

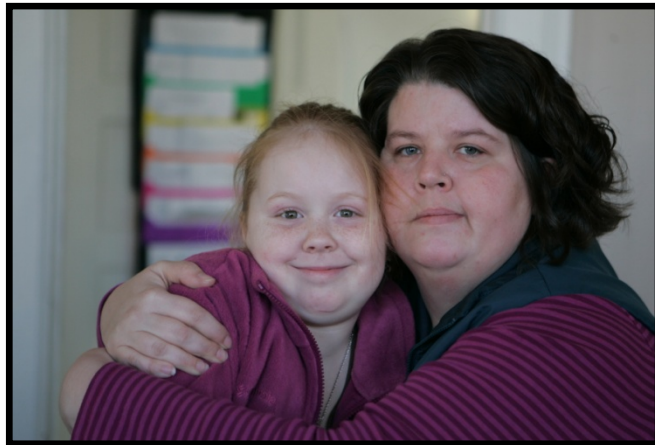


Friends of the Children – Portland

Annual Evaluation

July 2008 – June 2009

Service Delivery Report



Submitted to:

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This report is the second of a series of five reports focusing on the 2008-09 program year:

1. Milestones and Long-Term Program Outcomes
- 2. Service Delivery**
3. Historical Attributes of the *FOTC*-Portland Youth Population
4. *FOTC* Adolescents
5. Education

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DESCRIPTION OF *FRIENDS OF THE CHILDREN* – PORTLAND SERVICES

Program Services

Friends spend at least 4 hours per week in one-on-one or structured group activities with each child.

In the context of the youth-*Friend* relationship, *Friends*:

- Set positive goals and expectations
- Teach life skills
- Model healthy behaviors and problem-solving skills
- Instill positive attitudes
- Nurture interests and talents
- Expose youth to new experiences
- Engage in community service activities

Examples of youth-*Friend* activities:

- Arts & crafts
- Cooking
- Outdoor activities (e.g., hiking, beach outings)
- Attend events (e.g., concerts, theater)
- Doing chores
- Playing together
- Reading

Program Description

Friends of the Children chapters work with those children and youth who are very likely to have been abused or neglected at home, and who are most in danger of school failure, juvenile delinquency, gang and drug involvement and teenage pregnancy. *Friends of the Children* provides full-time, paid adult mentors, called *Friends*, to ensure that each child has at least one positive, consistent, and supportive adult in his or her life.

The *Friends of the Children* – Portland program is an intensive, relationship-based K through 12th grade mentoring program for high risk urban youth. Following best practice models, the organization employs carefully screened, full-time paid mentors who receive ongoing support and training (Smith, 2004). The program selects kindergarten children based upon a targeted assessment process, described in the next section, *Recruitment*, which includes 6 to 8 weeks of classroom observation and input from school staff. *Friends of the Children* – Portland makes a long-term commitment to each child, who receives program support through high school (Sloboda, 1997).



Program Innovations

The *FOTC* – Portland program strives to continually improve its services to meet the changing needs of its youth population. The following program innovations have been implemented in the past several years.

RANDOMIZED CONTROL TRIAL

In August 2007, the National Institute of Child Health and Development (NICHD) awarded \$2.9 million to Oregon Social Learning Center (OSLC) and Public Private Ventures (P/PV) to conduct the first 5-year phase of a longitudinal, randomized controlled trial of the *Friends of the Children* program. *Friends of the Children* – Portland is one of four *FOTC* chapters to participate in the study in which 256 highly vulnerable children were enrolled and randomly assigned to a control group or to a match with a *Friend*. Selection of study children will occur over a 2-year period and began in spring of 2008. This longitudinal study is designed to determine the efficacy of the *Friends* model through the most rigorous means possible, as well as address critical gaps in mentoring research including the need to: 1) examine the characteristics and qualities of successful mentoring relationships and how they relate to youth outcomes, 2) follow the progress of mentored children for more than one year, and 3) study the impact of mentoring that exclusively targets youth identified as highest risk for long-term negative outcomes.



CAMP FRIENDS

Summer 2009 marks the sixth year of *Camp Friends*, a 2-week day camp for elementary school children, put on in collaboration with George Fox University. *Camp Friends* for middle school youth is in its fourth year and is now three separate camps: 1) a 2-week camp targets our lowest achieving adolescents and focuses on reading and writing skills development; 2) staff from Oregon Children's Theater come together to deliver a one-week performance-based camp; and 3) an outdoor exploration week. Overall, in 2009, 117 youth were served these camps.

RISK ASSESSMENT

Since 2007-08 program year, the *FOTC* – Portland program has employed a risk assessment to evaluate appropriate services, referrals and follow-up intervals for youth that are engaging in risky behavior. The assessment covers key individual and environmental factors for evaluating threat of harm to self or others. Progress with youth is monitored in a weekly Child Services meeting that takes place the day following a meeting in which *Friends* meet with supervisors to discuss success and challenges encountered while working with youth. The risk assessment process is managed by the Child Services Manager (a licensed social worker) and allows the program to take a more preventative approach to managing risk.

ADOLESCENT PROGRAMMING

Friends of the Children – Portland prides itself on being responsive to the individual and collective needs of the youth they serve. As youth move into adolescence, one-on-one contact with *Friends* started to decrease. In response to this trend, the *FOTC* – Portland program adjusted its approach to service delivery for adolescents to foster engagement and keep them on track for success in the program and in life. Supervised, group-based activities for program adolescents were implemented in 2005 to leverage positive peer relationships and supplement the one-on-one time spent with a *Friend*.

Adolescents needed specific, age-appropriate support to build skills that will prepare them for a successful life

beyond high school and involvement with the program. *FOTC* - Portland developed a team of specialized *Adolescent Friends* with training and experience in issues facing teens.

Adolescent Friends are now in their second year, a position that requires a specialized skill set to meet the developmental needs of the adolescent age group. At 6th grade, the majority of program children enter a Ritualized Transition period when they are thoughtfully transitioned to an *Adolescent Friend* and begin to participate in formal group programming. This innovation grew from *Friends'* insight that it was necessary to engage and support program adolescents through relationships with adult role models and positive peer networks at a time when peer influence is great.

DESCRIPTION OF 2008-09 PROGRAM YOUTH

There were 302 active *Friends of the Children* youth during the 2008-09 school year.

Gender

- ✓ 49% boys (149)
- ✓ 51% girls (153)

Race/ethnicity

- ✓ 51% African American (154)
- ✓ 30% Caucasian (90)
- ✓ 9% Multiracial (27)
- ✓ 8% Hispanic (24)
- ✓ 1% Native American (3)
- ✓ 1% Other (4)

Age

- ✓ Ranged from 7 to 19 years old
- ✓ Average age = 11.5 years old

Grade

- ✓ 60% 1st – 5th graders (183)
- ✓ 19% 6th – 8th graders (56)
- ✓ 21% 9th grade and older (64)



There has not been a significant change in the demographic profile of *FOTC* youth over the past 5 program years.

Please see Section B in the Technical Appendix for a complete description of the evaluation activities and survey response rates for the 2008-09 evaluation.

Reasons for Exit

During program year 2008-09, 26 youth exited before graduating from the *FOTC* – Portland program. On average, these youth were in the program for 5 years before exiting. The reasons for exit were:

1. Moved from the Portland metro area – 65% (17)
2. Withdrawn by parent/guardian/foster parent – 27% (7)
3. Withdrawn by child – 4% (1)
4. Other – 4% (1)

Response Rates

An 80% response rate is a common threshold suggesting that the sample is representative of the overall population. The table below presents the response rates for all of the surveys administered. In 2008-09, it is reasonable to assume that *Friends'* reports of children and adolescents provide a good estimate of the overall *FOTC* youth population. However, response rates for adolescents, parents/guardians, and teachers represent approximately two-thirds of *FOTC* youth and therefore may not be representative of entire *FOTC* youth population. If the responding adolescents, parents/guardians, and teachers were more engaged or involved in the program (as is typical of those who respond versus those who do not), outcomes from these reporters may be more positive than if all *FOTC* youth had been represented.

2008-09 Response Rates

Data source	Total # of youth	Total # of valid completed surveys (%)
1. <i>Friends'</i> Assessment of Younger Children	182	169 (92%)
2. <i>Friends'</i> Assessment of Adolescents	120	104 (86%)
3. Adolescent Self-Report Questionnaire	120	76 (63%)
4. Parent/Guardian Survey	302	201 (67%)
5. Teacher Observation of Child Adaptation –Revised (TOCA-R; 1 – 8 th graders only)	238	142 (60%)

QUANTITY OF SERVICES PROVIDED

This section contains a table summarizing the average amount of time spent with youth between July 1, 2008 and June 30, 2009 (excluding January 2009 due to corrupted electronic files), as well as differences according to:

- grade (1st – 5th, 6th – 8th, 9th and older)
- gender

- race/ethnicity (African American, Caucasian, Other)
- compared to the last 5 program years

For a description of the analysis plan for this report and how group comparisons were determined, see Section C of the Technical Appendix.

Time Spent with Youth	Sample Size	Finding	Group differences	Change over time
Total Average Monthly Service Hours	300	Youth received an average of 15.6 monthly service hours	No	N/a
Average Monthly Hours Spent: Social & Emotional Development	300	An average of 8.2 hours were spent on Social & Emotional Development each month (55% of time spent with <i>Friend</i>)	Youth of other ethnicities received more social & emotional development services hours than Caucasian youth	Significant increase in percentage of time spent on social & emotional development between 2004-05 and 2006-07
Average Monthly Hours Spent: Making Good Choices	300	An average of 1.9 hours were spent on Making Good Choices each month (13% of time spent with <i>Friend</i>)	<ul style="list-style-type: none"> • <i>Friends</i> spent more time on making good choices with girls than boys • <i>Friends</i> spent more time on making good choices with 6th-8th graders, and less time with 1st-5th graders 	No

Time Spent with Youth	Sample Size	Finding	Group differences	Change over time
Average Monthly Hours Spent: School Success	300	An average of 2.3 hours were spent on School Success each month (15% of time spent with <i>Friend</i>)	<i>Friends</i> spent more time on school success with 1 st -5 th graders	No
Average Monthly Hours Spent: Improved Health Care	300	An average of 1.4 hours were spent on Improved Health Care each month (9% of time spent with <i>Friend</i>)	<i>Friends</i> spent more time on improved health with boys than girls	Significant decrease in percentage of time spent on health between 2004-05 and 2005-06
Average Monthly Hours Spent: Plans & Skills for the Future	300	An average of 1.2 hours were spent on Plans & Skills for the Future each month (8% of time spent with <i>Friend</i>)	<i>Friends</i> spent less time on plans and skills for the future with 1 st -5 th graders	No

Note. Hours spent with youth were collected and compiled by the *FOTC* – Portland program. Hours presented in this table were based on services provided between June 2008 and July 2009. Hours of service delivery in January 2009 were lost due to corrupted data files and therefore were not included in these estimates.

Gender Differences in Time Spent

Indicator	All Youth	Boys	Girls	Finding
Average Monthly Hours Spent: Making Good Choices	1.9 (300)	1.7 (148)	2.2 (152)	<i>Friends</i> spent more time on making good choices with girls
Average Monthly Hours Spent: Improved Health Care	1.4 (300)	1.6 (152)	1.1 (152)	<i>Friends</i> spent more time on improved health care with boys

Note. The table presents average service hours and the number of youth in each group (*n*). All of the differences reported in this table were determined using *t*-tests ($p < .05$).

Grade Differences in Time Spent

Indicator	All Youth	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
Average Monthly Hours Spent: Making Good Choices	1.9 (300)	1.7 (181)	2.7 (55)	2.0 (64)	<i>Friends</i> spent more time on making good choices with 6 th -8 th graders, and less time with 1 st – 5 th graders
Average Monthly Hours Spent: School Success	2.3 (300)	3.2 (181)	1.0 (55)	0.9 (64)	<i>Friends</i> spent more time on school success with 1 st -5 th graders
Average Monthly Hours Spent: Plans & Skills for the Future	1.2 (300)	0.9 (181)	1.4 (55)	1.6 (64)	<i>Friends</i> spent more time on plans & skills for the future with youth in grades 6 and higher

Note. The table presents average service hours and the number of youth in each group (*n*). All of the differences reported in this table were determined using Analysis of Variance (ANOVA) and Bonferroni post hoc comparisons ($p < .05$).

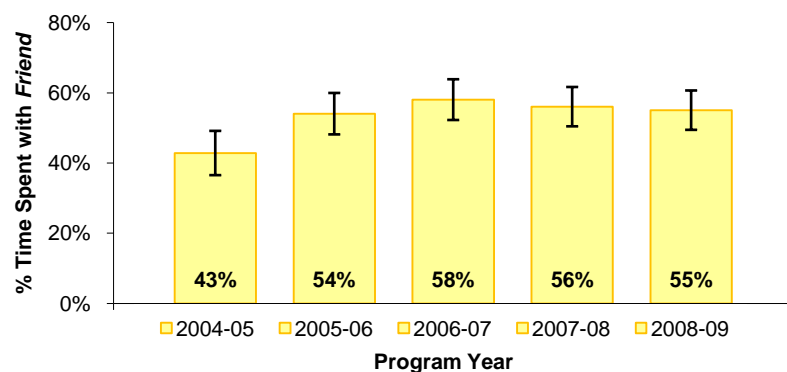
Racial/Ethnic Differences in Time Spent

Indicator	All Youth	African American	Caucasian	Other	Finding
Average Monthly Hours Spent: Social & Emotional Development	8.2 (300)	8.5 (154)	7.1 (90)	8.9 (56)	<i>Friends</i> spent more time on social & emotional development with African American and youth of other ethnicities

Note. The table presents average service hours and the number of youth in each group (*n*). All of the differences reported in this table were determined using Analysis of Variance (ANOVA) and Bonferroni post hoc comparisons ($p < .05$).

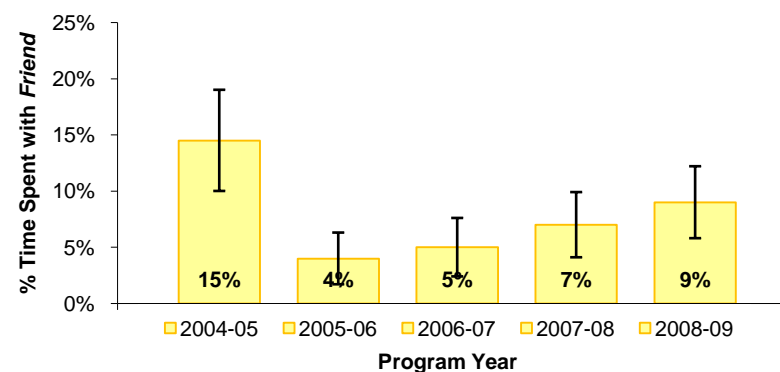
Changes in Quantity of Service Provided Over the Past 5 Years

Figure 1. Changes in Percentage of Time Spent on Social & Emotional Development



Note. Percentages are based on 231 youth from 2004-05, 273 from 2005-06, 279 from 2006-07, 298 from 2007-08, and 300 from 2008-09. The only significant difference shown occurred between program years 2004-05 and 2008-09. The same youth are not represented in each program year.

Figure 2. Changes in Percentage of Time Spent on Improved Health Care



Note. Percentages are based on 231 youth from 2004-05, 273 from 2005-06, 279 from 2006-07, 298 from 2007-08, and 300 from 2008-09. The only significant difference shown occurred between program years 2004-05 and 2008-09. The same youth are not represented in each program year.

Summary of Changes in Quantity of Service Provided

- Over the past 5 years, *Friends* have consistently served youth an average of 15 to 16 hours per month.
- Time spent on social and emotional development increased significantly between 2004-05 and 2006-07 and has remained at that level.
- Time spent on improved health care decreased significantly between 2004-05 and 2005-06, and has been steadily increasing.



Summary of Quantity of Service Provided

Friends of the Children spent a total of 46,764 hours serving 300 youth (indirect and direct service hours from *Friends*) between July 1, 2008 and June 30, 2009 (excluding January 2009¹). Ninety-nine (99) cents also spent hundreds of tional hours in adolescent gramming (e.g., Friday at Friends, Teen Space).

Average Monthly Time Spent with Youth. Each month, youth received an average of 15 hours of direct service time with their *Friend*, but this ranged from 0.5 to 48 hours. It should be noted that time spent with *Friends* is individualized depending on a particular youth's needs and may vary considerably from month to month. One reason that youth received fewer service hours from *Friends* is that they were not active in the program for a variety of reasons (e.g., they were not in school and working, incarceration, high degree of mobility).



Time Allocations. *Friends* spent approximately half of their time with youth on social and emotional development (55%). Time spent on social and emotional development increased significantly since 2004-05. The remaining time was spent on school success (15%), making good choices (13%), improved health care (9%), and plans and skills for the future (8%). Time spent on improved health care dropped significantly between 2004-05 and 2005-06, but has been increasing steadily since then.

Group Differences in Time Spent. Caucasian youth spent less time with their *Friends* focused on social and emotional development than other youth. *Friends* spent more time on making good choices with girls and 6th – 8th graders. More school success hours were devoted to 1st – 5th graders. *Friends* spent more time on health care with boys, and on plans and skills for the future with youth in grades 6 and older.

¹ Service hours data for January 2009 were corrupted and lost.

QUALITY OF SERVICES PROVIDED

This section contains a series of tables with information about the quality of services provided in terms of:

1. **Quality of relationships**
2. **Effort required to develop and maintain relationships**
3. **FOTC's perceived influence on children**
4. **FOTC's perceived influence on school**

The tables also indicate whether quality of services provided differed according to:

- grade (1st – 5th, 6th – 8th, 9th and older),
- gender, and
- race/ethnicity (African American, Caucasian, Other).

Also included in the tables is whether each indicator of service quality has changed over the past 5 program years.

For a description of the analysis plan for this report and how group comparisons were determined, see Section B of the Technical Appendix. For more detailed findings, see Section E of the Technical Appendix, which shows response frequencies for each item on each survey (*Friend* Report of Younger Children, *Friend* Report of Adolescents, Adolescent Self-Report, Teacher Report, and Parent/Guardian Report).

Indicator	Reporter	Sample size	Finding	Group differences	Change over time
Quality of Youth-Friend Relationship	<i>Friend</i>	266	81% (215) of Friends had <i>good</i> or <i>excellent</i> relationships with their youth	1 st – 5 th graders had higher quality relationships with <i>Friends</i> than 6 th – 8 th graders	No
	Adolescent	75	91% (68) of adolescents had a <i>good</i> or <i>excellent</i> relationship with their <i>Friend</i>	No	No (item asked in 2007-08 and 2008-09 only)

Indicator	Reporter	Sample size	Finding	Group differences	Change over time
Quality of Youth-Friend Relationship	Adolescent	76	96% (73) of adolescents trusted their <i>Friend</i> (yes or YES!)	African American & Caucasian youth more strongly agreed that they trusted their <i>Friend</i>	No
		76	91% (69) of adolescents' lives changed for better since receiving a <i>Friend</i> (yes or YES!)	No	No
		76	90% (68) of adolescents believed their <i>Friend</i> pays attention (yes or YES!)	No	No
		76	95% (72) of adolescents reported that their <i>Friend</i> says nice things (yes or YES!)	No	No
		75	93% (70) of adolescents thought their <i>Friend</i> supports them (yes or YES!)	African American & Caucasian youth more strongly agreed that their <i>Friend</i> supported them	No
		76	94% (71) of adolescents had their <i>Friend</i> help them think through solutions (yes or YES!)	No	No
		76	95% (72) of adolescents reported that their <i>Friend</i> always does what s/he says (yes or YES!)	Caucasian youth more strongly agreed that their <i>Friend</i> does what s/he says s/he will do than youth of other ethnicities	No

Indicator	Reporter	Sample size	Finding	Group differences	Change over time
Quality of Youth-Friend Relationship	Adolescent	75	85% (64) of adolescents saw their <i>Friend</i> at least once a week (yes or YES!)	Boys more likely to see their <i>Friend</i> every week	No
		76	80% (61) of adolescents went to their <i>Friend</i> for advice (yes or YES!)	No	No
	Parent/Guardian	190	99% (189) of youth had a good relationship with their <i>Friend</i> (yes or YES!)	1 st – 5 th graders had higher quality relationships with their <i>Friends</i> than 6 th – 8 th graders	No
Effort Required to Develop or Maintain Relationship	<i>Friend</i>	269	44% (119) of youth required a lot of effort from their <i>Friend</i> to develop or maintain their relationship	6 th – 8 th graders required more effort to develop or maintain a relationship than 1 st – 5 th graders	No
Quality of Parent/Guardian-Friend Relationship	<i>Friend</i>	269	77% (206) of youth had good or excellent parent/guardian-Friend relationships	1 st – 5 th graders had higher quality parent/guardian-Friend relationships	No
Quality of Parent/Guardian-Friend Relationship	Parent/Guardian	184	95% (174) of parents/guardians reported good or excellent relationships with their child's <i>Friend</i>	1 st – 5 th & 9 th – 12 th graders' parents/guardians had higher quality relationships with their child's <i>Friend</i>	No (item asked in 2007-08 and 2008-09 only)

Indicator	Reporter	Sample size	Finding	Group differences	Change over time
FOTC Influence on Child	Parent/ Guardian	190	99% (189) of youth had <i>Friends</i> that were a positive influence (yes or YES!)	9 th – 12 th graders' parents/guardians more strongly agreed that <i>Friends</i> had a positive influence on than parents/guardians of 6 th – 8 th graders	No
		190	99% (189) of parents/guardians were glad their child was in <i>FOTC</i> (yes or YES!)	No	No
		189	98% (186) of youth had parents/guardians who believed their child's life has changed for better (yes or YES!)	No	No
FOTC Influence on Milestones	Parent/ Guardian	188	98% (185) Social & emotional development (yes or YES!)	No	No (item asked in 2007-08 and 2008-09 only)
		188	98% (185) Making good choices (yes or YES!)	No	No (item asked in 2007-08 and 2008-09 only)
		188	95% (179) School success (yes or YES!)	1 st – 5 th and 9 th – 12 th graders' parents/guardians more strongly agreed that <i>FOTC</i> influenced their child's school success	No (item asked in 2007-08 and 2008-09 only)

Indicator	Reporter	Sample size	Finding	Group differences	Change over time
FOTC Influence on Milestones	Parent/ Guardian	184	88% (161) Health care (yes or YES!)	Girls' parents/guardians more strongly agreed that <i>FOTC</i> had an influence on their child's health care	No (item asked in 2007-08 and 2008-09 only)
		190	99% (189) Plans & skills for the future (yes or YES!)	No	No (item asked in 2007-08 and 2008-09 only)
FOTC Influence on School	Teacher	112	73% (82) of youth had teachers who agreed that <i>Friends</i> in the classroom were supportive (<i>somewhat agree</i> or <i>mostly agree</i>)	No	No
		109	34% (34) of youth had teachers who agreed that <i>Friends</i> in the classroom helped manage behavior (<i>somewhat agree</i> or <i>mostly agree</i>)	Caucasian youths' teachers more strongly agreed that <i>Friends</i> helped to manage classroom behavior	Decline in likelihood that teachers agreed that <i>Friends</i> helped manage classroom behavior since 2007-08
		110	60% (66) of youth had teachers who agreed that <i>Friends</i> in the classroom benefitted the class (<i>somewhat agree</i> or <i>mostly agree</i>)	No	No

Indicator	Reporter	Sample size	Finding	Group differences	Change over time
FOTC Influence on School	Teacher	140	56% (78) of youth had teachers who agreed that there were noticeable improvements in students' school performance (<i>somewhat agree or mostly agree</i>)	No	No

Notes. Change over time on items taken from the Adolescent Self-Report Survey should be interpreted with caution because 6th graders were included in the adolescent self-report sample for the first time in 2007-08. See Section E of the Technical Appendix for answers (% , *n*) in each response category.

Gender Differences in Quality of Services

Indicator	Reporter	All Youth	Boys	Girls	Finding
Relationship Quality – See Friend Once a Week	Adolescent	3.4 (75)	3.6 (30)	3.2 (45)	Boys more likely to have seen their <i>Friend</i> once a week
FOTC Most Significant Influence – Health Care	Parent/Guardian	3.3 (184)	3.2 (85)	3.4 (99)	Girls' parents/guardians more strongly agreed that <i>FOTC</i> had an influence on their child's health care

Note. The table presents average ratings and the number of youth in each group (*n*). Bold numbers indicate a statistically significantly higher average rating. The difference reported in this table was determined using a *t*-test ($p < .05$).

Grade Differences in Quality of Services

Indicator	Reporter	All Youth	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
Quality of Youth-Friend Relationship	Friend	3.1 (266)	3.2 (164)	2.9 (47)	3.1 (55)	1 st – 5 th graders had higher quality relationships with their <i>Friends</i> than 6 th – 8 th graders
	Parent/Guardian	3.8 (190)	3.9 (126)	3.6 (31)	3.8 (33)	1 st – 5 th graders had higher quality relationships with their <i>Friends</i> than 6 th – 8 th graders
Effort Required to Develop or Maintain Relationship	Friend	2.4 (269)	2.3 (166)	2.6 (48)	2.4 (55)	6 th – 8 th graders required more effort to develop or maintain a relationship than 1 st – 5 th graders
Quality of Parent/Guardian-Friend Relationship	Friend	3.0 (269)	3.2 (166)	2.8 (48)	2.8 (55)	1 st – 5 th graders' parents/guardians had higher quality relationships with <i>Friends</i>
	Parent/Guardian	3.5 (184)	3.6 (121)	3.1 (30)	3.6 (33)	6 th – 8 th graders' parents/guardians had lower quality relationships with <i>Friends</i>
Friend Positive Influence on Child	Parent/Guardian	3.9 (190)	3.9 (126)	3.7 (31)	4.0 (33)	9 th – 12 th graders' parents/guardians more strongly agreed that <i>Friends</i> had a positive influence on their child than parents/guardians of 6 th – 8 th graders
FOTC Influence – School Success	Parent/Guardian	3.6 (188)	3.6 (126)	3.3 (31)	3.6 (31)	1 st – 5 th and 9 th – 12 th graders' parents/guardians more strongly agreed that FOTC influenced their child's school success

Note. The table presents average ratings and the number of youth in each group (*n*). Bold numbers indicate statistically significantly higher average ratings. All of the statistically significant differences reported in this table were determined using Analysis of Variance (ANOVA) and Bonferroni post hoc comparisons ($p < .05$).

Racial/Ethnic Differences in Quality of Services

Indicator	Reporter	All Youth	African American	Caucasian	Other	Finding
Relationship Quality – Trust <i>Friend</i>	Adolescent	3.6 (76)	3.7 (43)	3.8 (22)	3.1 (11)	African American & Caucasian youth more strongly agreed that they trusted their <i>Friend</i> than youth of other ethnicities
Relationship Quality – <i>Friend</i> Support	Adolescent	3.6 (75)	3.7 (42)	3.7 (22)	2.9 (11)	African American & Caucasian youth more strongly agreed that their <i>Friend</i> supported them than youth of other ethnicities
Relationship Quality – <i>Friend</i> Does What S/he Says S/he Will Do	Adolescent	3.5 (76)	3.5 (43)	3.7 (22)	3.1 (11)	Caucasian youth more strongly agreed that their <i>Friend</i> does what s/he says s/he will do than youth of other ethnicities
FOTC Influence on School – <i>Friend</i> Helps Manage Class	Teacher	3.1 (109)	2.9 (55)	3.5 (35)	2.9 (19)	Caucasian youths' teachers more strongly agreed that <i>Friends</i> helped to manage classroom behavior

Note. The table presents average ratings and the number of youth in each group (*n*). Bold numbers indicate statistically significantly higher average ratings. All of the statistically significant differences reported in this table were determined using Analysis of Variance (ANOVA) and Bonferroni post hoc comparisons ($p < .05$).

Changes in Quality of Services Over the Past 5 Years

There were generally no changes in service quality over the past 5 years with the exception of one trend (not statistically significant): The proportion of 1st – 8th grade teachers

who agreed that having a *Friend* in the classroom helped manage students' behavior decline somewhat from 48% in 2007-08 to 34% in 2008-09.

Summary of Quality of Services

The vast majority of youth, *Friends*, teachers, and parents/guardians reported having high quality relationships with each other:

- 4 in 5 *Friends* had good or excellent relationships with their youth
- 9 in 10 adolescents reported having good or excellent relationships with their *Friend*
- 3 in 4 children's parents/guardians had good or excellent relationships with their child's *Friend*
- 3 in 4 children had teachers who agreed that *Friends* in the classroom were supportive

Quality of relationships differed according to gender, grade, and race/ethnicity.

Gender. Girls had parents/guardians that more strongly agreed that *Friends* influenced their child's health care and female adolescents less strongly agreed that they saw their *Friend* at least once a week.

Grade. According to *Friends* and parents/guardians, 1st – 5th graders were more likely to have good or excellent relationships with their *Friends*. *Friends* also reported having higher quality relationships with parents/guardians of 1st –

5th graders. 6th – 8th graders experienced more difficulties. It took more fort to develop a relationship with 6th – 8th graders, possibly due to their change in *Friends* at this time. Parents/guardians of 6th – 8th graders also reported having lower quality relationships with their child's *Friend*, and less strongly agreed that *Friends* had a positive fluence on their child and their child's school success.

Race/ethnicity. Adolescents of other ethnicities less strongly agreed that they trusted their *Friend* and that their *Friend* supported them. Caucasian youth more strongly agreed that their *Friend* does what s/he says s/he will do. Caucasian youth's teachers more strongly agreed that *Friends* help them to manage students' behavior in their classrooms.



CUSTOMER SATISFACTION

Parent/Guardian Feedback

The Parent/Guardian Survey asked for open-ended feedback regarding how the *FOTC* – Portland program can be improved or any additional comments. About half of the parents/guardians' ($n = 98$) provided feedback.

PROMOTES HIGH QUALITY RELATIONSHIPS

"[Friend] has been a very positive stable person in [Child]'s life. I know [Child] values his relationship with [Friend]. [Child] looks up to him."

"[Child]'s mentor has been a very positive role model in her life. I appreciate all that has been imparted into [Child]'s life as a result of her participation in *Friends*."

"We are very pleased with [Friend]. We look at him like the big brother [Child] doesn't have. [Friend] is like a family member. We trust him completely. [Friend] is our inside ears to the things [Child] would not share with us (priceless)."

"[Friend] and I have a good relationship and we can usually talk about anything. I like how good she and my daughter get along."

"I can talk to [Friend] about anything and I feel like she really cares about my family and our well-being."

"I appreciate [Friend]'s open and honest dialogue and flexibility."



"[Friend] has been there for all of our family, not just [Child]. She is the other parent in our house. When [Child] has me so upset it's [Friend] I call. Let it be day, night, Saturday or Sunday I know she will answer and help me through it."

BEHAVIORAL AND EMOTIONAL IMPROVEMENTS IN CHILDREN

"Since my child has attended *Friends* she has had a better outlook about life."

"Since being a part of *Friends* she has improved emotionally in a positive way. I can tell she has a great relationship with [Friend] and appreciates the time spent as well as we do."

"[Child] is becoming more responsible at home and he is starting to care more about his future. [Friend] makes [Child] think about the important things in life, like finishing school and going to college. *Friends* has made [Child] more outgoing and loving towards me."

"Over the years [Child] has grown in leaps and bounds. We appreciate [Child]'s growth and the support he gets through her engagement in *Friends*. [Friend] is helpful in her planning efforts where [Child]'s concerned. Things have been in turmoil for our family and my son's *Friend* has been a constant positive influence in his life."

"*Friends* has given [Child] lots more confidence in herself."

"I believe [Child] is more stable emotionally because of their relationship."

"*Friends* have built my daughter's self-awareness, confidence and even her listening skills."

"[*Friend*] is instilling great, thoughtful qualities in my daughter."

"Our lives have been more positive and successful with [*Friend*]'s help, influence and guidance. We would not be the same without him. [*Friend*] has shown great patience, commitment and concern. He works very well with [Child] and gets [Child]'s mind on the right track and problem solving. [*Friend*] has brought structure, consistency, trust, value, spirituality, discipline and just the all around positive male role model into our family."

"[*Friend*] has seen, and has been a part of watching [Child] develop into a happy, polite, and caring little boy."

"*Friends* has helped [Child] with his social skills and helped him come out of his shell more."

"[*Friend*] does a great job helping [Child] with trying to correct behavior barriers."

PROGRAM HANDLES CHALLENGES WELL

"My [Child] got a new friend the beginning of this school year. It was a difficult transition from [*Friend 1*] to [*Friend 2*]. Even after [*Friend 1*] left, he continued to check in and help facilitate the transition. After a leave of absence, I was

happy that [*Friend 2*] immediately worked to reestablish the relationship with my son."

"My child and I were worried about the switch in *Friends*. The *Friend* she had prior was with us for 5 years. Now she's an adolescent so she moved to a new mentor. My child and I are very glad that we have the *Friend* she has now. My child feels more comfortable with her new *Friend* and feels that she has a great relationship with her *Friend* also. I feel I have a better relationship with my child's new *Friend* than her previous *Friend*."

"I appreciate that [*Friend*] includes [Child]'s younger sister in some of the activities she does with her."

"We had to move and when we returned we called [*Friend*] to see if we can get back in *Friends*, and our *Friend* got us back in *Friends*."

EXPANDS CHILDREN'S HORIZONS

"My son has opportunities he wouldn't necessarily have without being involved in *Friends*."

"My child gets to do more things than I am able to afford. The activities are things I would do with my child if my finances were better. This allows my child to get out more, and experience a lot more."

"He has had increased opportunities."

"I appreciate that [*Friend*] takes [Child] to places that incorporate nature and physical activities."

"[Child] also gets to go a lot of places with [*Friend*] that I can't afford to take him, and that makes [Child]'s life more fulfilling."

"My daughter has been exposed to many things that I believe are helping to mold her into a wonderful caring young person."

CHILD NEEDS MORE TIME WITH *FRIEND*

"My child does not see her *Friend* as much as she would like to. She has had three different *Friends* since being in this program. She has told me many times that she saw more of her other *Friends* than the current *Friend*. She just doesn't seem to be getting the same thing from her current *Friend*."

"Last year was a big help from *Friends*, but this year was a little less. [Child] didn't get to spend much time with [*Friend*]. [Child] has been wanting to play more with his friends."

"I would like to have more contact with [*Friend*]. I think the *Friend* could have a positive influence on the parent if there was more contact."

"I would love to see them spend more time with the kids."

"A few (2-3) hours every few weeks just isn't very much. [*Friend*] seems to be spread too thinly."

"Wish [*Friend*] could spend more time with [Child]."

"Needs to spend more time with [Child] in the summer."

FRIENDS NEED TO BE MORE CONSISTENT

"The *Friend* has been irresponsible as far as promising to spend time with my child and at the last minute cancelling. This has happened more than 2-3 times in the course of a 2-3 year period. It is apparent that the *Friend* is more focused



on his/her schedule than quality time with my child. It's disheartening to see the disappointment on [Child]'s face after being promised something and then to be told that it's not going to happen. I don't feel like the *Friend* is a bad influence, but I do think that [*Friend*] needs to learn better follow up with the parent and to be aware of not keeping promises."

"Sometimes when there is a cancellation, [Child] tends to think that she did something wrong. Maybe explaining sometimes to her, like things happen, so she understands that she didn't do anything wrong to cause things to be cancelled. Having a calendar made for each month has been very helpful. Also [Child] can see when they plan to do something."

"I would like to see more structure and consistency in the days of the week that [*Friend*] and [Child] spend time together."

"Kind of have a set schedule."

"*Friend* calls only at last minute or if they have plans he cancels a lot."

"To be consistent with [Child]. Try your best to do what you say. Example - telling her you'll pick her up Wednesday, then call and change to Saturday upsets [Child]."

"I wish they could spend more consistent time together."

IMPROVEMENTS IN PROGRAM POLICIES

"I still think that *Friends* should enter siblings of children with a *Friend* because they always feel left out or like they

did something wrong. My daughter has a mentor through *Friends* and my son has special needs. He would benefit far more than my daughter and this program would have a bigger impact on him, so please change that policy.”



“I have some concerns that have come to my attention. Kids transition to a new mentor in the 6th grade. [Child] is going into the 4th grade. [Friend] has been with us since the summer before 1st grade. When I signed up with *Friends* my understanding was that [Friend] would be with us through high school. I find myself frustrated and angry. It would be disheartening and a great disappointment if things were to change. It's just like a death in the family.”

“Every year I write my feelings on changing mentors in 6th grade. I feel that at that age there are a lot of emotional changes and having people you know and trust is very important at that age. I feel changing mentors and forcing the child into this is wrong. Building new relationships is important, but that can be done in a social setting with other peers. Stability is extremely important with emotional change. I do have to say that if this was to happen to my child it would devastate her. I would be very disappointed if the emotional states and needs were not considered carefully on how it will affect them in the end.”

“My son's new *Friend* doesn't connect with him as well as his old one did. They are not a very good match. *Friend* doesn't like to "hang" out with [Child] because my son is not into the same stuff. To improve your program I think you need to better match friends with children. [Child] feels lost since [Friend 1] left.”

“If you could talk with other *Friends* of siblings so that things are fairly even. If one gets a backpack or makes something, the other wants it too.”

“I do believe that when the summer season is here and *Friends* has activities, such as the summer camp, there could be a bit more control while the kids are together. I have witnessed on several occasions a level of pandemonium in the gym when I would come to pick [Child] up. It is for this reason that I would have to seriously consider him participating in the summer program again.”

“I would like to see if the program could continue past high school. I feel the kids still need positive backing.”

“There should be more parental involvement when it comes to the fundraisers, and/or charity functions. It seems that the children are requested to participate, but the parents aren't extended an invitation.”

“I believe the program should accept children after kindergarten. A lot of times parents are unaware of the program until 1st or 2nd grade. By then it's too late, leaving behind a lot of children in need of mentoring.”

"I think my child needs her weekend to spend with family. I don't mind special occasions. I barely have time for her during weekdays. I know that the *Friends* have time to meet each week for the requirement but also very important for my kid to have the weekend with parents or parent."

"I believe that less influence should be had on activities and participation in the program due to behaviors or parental decisions that have nothing to do with the program [for example, a child is at home due to parent decision, and this leads to no activity for the week or a child misbehaves at school and again misses time spent with mentor.]"

IDEAS FOR PROGRAMMING

"It would be nice if you had a parent night with the *Friends* to be able to share our different experiences and information that might be helpful."

"I just need her to have continued physical activity as part of her program with good eating habits reinforced."

"Start spending more time with school work."

"Summer programs for teens."

"Community service."

"More social situations for the children to practice their social skills [for example: getting along with others, patience, empathy, etc.]."

"I think that it would be beneficial for the program to maybe have a weekend of different types of activities focused on careers, hobbies, and goal setting with people who do those things for a living."

***"I have someone there for me
whenever I need and I can
trust my Friend with anything
and everything."***

"High school students who are interning could meet with some of the older children from *Friends* and see if they might be interested in a future in that type of work."

"I would attend events for all participants of *Friends* [for example: picnic, science night, carnival, ice cream social, etc.]. I'd like to see tailored courses for the kids to sign up for [for example: computer animation, structured fitness classes, gardening, etc.]."

"I would like to get him in a tutoring environment. Someone to help bring him speed up to grade level."

"Would like to see more computer training for my son, and more financial resources for disabled, speech impaired and children learning disabilities."

Adolescent Feedback

The Adolescent Self-Report Assessment asked for open-ended feedback regarding what youth liked best about the *FOTC* – Portland program, and what could be improved. Approximately 92% ($n = 72$) of the reporting adolescents provided feedback.

RELIABLE SUPPORT AND TRUST

"The best part about *Friends* to me is that when I need help with something there is always someone to help me."

"The most helpful part of *Friends* is my *Friend* is actually caring, honest, and fun."

"Having someone that believes in me and someone that I can trust."

"Being able to have someone to talk to without them getting upset and yelling about anything."

"Having two amazing *Friends* that would help me through almost anything; that inspire me to do better in school and life in general."

"When I have problems at home I can come here and let some of that stress off my chest."

"All the support I got from all my *Friends* and all the knowledge that they planted along with that helps."

"Having the support and having a new person to look to for help; instead of just going to family, I have back up support."

MAKING NEW FRIENDS

"I get to meet new people."

"I think it's a really neat program and excited to be a part of it because I get to meet new people."

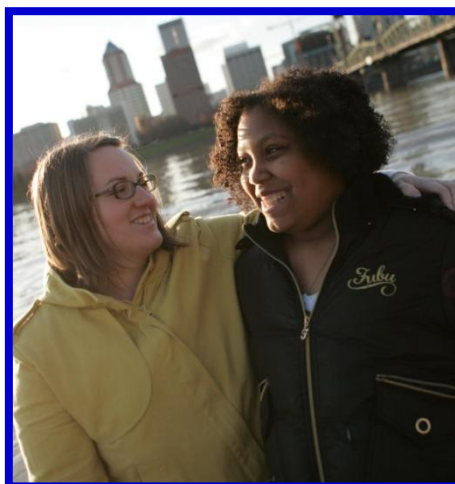
LEARNING NEW SKILLS

"It has helped me to better express my feelings and open up more around people."

"You get to learn new things."

"Learning how to act in front of people."

"The program is helping me change and become a better person."



CONSTRUCTIVE TIME

"On Wednesdays and Fridays I can get out, instead of sitting at home doing nothing."

"Having something to do instead of just sitting inside."

"They always have you doing something. You never get bored."

"The most helpful part would be all the great stuff you can do in the program."

"I like to go places with my mentor. We get to go to Wonderland and the park."

STAYING OUT OF TROUBLE

"The way the *Friends* have the Friday at *Friends* to get us off the street."

"Having a place to hang out on the weekends with people who are safe."

"*Friend* is helping me get out of trouble."

"Being able to get away with *Friend* and stay out of trouble."

EXPOSURE TO NEW THINGS

"Get my mind off of other things and I have been able to do things I would have never been able to do."

"Go to new places that I've never been before."

"The most helpful part of the program I think would be the internships and resources that are made available to me."

ACADEMIC SUPPORT

"*Friends* has helped me with my school work and help pay for my graduation stuff. If it wasn't for *Friends* I don't know where or what I would be doing with myself right now."

"Helpful with school work and being there for me in my troubles."

"Getting help with homework."

"Something that has been most helpful part of the *Friends* program for me is having help with school work."

"Got me on top with my high school credits."

"(Friend) was the one who taught me how to read, so the most helpful part was the school help I got when I was small."

"It helped me to actually do my homework and have fun doing it."

TANGIBLE GOODS

"I get bus passes."

"When we went shopping with the Portland Blazer on Christmas."

"They give you shoes or clothes if you need it."

ADDITIONAL ACTIVITIES

"Having more fun things to do on Wednesdays and Fridays."

"Go to more Blazer games."

"More older kid outings at Friday at *Friends*."

"Have a different variety of activities to do."

"More overnight trips and activities."

"I'd like to be taken to a football game."

"To find out what the kids like to do in this new generation. Give the kids space and let them be free. Go on a vacation. Let the kids program the fun."

"It'd be great if the program supported more funds for bigger group events, with all of the *Friends* and the children they mentor."

"Having more fun things like Science Camps."

"Maybe longer, larger trips. Maybe each kid has to earn their right to go on a trip to say, the Grand Canyon, or Vancouver Island, or a mountain."

"We should try to go to more places or have more fundraisers if we can't pay for the activities."

MORE TIME WITH FRIEND

"More time with me as an individual."

"Allowing *Friends* to be able to get more involved."

"If it went back to keeping one mentor during the whole time a student is in the program, instead of them having to have one mentor to like 15-20 kids and causing the mentor to do group activities rather than one on one time with the student."

"[Student] wants to learn, tries to focus and has done so much better with the support of the Friend."

PROGRAM IMPROVEMENTS

"*Friend* could be more organized with thing that they do and activity that they plan. Also have an idea of what the senior should do for their senior activity of trip that they do."

"More different races in the program."

"More people that I can relate to."

"Having more [Latino] mentors."

"More chances for kids to bring their friends because not everyone has friends in the program."

"More openness and less pressure; creating opportunities, but not condemning those who can't commit or simply choose not to."

"They need to pay their mentors more money."

"More monthly budget."

IDEAS FOR PROGRAMMING

"We should start a driver's education class."

"Split group activities like girls group and a guys group once a week where the kids can come and talk about things on their mind like family issues, sex and friends."

"Bigger building and to have more playing equipment and to have more computers for lots of things."



Teacher Feedback

Teachers were also given the opportunity to provide feedback for *FOTC* – Portland. Overall, 53% of teachers ($n = 78$) provided feedback.

ACADEMIC, BEHAVIORAL, AND EMOTIONAL IMPROVEMENTS IN CHILDREN

"[Child] has grown tremendously over the last year both academically and socially. He was taken off his IEP and has remained successful in all classes. He has not received one behavior referral all year."

"His connection with [*Friend*] seems to boost [Child]'s self-esteem and give him some special attention from other children because [*Friend*] is his friend. Right now his *Friend* is one of the consistent adults in his life."

"It makes them feel good inside and their *Friend* gets introduced to the rest of the class. These students get to "share" their *Friend* with their classmates."

"[Child] has made some progress in terms of complying with teacher authority. Her *Friend* has been very helpful in getting [Child] to think about and be accountable for her choices."

"[Child] has really blossomed this year. She has more confidence in herself and speaks out in class discussions more than she ever has before. Her *Friend* has really supported her academically in math and socially in being able to speak out."

"[Child] has made progress with controlling his emotions. I notice fewer emotional outbursts and less defiant behavior."

"At the beginning of the year [Child] was a very quiet and dependent student. Now she is more independent and becoming more confident and has made more friends in class."

"The student has improved his communication when he struggles in school and he is trying to make better choices."

"[Child] has made significant improvement in her social behavior."

"[Child] has made academic and social progress this year, even though he has room for improvement. The support from *Friends* is just what [Child] needs.

[Child] totally responds to [Friend] in the classroom. Since his participation in *Friends*, [Child] has been more motivated to complete his work and learn."

"This student's transition from last year to this is excellent. She was not able to read when she came to us and now she is at benchmark in her grade level. She is motivated, likes to learn and has an effortless relentlessness to succeeding. She needs to have a solid foundation which has been her *Friend* who exposes her to new things she could enjoy."

SUPPORT INSIDE AND OUTSIDE OF THE CLASSROOM

"Sometimes *Friends* are the only support the kid has outside of school."

"I really appreciate how involved [Friend] has been. He really cares about [Child] and his school success."

"I wonder if it's possible for [Friend] to intervene in some way to get [student] to school regularly."

"I just really appreciate [Friend]'s help and her constant monitoring of [Child]'s attendance. [Friend] helps keep her motivated."

"[Friend] is a great support for this student."

"I feel like the support given to my student is needed and helps."

"*Friend* was a sweet support and helpful resource for finding clothing, shoes, books, and willing to be a communication link with the family. [Friend] is truly an asset to this program and to [Child]!"

"[Friend] is patient, understanding, flexible, and a good problem solver. He has great rapport with [Child] and the rest of my class. We all enjoyed his assistance and company."

"This student's *Friend* has been very supportive and involved in problem solving issue that this child has had over time."

COMMITMENT TO CHILDREN

"[Child] has only been enrolled in my class for a month. However, her *Friend* tracked her down at the new school and has visited with her faithfully every Thursday afternoon. [Child] is somewhat of a shy student, but is beginning to make many friends in our class. She is completely enthusiastic about her *Friend*. In fact, when she was telling me about [Friend], it was the first time I was able to get her to crack a grin in the new environment."

"I do need to mention that all of the *Friends* have taken that extra step to attend instructional time to observe instructional procedures to better understand the process."

"Since [Child] has a chaotic home life, I am so thankful that [Child] has a wonderful *Friend*; she desperately needs some stability in her life."

"His *Friend* has been incredibly helpful keeping [Child] moving forward, being accountable for his work and behavior, and communicating with his mom about school issues when needed. [Child] has had a tough year, but the support he received from his *Friend* still had a significant impact on him."

"It's a very nice thing to be introduced to another adult who cares for children one-on-one."

NEED FOR MORE *FRIEND* INVOLVEMENT

"I've never heard of the program nor heard [Child] mention it."

"The *Friend* was not in my classroom. She met the student outside of school, as far as I know."

"Met the *Friend* at conferences and never saw her again. She did ask if she could come to work, but it was never initiated."

"I've met [Child]'s *Friend* once and seen him once over the past month. I don't know how much time he spends with [Child] and what he does with him. He hasn't spent any time in my classroom except to come and give me this survey and introduce himself. That's all I've seen of him, so I



have no idea how he helps [Child] out and what effect he has on [Child]."

"There was no time spent in the classroom helping this year. I did ask two separate occasions for assistance on field trips. Is a two hour minimum a requirement or not?"

"Asked *Friend* to help on a field trip and I was declined. Maybe there was 2 hours this whole year [Child] received help in the classroom this year."

"*Friend* only came once or twice. He is not a committed mentor. I've heard complaints from several parents regarding his commitment to the children."

"I do not recall seeing his *Friend* in class this year."

"[*Friend*] came to the school one or two times in the beginning of the year. I don't think he is a committed mentor."

"*Friend* visited the classroom during the fall, but stopped coming. We missed her, but there were probably more "needy" students demanding her attention."

MORE CONSISTENCY FROM *FRIEND*

"*Friend* has been in the classroom, but not on a regular schedule which has been difficult for me as a teacher."

"He just needs consistency and support in order to strive academically."

NEED FOR ADDITIONAL SUPPORT FROM *FRIENDS*

"[Child] especially needs a *Friend* to boost his self-image and to help him improve his attitude and work ethic."

I think his *Friend* is seen more of as someone he gets to do "fun" activities with, even if he is not behaving well in class."

"[Child] could be at the top of the class if he attended school regularly."

"If this child moves to a different school, I hope that *Friends* can help advocate what type of teacher she gets placed with."

"[Child]'s home situation has changed this year, and so has his behavior and academic performance. He never does his homework. His grades are slipping.

"[Child] is very behind academically. Additionally, his attitude about school is very poor. He also has a very poor work ethic. It is difficult to motivate him and to get him excited about learning. I'm very concerned about his academic standing."

"I am very concerned about [Child]'s academic progress. She is far below grade level in all areas."

EXPANDING *FOTC* SERVICES

"I believe this should be a program teachers can recommend even if their students are not in kindergarten."

"I wish that more kids would have this opportunity."

"I wish the schools in East Multnomah County had access to *Friends*. So many children would benefit from this kind of support."

ACADEMIC SERVICES NEEDED & RECEIVED

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
Academic Service – Tutoring	Friend	257	29% (74) of youth received tutoring in the past year	No	No
		262	51% (134) of youth needed tutoring in the past year	<ul style="list-style-type: none"> 9th-12th graders more likely to need tutoring Girls were more likely to need tutoring 	Trend suggesting decline in need for tutoring since 2004-05
Academic Service – Learning Problems	Friend	256	17% (44) of youth received a program for learning problems in the past year	Boys more likely to receive a special program for learning problems	No
		254	24% (60) of youth needed a program for learning problems in the past year	Youth of other ethnicities less likely to need services for learning problems	Decline in need for services for learning problems in 2008-09 compared to 2004-05
Academic Service – Attendance/ Behavior Problems	Friend	260	15% (39) of youth received services for attendance or behavior problems in the past year	1 st -5 th grade students less likely to receive services for attendance or behavior problems	No
		263	28% (74) of youth needed services for attendance or behavior problems in the past year	9 th -12 th graders more likely, and 1 st – 5 th graders less likely, to need services for attendance or behavior problems	No

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
Academic Service – Testing and Evaluation for Special Education	Friend	252	12% (30) of youth received testing and evaluation for special education services in the past year	No	No
		259	16% (41) of youth needed testing and evaluation for special education services in the past year	No	Decline in need for testing & evaluation for special education in 2008-09 compared to 2004-05
Academic Service – Gifted and Talented	Friend	256	4% (10) of youth received gifted and talented services in the past year	<ul style="list-style-type: none"> Boys more likely to receive gifted and talented services African Americans less likely to receive gifted and talented services 	No
		248	12% (30) of youth needed gifted and talented classes in the past year	<ul style="list-style-type: none"> Boys more likely to need gifted and talented services Youth of other ethnicities more likely, and African Americans less likely, to need gifted and talented services 	No
Academic Service – Individual	Friend	253	18% (45) of youth received an IEP in the past year	No	N/a – new in 2008-09

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
Education Plan (IEP)		257	25% (64) of youth needed an IEP in the past year	No	

Notes. See Section E of the Technical Appendix for answers (% , *n*) in each response category.

Gender Differences in Academic Services Needed & Received

Indicator	Reporter	All Youth	Boys	Girls	Finding
Academic Service – Tutoring (Needed)	<i>Friend</i>	51% (262)	43% (125)	58% (137)	Girls needed tutoring services significantly more than boys
Academic Service – Learning Problems (Received)	<i>Friend</i>	17% (256)	23% (124)	12% (132)	Boys received significantly more services for learning problems than girls
Academic Service – Gifted and Talented (Received)	<i>Friend</i>	4% (256)	7% (126)	1% (130)	Boys received gifted and talented classes significantly more than girls
Academic Service – Gifted and Talented (Needed)	<i>Friend</i>	12% (248)	17% (122)	7% (126)	Boys needed gifted and talented classes significantly more than girls

Notes. The table presents percentages and the number of youth in each group (*n*). Bold numbers indicate statistically significantly higher percentages. The statistically significant differences reported in this table were determined using chi-squared analysis ($p < .05$).

Grade Differences in Academic Services Needed & Received

Indicator	Reporter	All Youth	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
Academic Service – Tutoring (Needed)	Friend	51% (262)	47% (161)	46% (48)	70% (53)	9 th -12 th graders significantly more likely to have needed tutoring services
Academic Service – Attendance/ Behavior Problems (Received)	Friend	15% (260)	10% (163)	22% (46)	24% (51)	1 st -5 th graders significantly less likely to have received services for attendance or behavior problems
Academic Service – Attendance/ Behavior Problems (Needed)	Friend	28% (263)	22% (162)	35% (48)	40% (56)	9 th -12 th graders significantly more likely, and 1 st – 5 th graders significantly less likely, to have needed services for attendance or behavior problems

Notes. The table includes percentage of youth and (n). Bold numbers indicate statistically significantly higher percentages. The statistically significant difference reported in this table was determined using chi-squared analysis ($p < .05$).

Racial/Ethnic Differences in Academic Services Needed & Received

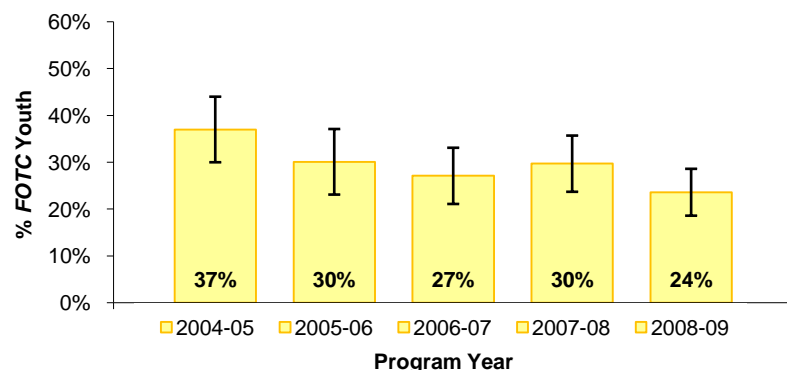
Indicator	Reporter	All Youth	African American	Caucasian	Other	Finding
Academic Service – Learning Problems (Needed)	Friend	24% (254)	28% (129)	26% (74)	10% (51)	Youth of other ethnicities significantly less likely to have needed services for learning problems
Academic Service – Gifted and Talented (Received)	Friend	4% (256)	1% (130)	7% (76)	8% (50)	African Americans significantly less likely to have received gifted and talented classes

Indicator	Reporter	All Youth	African American	Caucasian	Other	Finding
Academic Service – Gifted and Talented (Needed)	Friend	12% (248)	7% (124)	12% (75)	27% (49)	African Americans significantly <i>less</i> likely, and youth of other ethnicities significantly <i>more</i> likely, to have needed gifted and talented classes

Note. The table presents percentages and the number of youth in each group (*n*). Bold numbers indicate statistically significantly higher percentages. The differences reported in this table were determined using chi-squared analysis ($p < .05$).

Changes in Academic Services Needed & Received Over the Past 5 Years

Figure 3. Changes in Need for Academic Services for Learning Problems Over the Past 5 Program Years – *Friend* Report

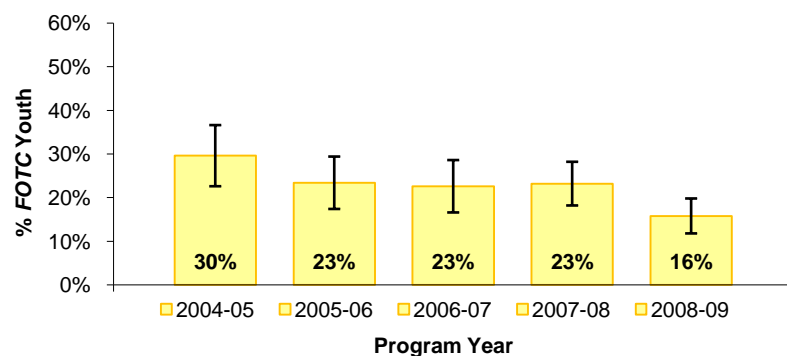


Note. Percentages are based on 200 youth from 2004-05, 173 from 2005-06, 207 from 2006-07, 222 from 2007-08, and 254 from 2008-09. The only significant difference shown occurred between program years 2004-05 and 2008-09. The same youth are not represented in each program year.

Summary of Changes in Academic Services Needed & Received

- Friends* reported that a significantly smaller proportion of youth needed services for learning problems and special education testing in 2008-09 compared to 2004-05.
- Similarly, trend suggesting a decline in the need for (but not receipt of) tutoring since 2004-05.

Figure 4. Changes in Need for Special Education Testing Over the Past 5 Program Years – *Friend* Report



Note. Percentages are based on 189 youth from 2004-05, 171 from 2005-06, 208 from 2006-07, 224 from 2007-08, and 259 from 2008-09. The only significant difference shown occurred between program years 2004-05 and 2008-09. The same youth are not represented in each program year.



Summary of Academic Services Needed & Received

The most common academic service needed, according to *Friends*, was tutoring, especially for girls and 9th – 12th graders. The perceived need for tutoring, however, has declined somewhat since 2004-05. Although half of the youth needed tutoring, only 1 out of 3 actually received tutoring services.

Friends reported that 1 out of 4 youth needed an Individual Education Plan (IEP) and/or services for learning or behavior or attendance problems. Especially in need of services for attendance or behavioral problems were 6th – 12th graders, and for learning problems were African American and Caucasian youth. Interestingly, the need for academic services for learning problems has declined significantly since 2004-05. The gap between service need and receipt was

approximately 10%. Less likely to receive services for learning problems were girls, and for attendance or behavioral problems were 1st – 5th graders.

One out of 6 *FOTC* youth needed testing and evaluation for special education services and most of these youth received this service. The need for special education testing has declined significantly since 2004-05.

One out of 8 *FOTC* youth needed gifted and talented services but very few youth received this service. Boys were more likely to need and receive gifted and talented services. Youth of other ethnicities were most likely to need gifted and talented services, and youth of other ethnicities and Caucasian youth were more likely to receive them.

TREATED AND UNTREATED PHYSICAL & MENTAL HEALTH PROBLEMS

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
Treated Physical Health Problems	Friend	263	18% (48) of youth, according to their <i>Friend</i> , received treatment for physical health problems	<ul style="list-style-type: none"> 6th - 8th graders more likely to have had treated physical health problems Caucasian youth more likely, and African American youth less likely, to have had treated physical health problems 	No
	Parent/Guardian	188	16% (30) of youth, according to their guardian, received treatment for physical health problems	No	No
Untreated Physical Health Problems	Friend	264	3% (9) of youth had untreated physical health problems in the past year, most notably headaches, as reported by their <i>Friend</i> .	Caucasian youth more likely to have had untreated physical health problems	No
	Parent/Guardian	190	4% (7) of youth, reported by guardians, had untreated physical health problems	No	No

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
Treated Mental Health Problems	<i>Friend</i>	270	12% (33) of youth had treated mental health problems	<ul style="list-style-type: none"> Boys more likely to have been treated for a mental health problem Caucasian youth more likely, and African Americans less likely, to have had treated mental health problems 	No
Untreated Mental Health Problems	<i>Friend</i>	264	8% (20) of youth had untreated mental health problems in the past year	1 st -5 th graders less likely, and 6 th -8 th graders more likely, to have had untreated mental health problems	No

Notes. Change over time on items taken from the Adolescent Self-Report Survey should be interpreted with caution because 6th graders were included in the adolescent self-report sample for the first time in 2007-08. See Section E in the Technical Appendix for answers (% , *n*) in each response category.

Types of Physical Health Issues Among *FOTC* Youth

According to *Friends* and parents/guardians, *FOTC* youth faced a variety of physical health issues including asthma,

brain tumor, sprains and broken bones, chronic headaches, repeated flu episodes, and problems sleeping.

Types of Mental Health Issues Among *FOTC* Youth

According to *Friends*, the most common types of mental health treatment received were counseling and medication

management. *FOTC* youth received mental health treatment for a variety of issues including depression, anxiety, anger

management issues, attention deficit hyperactivity disorder (ADHD), reactive attachment disorder (RAD), and behavior problems. Other types of mental health issues facing *FOTC*

youth include grief and loss issues, eating disorders, hypochondria, and possibly bipolar disorder.

Gender Differences in Treated and Untreated Health Services

Indicator	Reporter	All Youth	Boys	Girls	Finding
Treated Mental Health Problems	<i>Friend</i>	12% (33)	18% (23)	7% (10)	Boys more likely to have received treatment for mental health problems

Notes. The table includes percentage of youth and (*n*). Bold numbers indicate statistically significantly higher percentages. The difference reported in this table was determined using chi-squared analysis ($p < .05$).

Grade Differences in Treated and Untreated Health Services

Indicator	Reporter	All Youth	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
Treated Physical Health Problems	<i>Friend</i>	18% (48)	18% (29)	30% (14)	10% (5)	6 th -8 th graders more likely to have had treated physical health problems
Untreated Mental Health Problems	<i>Friend</i>	8% (264)	5% (163)	17% (48)	8% (53)	6 th -8 th graders more likely to have had untreated mental health problems

Notes. The table includes percentage of youth and (*n*). Bold numbers indicate statistically significantly higher percentages. The differences reported in this table were determined using chi-squared analysis ($p < .05$).

Racial/Ethnic Differences in Treated and Untreated Health Services

Indicator	Reporter	All Youth	African American	Caucasian	Other	Finding
Treated Physical Health Problems	Friend	18% (48)	12% (16)	29% (23)	17% (9)	African American youth <i>less</i> likely, and Caucasian youth <i>more</i> likely, to have had treated physical health problems
Untreated Physical Health Problems	Friend	3% (264)	2% (133)	8% (78)	2% (53)	Caucasian youth more likely to have had untreated physical health problems
Treated Mental Health Problems	Friend	12% (33)	7% (9)	19% (15)	17% (9)	African American youth <i>less</i> likely, and Caucasian youth <i>more</i> likely, to have had treated mental health problems

Notes. The table presents percentages and the number of youth in each group (*n*). Bold numbers indicate statistically significantly higher percentage. The differences reported were determined using chi-squared analysis ($p < .05$).

Changes in Treated and Untreated Health Services Over the Past 5 Years

There were no statistically significant changes in health service need and receipt over the past 5 program years.

Summary of Treated and Untreated Health Services

According to *Friends* and parents/guardians, 1 in 6 *FOTC* youth were treated for physical, and 1 in 8 were treated for mental, health problems. A very small proportion (< 5%) of the youth went untreated for physical and mental health problems. More commonly treated for physical health problems were boys, middle school youth, and Caucasian

youth, and more commonly treated for mental health problems were Caucasian youth. Interestingly, Caucasian youth were also more likely to go untreated for physical problems, and middle school youth were more likely to go untreated for mental health problems.

AUXILIARY SERVICES & ACTIVITIES

Friends reported, to the best of their knowledge, on the different types of services and activities that their youth are involved in outside of the *Friends of the Children* program.

The following set of tables report on participation in various auxiliary services and activities, and whether participation differs according to gender, grade, and race/ethnicity.

Type of Service or Activity	Sample Size	Finding	Most Common Organizations/ Activities	Group Differences
After-School Programs	211	51% (108) of youth participated in after school programs	Boys & Girls Club, SUN, YMCA	<ul style="list-style-type: none"> 1st - 5th graders more likely to have participated in after-school programs African American youth more likely, and Caucasian youth less likely, to have participated in after-school programs
Local Community Center	209	28% (59) of youth participated in activities at their local community centers	Boys & Girls Club, regional community centers, sports-related classes	No
Church or Faith Community	205	22% (44) of youth participated in activities through their church or faith community	church, bible study, choir	Girls more likely to have participated in church or faith community activities
Physical Activity	200	43% (85) of youth were involved with programs promoting physical activity	Boys & Girls Club, Portland Parks and Recreation, YMCA	No

Type of Service or Activity	Sample Size	Finding	Most Common Organizations/ Activities	Group Differences
Job or Career-Related	212	5% (10) of youth were involved in job or career-related activities	FOTC internship, baby sitting, fast food jobs	Only 6 th - 12 th graders were involved in job or career-related activities
Independent Living	211	14% (4) of 9 th – 12 th graders used independent living services	none specified	Only 9 th – 12 th graders used independent living services
Runaway or Homeless	210	3% (6) of youth used runaway or homeless services	homeless shelter, Harry's Mother, Project Return	Youth of other ethnicities more likely to have used runaway or homeless services
Culture-Specific	209	6% (13) of youth participated in culture-specific activities	local community events, FOTC events, Native American Youth Association (NAYA)	<ul style="list-style-type: none"> Girls are more likely to have participated in culture-specific activities 1st - 5th graders less likely, and 9th - 12th graders more likely, to have participated in culture-specific activities Youth of other ethnicities more likely, and Caucasian youth less likely, to have participated in culture-specific activities
Alcohol & Drug Prevention or Treatment	209	1% (2) of youth received drug or alcohol prevention/ treatment services	LifeworksNW	Not tested due to small sample size

Type of Service or Activity	Sample Size	Finding	Most Common Organizations/ Activities	Group Differences
Case Management	207	17% (35) of youth received case management services from social workers, DHS or child protection	Department of Human Services (DHS), Morrison Center, Trillium Family Center	1 st - 5 th graders less likely, and 9 th - 12 th graders more likely, to have received case management services
Leadership or Youth Development	207	12% (25) of youth were involved in leadership or youth development activities	Self-Enhancement Inc., Girls Inc., Girl Scouts	Girls more likely to have been involved with leadership or youth development activities
Academic Enhancement	206	13% (26) of youth were involved in academic enhancement activities	library, school, <i>FOTC</i>	1 st - 5 th graders less likely, and 9 th - 12 th graders more likely, to have been involved in academic enhancement activities
Other	207	16% (32) of youth utilized other types of services or activities	<i>FOTC</i> , Saturday Academy, extracurricular activities at school	1 st - 5 th graders less likely, and 9 th - 12 th graders more likely, to have utilized other services or activities

Note. Friends reported whether or not their youth participated in a range of other types of services and activities.

Gender Differences in Auxiliary Services Received

Type of Service or Activity	All Youth	Boys	Girls	Finding
Church or Faith Community	22% (44)	11% (11)	32% (33)	Girls more likely to participate in activities through a church or faith community
Culture-Specific	6% (13)	3% (3)	10% (10)	Girls more likely to participate in culture-specific activities

Type of Service or Activity	All Youth	Boys	Girls	Finding
Leadership or Youth Development	12% (25)	5% (5)	19% (20)	Girls more likely to have been involved with leadership or youth development activities

Note. The table presents percentages and the number of youth in each group (*n*). Bold numbers indicate the statistically significantly higher percentage. The differences reported in this table were determined using a chi-squared test ($p < .05$).

Grade Differences in Auxiliary Services Received

Type of Service or Activity	All Youth	1 st – 5 th	6 th – 8 th	9 th – 12 th	Finding
After-School Programs	51% (108)	57% (93)	30% (6)	33% (9)	1 st - 5 th graders more likely to have participated in after-school programs
Job or Career-Related	5% (10)	0% (0)	5% (1)	32% (9)	1 st - 5 th graders <i>less</i> likely, and 9 th - 12 th graders <i>more</i> likely, to have utilized job or career-related services
Culture-Specific	6% (13)	4% (7)	5% (1)	19% (5)	1 st - 5 th graders <i>less</i> likely, and 9 th - 12 th graders <i>more</i> likely, to have participated in culture-specific activities
Case Management	17% (35)	11% (17)	26% (5)	46% (13)	1 st - 5 th graders <i>less</i> likely, and 9 th - 12 th graders <i>more</i> likely, to have received case management
Academic Enhancement	13% (26)	9% (14)	20% (2)	29% (8)	1 st - 5 th graders <i>less</i> likely, and 9 th - 12 th graders <i>more</i> likely, to have participated in academic enhancement services
Other	16% (32)	12% (19)	25% (5)	30% (8)	1 st - 5 th graders <i>less</i> likely, and 9 th - 12 th graders <i>more</i> likely, to have been involved in other activities or services

Note. The table presents percentages and the number of youth in each group (*n*). Bold numbers indicate the statistically significantly higher percentage. The differences reported in this table were determined using a chi-squared test ($p < .05$).

Racial/Ethnic Differences in Auxiliary Services Received

Type of Service or Activity	All Youth	African American	Caucasian	Other	Finding
After-School Programs	51% (108)	58% (62)	39% (25)	54% (21)	African American youth more likely, and Caucasian youth less likely, to have participated in after-school programs
Runaway or Homeless	3% (6)	2% (2)	0% (0)	10% (4)	Youth of other ethnicities more likely to have received runaway or homeless services
Culture-Specific	6% (13)	6% (6)	0% (0)	18% (7)	Youth of other ethnicities more likely, and Caucasian youth less likely, to have been involved in culture-specific activities

Note. The table presents percentages and the number of youth in each group (*n*). Bold numbers indicate the statistically significantly higher percentage. The difference reported in this table was determined using a chi-squared test ($p < .05$).

Changes in Auxiliary Services Received Over the Past 5 Years

We were not able to analyze change over time because 2008-09 was the first time auxiliary services were assessed.

Summary of Auxiliary Services Received

FOTC youth were most commonly involved in afterschool programs, programs that promote physical activity, their local community centers, and/or their church or faith community.

Involvement in various other types of programs and services differed according to gender, grade, and race/ethnicity. Girls were more likely to be involved in culture-specific activities, leadership or youth development programs, and church/faith community activities. Younger children (1st – 5th graders) were more likely to be involved in afterschool programs. Older youth (9th graders and older) were more likely to have received job or career-related services, case management from a social worker, and to have been involved in culture-specific, academic enhancement, or other extracurricular activities. African American youth were more likely to have been in an afterschool program. Youth of other ethnicities were more likely to have received runaway or homeless services and to have been involved in culture-specific activities.



LINKING SERVICE DELIVERY TO *MILESTONE CATEGORIES*



The *FOTC* – Portland theory of change states that the more time *Friends* spend with youth creating high-quality relationships, the more likely youth are going to do well in each of the *Milestone Categories*. In turn, youth who do well in each of the *Milestone Categories* are more likely to achieve the “long-term” program outcomes – graduate from high school, avoid teen parenting, and avoid being convicted of a crime.

In order to link these program elements, we examined the relationships between service delivery (average time spent with *Friend* each month and quality of youth-*Friend* relationship according to *Friends*) and each element’s benchmarks.² The results are detailed below.

Linking Service Delivery with *Milestone Categories*

SOCIAL & EMOTIONAL DEVELOPMENT

Milestone Indicator	Reporter	Related to:		
		Time Spent with <i>Friend</i> ?	Quality of Youth- <i>Friend</i> Relationship (<i>Friend</i> report)?	Quality of Youth- <i>Friend</i> Relationship (Adolescent report)?
Social Skills	<i>Friend</i>	No	Higher quality relationship related to greater degree of social skill	No

² All of the models controlled for grade, gender, and race/ethnicity. The purpose of doing this is to eliminate the possibility that grade, gender, and/or race/ethnicity explained the relationship between service delivery and *Milestone* indicator, rather than service delivery itself. Service hours and quality of youth-*Friend* relationship (*Friend* and adolescent reports included in separate models) were included in the same statistical model to determine which was the strongest predictor of various *Milestone* indicators.

Milestone Indicator	Reporter	Related to:		
		Time Spent with <i>Friend</i> ?	Quality of Youth-Friend Relationship (<i>Friend</i> report)?	Quality of Youth-Friend Relationship (Adolescent report)?
Self-esteem/ Self-confidence	<i>Friend</i>	No	Higher quality relationship related to greater self-esteem & self	No
How Often Felt Depressed	Adolescent	No	No	No
Number of Serious Symptoms of Depression*	Adolescent	No	No	Higher quality relationship related to fewer serious symptoms of depression
Youth Unhappy, Sad or Depressed	<i>Friend</i>	More time spent with <i>Friend</i> related to more unhappiness, sadness or depression	Higher quality relationship related to less unhappiness, sadness or depression	No

Note. Time spent specifically on social & emotional development produced the same results as time spent with one's *Friend*.

*Symptoms of serious depression include 1) depressed *fairly often*, *very often* or *almost always*; 2) seriously considered suicide in the past year; and 3) were sad or hopeless for at least two weeks in a row.

MAKING GOOD CHOICES

Milestone Indicator	Reporter	Related to:		
		Time Spent with <i>Friend</i> ?	Quality of Youth-Friend Relationship (<i>Friend</i> report)?	Quality of Youth-Friend Relationship (<i>Adolescent</i> report)?
Involvement in Violent Behaviors	Adolescent	No	No	Higher quality relationship related to involvement in fewer violent behaviors
Physical Fight in Past Year	Adolescent	Spending more time with <i>Friend</i> related to physical fighting	No	No
Violence Way to Solve Problems	Adolescent	No	No	Higher quality relationship related to disagreeing that violence is a way to solve problems
Authority Acceptance in the Classroom	Teacher (1 st – 8 th), <i>Friend</i> (9 th – 12 th)	No	Higher quality relationship with <i>Friend</i> related to more authority acceptance	No
Ever Smoked Whole Cigarette	Adolescent	No	No	Higher quality relationship less likely to have smoked a whole cigarette
Ever Drank More Than Sip of Alcohol	Adolescent	No	No	Higher quality relationship less likely to have drank alcohol
Ever Tried Marijuana	Adolescent	No	No	No

Milestone Indicator	Reporter	Related to:		
		Time Spent with <i>Friend</i> ?	Quality of Youth- <i>Friend</i> Relationship (<i>Friend</i> report)?	Quality of Youth- <i>Friend</i> Relationship (Adolescent report)?
Ever Had Sexual Intercourse	Adolescent	No	No	Higher quality relationship less likely to have had sexual intercourse

Note. Time spent specifically on making good choices produced the same results as time spent with one's *Friend*.

SCHOOL SUCCESS

Milestone Indicator	Reporter	Related to:			
		Time Spent with <i>Friend</i> ?	Time Spent on School Success?	Quality of Youth- <i>Friend</i> Relationship (<i>Friend</i> report)?	Quality of Youth- <i>Friend</i> Relationship (Adolescent report)?
School Engagement	<i>Friend</i>	No	More time spent on school success related to less school engagement	Higher quality relationship related to more school engagement	No
Concentration in the Classroom	Teacher (1 st – 8 th), <i>Friend</i> (9 th – 12 th)	No	More time spent on school success related to less concentration	Higher quality relationship related to more concentration	No
Overall Progress as a Student	Teacher	No	No	No	No

Milestone Indicator	Reporter	Related to:			
		Time Spent with <i>Friend</i> ?	Time Spent on School Success?	Quality of Youth- <i>Friend</i> Relationship (<i>Friend</i> report)?	Quality of Youth- <i>Friend</i> Relationship (Adolescent report)?
Disciplinary Actions – Removed from Class	<i>Friend</i>	No	No	No	No
Disciplinary Actions – Suspended	<i>Friend</i>	No	No	No	No
Need for Academic Services*	<i>Friend</i>	No	More time spent on school success related to need for academic services	Higher quality relationship related to less academic service need	No
Receipt of Academic Services**	<i>Friend</i>	No	No	No	No

*Need for the at least one of the following services: tutoring, services for attendance and/or behavioral problems, services for learning problems, and testing/evaluation for special education services.

**Receipt of at least one of the following services: tutoring, services for attendance and/or behavioral problems, services for learning problems, and testing/evaluation for special education services.

IMPROVED HEALTH CARE

Milestone Indicator	Reporter	Related to:		
		Time Spent with <i>Friend</i> ?	Quality of Youth-Friend Relationship (<i>Friend</i> report)?	Quality of Youth-Friend Relationship (Adolescent report)?
General Physical Health	<i>Friend</i>	No	No	No
	Adolescent	No	No	No
Eating Habits – Junk Food	<i>Friend</i>	No	No	No
	Adolescent	No	No	No
Eating Habits – Fruit and Vegetables	<i>Friend</i>	More time spent with Friend related to <i>less</i> often eating fruit & vegetables	Higher quality relationship related to <i>more</i> often eating fruit & vegetables	No
	Adolescent	No	No	No
Exercise Habits	<i>Friend</i>	No	Higher quality relationship related to <i>more</i> often exercising	No
	Adolescent	No	No	No

Note. Time spent specifically on improving health produced the same results as time spent with one's *Friend*.

PLANS & SKILLS FOR THE FUTURE

Milestone Indicator	Reporter	Related to:		
		Time Spent with <i>Friend</i> ?	Quality of Youth-Friend Relationship (<i>Friend</i> report)?	Quality of Youth-Friend Relationship (Adolescent report)?
Hope for Future (1 st – 5 th graders)	<i>Friend</i>	No	Higher quality of relationship related to higher hope	N/a
Realistic Plans for Future (6 th – 12 th graders)	<i>Friend</i>	No	Higher quality of relationship related to more realistic plans	No
Participate in Extracurricular Activities	Adolescent	No	No	No
Importance of College Education	Adolescent	No	No	No
Plans to Continue Education after High School	Adolescent	No	No	No

Note. Time spent specifically on skills for the future produced the same results as time spent with one's *Friend*.

Discussion

Service delivery was statistically related to at least one indicator within each *Milestone Category*. Quality of the youth-*Friend* relationship was most strongly and reliably related to *Milestone* outcomes. Interestingly, spending more time with youth, after accounting for quality of relationship, was associated with *less* positive progress in *Milestone* outcomes. This finding suggests that *Friends* appropriately spent more time with youth facing more difficulties.

Time spent working within a particular *Milestone Category* looked very similar to time spent with one's *Friend*. The one exception is that, after accounting for quality of the youth-*Friend* relationship, time spent on School Success was related to *more* difficulties with school engagement, concentration in the classroom, and need for academic services. Thus, *Friends* spent more time working on School Success with children having more difficulty in these areas.

It is notable that *Friend*-reported relationship quality was related primarily to *Friend*-reported *Milestone* indicators, and adolescent-reported relationship quality was related primarily to adolescent-reported indicators. *Friend*-reported relationship quality was associated with mostly indicators of the Social and Emotional Development and School Success *Milestones*, whereas adolescent-reported relationship quality was associated with mostly indicators of the Making Good Choices *Milestone*.



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