



Empowering students to excel academically and take ownership of their education and future.

- A**ssist students in acquiring the skills necessary for academic and personal success
- B**uild long term, healthy relationships
- C**reate an environment of love, respect and safety
- D**evelop leaders with character and commitment to their local community
- E**mpower students and families to have ownership of their education

Grace Place is a stay-in-school program serving students in Chinle, Arizona in the center of the Navajo Reservation. Our goal is to assist students who come from economically challenged environments in the Chinle community to excel in school, to graduate from junior and senior high school and to be prepared for their future whether it be advanced training, college or employment.

Grace Place has two "family" groups. One group has nine third and fourth grade boys and the second group has eight junior high girls. Each youth is matched up with a one-to-one mentor from the community that contacts them regularly. Our mentors are a diverse group and include stay-at-home moms, doctors, nurses, and teachers. The groups meet weekly to work on reading and math skills. Every three weeks the students and mentors meet to participate in fun activities or service projects, and to encourage each other to meet their academic and attendance goals. The Parent Leadership Team meets monthly to give input to the program. All students that meet their goals earn a trip together at the end of each semester.

Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.

-Leo Buscaglia



Grace Place Academic Program Strategic Plan for 2011-2012 School Year

Navajo youth need a strong support system around them for long term success in education and life. This support system should include a high level of love and involvement from parents, support from other adults, and a healthy school environment. Research shows that youth with multiple Developmental Assets ¹ are more likely to be resilient and become responsible adults. Grace Place is committed to building and strengthening as many of the Developmental Assets as possible that youth need to be successful. The necessary resources are available so please help us get them together!

Purpose: To add three new areas of focus to the Chinle Grace Place Academic Program by the end of the 2011-2012 school year that include: leadership development, peer and family support groups, and a peer based internet tutoring and networking program called Kids Helping Kids.

What will these new ideas look like?

- 1) **Leadership Development:** Ownership, empowerment and sustainability are important core values of Grace Place and we want to create an internship position that will begin to train up the next generation of leadership in the program. We desire to employ a young indigenous leader from the community in an internship position that would work 20 hours a week mentoring Grace Place students, planning activities and developing their leadership and administrative skills, while completing their own educational goals. Also, a current student from Grace Place that has volunteered to be a junior leader next year for the younger group will be paid a small stipend and we will create smaller leadership positions like this when appropriate.
- 2) **Small Peer Support Groups:** It is difficult for young people to change or develop necessary interpersonal skills in isolation. They need a safe place to process life's challenges and to receive the help and positive feedback they need to be successful academically and relationally. Grace Place will create ongoing support groups with students and families with caring, trained adults.
- 3) **Kids Helping Kids!:** Technology is such an important part of culture and academics today and students need both exposure and training in this area. And technology offers countless ways to connect to the world beyond our own community. Grace Place will create an internet based program called Kids Helping Kids that connects Navajo students to other youth and adults both inside and outside of the Navajo Nation that can encourage, tutor, and mentor to help the student meet their academic and professional goals. i.e. a Grace Place student receiving weekly tutoring in math from a student in Phoenix or an aspiring author or doctor being mentored on-line by a professional.

¹ See *40 Developmental Assets* from the Search Institute, attached.

What do we need to make this happen?

Need	Quantity	Approximate Cost
One (1) Intern Position	20 hours per week	\$15,000
Small Group Facilitator	Monthly sessions, follow-up as needed	\$6,000
Computers (laptops, basic software, and IT setup)	8 laptops @ \$800 ea. and Software	\$7,000
Total		\$28,000

What Kids Need: Developmental Assets

What are Developmental Assets?

The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults.

Because of its basis in youth development, resiliency, and prevention research and its proven effectiveness, the Developmental Assets framework has become one of the most widely used approach to positive youth development in the United States.

The Power of Assets

Studies of more than 2.2 million young people consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive. Assets have power for all young people, regardless of their gender, economic status, family, or race/ethnicity, and are better predictors of high-risk involvement and thriving than poverty or being from a single-parent family.

What Kids Need: Thriving

What is Thriving?

Thriving is a new way to define and understand the dynamics of healthy development. The term “thriving” is used to complement the litany of negative outcomes, such as “avoiding alcohol and other drug abuse” and “avoiding teen pregnancy,” that have dominated federal, state, and foundation approaches to documenting the health of U.S. teenagers for decades.

As the conversation around thriving matures, it is expected that youth will begin to hear a new vocabulary about why they matter and why their healthy development is crucial for growing the health and vibrancy of the society in which they live.

(Exerpts taken directly from the Seach Institute website at www.search-institute.org/)



40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



External Assets

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|--------------------------------------|--|
| Support | <ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). 3. Other adult relationships—Child receives support from adults other than her or his parent(s). 4. Caring neighborhood—Child experiences caring neighbors. 5. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school. |
| Empowerment | <ol style="list-style-type: none"> 7. Community values youth—Child feels valued and appreciated by adults in the community. 8. Children as resources—Child is included in decisions at home and in the community. 9. Service to others—Child has opportunities to help others in the community. 10. Safety—Child feels safe at home, at school, and in his or her neighborhood. |
| Boundaries & Expectations | <ol style="list-style-type: none"> 11. Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts. 12. School boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior. 14. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior. 15. Positive peer influence—Child's closest friends model positive, responsible behavior. 16. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities. |
| Constructive Use of Time | <ol style="list-style-type: none"> 17. Creative activities—Child participates in music, art, drama, or creative writing two or more times per week. 18. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children.. 19. Religious community—Child attends religious programs or services one or more times per week. 20. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games. |

Internal Assets

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| Commitment to Learning | <ol style="list-style-type: none"> 21. Achievement Motivation—Child is motivated and strives to do well in school. 22. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. 23. Homework—Child usually hands in homework on time. 24. Bonding to school—Child cares about teachers and other adults at school. 25. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week. |
| Positive Values | <ol style="list-style-type: none"> 26. Caring—Parent(s) tell the child it is important to help other people. 27. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people. 28. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs. 29. Honesty—Parent(s) tell the child it is important to tell the truth. 30. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior. 31. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality. |
| Social Competencies | <ol style="list-style-type: none"> 32. Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions. 33. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. 34. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. 35. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. 36. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently. |
| Positive Identity | <ol style="list-style-type: none"> 37. Personal power—Child feels he or she has some influence over things that happen in her or his life. 38. Self-esteem—Child likes and is proud to be the person that he or she is. 39. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life. 40. Positive view of personal future—Child is optimistic about her or his personal future. |

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40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



External Assets

- Support**
- 1. Family support**—Family life provides high levels of love and support.
 - 2. Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
 - 3. Other adult relationships**—Young person receives support from three or more nonparent adults.
 - 4. Caring neighborhood**—Young person experiences caring neighbors.
 - 5. Caring school climate**—School provides a caring, encouraging environment.
 - 6. Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.
- Empowerment**
- 7. Community values youth**—Young person perceives that adults in the community value youth.
 - 8. Youth as resources**—Young people are given useful roles in the community.
 - 9. Service to others**—Young person serves in the community one hour or more per week.
 - 10. Safety**—Young person feels safe at home, school, and in the neighborhood.
- Boundaries & Expectations**
- 11. Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
 - 12. School boundaries**—School provides clear rules and consequences.
 - 13. Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
 - 14. Adult role models**—Parent(s) and other adults model positive, responsible behavior.
 - 15. Positive peer influence**—Young person's best friends model responsible behavior.
 - 16. High expectations**—Both parent(s) and teachers encourage the young person to do well.
- Constructive Use of Time**
- 17. Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
 - 18. Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
 - 19. Religious community**—Young person spends one or more hours per week in activities in a religious institution.
 - 20. Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

- Commitment to Learning**
- 21. Achievement Motivation**—Young person is motivated to do well in school.
 - 22. School Engagement**—Young person is actively engaged in learning.
 - 23. Homework**—Young person reports doing at least one hour of homework every school day.
 - 24. Bonding to school**—Young person cares about her or his school.
 - 25. Reading for Pleasure**—Young person reads for pleasure three or more hours per week.
- Positive Values**
- 26. Caring**—Young person places high value on helping other people.
 - 27. Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
 - 28. Integrity**—Young person acts on convictions and stands up for her or his beliefs.
 - 29. Honesty**—Young person "tells the truth even when it is not easy."
 - 30. Responsibility**—Young person accepts and takes personal responsibility.
 - 31. Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
- Social Competencies**
- 32. Planning and decision making**—Young person knows how to plan ahead and make choices.
 - 33. Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
 - 34. Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
 - 35. Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
 - 36. Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.
- Positive Identity**
- 37. Personal power**—Young person feels he or she has control over "things that happen to me."
 - 38. Self-esteem**—Young person reports having a high self-esteem.
 - 39. Sense of purpose**—Young person reports that "my life has a purpose."
 - 40. Positive view of personal future**—Young person is optimistic about her or his personal future.

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