

# Faith-Based Urban Ministry Model

## A HOLISTIC MODEL PROPOSAL

### Key Components of a holistic model

Relational Context

Spiritual and Moral Literacy

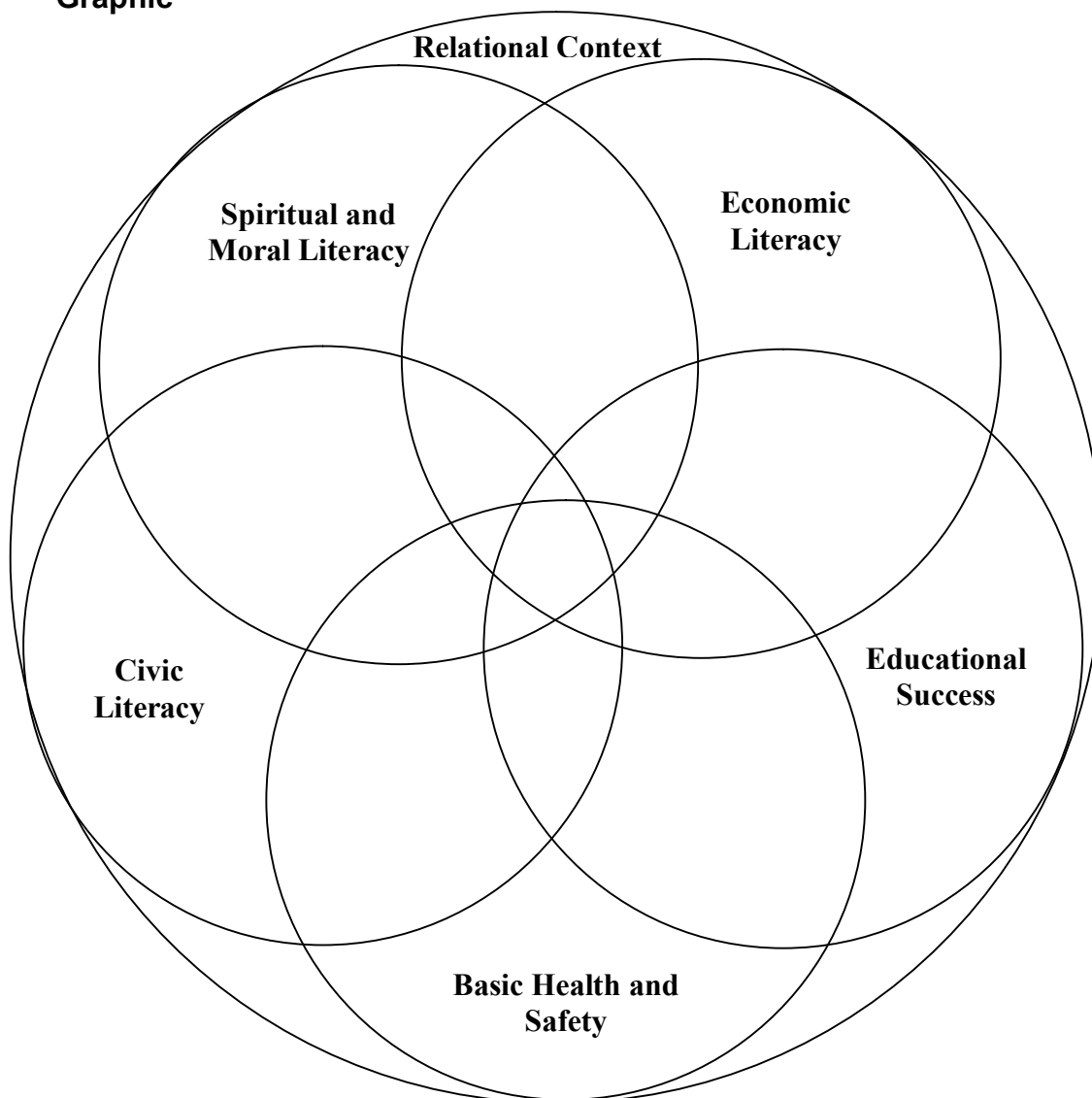
Economic Literacy

Education

Basic health and safety

Civic Literacy

### Graphic



# A COLLABORATIVE MODEL PROPOSAL

## **Why should faith-based organizations partner with faith neutral organizations?**

Prioritize the time and resources of the faith community on its unique contributions.

To do it all ourselves can be unnecessary, and therefore can unnecessarily limit the impact of the faith community.

Provide quality opportunities for people of faith to build partnerships and relationships with other service providers.

## **How should faith-based organizations partner with faith neutral organizations?**

Identify components of the holistic model that are critical to be provided by the faith community

Spiritual and Moral Literacy

Relational Context

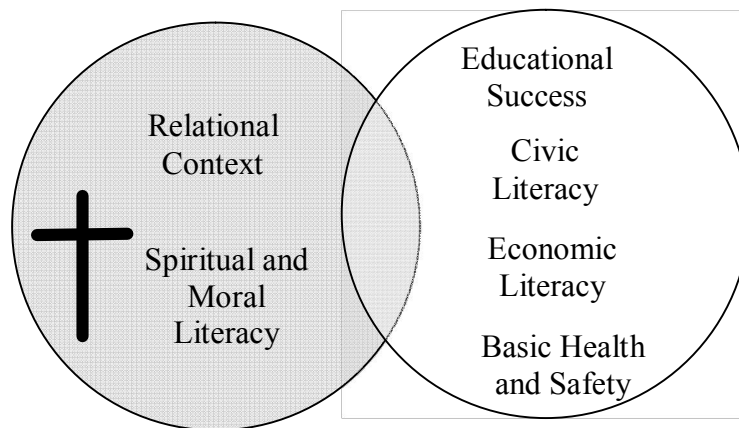
What about the rest?

Is there a collaborative partner who can adequately address the outcomes proposed by the holistic model?

Will that organization be willing to partner with a faith-based organization in providing a holistic service strategy?

Are there faith specific ideas that

## **Transformation in Partnership (inserted but not integrated yet)**



# ASSESSMENT TOOL (DRAFT)

## Relational Context (Literacy?)

	<i>(Appropriate)</i> Interpersonal Transparency	Ability to Trust	Qual & Quan of Peer Relationships	Quality of Family Relationships	Qual & Quan of *Other Adult Relationships	Values Interpersonal Community	
<b>Thriving (9-10)</b>	Initiates personal transparency and cultivates transparency in others	Consistently seeks input and able to allow that input to affect their actions	Has 7+ peer relationships. Is an initiator of pro-social activities with those friends	Initiates overt communication of love and support within the family and resolves family conflict in a healthy way	Has 5+ relationships with other adults and pursues meaningful conversation with them.	Is consistently involved in relational community and actively reaches out to include others.	
<b>Safe (7-8)</b>	Transparent upon invitation about personal issues	Willing to accept input and able to allow that to affect their actions	Has 5-7 peer relationships and participates in pro-social activities with them	Regularly demonstrates overt communication of love and support and usually resolves family conflict in a healthy way	Has 3-5 relationships with other adults and engages in meaningful conversation with them.	Is consistently involved in relational community.	
<b>Stable (5-6)</b>	Willing to talk but guarded about personal issues	Willing to listen to input and occasionally able to act on it	Has 3-5 peer relationships and participates with them in a mixture of pro-social and anti-social behaviors	Occasionally communicates love and support within the family and has some ability to resolve family conflict.	Has 2-3 relationships with other adults and occasionally engages in meaningful conversation with them	Occasionally involved in a relational community.	
<b>Prevention / Intervention Line</b>				<b>Prevention / Intervention Line</b>			
<b>Vulnerable (3-4)</b>	Reluctant to talk and avoiding discussion about personal issues	Reluctant to accept input and seldom acts on that input	Has 3-5 peer relationships and participates with them in primarily anti-social behaviors	Frequent negative and critical communication in the family and limited ability to resolve family conflict	1-2 relationships with other adults and seldom engages in meaningful conversation with them	Reluctant to participate in a relational community	
<b>In Crisis (0-2)</b>	Refusal to talk or discuss personal issues. Bearing many problems alone.	Refusal to listen to others and don't act on any input from others	0-3 peer relationships and instigates anti-social behavior with friends	Constant negative and critical communication, little to no ability to resolve family conflict and/or physical abuse	Has no meaningful relationships with other adults	Is unresponsive to invitations to be part of a relational community	Engaged in illegal sexual activity

## Basic Health & Safety (Literacy?)

	Do they feel safe?	<i>(Access)</i> to sufficient food, clothing & shelter	<i>Adequate Access to Healthcare</i>	Indicators of Abuse and/or Neglect	Disabilities	Adequate Access to Mental Health Support	Appropriate Use of Drugs and Alcohol
<b>Thriving (9-10)</b>					Disabilities Identified and Assistance Accessed		
<b>Safe (7-8)</b>							
<b>Stable (5-6)</b>							
<b>Prevention / Intervention Line</b>				<b>Prevention / Intervention Line</b>			
<b>Vulnerable (3-4)</b>							
<b>In Crisis (0-2)</b>							

## Need to find a place for “Appropriate Sexuality”

### *Spiritual/Moral Literacy*

	Seeker of Truth	Knowledge of Truth	Acceptance of Truth or Personal Faith	Demonstrates Personal Responsibility	Cultivating Relationship w/ God	Demonstrates Godly Character	Disciple/Mentor Others
<b>Thriving (9-10)</b>							
<b>Safe (7-8)</b>							
<b>Stable (5-6)</b>							
<b>Prevention / Intervention Line</b>				<b>Prevention / Intervention Line</b>			
<b>Vulnerable (3-4)</b>							
<b>In Crisis (0-2)</b>							

### *Economic Literacy*

	Job Skills - Soft	Job Skills - Hard	Employment Status	Employment Retention (History)	Income meets expenses	Money Management Skills & Tools	Gives to help meet the needs of others
<b>Thriving (9-10)</b>							
<b>Safe (7-8)</b>							
<b>Stable (5-6)</b>							
<b>Prevention / Intervention Line</b>				<b>Prevention / Intervention Line</b>			
<b>Vulnerable (3-4)</b>							
<b>In Crisis (0-2)</b>							

### *Educational Success, Learning Skills Literacy*

	Age Appropriate Academic Ability (3 R's)	Age Appropriate Academic Success (3 R's)	Study / Learning Skills	Values Life Long Learning	Tutoring or Teaching others		
<b>Thriving (9-10)</b>							
<b>Safe (7-8)</b>							
<b>Stable (5-6)</b>							
<b>Prevention / Intervention Line</b>				<b>Prevention / Intervention Line</b>			
<b>Vulnerable (3-4)</b>							
<b>In Crisis (0-2)</b>							

**Civic Literacy**

	Pro-social Conflict Res. Skills	Pro-social Collaboration Skills	Able to problem solve (navigate) in Systems	Understands Diversity & Cultural Issues	Understands & Values civic Participation	Serves others in Civic or social efforts	
<b>Thriving (9-10)</b>							
<b>Safe (7-8)</b>							
<b>Stable (5-6)</b>							
<b>Prevention / Intervention Line</b>				<b>Prevention / Intervention Line</b>			
<b>Vulnerable (3-4)</b>							
<b>In Crisis (0-2)</b>							