



## Parent Questionnaire

Dear Parent or Guardian,

Thank you for taking the time to fill out this questionnaire. The questionnaire is vital to helping us understand your student and their possible placement in the mentoring program. If a student is accepted into the mentoring program a considerable amount of time, resources, and commitment will be put behind them for the next four years in order to assure they graduate from high school and possibly go to college or get established in a stable career. Because of this investment we want to honor our donors and research each potential mentee to the best of our ability. Your responses help us determine how best we can serve your student and your family.

Ready to go? Great, tell us all about your student! Always feel free to elaborate on your answers in the margins.

*Be assured that the information you provide below will be kept strictly confidential.*

Student Name: \_\_\_\_\_

Student Age: \_\_\_\_\_

Race/Ethnicity: \_\_\_\_\_

Current School: \_\_\_\_\_

Current Semester/Quarter GPA: \_\_\_\_\_

Current Accumulative GPA: \_\_\_\_\_

School your student is planning to attend next year. \_\_\_\_\_

**Yes or No**

Does your student qualify for free or reduced meals? \_\_\_\_\_

Did the student's father go to college? \_\_\_\_\_

Did the student's father finish college? \_\_\_\_\_

Did the student's mother go to college? \_\_\_\_\_

Did the student's mother finish college? \_\_\_\_\_

Is the student living with his biological parent/s? \_\_\_\_\_

*If the answer is 'no'*

Did the student's guardian/s go to college? \_\_\_\_\_

Did the student's guardian/s finish college? \_\_\_\_\_

Is there an adult male figure living at home? \_\_\_\_\_

Please rate your student's school attendance on a scale of 1 to 5. 1 means your child does not miss classes. 5 indicates it is very hard to get him to attend classes. \_\_\_\_\_

Please rate your child's gang involvement on a scale of 1 to 5. 1 indicates he has no contact with gangs. 5 indicates he is actively involved in a gang on a regular basis. \_\_\_\_\_

What are some of your student's interests outside of school?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Has your student experienced behavior problems at school? If yes, please explain.  
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\_\_\_\_\_  
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Has your student experienced behavior problems at home? If yes, please explain.

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Has your student experienced problems with the law? If yes, please explain.

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How many times have you moved in the last five years? \_\_\_\_\_

When was the last time you moved and where did you move from?

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Do you plan on moving in the next four years? Please explain your answer.

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How open do you think your student would be to having a mentor?

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Why do you feel your student should be enrolled in the mentoring program?

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Is there anything else you wish to communicate?

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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.

Please rate your child on a scale of 1 to 5 on each of the categories below. Marking a 1 means this is not true of your student at all. Marking a 5 means this is very true of your student.

## EXTERNAL ASSETS

### SUPPORT

Rate 1-5

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.

\_\_\_\_\_

### EMPOWERMENTS

Rate 1-5

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**

**Rate 1-5**

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**

**Rate 1-5**

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**

**Rate 1-5**

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**

**Rate 1-5**

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**

**Rate 1-5**

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**

**Rate 1-5**

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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Thank you again for taking the time to fill out the survey!

Please return to:

Rick Newell  
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Seattle, WA 98118