



Kaleidoscope Connect

Full-spectrum Youth Development

Youth and family engagement for cultivating caring and connected schools and communities.

Schools work to engage the parents and community in the education and preparation of their children. While each student's academic Report Card is important, it only provides half of the story about that student's success. There are measurable metrics that provide data on what we call, "the other side of the report card."

Kaleidoscope Connect's Student Support Card™ correlates each student's academic performance with the developmental ecology that surrounds them. It breaks down barriers, shows the strengths of families, and where they can make a difference.

Kaleidoscope Connect™ is based on an integrative, full-spectrum approach of youth development, which measures and assesses seven key metrics, what we refer to as PHactors, of a youth's developmental ecology.



RED — The Rule of Five (Anchors for the "Web of Support"): The foundation for each youth's own personal village is having five caring adults (or more) in their lives, who have high expectations and provide opportunities, teach skills, and celebrate relative best in appropriate ways.



ORANGE — Tangible Strings (Adding strings to the "Web of Support"): Measurable supports provided through the youth's Anchors that shape their home, school, and community environment.



YELLOW — Intangible Strings (Adding strings of virtues to the "Web of Support"): Important, yet difficult to measure, beliefs, values, and behaviors that are being taught to and caught by the youth.



GREEN — Growing the Balloon: A person's innate characteristics, natural abilities, and talents that increase the likelihood they will remain connected to their Web of Support.



BLUE — Scissor Cuts: Reducing or eliminating the conditions, actions, and attitudes that erode the strings being created by the Anchors.



INDIGO — Caring for the Carers (The web beneath your Anchors): Supporting those who anchor your web so they do not drop out of your life, even when circumstances in their own lives change.



VIOLET — Social Norms (The storm that affects the entire web): The climate and culture of the social environment (home, school, or community) that have been accepted or agreed upon by a critical number of adults.



We refer to as a youth's kaleidoscope as a snapshot of the particular mixture and strength of these colors at any given time.

We measure and record these snapshots using our activities, strategies, and tools.

They help give a youth and the people that care about them clarity and insight in order to improve the strength of their positive PHactors, reduce the negative PHactors, and continuously move and grow themselves into life-long satisfaction and success.



Protective PHactors — Strings in a Youth's Web of Support

Orange — Tangible Strings



1. **HOME** — I have a safe, warm and dry home.
2. **CLOTHING** — I have clothing that is appropriate, and I understand how my style may impact people's impressions of me.
3. **NUTRITIOUS FOOD** — I regularly eat nutritious food, and it is always available.
4. **SUPPORT FOR FAMILY** — I do things to support the well-being, needs, and responsibilities of my family.
5. **BOUNDARIES AND CONSEQUENCES** — I know the rules that I am expected to follow, and I understand the consequences for not following the rules.
6. **SAFE AT SCHOOL** — I feel safe and respected at school.
7. **PEOPLE SKILLS** — I have the knowledge, words, and skills necessary to resolve conflict peacefully, resist harmful behaviors, and have others respect my boundaries.
8. **NEIGHBORS KNOW YOUTH** — I know many adults by name and reputation, and they let me know that I have value.
9. **ADULTS AND YOUTH WORK TOGETHER** — I work in the community alongside adults.
10. **CULTURALLY RESPECTFUL** — In general, adults know and appreciate my cultural heritage.
11. **ADULTS HOLD HIGH EXPECTATIONS** — In general, adults believe that I can learn and their actions prove it to me.
12. **FAMILY INVOLVEMENT IN LEARNING** — My family does things to support me to succeed in school.
13. **SUPPORT TO OVERCOME CHALLENGES** — There are adults who guide me to overcome my challenges.
14. **EASE OF READING** — I enjoy reading; it is easy for me and I read every day.
15. **EASE OF MATH** — I can do math as well as most other students my age.
16. **LEARNING IS INTERESTING** — The adults in my life make learning in and out of the classroom interesting, enjoyable, and safe.
17. **THINGS TO DO** — Adults offer, and I participate in, opportunities and activities that enable me to find and grow my talents.
18. **FAITH COMMUNITY MEETINGS/SERVICES** — I regularly attend a church, temple, synagogue, meeting, or mosque, and I am learning about myself within this community.
19. **YOUTH ENGAGEMENT** — There are enough opportunities for, and I participate in, activities that allow, empower, and encourage me to practice control over my destiny.
20. **HELP OTHERS** — There are several opportunities for me, and I participate in, activities that serve children, adults, and/or elders who need support in the community.
21. **OUT OF SCHOOL LEARNING** — Youth is regularly involved in out of school learning (e.g. service groups, scouts, dance, music, cultural groups, youth programs, etc.)
22. **ADULTS VALUE YOUTH** — Youth knows adults by name and reputation, who communicate that youth have value.
23. **PLACE FOR HOMEWORK** — Youth has a place, set aside, at home, for homework.
24. **SCHOOL STAFF HAS TIME** — School based adults spend time with youth.
25. **FAMILY SUPPORT** — Family life provides respect, appreciation, and support.
26. **SCHOOL TEAMS AND ACTIVITIES** — Youth is involved in school sponsored sports, events, clubs, and organizations.

Yellow — Intangible Strings



- A. **INTEGRITY** — I can act on what is right, avoid what is wrong, and keep my word.
- B. **IMPROVEMENT** — I want to improve at the things I value, and I strive to become the best person possible.
- C. **RESOURCEFULNESS** — I can use whatever is available to make the best out of a bad situation or to solve a problem.
- D. **OPEN MINDEDNESS** — I am able to listen to, think about, and sometimes accept ideas that are different than my own.
- E. **VISION** — I can visualize what is possible for my own life and for the world around me.
- F. **CURIOSITY** — I think about how things are made, how things are done, and why things work.
- G. **PERSPECTIVE** — I can see how facts and ideas fit together.
- H. **COMPASSION** — I give others my time, resources, and money, and I use my gifts to help others.
- I. **LAUGHTER** — I can laugh at myself and at the unexpected things that happen to me.
- J. **EMPATHY** — I notice when someone else is hurting and I can feel their pain.
- K. **HUMILITY** — I know my accomplishments, and I am grateful to all the people who have supported me.
- L. **CARING** — I can connect with other people, and I care deeply about some other people in my life.
- M. **JUSTICE** — I like things to be fair, and I work to make things more fair.
- N. **GRATITUDE** — I appreciate and am thankful for the things and experiences that I am given.
- O. **SELF-RESPECT** — I value my health and the person that I am becoming.
- P. **SELF-REGULATION** — I can control my thoughts, actions, and appetites for things like sugar, television, alcohol, tobacco, and other drugs.
- Q. **POSITIVE EXPECTATIONS** — I believe that I will have a good life, be productive, and will find love and friendship.
- R. **COURAGE** — I can stand up for what I believe and resist the temptation to go against my principles.
- S. **PATIENCE** — I can wait, sometimes a long time, for the things I want.
- T. **ACHIEVEMENT** — I am strong and can overcome any barriers that get between me and what I need to do to so I can complete a task or goal.
- U. **SELF-DISCIPLINE** — I can keep the promises I make to myself.
- V. **TACT** — I can use the right words, at the right time, to make a point or guide someone to a better decision.
- W. **SACRIFICE** — I can give up something of value for a higher purpose/cause.
- X. **GENTLENESS** — I believe that it is important to be gentle when dealing with people and animals.
- Y. **ASSERTIVENESS** — I can ask for what I need, for what I want, and can ask for what others need.
- Z. **FORGIVENESS** — I have the ability to pardon someone who has wronged me.

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