provision of external assets. There needs to be a similar commitment to nurturing the internal qualities that guide choices and create a sense of centeredness, purpose, and focus. Indeed, shaping internal dispositions that encourage wise, responsible, and compassionate judgments is particularly important in a society that prizes individualism. Four categories of internal assets are included in the framework:

- **Commitment to learning** - Young people need to develop a lifelong commitment to education and learning.
- **Positive values** - Youth need to develop strong values that guide their choices.
- **Social competencies** - Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- **Positive identity** - Young people need a strong sense of their own power, purpose, worth, and promise.

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Assets for All Ages
Since 1989, Search Institute has measured developmental assets in more than 1 million 6th to 12th graders in communities across the United States, using the survey *Search Institute Profiles of Student Life: Attitudes and Behaviors*. In addition, the institute has blended the literature on child development with the framework of assets for adolescents to identify parallel, developmentally appropriate sets of assets for infants, toddlers, preschoolers, and elementary-age children. The institute is launching new, long-term research efforts to refine, measure and test the asset frameworks for children of all ages.

Drawn together, the five lists of age-specific assets offer a vision for a foundation of developmental assets through the first two decades of life. Here are the lists for each age group:

- 40 developmental assets for infants [HTML / PDF]
- 40 developmental assets for toddlers [HTML / PDF]
- 40 developmental assets for preschoolers [HTML / PDF]
- 40 developmental assets for elementary-age children [HTML / PDF]
- 40 developmental assets for adolescents (the original framework) [HTML / PDF]

*Elementos fundamentales del desarrollo*: See the 40 assets for...
adolescents in Spanish.

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The Power of Asset
On one level, the 40 developmental assets represent everyday wisdom about positive experiences and characteristics for young people. In addition, Search Institute research has found that these assets are powerful influences on adolescent behavior—both protecting young people from many different problem behaviors and promoting positive attitudes and behaviors. This power is evident across all cultural and socioeconomic groups of youth. There is also evidence from other research that assets have the same kind of power for younger children.

Yet, while the assets are powerful shapers of young people’s lives and choices, too few young people experience enough of these assets. The average young person surveyed experiences only 18 of the 40 assets. Overall, 62 percent of young people surveyed experience fewer than 20 of the assets. In short, most young people in the United States do not have in their lives many of the basic building blocks of healthy development.

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Everyone’s an Asset Builder
The good news is that everyone can build assets. It’s not just the responsibility of families, schools, social service agencies, or other institutions—though they all have important roles. Everyone—from a child to a grandparent to a caring neighbor—can start building assets today with the young people in your family, neighborhood, community, or place of business. Click here for some ideas to get started.

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Tools for Introducing Assets to Others
Search Institute has several resources designed to present the developmental assets and the research behind them in simple terms to different groups in your organization or community. Check these out, along with other resources:

- *The Asset Approach* presents the basic research on developmental assets and offers suggestions for how anyone can build assets. Sold in packets of 20.
- *You Can Make a Difference for Kids* engages individuals in reflecting on how they already build assets and what they can do to be more intentional asset builders. Sold in packets of...
20.  
- *Pass It On! Ready-to-Use Handouts for Asset Builders* offers dozens of simple, reproducible handouts for numerous audiences throughout your organization or community.
- *You Can! The Asset Category Poster* is a large, colorful poster that highlights the eight categories of assets as concrete actions that anyone can do.
- *The Healthy Communities – Healthy Youth* booklet gives a simple overview of the developmental assets and how everyone in a community can work together for asset building.

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**More Information on the Assets**

This Web site is packed with information on these assets. What you'll learn is that investing in these assets doesn't necessarily cost much money, but it does take time. Here are some ways to learn more:

- The research behind the developmental assets
- Read an overview booklet on a community-wide approach to asset building
- Current research on developmental assets
- Find out about Search Institute's national initiative, Healthy Communities - Healthy Youth, which seeks to unite communities around asset building
- Check out available books, reports, videos, and other materials on asset building and community mobilization
- Read articles and reports on asset building
- Find out about our national asset-building magazine, *Assets: The Magazine of Healthy Communities & Healthy Youth*

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**Jobs - HCHY Conference - Reprint Information - Newsroom - Contact - Site Map**

http://www.search-institute.org/assets/ 1/21/2002
Search Institute's overall mission is to advance the well-being of children and adolescents by generating knowledge and promoting its application. The Research unit within Search Institute contributes to this mission in two significant ways. First, staff conduct applied scientific work on positive child and youth development in order to strengthen and deepen the scientific underpinnings of the developmental assets framework and enhance its application across the first two decades of human life. We continue to collect and analyze empirical data of youths' possession of developmental assets in order to enrich our understanding of how and why they appear and grow among youth. We also investigate how the developmental assets are linked to thriving indicators and risk behaviors and how the assets are related to important dimensions of young people's lives such as school success.

Second, staff study how communities across the nation are becoming more developmentally attentive and building a developmental infrastructure for children and adolescents. The intent is to understand how individuals and organizations can be motivated and equipped to join together in nurturing competent, caring, and responsible young people. Our goal is to help define and contribute to a field of inquiry we label "community-based human development".

There are three core dimensions to our research work in this area. We study planned change strategies being implemented at the community and state levels to promote asset building. We identify and develop positive indicators of change applicable to communities promoting positive human development and asset building efforts. And we document and analyze the process of planned change at the neighborhood, community, state and national levels to create asset rich children and youth.

This research section of our web site currently includes:

- Research on the 40 developmental assets
- Research on the dynamics of change in asset-building
communities
- Publications based on Search Institute's applied research
- Current research projects
- Meet the Research staff
- Surveying young people in your community

New Research Report
Grading Grown-Ups: American Adults Report on Their Real Relationships with Kids
A new, groundbreaking study on adults' relationships with children and youth from Lutheran Brotherhood and Search Institute

Jobs - HCHY Conference - Reprint Information - Contact - Site Map
The Current Data on which Search Institute Publications are Based

Since 1989, Search Institute has conducted numerous studies of 6th- to 12th-grade students in public and private schools across the United States using a survey titled *Search Institute Profiles of Student Life: Attitudes and Behaviors*. The developmental asset framework was originally configured as a 30 asset framework. In 1996, the framework was expanded to 40 developmental assets, based on analysis of aggregated data on 254,000 students who took the original 30-asset survey from 1989-1994, the additional synthesis of child and adolescent research, as well as dialogue with researchers and practitioners.

The current data on developmental assets on which Search Institute publications are based stem from a sample of 99,462 6th- to 12th-grade students (in public and/or alternative schools) who completed the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey during the 1996-97 school year. The sample includes responses from youth in 213 U.S. communities in 26 states.

Because this sample is drawn together from individual communities that chose to survey their own students, it is not nationally representative. For example, this aggregate sample over-represents white youth from smaller cities and towns whose parents have a higher than average level of formal education. Furthermore, the sample is largely from Midwestern communities. Though it is not nationally representative, this sample nevertheless is large and diverse, and provides a sense of how youth in a significant number of communities describe their lives.

For more information on the sample, see *A Fragile Foundation: The State of Developmental Assets among American Youth* and the following journal articles:

DEVELOPMENTAL ASSETS

This chart shows eight areas of human development and groups the 40 developmental assets by these categories. The percentages of young people who report experiencing each asset were gathered from the administration of the Search Institute Profiles of Student Life: Attitudes and Behaviors survey in 318 communities and 33 states.

<table>
<thead>
<tr>
<th>Asset Type</th>
<th>Asset Name and Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>1. FAMILY SUPPORT — Family life provides high levels of love and support. 70%</td>
</tr>
<tr>
<td></td>
<td>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 parent(s). 30%</td>
</tr>
<tr>
<td></td>
<td>3. OTHER ADULT RELATIONSHIPS — Young person receives support from three or more nonparent adults. 43%</td>
</tr>
<tr>
<td></td>
<td>4. CARING NEIGHBORHOOD — Young person experiences caring neighbors. 40%</td>
</tr>
<tr>
<td></td>
<td>5. CARING SCHOOL CLIMATE — School provides a caring, encouraging environment. 25%</td>
</tr>
<tr>
<td></td>
<td>6. PARENT INVOLVEMENT IN SCHOOLDING — Parent(s) are actively involved in helping young person succeed in school. 33%</td>
</tr>
<tr>
<td>Empowerment</td>
<td>7. COMMUNITY VALUES YOUTH — Young person perceives that adults in the community value youth. 23%</td>
</tr>
<tr>
<td></td>
<td>8. YOUTH AS RESOURCES — Young people are given useful roles in the community. 28%</td>
</tr>
<tr>
<td></td>
<td>9. SERVICE TO OTHERS — Young person serves in the community one hour or more per week. 55%</td>
</tr>
<tr>
<td></td>
<td>10. SAFETY — Young person feels safe at home, at school, and in the neighborhood. 56%</td>
</tr>
<tr>
<td>Boundaries &amp; Expectations</td>
<td>11. FAMILY BOUNDARIES — Family has clear rules and consequences and monitors the young person’s whereabouts. 48%</td>
</tr>
<tr>
<td></td>
<td>12. SCHOOL BOUNDARIES — School provides clear rules and consequences. 53%</td>
</tr>
<tr>
<td></td>
<td>13. NEIGHBORHOOD BOUNDARIES — Neighbors take responsibility for monitoring young people’s behavior. 49%</td>
</tr>
<tr>
<td></td>
<td>14. ADULT ROLE MODELS — Parent(s) and other adults model positive, responsible behavior. 36%</td>
</tr>
<tr>
<td></td>
<td>15. POSITIVE PEER INFLUENCE — Young person’s best friends model responsible behavior. 65%</td>
</tr>
<tr>
<td></td>
<td>16. HIGH EXPECTATIONS — Both parent(s) and teachers encourage the young person to do well. 49%</td>
</tr>
<tr>
<td>Constructive Use of Time</td>
<td>17. CREATIVE ACTIVITIES — Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 20%</td>
</tr>
<tr>
<td></td>
<td>18. YOUTH PROGRAMS — Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 56%</td>
</tr>
<tr>
<td></td>
<td>19. RELIGIOUS COMMUNITY — Young person spends one or more hours per week in activities in a religious institution. 62%</td>
</tr>
<tr>
<td></td>
<td>20. TIME AT HOME — Young person is out with friends “with nothing special to do” two or fewer nights per week. 52%</td>
</tr>
<tr>
<td>Commitment to Learning</td>
<td>21. ACHIEVEMENT MOTIVATION — Young person is motivated to do well in school. 67%</td>
</tr>
<tr>
<td></td>
<td>22. SCHOOL ENGAGEMENT — Young person is actively engaged in learning. 64%</td>
</tr>
<tr>
<td></td>
<td>23. HOMEWORK — Young person reports doing at least one hour of homework every school day. 53%</td>
</tr>
<tr>
<td></td>
<td>24. BONDING TO SCHOOL — Young person cares about her or his school. 54%</td>
</tr>
<tr>
<td></td>
<td>25. READING FOR PLEASURE — Young person reads for pleasure three or more hours per week. 23%</td>
</tr>
<tr>
<td>Positive Values</td>
<td>26. CARING — Young person places high value on helping other people. 50%</td>
</tr>
<tr>
<td></td>
<td>27. EQUALITY AND SOCIAL JUSTICE — Young person places high value on promoting equality and reducing hunger and poverty. 52%</td>
</tr>
<tr>
<td></td>
<td>28. INTEGRITY — Young person acts on convictions and stands up for her or his beliefs. 63%</td>
</tr>
<tr>
<td></td>
<td>29. HONESTY — Young person “tells the truth even when it is not easy.” 67%</td>
</tr>
<tr>
<td></td>
<td>30. RESPONSIBILITY — Young person accepts and takes personal responsibility. 63%</td>
</tr>
<tr>
<td></td>
<td>31. RESTRAINT — Young person believes it is important not to be sexually active or to use alcohol or other drugs. 47%</td>
</tr>
<tr>
<td>Social Competencies</td>
<td>32. PLANNING AND DECISION MAKING — Young person knows how to plan ahead and make choices. 30%</td>
</tr>
<tr>
<td></td>
<td>33. INTERPERSONAL COMPETENCE — Young person has empathy, sensitivity, and friendship skills. 47%</td>
</tr>
<tr>
<td></td>
<td>34. CULTURAL COMPETENCE — Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 43%</td>
</tr>
<tr>
<td></td>
<td>35. RESISTANCE SKILLS — Young person can resist negative peer pressure and dangerous situations. 42%</td>
</tr>
<tr>
<td></td>
<td>36. PEACEFUL CONFLICT RESOLUTION — Young person seeks to resolve conflict nonviolently. 45%</td>
</tr>
<tr>
<td>Positive Identity</td>
<td>37. PERSONAL POWER — Young person feels he or she has control over “things that happen to me.” 44%</td>
</tr>
<tr>
<td></td>
<td>38. SELF-ESTEEM — Young person reports having a high self-esteem. 58%</td>
</tr>
<tr>
<td></td>
<td>39. SENSE OF PURPOSE — Young person reports that “my life has a purpose.” 59%</td>
</tr>
<tr>
<td></td>
<td>40. POSITIVE VIEW OF PERSONAL FUTURE — Young person is optimistic about her or his personal future. 74%</td>
</tr>
</tbody>
</table>
APPENDIX B

DEFINITIONS
Youth Development

Youth development (as the resilient child): "The resilient child is one who works well, plays well, loves well, and expects well." (Norman Garmezy, 1974)

Youth development, an asset-building approach, has the following elements:

- Focusing on the positive
- Taking personal responsibility for making a difference
- Proactive
- Mobilizing the public as well as all youth-serving organizations in a community
- Viewing youth as resources
- A vision-building perspective
- Cooperation within the community
- Unleashing the caring potential of all the residents and organizations so that public resources can be focused on areas of greatest needs
- Hope that change is possible

(UNITING COMMUNITIES FOR YOUTH, Benson, Search Institute, 1995)

Youth development is age-specific. It assumes that there are certain growth-related tasks that adolescents must complete to develop into mature adults. (YOUTH DEVELOPMENT: ON THE PATH TOWARD PROFESSIONALIZATION, Hahn, Raley; National Assembly, 1999)

Youth development is the process through which adolescents actively seek, and are assisted, to meet their basic needs and build their individual assets or competencies. (A MATTER OF TIME, Carnegie Council on Adolescent Development, 1992)
Youth development is multidimensional, embracing: (1) a process of human growth and development; (2) a philosophical orientation to social development and community; and (3) a programmatic framework for youth services. (A Model of Youth Work Orientations, Edginton & deOlivera, Humanics, pp. 3-7, Spring 1995)

Youth development means purposefully seeking to meet youth needs and build youth competencies relevant to enabling them to become successful adults. Rather than seeing young people as problems, this positive development approach views them instead as resources and builds on their strengths and capabilities to develop within their own community. To succeed youth must acquire adequate attitudes, behaviors, and skills. Youth development programs seek to build competencies in the following areas: physical, social, cognitive, vocational, and moral. (Building Resiliency, pp. 11-14, National Assembly, 1994; and Position Statement on Accountability and Evaluation in Youth Development Organizations, p. 1, National Collaboration for Youth, 1996)

Healthy youth development strives to help young people develop the inner resources and skills they need to cope with pressures that might lead them into unhealthy and antisocial behaviors. It aims to promote and prevent, not to treat or remediate. Prevention of undesirable behaviors is one outcome of healthy youth development, but there are others: the production of self-reliant, self-confident adults who can take their place as responsible members of society. (A Matter of Time, Carnegie Council on Adolescent Development, 1992)

Youth development is defined as the ongoing process in which all young people are engaged and invested. Through youth development, young people attempt to meet their basic personal and social needs and to build competencies necessary for successful adolescent and adult life. It is an approach, framework, a way to think about young people that focuses on their capacities, strengths, and developmental
needs and on their weaknesses and problems.
All young people have basic needs that are critical to survival
and healthy development. They include a sense of safety and
structure; belonging and membership; self-worth and an ability
to contribute; independence and control over one's life;
closeness and several good relationships; and competency
and mastery. At the same time, to succeed as adults, all youth
must acquire positive attitudes and appropriate behaviors and
skills in five areas: health; personal/social; knowledge,
reasoning and creativity; vocation; and citizenship. (Making
the Case: Community Foundations and Youth Development,
Bonnie Politz, Senior Program Officer, Academy for
Educational Development, Center for Youth Development &
Edition)

Youth Development Programs

Youth development programs prepare young people to
meet the challenges of adolescence and adulthood through a
structured, progressive series of activities and experiences
which help them obtain social, emotional, ethical, physical,
and cognitive competencies. They address the broader
developmental assets all children and youth need (such as
caring relationships, safe places and activities, health and
mental health, marketable skills, and opportunities for service
and civic participation), in contrast to deficit-based approaches
which focus solely on youth problems.

Rather than only seeking to stop young people from engaging
in risky behaviors, positive youth development, in addition,
aims to mobilize communities to create positive goals and
outcomes for all youth. It recognizes that being problem-free is
not the same as being fully prepared. Effective programs are
youth centered: staff and activities engage young people's
diverse talents, skills, and interest, building on their strengths and involving them in planning and decision-making. They are also knowledge centered: building a range of life skills, activities show youth that "learning" is a reason to be involved, whether in sports, clubs, arts, or community service, and provide opportunities to connect with a wide array of adult and peer mentors. Youth development programs are also care-centered: they provide family-like environments where youth can feel safe and build trusting relationships. (Younger Americans Act Policy Proposal [4/7/00 Draft], National Collaboration for Youth, 2000)

Youth development program(s) help youth deal successfully with the challenges of adolescence and prepare them for the independence and responsibilities of being parents, workers, and citizens, by attempting to help youth develop "competencies." These programs also:

- conduct activities with a primarily nonacademic focus;
- employ primarily active and experimental learning methods; and
- promote the competencies through group and one-to-one activities, which may include activities in youth clubs, sports and recreation, peer counseling and teaching, mentoring, arts, values education, leadership development, crime and delinquency prevention, youth employment as part of an educational program, community service or volunteerism, literacy, after school programs, career counseling, job skills training, drug abuse prevention, alcohol education, parenting skills activities, ethnic or cultural enrichment, tutoring, and academic
APPENDIX C

RESOURCES
WEB SITES


http://www.ces.ncsu.edu/depts/fourth/sacc. 4-H School-Age Care Project.


RECOMMENDED READING


*Consortium Connections/Children, Youth and Family Consortium, Minneapolis, MN: University of Minnesota.*


COMMUNITY RESOURCES

Big Brothers Big Sisters of Greater Winona
Department of Corrections Winona County
Hiawatha Valley Mental Health Services
Restorative Justice: Community Circles Winona Area
Retired Seniors Volunteer Program (RSVP)
Saint Mary's University
School Connectors: Home Based Therapy
Winona County Community Connections Collaborative
Winona County Community Health Services
Winona County Department of Human Services
Winona County Parks and Recreation Department
Winona County Law Enforcement Center
Winona Senior Center
Winona Senior High School
Winona State University
Youth Task Force
PERSONAL HUMAN RESOURCES

Lois Fruen, Academic Dean
Breck School, Minneapolis, MN
Personal mentor – experience and knowledge of adolescent development and youth programming. Experience and knowledge managing staff and inspiring adults in working with children.

Jane Habeck, Lead Special Education Teacher
Winona Middle School, 1570 Homer Road, Winona, MN 55987
Personal mentor – experience and knowledge of adolescent development and youth programming. Experience and knowledge managing staff and inspiring adults in working with children.

Dr. Scott Hannon, Principal
Winona Middle School, 1570 Homer Road, Winona, MN 55987
Personal mentor – experience and knowledge of adolescent development and youth programming. Experience and knowledge managing staff and inspiring adults in working with children. Extensive knowledge of community resources.

Joanne Kleinschmidt, M.S.W.
Winona County Department of Human Services
202 West Third Street, Winona, MN 55987
Knowledge of child protective services, medical aid, financial assistance and mandatory reporting programs.

Lee Luebbe, Advisory Board Chair, Project FINE
Luebbe Consulting
1009 West Howard Street, Winona, MN 55987
Knowledge of administration, volunteer recruitment and management, fiscal development and collaborative resources in the community.

Sharon Suchla, Dean of Students
Winona Middle School, 1570 Homer Road, Winona, MN 55987
Personal mentor – experience and knowledge of adolescent development and youth programming. Experience and knowledge managing staff and inspiring adults in working with children.

Lynn Theurer, Administrator
Winona County Community Health Services
60 West Third Street, Winona, MN 55987
Knowledge of funding and collaborative opportunities. Resource for best practices in health and prevention services for youth.
APPENDIX D

EXAMPLES OF ASSET BUILDING IN WINONA COUNTY
Asset of the Month

Trina Barrett
By: Lenny Walner

A positive influence on me is my older sister, Trina. Together we talk about all sorts of things. She takes me places and takes interest in what I do. Trina is the most generous and caring person I know. Regardless of the circumstances, she has the right attitude and great discipline to make it all come out right.

Trina is a very effective listener. She gives me and many others lots of encouragement and healthy suggestions. She is also a very helpful person and I literally don't know how she does it. For example, before she went off to college, she helped around the house, worked at the Coffeehouse, spent time with friends, and helped wherever help was needed. She even took care of my sister almost 24-7.

Trina Barrett is a great asset to my life. I have great faith in her and strongly believe that she will make the right decisions for what she wants to do with her life. I definitely believe that she will be successful because she has these talents: self-discipline, encouragement, and a positive attitude to really make the best of what she desires.

Mrs. Wickstrom
By: Chris Friesen

Do you know someone who cares about your best interest? Or someone who cares what will happen to you?

A person that has been a positive influence to me is my seventh grade teacher Mrs. Wickstrom. She encouraged me and many others. If I could pick a favorite teacher, it would be her. I would choose her because she has the most enthusiasm in her techniques of teaching.

One day I took home a note informing my family about a test to see if I could go into algebra. Mrs. Wickstrom told me, "If your parents say no, call me." She believed in me more than my parents. My parents tried to tell me that it would be a lot of work and homework, but because of Mrs. Wickstrom, they let me take the test.

If I could pick an object to represent her, I would pick the addition sign. I choose this because she has added so much to my life; she has added to my ability to believe in myself. She also has been a positive influence to me. She encouraged me to be in algebra, thereby adding to my ability to believe in myself. She is the addition sign in my life.

The above essay(s) were provided to us by students in one of Mrs. Kihne's former classrooms. Each month a new essay(s) will be published and will provide a child's experience with a person who has been a positive influence in their life.

Young people need to know and feel that they are supported, cared for, and loved by their family members and others who are a part of their lives. These essays are a testimony that positive, supportive environments exist for our children in Winona County.

For more information about the Asset of the Month, contact the Project Coordinator at (507) 457-6520

Winona County Community Connections Project
202 West 3rd Street, Winona, MN 55987
ASSET #18 Youth Programs

You spend three or more hours each week in sports, clubs, or organizations at school and/or in the community.

There are many programs, clubs and activities that exist in our community that support the health and success of our young people. Giving them positive experiences that help lead them into becoming the leaders we need for tomorrow.

Find out what is right for you!

When you begin answering the questions below, use a notebook or keep a journal of your responses. This will become an excellent tool for you when you want to make decisions about what type of programs, clubs or activities to become involved with.

Here is how you decide:

Get to know yourself
- Exploring your interests and list the things you enjoy doing the most.
- Identify your goals/dreams and values. What ones are most important to you.
- List your strengths and areas of improvements. Your talents, skills and things you may have trouble with.

Make a plan
- Explore the options that are available to you.
- Gather information that will help you make decisions or talk with someone who can provide you with the information that you need, for example, a school counselor, mentor, adult family member or friend, etc.
- Begin to narrow your focus and map out your future steps.

Find out what is happening in your community
- Contact some of the programs. Ask them questions about who is involved, what experience will I get, what are the requirements to participating, etc.
- Ask your parents, congregation, school or friends what is available.

Here are a few good things available in Winona County making a huge difference for our young people:

Mentor Programs  Girl/Boy Scouts  Sporting events  School-to-work
Virtual School  Cisco Academy  Healthcare Academy  DARE
Homework Club  Adaptive Floor Hockey  Strides to Success  Key Kids

Again, this is only a sample of the many wonderful things young people can get involved with.
April is Child Abuse Prevention Month

The little things you can do to prevent child abuse and neglect.

Each year there are close to 3 million reports of suspected abuse filed in the United States. Many more of these cases go undetected or are never reported. One child who is a victim of abuse is one too many.

April is National Child Abuse Prevention Month. Throughout this article is information on how you can help prevent child abuse in your community.

Help your child feel loved and secure.
- Make sure your child knows you love him or her, even when he or she did something wrong.
- Encourage your child instead of criticizing. Praise his or her achievements and talents.
- Spend time with your child. Do things together that you both enjoy.
- Seek help if you need it. If things seem out of control or you are worried that you may hurt your child.

Talk with someone.
Tell a friend, health-care provider or a leader in your faith community about your concerns. Or join a self-help group for parents.

Get counseling.
Individual or family counseling can help you learn healthy ways to communicate with each other.

Take a parenting class.
Nobody was born knowing how to be a good parent. Parenting classes can give you the skills you need to raise a happy, healthy child.

Accept help.
You don’t have to “do it all.” Accept offers of help from friends, family or neighbors. And don’t be afraid to ask for help if you need it.

Get involved.
Keep in touch with your child’s school. Are they doing anything to prevent violence and abuse?

Support local efforts to help families.
Organize a fundraiser to help families in the community.

Help the public library develop resources for parents.
Work with the librarian to get a collection of resources on parenting skills and child development.

Work to prevent all violence.
Start a group that works together to prevent crime.

Work with schools.
Get your local schools to develop programs that prevent abuse and violence.

For more information about the Asset of the Month, contact the Project Coordinator at (507) 457-6520

Winona County Community Connections Project
202 West 3rd Street, Winona, MN 55987
"Someday we will have prevented all child abuse... that someday could be TODAY!!"

1. **Know the warning signs of abuse and report it.**
   Children who are abused may show physical and behavioral signs. Abused children may say:
   - Nervous around certain adults
   - Tired a lot or complain of not sleeping well
   - Scared to go home
   - Passive and/or withdrawn

2. **Be a nurturing parent.**
   - Are you a nurturing parent? Take a look at yourself as a parent and your relationship with your child(ren).
   - Are you overstressed?
     - Build a positive relationship with your child(ren). Help your child(ren) feel loved and secure.

3. **Reach out to your neighbors.**
   Build a support network by getting involved in your community. When neighbors can rely on each other, everyone benefits.
   - Get to know your neighbors
   - Get involved in your child’s school
   - Be an active community member
   - Know where to get help
   - Be a good neighbor
   - Reach out to families and children in your community
   - Help families under stress
   - Be kind to children

4. **Take part in prevention efforts.**
   Learn how your community supports children and families. A range of programs and services may be available.
   - Parent education programs
   - Family support centers
   - Home visiting programs
   - Substance abuse treatment programs
   - Child care programs
   - Respite care
   - Parent mentor programs
   - Well baby programs

(These programs may be offered through schools, clinics/hospitals, social service agencies or community organizations).

Learn how you can take part in prevention efforts
   - Volunteer to support children and families
   - Make a donation
   - Become an advocate
   - Raise awareness
   - Join a coalition to prevent child abuse

Together, we can make a difference in preventing child abuse!

- **Reach out to kids and parents in your community**—Anything you do to support kids and parents helps to reduce the likelihood of child abuse and neglect.

- **Remember the risk factors**—Child abuse and neglect occur in all segments of our society, but the risk is greater in isolated families and those where parents have problems with drugs or alcohol.

- **Recognize the warning signs**—The behavior of children may signal abuse or neglect long before any change in physical appearance.

- **Report abuse and neglect if you suspect that it’s occurring**—Call your local child protective service agency or the police.

*The information listed has been taken from the Prevent Child Abuse America—www.preventchildabuse.org*
Asset of the Month

May 2002

Wet Fun
By: Andy Marsolek

When I think of my grandpa, I think of a very caring individual that anyone could get along with if they tried a little bit. He was always trying to do what he thought was right. I can specifically remember one spring afternoon when he, my two older brothers and I went out in the backwaters to repair some old duck houses and look for ducks.

I can remember it was a spring afternoon because we always paired duck houses when the water was high from the snow and ice melting. We were in the backwaters by Prairie Island, and the smell of the water made us plug our nose sometimes. The trees back there were often rotting in a lot of the places and you couldn't see much land because the water was so high. To fix the duck houses, we would take fresh sawdust from the lumberyard and put it in the houses for bedding for nests. The smell of the sawdust was always wonderful to smell, the smell of sweet, fresh cut wood. It was a very sunny afternoon and wasn't that cold, just a wonderful spring day. We had been to a few duck houses and we stopped to have a snack, ham sandwiches on hamburger buns with margarine. That's what my grandma would always make. They would end up getting squished and be very flat, but they were still good.

Eventually we came up to another duck house and we were securing the boat to the tree so that when my grandma was up on the stepladder, the boat didn't float away from the tree. We did this with an old, frayed, thick, brown rope that would scratch us if it got pulled against our skin. This time it was my turn to hold the rope so the boat didn't sway or float away. So while my grandpa was putting the fresh saw dust in, I turned my head, and all I heard was, "Andy hold the rope!"

I quickly turned and got a tighter grip on the rope to make sure nothing happened. Well, I drifted off again a minute later and again I heard, "Andy hold the rope!" I didn't react in time and "sploosh." He ended up in the water. Now he wasn't a man that was a good person to be around when he was mad. When he tumbled in over the side of the boat, he had weeds and mud all over his boots and I got yelled at, but it was one I understood. Because he said it in a way that I could sort of connect with. But in the end, we would always laugh at what happened. Picture an older man with a plaid shirt and soaked pants and you can see him that day.

When I think of my grandpa, John Marsolek, I think of a teacher. Always telling you something new and interesting. He has affected me in many ways. Whether it is by teaching me a little technique in fishing or teaching me good discipline. I know I will always remember to hold the rope tight, meaning I will try to pay attention to the things that are important and not let anything happen to them.

The above essay(s) were provided to us by students in one of Mrs. Kiilme's classrooms. Each month a new essay(s) will be published and will provide a child's experience with a person who has been a positive influence in their life.

Young people need to know and feel that they are supported, cared for, and loved by their family members and others who are a part of their lives. These essays are a testimony that positive, supportive environments exist for our children in Winona County.

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Parent Magic

We want our children to behave. We want to keep our cool. We want a peaceful, loving family life.

How do we achieve these goals? Through trial-and-error? Hit and miss? Luck? Unlikely. Through knowledge and skill? YES! Parents who use good skill have a magic power to create more peace in their homes. Let's examine some of the most potent magic skills:

1. Ask helpful questions. The most important discipline goal we have as a parent is not to make our kids behave. Rather, it is to help our kids develop into confident, self-disciplined people. We can help children learn to listen to their “inner-voice” and help them develop self-discipline by asking helpful questions. What makes this work, is not just the type of questions, but the delivery: thoughtful and free from anger and criticism. When we yell, blame and accuse, our kids focus on our anger and do not learn from the experience. When we guide our children by using helpful questions we point them in the right direction.

What’s not helpful?
* Why did you do that?
* What is the matter with you?
* How many times do I . . . ?
* Why can’t you ever . . . ?

After you ask the question, sit back quietly and listen. You may be delighted to see your child solving his own problem.

2. Communicate clearly. Parents become frustrated with their children for not listening to them. Often listening is not the problem—understanding is the problem! Avoid this issue by being very clear when talking with your children. Instead of saying, “Be good” be very specific: “Please sit still and use a quiet voice.” Instead of, “This bedroom is a disaster area” it’s more effective to be clear, “Before lunch today, please put your clothes in the closet, books on the shelf and dishes in the kitchen.”

3. Just the facts, please. Parents clutter their communication with unnecessary and hurtful phrases, “You never… You always… You make me… You are such a…” Make an effort to state only the facts, so instead of bellowing, “How many times do I have to tell you to turn down that music. It’s too loud? Why do you always ignore me?” Try this, “John, please turn the music down or shut it off.”

4. Follow Through. Pick your battles. And when you pick one—win it! Parents often make a request and then back off when the child becomes difficult. If John doesn’t turn down the music, how many parents would mumble, complain or nag about it? (You?) It is important in the parent-child relationship for you to win your battles. You can calmly walk into John’s room, turn off his radio yourself, look him in the eye and say, “I expect you to listen to me.” If John is being uncooperative, you can take the radio with you and tell him he can have it back, along with another chance, tomorrow.

Laughter and Tears: The Limits of a Parent

I can teach you about life. But I cannot live it for you; I can teach you many things, But I cannot force you to learn them; I can direct you, But I won’t always be there to guide you; I can give you the liberty, But I cannot be responsible for what you do with it; I can take you to church, But I cannot force you to believe; I can teach you right from wrong, But I cannot make decisions for you; I can buy you a beautiful outfit, But I cannot make you beautiful inside; I can offer advice, But I cannot make you use it; I can give you love, But I cannot force you to accept it; I can teach you to share, But I cannot force you to do so; I can teach you about respect, But I cannot force you to be respectful; I can teach you about good relationships, But I cannot force you to be generous; I can teach you about generosity, But I cannot force you to be kind; I can educate you about sex, But I cannot keep you pure; I can talk to you about life, But I cannot build a good reputation for you; I can tell you liquor is dangerous, But I cannot say no for you; I can advise you against drugs, But I cannot keep you from using them; I can talk to you about keeping high standards, But I cannot reach them for you; I can teach you about respect, But I cannot force you to be respectful; I can teach you about generosity, But I cannot force you to be kind; I can educate you about sex, But I cannot keep you pure; I can talk to you about life, But I cannot build a good reputation for you;