



## Mentor Application

Dear Potential Mentor,

Thank you for taking the time to fill out this questionnaire. The questionnaire is vital to helping us understand you and your possible placement as a mentor in our program. If you are accepted as a mentor a considerable amount of time, resources, and commitment will be put behind you for the next four years. Because of this investment we want to honor our donors and research each potential mentor to the best of our ability. Your responses help us determine how best we can serve your student and your family.

Feel free to be honest. We are not greatly concerned about your past because your past makes you who you are today and can help you relate well to your possible mentees. Mentees who are growing up in high risk environments. As long as our mentors can pass random drug tests throughout the year we are open to having mentors with very colorful pasts. *Be assured that the information you provide below will be kept strictly confidential.* Ready to go? Great, tell us all about yourself!

Your Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Current School (if in school): \_\_\_\_\_

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

Current Cumulative GPA: \_\_\_\_\_

High School Cumulative GPA: \_\_\_\_\_

**Yes or No**

Did your father go to college? \_\_\_\_\_

Did your father finish college? \_\_\_\_\_

Did your mother go to college? \_\_\_\_\_

Did your mother finish college? \_\_\_\_\_

Did you grow up with your biological parent/s? \_\_\_\_\_

*If the answer is 'no'*

Did your guardian/s go to college? \_\_\_\_\_

Did your guardian/s finish college? \_\_\_\_\_

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

Please rate your high school attendance on a scale of 1 to 5. 1 means you did not miss classes. 5 indicates you skipped class on a regular basis. \_\_\_\_\_

Please rate your gang involvement on a scale of 1 to 5. 1 indicates you have/had no contact with gangs. 5 indicates you were or are actively involved in a gang on a regular basis. \_\_\_\_\_

What are some of your interests outside of school?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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Did you exhibit behavior problems in high school or middle school? If yes, please explain.  
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Did you exhibit behavior problems at home? If yes, please explain.

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Have you had 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 are you to being mentored?

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Why do you feel you should be a mentor?

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What are your plans for college?

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Do you own a car? \_\_\_\_\_

How long have you been driving? \_\_\_\_\_

How many accidents have you been in? \_\_\_\_\_

Please list three references. Preferably one personal reference (friend), one professional reference (previous job) and one character reference (mentor, pastor, teacher...etc.)

	Name	Phone	How do you know them?
Personal	_____	_____	_____
Professional	_____	_____	_____
Character	_____	_____	_____

Is there anything else you wish to communicate?

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## MEASUREMENT OF ADVERSE CHILDHOOD EXPERIENCES

We measured the prevalence of eight adverse childhood experiences (ACEs), consisting of whether the child ever experienced one of the following.

1. Did a parent or other adult in the household often or very often... swear at you, insult you, put you down, or humiliate you? **or** act in a way that made you afraid that you might be physically hurt? (Yes or No) \_\_\_\_\_
2. Did a parent or other adult in the household often or very often... push, grab, slap, or throw something at you? **or** ever hit you so hard that you had marks or were injured? (Yes or No) \_\_\_\_\_
3. Did an adult or person at least 5 years older than them ever... touch or fondle you or have you touch their body in a sexual way? **or** attempt or actually have sex with them? (Yes or N) \_\_\_\_\_
4. Did you often or very often feel that ... no one in their family loved you or thought you were important or special? **or** your family didn't look out for each other, feel close to each other, or support each other? (Yes or No) \_\_\_\_\_
5. Did your you often or very often feel that ... you didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? **or** your parents were too drunk or high to take care of you or take you to the doctor if they needed it? (Yes or No) \_\_\_\_\_
6. Were your parents ever separated or divorced? (Yes or No) \_\_\_\_\_
7. Was your mother or stepmother: Often or very often pushed, grabbed, slapped, or had something thrown at her? **or** sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? **or** ever repeatedly hit over at least a few minutes or threatened with a gun or knife? (Yes or No) \_\_\_\_\_
8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs? (Yes or No) \_\_\_\_\_
9. Was a household member depressed or mentally ill, or did a household member attempt suicide? (Yes or No) \_\_\_\_\_
10. Did a household member go to prison? (Yes or No) \_\_\_\_\_

*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 childhood (up through high school) on a scale of 1 to 5 on each of the categories below. Marking a 1 means this is not true of you at all growing up. Marking a 5 means this was very true of you.

## **EXTERNAL ASSETS**

### **SUPPORT**

**Rate 1-5**

1. Family support - Family life provided high levels of love and support.

\_\_\_\_\_

2. Positive family communication - Young person and her or his parent(s) communicated positively, and young person is willing to seek advice and counsel from parents.

\_\_\_\_\_

3. Other adult relationships - Young person received support from three or more nonparent adults.

\_\_\_\_\_

4. Caring neighborhood - Young person experienced caring neighbors.

\_\_\_\_\_

5. Caring school climate - School provided a caring, encouraging environment.

\_\_\_\_\_

6. Parent involvement in schooling - Parent(s) were actively involved in helping young person succeed in school.

\_\_\_\_\_

### **EMPOWERMENTS**

**Rate 1-5**

7. Community values youth - Young person perceived that adults in the community value youth.

\_\_\_\_\_

8. Youth as resources - Young people were given useful roles in the community.

\_\_\_\_\_

9. Service to others - Young person served in the community one hour or more per week.

\_\_\_\_\_

10. Safety - Young person felt safe at home, school, and in the neighborhood.

\_\_\_\_\_

**BOUNDARIES & EXPECTATIONS**

**Rate 1-5**

- 11. Family boundaries - Family had clear rules and consequences and monitors the young person’s whereabouts. \_\_\_\_\_
- 12. School Boundaries - School provided clear rules and consequences. \_\_\_\_\_
- 13. Neighborhood boundaries - Neighbors took responsibility for monitoring young people’s behavior. \_\_\_\_\_
- 14. Adult role models - Parent(s) and other adults modeled positive, responsible behavior. \_\_\_\_\_
- 15. Positive peer influence - Young person’s best friends modeled responsible behavior. \_\_\_\_\_
- 16. High expectations - Both parent(s) and teachers encouraged the young person to do well. \_\_\_\_\_

**CONSTRUCTIVE USE OF TIME**

**Rate 1-5**

- 17. Creative activities - Young person spent three or more hours per week in lessons or practice in music, theater, or other arts. \_\_\_\_\_
- 18. Youth programs - Young person spent three or more hours per week in sports, clubs, or organizations at school and/or in the community. \_\_\_\_\_
- 19. Religious community - Young person spent one or more hours per week in activities in a religious institution. \_\_\_\_\_
- 20. Time at home - Young person was 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 was motivated to do well in school. \_\_\_\_\_
- 22. School Engagement - Young person was actively engaged in learning. \_\_\_\_\_

- 23. Homework - Young person reported doing at least one hour of homework every school day. \_\_\_\_\_
- 24. Bonding to school - Young person cared about her or his school. \_\_\_\_\_
- 25. Reading for Pleasure - Young person read for pleasure three or more hours per week. \_\_\_\_\_

**POSITIVE VALUES**

**Rate 1-5**

- 26. Caring - Young person placed high value on helping other people. \_\_\_\_\_
- 27. Equality and social justice - Young person placed high value on promoting equality and reducing hunger and poverty. \_\_\_\_\_
- 28. Integrity - Young person acted on convictions and stands up for her or his beliefs. \_\_\_\_\_
- 29. Honesty - Young person “told the truth even when it is not easy.” \_\_\_\_\_
- 30. Responsibility - Young person accepted and takes personal responsibility. \_\_\_\_\_
- 31. Restraint - Young person believed 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 knew how to plan ahead and make choices. \_\_\_\_\_
- 33. Interpersonal Competence - Young person had empathy, sensitivity, and friendship skills. \_\_\_\_\_
- 34. Cultural Competence - Young person had knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. \_\_\_\_\_
- 35. Resistance skills - Young person could resist negative peer pressure and dangerous situations. \_\_\_\_\_
- 36. Peaceful conflict resolution - Young person sought to resolve conflict nonviolently. \_\_\_\_\_

**POSITIVE IDENTITY**

**Rate 1-5**

37. Personal power - Young person felt he or she had control over “things that happen to me.”

\_\_\_\_\_

38. Self-esteem - Young person reported having a high self-esteem.

\_\_\_\_\_

39. Sense of purpose - Young person reported that “my life has a purpose.”

\_\_\_\_\_

40. Positive view of personal future - Young person was 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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