

**Gallup Student Poll  
Community Solutions**

	<b>Hope</b>	<b>Engagement</b>	<b>Wellbeing</b>	<b>Strengths</b>
Parents and Caregivers	Talk to you child about the future. Make your child’s goal(s) a topic of conversation at home. Help you child develop the ideas and energy needed to make a goal a reality.	Give your child personalized feedback, recognition, and praise for effort and doing what he or she does best.	Spend quality social time with your child and create a place in the home where he or she can entertain friends.	Name your child’s strengths by administering a strengths measure, printing results, and posting them in the house.
Teachers, Counselors, and Advisors	<p>Help students develop numerous ways to overcome obstacles and to get good grades.</p> <p>Classroom Activity: Students get stuck when real and perceived obstacles block academic goals. Ask students about the big obstacles to getting a good grade on an assignment or test. Encourage students to help each other overcome the personal and situational obstacles.</p>	<p>Get to know your students even better by connecting with them on an individual level and by identifying the interests and resources of every student.</p> <p>Classroom Activity: Conduct a brief, 1 on 1 “focus on you” with each of your students (during the first term of a school year if possible). Have students answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What name do you prefer to be called?</li> <li>2. What are your hot buttons</li> <li>3. Who makes you feel like you matter?</li> </ol>	<p>Give students time each week to do what they do best with an emphasis on linking school success to future success in school and work.</p> <p>Classroom Activity – Encourage the students to keep a weekly success log that is divided into three sections:</p> <ol style="list-style-type: none"> <li>1. My successes</li> <li>2. How are my successes connected to my school</li> <li>3. How are my successes connected to my future</li> </ol> <p>Have students review their log monthly to choose a best success to share with a caring adult. Encourage students to share best successes at parent-teacher conference.</p>	First, discover and develop your own strengths. Then, help students use strengths in good times and in bad.

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Principals and Superintendents	<p>Conduct a barrier analysis with teachers and students to identify the biggest obstacles to students making good grades in school.</p> <p>Eliminate the barriers to student achievement. Start with small obstacles and work toward necessary policy changes.</p>	<p>Demonstrate the relevance of today’s elementary and secondary coursework for higher education and the emerging workforce while maintaining the rigor associated with high academic standards.</p> <p>Students who see schoolwork as important become engaged at school. Schoolwork is considered important if the relevance of what students learn today is linked to what they will be learning in the future and to their chosen field of work.</p>	<p>Invite teachers to nominate alums of your school who are successful community members who appear to have high wellbeing. Work with each role model to develop a plan on how they could share their experiences with young people from their home neighborhood.</p> <p>Alums at your school will be considered more appealing role models for success and wellbeing. Help students generate a positive outlook for the future by connecting with a diverse group of caring adults.</p>	<p>Develop a strengths-based leadership team at your school.</p> <p>Identify the strengths of the leaders in your school system and work to leverage the strengths of the entire leadership team. Meet follower needs of compassion, trust, stability, and hope.</p>
Afterschool Counselors and Peer Mentors	<p>Provide at least one mentor to each student through your program or another partner program in the community.</p> <p>Afterschool programs in one community can align with other programs and provide higher quality wrap around services for students by strategically linking to one another and ensuring that resources are maximized.</p>	<p>Conduct some of the afterschool activities on a nearby school campus.</p> <p>Students flourish in safe places with the support of caring adults. Great schools and afterschool programs that come together in a common place, the school building, help students realize their safety net is big and strong.</p>	<p>Always make time for fun and games.</p> <p>Positive feelings such as interest, joy, and happiness make each day better and these emotions are associated with good health and wellbeing. Afterschool programs provide unique, specialized services, but all programs should guarantee the outcomes of laughter and smiles.</p>	<p>Program staff builds specialized skills in identifying and developing strengths of students.</p> <p>Students have a better chance at being successful when using their strengths rather than managing weaknesses. Trained program staff and other caring adults can help students capitalize on their strengths on a regular basis.</p>

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Business and Community Members	<p>Help young people make connections between doing well in school and getting a good job. Demystify the steps for making good career decisions.</p> <p>Show and tell a young person how sound education and decision-making are related to landing a good job.</p>	<p>Create a safe zone around your local school. Young people who feel safe in their neighborhood and school become more engaged in daily learning.</p> <p>Conduct a safety audit of your local neighborhood, between your home and business and the nearest school building. Bring a young person along with you to see the community through his or her eyes. Visit with the school principal about his or her needs to make the school safer. On a monthly basis, pick up trash, remove graffiti and blight, improve street crossings and signage, and report other safety concerns to appropriate city officials.</p>	<p>Give young people a wellbeing boost through a positive experience that may be otherwise unavailable to them.</p> <p>Invite a young person to a fun, exciting experience at your home, neighborhood, alma mater, or office.</p>	<p>Capitalize on what young people and schools in your community are doing right and encourage them to do more of it.</p> <p>Ask a young person about the highlight of their week, listen actively, mirror the enthusiasm, and ask two meaningful questions about the highlight.</p>