



The REACH Resources Overview

*How Schools Can Use the REACH Survey and Related Resources
to Strengthen the Motivation to Succeed in School and Beyond*

The Need to Enhance Student Motivation

Education and policy leaders increasingly recognize the need to attend to a wide range of social-emotional factors that impact student motivation if we as a nation are to address persistent gaps in student achievement and success.

A burgeoning array of research has identified critical factors that matter. However, the practical challenge for educators is to draw from a wide range of sources to implement and track a coherent, holistic strategy for building the supports, skills, attitudes, and aspirations that motivate students to learn, grow, and persist through the challenges they face.

Search Institute's Response

Building on twenty-five years of path breaking research on the Developmental Assets[®] that enable young people to thrive (e.g., Benson, Scales, Hamilton, & Sesma, 2006; Benson, Scales, & Syvertsen, 2011), Search Institute[®] has developed a new set of research-based resources to strengthen students' academic motivation and put them on the path to becoming self-propelled young adults.

This overview introduces these resources (summarized in the chart below) and outlines ways schools and organizations can work with Search Institute to use those tools and techniques to improve academic motivation and influence the educational outcomes that are related to it, such as grades, attendance rates, discipline rates, and college-going rates.

The REACH Resources

| The REACH Framework | The REACH Standards | The REACH Strategies | The REACH Survey |
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| A set of five factors that studies have shown influence students' desire and ability to work hard in school and other areas of their lives. | Five milestones (one in each category of the REACH Framework) that students should meet as they progress through school to enhance motivation and self-determination. | Anchor Activities and REACH Techniques that help students meet the REACH Standards. | A valid and reliable youth self-report survey that measures students' development of the most important social and emotional skills included in the REACH Standards. |
| Schools that use the REACH Survey also receive the REACH Guidebook, which provides information on the research behind the REACH Standards and practical ways to implement the REACH Strategies. | | | |

Because many schools are currently looking for valid and reliable ways to measure students' social and emotional skills, this overview describes the REACH Survey in greater detail than the accompanying resources. However, as illustrated in the diagram on this page, it is the combined use of the REACH Survey, the REACH Standards, and the REACH Strategies—all of which are connected through the REACH Framework—that offers schools the opportunity to go beyond measurement to strengthen student motivation and perseverance in more intentional and effective ways.

Additional Supports Available

Schools, districts, and other organizations that would like additional support from Search Institute in using the REACH Survey and its related resources can also take advantage of the following services:

- 1. Understanding Research Workshops:** Search Institute offers six workshops that summarize the research behind each of the five major factors in the REACH Framework, plus a workshop that provides participants with a general introduction to character strengths.
- 2. Collaborative Action Planning (CAP) Workshop:** During this workshop, a member of the Search Institute research team guides participants through a series of activities that help them understand data from the REACH Survey, share their reactions to it, and agree upon the initial steps they will take to address it.
- 3. The Keep Connected Program:** This new resource provides schools with a powerful but practical way to help parents and students build the kinds of developmental relationships that enhance motivation to learn and a range of other character strengths.

4. The REACH Process: A Two-Year Partnership:

During Year 1 of this intensive two-year initiative, researchers and staff from Search Institute staff lead school or district teams through a series of customized professional development workshops that prepare them to help students meet the REACH Standards and to utilize the REACH Strategies. Some of those workshops take place at the participating school or district and some take place via distance learning.

During Year 2, Search Institute uses improvement science strategies to help school teams apply the ideas they encountered and the skills they developed during Year 1 to solve a problem of practice in their school or district.

Approximate costs of all of these resources are outlined at the conclusion of this document, as are ways to contact Search Institute to learn more about the resources described in this overview document.

The REACH Resources: An Integrated Approach



The Challenge of Student Motivation

Too many U.S. young people today demonstrate low levels of academic motivation. An extensive review of the scholarly literature found that . . .

children’s interest, enthusiasm, and intrinsic motivation for learning in school deteriorate continuously from their entry into kindergarten until they complete high school (or drop out), with striking losses during the transitions to middle school and high school. The erosion of motivation is especially severe for boys and for students from low socioeconomic, minority, and immigrant backgrounds. (Skinner et al., 2012)

It is not surprising, then, that other researchers have found that lack of interest in school is a major problem for the great majority of American teachers. In one recent nationally representative survey, 69% of U.S. teachers reported that low academic motivation is a problem. Indeed, teachers cited low motivation to learn as the number one problem they face in their classrooms (Yeager et al, 2014).

Fortunately, a growing body of research is demonstrating that motivation—grounded in character strengths that are sometimes called “non-cognitive skills”—can be significantly improved when effective interventions are put in place. As researchers Yeager and Walton (2011) put it:

Recent randomized experiments have found that seemingly “small” social-psychological interventions in education—that is, brief exercises that target students’ thoughts, feelings, and beliefs in and about school—can lead to large gains in student achievement and sharply reduce achievement gaps even months and years later. (p. 268)

That research is very promising, but educators who seek to access, understand, and use it face significant

challenges. Research studies are rarely written in practitioner-friendly language, and they even more rarely articulate specific steps that practitioners can take to act on the research findings. Perhaps most problematically, each researcher or research team usually focuses on one aspect of a problem or question.

So practitioners who want to work on growth mindsets must read Carol Dweck and her colleagues, while those who want to work on self-control should read Walter Mischel or Angela Duckworth. Educators who want to focus on possible self should read Daphna Oyserman, and those who are interested in developmental relationships should turn to the work of Search Institute or Junlei Li. The list could go on and on.

Putting the Pieces Together

As Search Institute conducted the applied research through which the REACH Survey was developed, educators repeatedly told us that, though finding valid, reliable, and efficient ways to measure students’ social and emotional skills is a top priority, they equally need practical strategies to strengthen those skills. They want tools and techniques that can be integrated into existing classes and curricula, rather than new stand-alone programs that require hiring staff, redesigning the master schedule, and making other major changes in school operations.

Researchers beyond Search Institute have also found that teachers have an urgent need for practical ways to build motivation, perseverance, and other character strengths (Farrington et al., 2012; Headden & McKay, 2015). Search Institute’s goal in creating the REACH Standards, REACH Strategies, and other resources described in this document is to help meet that need with an emphasis on practices rather than programs.

The REACH Framework

The REACH Framework brings the big conclusions from diverse bodies of research on academic motivation together into a single structure that is both understandable and actionable at the school and classroom levels. We have sought to include the fewest possible factors in the framework without leaving out any essential bodies of research or lessons from the world of practice. The result of this work is the following five-part framework.



Relationships

The Relationships component of the REACH Framework focuses on helping students experience positive and developmentally beneficial relationships with their teachers. Search Institute research is finding that young people are much more likely to develop perseverance and other character strengths when they experience relationships with adults in which five key actions regularly occur: expressing care, challenging growth, providing support, sharing power, and expanding possibility (Pekel et al., 2015).

The Relationship category encompasses insights gained from the work of other scholars, such as Robert Pianta and his colleagues (2012), who have shown that

when teachers learn to make modest efforts to form a personal connection with their adolescent students—such that students feel known—they can dramatically enhance student motivation in school and emotional functioning outside of school. (p. 365)

Effort

This category of the REACH Framework focuses on the extensive body of research that shows that the way students view their own intelligence has a powerful influence on the effort they put into in school (Dweck & Master, 2009). As Dweck and other scholars have demonstrated in numerous studies, when students have what Dweck has called “fixed mindsets,” they believe that a person’s level of intelligence is essentially fixed, even if you can learn new things.

When students have fixed mindsets, they have limited incentive to work hard in school because they perceive little potential benefit in challenging themselves. In contrast, students with what Dweck has described as “growth mindsets” do not see their intelligence as fundamentally limited, believing instead that they have the ability to get smarter with effort. As a result, they are more likely to challenge themselves and to view failure and mistakes as opportunities to learn and grow.

Aspirations

The Aspirations category helps students develop a positive view of their future possible selves and connect their ability to become those possible selves to the actions they do—or do not—take every day. Studies have shown that, despite having very high aspirations for the type of colleges they aspire to attend and the type of careers they plan to enter, many teenagers are not taking the steps they need to

take in middle and high school to realize those future goals (Schneider & Stevenson, 1999).

Fortunately, when people are presented with examples of ways that their actions in the present will affect their quality of life in the future, they respond by placing greater value on short-term actions that promote longer-term well-being (Hershfield et al., 2011). When young people have a purpose in life—defined as something that is important for the self and for others—it can be a “practical source of intense motivation” (Damon, 2008, p. 33).

Cognition

The Cognition category helps students learn to think about their own thinking. More specifically, it assesses the degree to which students are able to defer gratification in the present to achieve goals and complete tasks in the future, which studies have shown is an essential skill for success in life.

The degree to which people can exercise self-control, for example, has been linked to outcomes as diverse as overeating, alcohol and drug abuse, crime and violence, overspending, sexually impulsive behavior, unwanted pregnancy, and smoking. In the academic arena, self-control has been shown to influence course grades, achievement test scores, and high school graduation rates (Duckworth et al., 2014; Baumesiter et al, 2007; Kahneman, 2011; Mischell, 2014).

Fortunately, new studies are showing that, “adolescents can learn relatively simple self-regulation strategies that dramatically improve their ability to attain long-term academic goals” (Duckworth et al, 2011, p. 24). The REACH Strategies along with survey results provide practical instructions for utilizing several such simple self-regulation and mental toughness strategies to help them persevere in the face of challenge.

Heart

The Heart category of the REACH Framework helps students identify and better understand what they love to do. Search Institute has used the term “sparks” to describe these interests and talents that give joy and meaning to life, and our research has found that when students have a strong spark in their lives— such as a sport, a performing art, or another activity or interest—they are much more likely to be motivated and successful in school and to demonstrate other character strengths (Benson, 2008; Scales, Benson, & Roehlkepartain, 2011).

Search Institute’s current applied work in schools is also finding that when students demonstrate high motivation and strong effort in the area of their spark, but not in school, it is possible to help the young person see how the type of effort they demonstrate on the field or the stage can also help them succeed academically.

In addition to helping students think about and act on what they love to do, the Heart category of the REACH Framework also asks students to think about what they value most deeply. A series of ingenious studies have shown that when students participate in activities conducted in school that ask them to articulate and affirm their core positive values, it can significantly diminish the pressure they feel from stereotype threat. Researchers theorize that articulating values such as honesty and hard work reinforces students’ positive visions of themselves and connects those positive visions to school.

For example, those scholars suggest that after participating in a self-affirmation exercise that includes the articulation of core values, a student of color who faces real or perceived bias in school is less likely to divert mental energy toward worrying that earning a low score on a test or a poor grade in a

class will fully define his or her value as a person (Steele, 2010).

The REACH Standards

Academic standards that identify what students are expected to know and be able to do at key points in their progression through school have become an important part of U.S. education system. Educators have become increasingly familiar with various content standards and how to help students meet them. The REACH Standards provide schools with a similar set of expected outcomes in the motivational domain of social and emotional development.

The REACH Standards are based upon research conducted by respected scholars in a range of related fields, including psychology, education, and behavioral economics. They are also based on Search Institute's research on Developmental Assets, Sparks (intrinsic interests and passions), and developmental relationships.

The REACH Standards are summarized in the chart on the following page. (Detailed sources for the REACH Standards are described and carefully cited in the REACH Guidebook that schools receive along with their REACH Survey results.) There is one standard in each category of the REACH Framework.

As with academic content standards, schools decide when and how students should meet the REACH Standards. For example, one school might choose to embed one of the REACH Standards in many classes across the curriculum, while another school might concentrate efforts to help students meet that standard in a single course.

The version of the REACH Standards summarized in the chart on the next page is a first-generation set of outcomes that will be continually refined through ongoing reviews of published research, dialogue

with educators, and Search Institute's work in schools. Because key components of all five of the REACH Standards can be measured using the REACH Survey, data from that survey and other sources such as grades and graduation rates will be used to continually evaluate and improve the REACH Standards.

The REACH Strategies

The REACH Strategies are a set of techniques that schools can use to help students make progress toward the REACH Standards. Like the REACH Standards, the REACH Strategies were developed through Search Institute's applied research in schools and youth programs and through reviews of studies conducted by other scholars. And also like the REACH Standards, the REACH Strategies will be continually enhanced as Search Institute works with schools and programs across the country.

The REACH Strategies should not be seen as a new stand-alone program or a comprehensive curriculum for strengthening students' social and emotional skills. Rather, they are activities and techniques that schools can integrate into their instructional practices, student support services, school culture, parent engagement activities, and other elements of school life.

The primary objective of the REACH Strategies is to make the factors that influence academic motivation and perseverance clear and comprehensible to both educators and to the students themselves. After the educators and students understand those factors, they can and often do develop their own ways to address them. The purpose of the REACH Strategies, in short, is to build the capacity of students and educators to develop their own strategies for strengthening motivation, rather than to lead them through a series of carefully structured activities that purport to achieve that objective for them.

The REACH Standards

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| <u>R</u>elationships | Students know about the types of relationships with adults and peers that can help them grow and thrive and also know how to strengthen those developmental relationships in their lives. |
| <u>E</u>ffort | Students believe that with effort, the use of good learning strategies, and a willingness to learn from failure and mistakes they can become smarter and more successful in school. |
| <u>A</u>spirations | Students have positive visions of what they want their lives to be like in the future and know that what they do (or do not do) in the present will influence their ability to realize that vision of their possible selves. |
| <u>C</u>ognition | Students can use metacognition (thinking about their own thinking) to manage learning and to practice self-control. |
| <u>H</u>earth | Students are able to identify, reflect upon, and share what they love to do (their Sparks) and can articulate their most important values to reinforce positive identity and strengthen sense of belonging. |

There are two types of REACH Strategies that help students progress toward meeting each of the REACH Standards:

- **Anchor Activity:** A lesson, activity, or project through which students gain foundational understanding of the key ideas behind the REACH Standard.
- **REACH Techniques:** Approaches that educators use to help students transfer what they learned through the Anchor Activity to the ways they think and act in school and other areas of their lives.

Let's use the REACH Standard for the Effort category to illustrate the nature of Anchor Activities and REACH Techniques and the connection between the two. This standard focuses on a concept—growth and fixed mindsets—that is already familiar to many educators.

The Anchor Activity

The Anchor Activity for the REACH Standard in the Effort category of the REACH Framework focuses on helping students understand that the human brain is like a muscle that can get stronger with mental effort (Blackwell, Trzesniewski & Dweck, 2007). After students have come to understand that mental effort creates new neural connections in the brain and can therefore make them smarter, the Anchor Activity introduces students to the concept of a fixed mindset, in which they believe that although they can learn new things, their level of intelligence is fundamentally static and unchangeable.

This Anchor Activity also introduces students to the idea of a growth mindset, in which they do not see their intelligence as fundamentally limited and they embrace the idea that they can get smarter with effort. Students then consider why people with growth mindsets are more likely to work hard and challenge themselves and discuss whether having a growth mindset might help them make more progress in school and in other areas of their lives.

REACH Techniques

Educators use four REACH Techniques to reinforce and help students act on the Anchor Activity for the Effort category of the framework. They are:

1. **Praise for Effort and Approach:** When educators use this REACH Technique, they praise students for effort and the use of good learning strategies and avoid praising them for being naturally smart or getting the right answer quickly and easily. Praising students for inherited aptitude and getting things right with limited effort promotes a fixed mindset, while praising for effort and using good strategies promotes a growth mindset (Dweck, Walton, & Cohen, 2011).
2. **Criticize the Process Rather than the Person:** When educators use this REACH Technique, they intentionally avoid giving students critical feedback that conveys negative ideas about the students as people (such as: "I'm very disappointed in you."). Instead, they work to give students feedback that focuses on improvements that students can make in the processes they use to learn (such as: "That approach didn't work, but I am sure you can think of another way to do it next time.").

Studies by Carol Dweck and others have found that criticizing the character of a person often reinforces a fixed mindset because it suggests that the person always exhibits the behavior that prompted the criticism. In contrast, criticizing the process suggests that a different result is possible if the person acts differently the next time. In Dweck's studies, process-focused criticism has been shown to promote both persistence and higher performance (Dweck and Master, 2009; Kamins & Dweck, 1999).

3. **Set Goals for Mastery Along with Performance:** When educators use this REACH Technique, they emphasize goals for mastery along with the goals for performance. Mastery goals are goals that focus on the acquisition and development of knowledge and skills, while performance goals are goals that focus on

achieving measures of performance, such as earning a certain score on a test or a rank in a graduating class. Studies have found that students who embrace performance goals are often concerned with proving their ability, while students who set learning goals are generally focused on improving it.

Students who endorse performance goals are more likely to have a fixed mindset, while students who endorse learning goals are more likely to have a growth mindset (Dweck, Walton & Cohen, 2011). In their book, *Motivated Minds: Raising Children to Love Learning* (2001), researcher Deborah Stipek and educator Kathy Seal argue that an overemphasis on performance goals can harm both very strong and very weak students. Strong students meet the performance goals easily and conclude that challenging themselves is not necessary. Weak students may never meet the performance goals and conclude that effort is unnecessary because, as Stipek and Seal put it, “they will look stupid no matter what they do” (p. 156).

Using this REACH Technique does not mean, however, that educators abandon performance goals, which are widely used in almost every workplace and in many other areas of life. Rather, this REACH Technique encourages educators to make equal use of mastery goals, which studies have shown promote the use of more active learning techniques, such as asking questions, reviewing the material, and connecting new learning with prior learning (Stipek & Seal, 2001).

4. **Select Struggle Strategies:** Carol Dweck and other researchers and educators have highlighted a flaw in the approach that many schools and educators are taking to help students develop a growth mindset (Dweck, 2015). Dweck has observed that while many educators are doing a great job emphasizing effort, they are putting too

little emphasis (and sometimes no emphasis) on selecting good learning strategies. That is an important insight because emphasizing effort alone will not promote a growth mindset if students work hard but do not make genuine academic progress. Unsuccessful effort repeated over time will inevitably reduce the value of effort in students’ eyes.

Dweck reminds us that efforts to promote growth mindsets must emphasize effort *and* the use of good strategies for tackling difficult learning challenges. Using this REACH Technique, educators help students develop and practice a limited number of what we call “Struggle Strategies” they can use when they encounter a difficult challenge. The Struggle Strategies include:

- Proactively asking for help with specificity (as opposed to “I don’t get it”)
- Thinking out loud to identify misunderstandings and mistakes
- Breaking the problem down into smaller parts
- Brainstorming and then trying another method to solve the problem

The REACH Survey

In a review of best practices in the measurement of social and emotional skills, Duckworth and Yeager (2015) concluded that self-report surveys like the REACH Survey are, “cheap, quick, reliable, and in many cases, remarkably predictive of objectively measured outcomes” (p. 237). Three pilot studies of the REACH Survey have demonstrated promising predictive validity, with higher REACH scores correlating with better grades and intentions to attend college, and fewer class failures and suspensions. Internal consistencies were good to high among all scales in the REACH Survey. (For

those interested in the psychometric properties of the survey, alphas (α) are shown within this summary of the REACH Survey, along with the total number of survey items in each section.)

Relationships (25 items, $\alpha=.96$)

The Relationships category provides data on the degree to which students believe that their teachers:

1. Believe in them
2. Set high expectations for them
3. Stretch them to try new things and improve
4. Help them learn and grow from failures
5. Give them a voice to express their ideas
6. Respect them
7. Guide them
8. Inspire them
9. Know about and tap into their sparks (their talents and interests)

Effort (8 items, $\alpha=.81$)

The Effort category on the REACH Survey provides schools with data on the ways their students think about intelligence and effort in the following areas:

1. How much do they value mastering what they study vs. getting a good grade and recognition?
2. How much do they believe intelligence is fixed or can be changed with effort?
3. How confident are they that they can complete their academic work, or do they worry that they aren't up to the task?

Aspirations (10 items, $\alpha=.86$)

The Aspirations category examines the degree to which their students do the following:

1. Have a positive vision of themselves in the future
2. Set and work toward goals
3. Believe that they can influence what happens in their lives

Cognition (10 items, $\alpha=.93$)

The Cognition category highlights how well students think about and manage their own thinking in three important areas:

1. Maintaining focus on an issue or objective for an extended period of time
2. Delaying gratification to achieve academic success
3. Staying positive in the face of a challenge

Heart (10 items, $\alpha=.85$)

The Heart category on the REACH Survey provides schools with data on the degree to which their students do the following:

1. Develop their sparks
2. Share their sparks
3. Leverage their sparks to motivate effort in school and other areas of life

Other Measures

Students' motivation and perseverance are not, of course, determined only by their personal attitudes, abilities, and other internal factors. They are also influenced by the environments in which students live their lives.

In order to help educators understand the ways that those broader factors influence student behavior, the REACH Survey also provides schools with data on student perceptions of the following:

1. School climate (4 items, $\alpha=.70$)
2. Sense of belonging in school (3 items, $\alpha=.82$)
3. Perception of discrimination in school (3 items, $\alpha=.77$)
4. Degree to which instruction is interesting and engaging (6 items, $\alpha=.83$)
5. Degree to which instruction is culturally inclusive and affirming (3 items, $\alpha=.76$)
6. Degree to which teachers encourage students to respect other cultures (1 stand-alone item)
7. Degree to which factors outside school influence effort in school (5 items, $\alpha=.75$)

Sample Items from the REACH Survey

Below you will find examples of the statements that students respond to on the REACH Survey. Many of the questions ask students to indicate how strongly they agree with the statement or how often they do the action described in the statement. The examples below do not fully represent the types of questions that students are asked in each category. Two items are listed for each of the core categories and one item is listed for each of the additional categories.

Relationships

- My teachers help me learn from my mistakes.
- My teachers value my opinions.

Effort

- I can get smarter by working hard.
- I work hard on all assignments, even if they won't affect my grade.

Aspirations

- I try to imagine the person I want to be in the future.
- If I make a plan, I can usually make it work out.

Cognition

- Once I start on a project, I stay focused on it until I'm finished.
- I finish my schoolwork, even if there is other stuff I'd rather be doing.

Heart

- I have interests and talents that I really enjoy spending my time on.
- I try to develop my interests and talents by practicing and working on them.

School Climate

- Students are disciplined fairly at this school.

Belonging

- I can really be myself at this school.

Perceived Discrimination

- In your day-to-day life, how often do the following happen to you because of something about you? You are treated with less respect than other people.

Interesting and Engaging Instruction

- When I don't get a good grade or score, my teachers tell me specific things I can do to improve in the future.

Culturally Affirming Instruction

- My teachers encourage me to understand my own culture.

Cultural Respect

- My teachers expect me to respect the cultures of other students.

Obstacles to Perseverance

- Problems I face outside of school make it difficult to focus on my schoolwork.

How the REACH Survey is Administered and How It Can Be Used

REACH Survey: The REACH Survey is an 85-question online survey for use by youth in grades 6 to 12. The Survey provides schools with detailed data on all of the constructs included the survey. The survey is written at a 6th-grade reading level.*

Time Needed: Most high school students can complete the REACH Survey in 20 minutes or less while most middle school students can complete the REACH Survey in 30 minutes. Five minutes should be allowed to give students the instructions for completing the survey. During the pilot administrations of the REACH Survey, all students were able to complete the survey during a single class period and, in some cases, the students were able to complete the survey during a 30-minute advisory period.

Data Collection: The REACH Survey is administered through Search Institute’s online survey platform. After students have completed the survey, Search Institute analyzes the data and provides schools with an executive summary that captures key findings and a detailed report that provides schools with data on all of the questions included in the survey. The executive summary is an appropriate document to share with all members of the school community, while the detailed report has been designed for people who have the time, expertise, and interest to delve more deeply into the data.

The REACH Survey can be administered one time to capture a snapshot of students’ academic motivation and the factors that influence it. It can also be administered multiple times—such as annually—to assess change in students’ character strengths over time. In addition, the survey can be used as a tool in the evaluation of important projects and initiatives.

Report: Schools that use the research survey will receive a complete report of their data that is designed for use in planning and improvement. It includes summary data as well as drill-down data to look at patterns for particular subgroups of students.

Data from the REACH Survey will especially useful for school improvement and other purposes when it is combined with other measures of students’ effort and performance, such as grades, credits earned, growth scores on standardized achievement tests, attendance rates, discipline rates, and graduation rates. When data from those sources are combined with data from the REACH Survey, it is possible to get much better answers to a question that educators and parents find themselves asking often about teenagers: *Why do they act the way they do?*

| REACH Survey | Survey Time |
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| Middle School Students | 30 minutes |
| High School Students | 20 minutes |
| Allow an additional 5 minutes for survey administration to give instructions and answer questions | |

**An abbreviated version of the survey is available upon request*

Opportunities to Work with Search Institute

Below is a summary of the tools and services from Search Institute to support the REACH Overview. Note that the *REACH Guidebook* is included in all offerings.

INDIVIDUAL TOOLS AND SERVICES

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| | | Up to 100 surveys | \$300 |
| REACH Survey | Survey + Standard Report | More than 100 surveys | \$2.50 per survey Pricing breaks based on volume |
| REACH Workshop (Up to 35 attendees) | Six workshops on the research behind each of the five factors in the REACH Framework, plus a workshop that introduces character strengths Workshops: Introduction to REACH, Relationships, Effort, Aspirations, Cognition, and Heart | | \$3800 for each workshop (including travel) |

COMBINATION PACKAGES

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| REACH Professional Development Series | Your organization conducts the REACH Survey and your staff attends up to six workshops | Workshops: \$20,520 for six workshops (incl. 10% discount) | Surveys: Same as above with 10% discount |
| REACH Collaborative Action Planning Session* | Session to understand and use your REACH Survey data for planning and improvement. | Starting from \$3,000 for one session (including travel) | Same as above |
| The REACH Process* | A two-year partnership to strengthen the capacity of educators to help students build the competencies of the REACH Framework to improve student performance: Year 1: Professional Development Series Year 2: Improvement Science Strategies | Starting from \$30,000 - dependent on consulting details (including travel and all six workshops) | |

**The REACH Collaborative Action Planning Session and The REACH Process estimates assume one school with up to 15 administrators/staff participating*

To obtain a quote or to learn more about REACH tools and services, call 800-888-7828, Ext. 526 or email us at clientservices@search-institute.org.

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