



Friends of the Children New York: 2005-2006 Evaluation Report

**Presented to:
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Overview

Friends of the Children New York (*Friends NY*) is a unique early intervention mentoring program dedicated to helping New York's most at-risk children become productive, contributing members of their community. The main purpose of this report is to present results from a longitudinal study of the first "cohort" of children (Cohort One) that enrolled in the program in 2001. Of the 24 children in Cohort One, 18 have maintained consistent participation, yielding a retention rate of 75%.

Friends NY is committed to comprehensive long-term data collection from multiple sources. Findings derived from these multiple sources of data indicate progress towards the program's designated intermediate outcomes and show that the participants have experienced positive growth during the time of their participation in the program.

The children in Cohort One displayed a variety of risk factors at the time of their selection into the program. Most of the children were observed to have aggression and anger problems, and many were identified as being overly sensitive, socially withdrawn and exhibiting low self-esteem. Additionally, most were found to have poor work habits and many demonstrated low academic achievement. Environmental risk factors are also at play, with half of the children coming from single parent households, and some families having a parent with criminal history or a history of domestic violence.

Given these backgrounds, progress towards the intermediate outcomes is especially notable. In the area of social and emotional development, over the time of their participation in the program, Cohort One participants improved their social skills, such as making friends easily and getting along well with other children. Cohort One participants also increased their self-esteem and self-confidence, and teachers indicated improvements in social contact with peers.

Data collected on the intermediate outcome "making good choices" show that incidents of violent and/or illegal behavior have decreased over time for Cohort One, a very important finding given the prominence of aggression and anger at the time of selection into the program. All teachers that were interviewed also noted the positive difference that the program has on the participants' behavior in the classroom.

In the intermediate outcome area of school success, standardized test scores indicated that *Friends NY* participants (all program participants) scored slightly higher than all students at PS 241 (one-third of *Friends NY* participants attend this school) on both English Language Arts and Mathematics. These scores are impressive considering that *Friends NY* serves some of the most at-risk students in the school. *Friends NY* participants are also doing exceedingly well with school attendance.

Friends of the Children New York Evaluation Report 2005-2006

Introduction

Friends of the Children New York (*Friends NY*) is a unique early intervention mentoring program dedicated to helping New York City's most at-risk children become productive, contributing members of their community. *Friends NY* accomplishes this by employing full-time mentors, called Friends, to work one-on-one with these children, beginning in kindergarten or first grade and maintaining that relationship through high school graduation.

Established in 2001, *Friends NY* began with three Friends, serving 24 children in one school in Harlem (PS 241). At the end of the 2005-6 school year there were nine Friends, serving 59 children in more than 20 schools in Manhattan, Queens, Brooklyn, and the Bronx. At this writing, *Friends NY* is serving 66 children.

As described in the Theory of Change, Friends of the Children has three long-term goals:

- Each child will graduate from high school with a plan for the future;
- Each child will avoid teenage parenthood; and
- Each child will avoid involvement in the justice system.

Five shorter-term, intermediate outcomes are employed to measure the progress of the children as they participate in the program: 1) social and emotional development, 2) making good choices, 3) school success, 4) improved health care, and 5) positive plans and skills for the future. In order to provide a more in-depth look at those outcomes that are currently most relevant to the *Friends NY* program, this report is focused on progress towards three of the program's desired intermediate outcomes:

- Social and emotional development – strong relationships with adults, peers and community; improved emotional skills and mental and emotional health;
- Making good choices – reduced aggression and problem behaviors; avoidance of substance abuse and other risky behaviors; and
- School success – academic performance and progress, including attendance, appropriate classroom behavior, and promotion.

The main purpose of this report is to present results from a longitudinal study of the first “cohort” of children that enrolled in the program in 2001. For the first time, sufficient data are available to conduct this type of analysis and to examine the changes over time for children as they participate in *Friends NY*.

The findings indicate progress towards the intermediate outcomes and show that the participants have experienced positive growth during the time of their participation in the program.

In December 2002, *Friends NY* contracted with Metis Associates (Metis), an independent research, evaluation, and consulting firm headquartered in New York City, to provide evaluation support to the program. Since that time Metis has worked with *Friends NY* to expand their capacity for evaluation, with efforts focused specifically on data collection, management, and analysis.

Program Description

Friends NY is a wholly independent chapter of Friends of the Children USA, a national, not-for-profit organization headquartered in Portland, Oregon, whose mission is to provide vulnerable children an opportunity to realize and act upon their unique potential and inherent worth. Friends of the Children chapters work with those children who are most in danger of school failure, abuse, neglect, juvenile delinquency, gang and drug involvement and teenage pregnancy. Research in the field describes mentoring programs for school-age children as one of the most promising means available for preventing high-risk behaviors in adolescents and improving student achievement¹. Forming a connection between a mentor and mentee creates a sense of collaboration between adults and children, builds positive academic behavior and helps to increase self-esteem².

An intensive, relationship-based program, Friends of the Children provides mentoring for high-risk youth from kindergarten – 12th grade in primarily urban communities. Following best practice models, the organization employs carefully screened, full-time paid mentors who receive ongoing support and training from the program. The program selects kindergarten or 1st grade children based upon a targeted assessment process that includes six weeks of observation in and out of the classroom, in conjunction with input from school staff. *Friends NY* began in 2001 working in partnership with PS 241 in Harlem, and now partners with two additional public schools in Harlem. At the time of selection, all children are students in these schools. However, as children move from school to school they continue to be served by the program as long as they remain in New York City or its immediate environs.

Friends NY employs this assessment process to identify the children with the greatest number of risk factors affecting their lives. *Friends NY* makes a long-term commitment to each selected child, with support provided through high school. Friends generally work with eight children each on a gender-matched basis, spending quality one-on-one time after school, on weekends, and during school vacations. They provide academic support, teach life skills, model healthy behavior and problem-solving skills, instill positive attitudes, nurture interests and talents and expose the children to new places and experiences. Friends aim to spend four hours each week in one-on-one activities with each child. Additional time is spent in structured group activities that teach skills and provide opportunities for social and cultural enrichment, and fun.

¹ Ascher, C. (1998). *The mentoring of disadvantaged youth*. New York: ERIC Clearinghouse on Urban Education., Grossman, J.B., "The practice, quality, and cost of mentoring," in Grossman, J. (Ed.), *Contemporary Issues in Mentoring*, Public/Private Ventures, Philadelphia, 1999.

² Jekielek, S., Moore, K., & Hair, E. (2002). *Mentoring programs and youth development: A synthesis*. Washington, DC: Trends. Retrieved 4/30/07 from:
<http://12.109.133.224/Files/MentoringSynthesisFINAL2.6.02Jan.pdf>

Methodology

In 2001, the first 24 children were selected into the program from PS 241, constituting Cohort One. The majority of this report focuses on this cohort of participants and longitudinal data are presented wherever possible. Of the 24 children in Cohort One, five have become inaccessible to the program, and another left and returned³. Therefore, this report is based primarily on the 18 children currently constituting Cohort One.

Using multiple sources of data (see Table 1 below) this report examines the demographic characteristics of all program participants, baseline risk factors of Cohort One children, the amount of time spent with Cohort One children, and progress towards outcomes, primarily for Cohort One children. (All data collection tools can be found in Appendix 1.) Unless otherwise noted, percentages displayed are based upon the total number of responses for each item (there are missing responses for certain items).

Data were analyzed to assess participant progress on three of the *Friends NY* program outcomes: 1) social and emotional development, 2) making good choices, and 3) school success. Progress was measured by comparing Cohort One participants at two points in time – 2002-2003 and 2005-2006. It is important to note that survey data from 2002-2003 was collected after the children had been participating in the program for approximately six months. The baseline risk factor data is the most accurate information on the status of the participants prior to receiving any program services.

Additionally, presented in Appendix 2 are the stories of four Cohort One participants. These stories are told using selected excerpts from the Daily Activity Journals of the *Friends*, and help to highlight the complex and changeable nature of the lives of the participants in *Friends NY*, as well as the challenges and successes they have experienced throughout their participation in the program.

Data in this report came from several sources, described on the next page in Table 1.

³ Of the five, four moved out of the New York metropolitan area, and one was continually moved from place to place in foster care with case management such that *Friends NY* was effectively denied adequate access to serve her. A sixth child moved away from New York City for approximately one year and upon his return was readmitted to the program. His absence resulted in a gap in the data and he is not included in Cohort One for the purposes of this study.

Table 1. Data Sources

Data Source	Description	Schedule of data collection	Method of data collection
Selection Observation Notes and Assessments	Observation notes for individual children before selection into the program. Also includes list of risk and environmental factors observed for each child.	Completed upon observation before selection into the program	Friends provide data, stored in spreadsheet
Demographic Records	Basic demographic information for each child	Completed upon selection into the program, and updated as needed	Friends provide data, stored in spreadsheet
Daily Activity Journals	Friends' daily activity logs, including time spent with each child	Completed after each interaction with the child	Friends enter data into spreadsheets
Friends' Assessment of Younger Child	Friends' report of child behavior for children in 1 st to 6 th grade	Annually	Friends complete surveys
Teacher Observation of Child Adaptation – Revised (TOCA-R)	Teacher report of child's classroom behavior	Annually	Teachers complete surveys ⁴
School Records	Standardized Test Score and Attendance Data	Annually	New York City Department of Education data, analyzed by Metis Associates
Staff, Parent/Guardian, and Participant Focus Groups	Information about program implementation, successes and challenges	Annually	Conducted by Metis Associates
Teacher Interviews	Information about program implementation, successes and challenges	Annually	Conducted via phone by Metis Associates

⁴ All teachers with a *Friends NY* program participant in their class are asked to complete a survey. Unfortunately, the response rates are often lower than desired.

Findings

Demographic Information

Presented in Tables 2-4 below are demographic data for a) Cohort One and b) all participants in the program.

Table 2. Gender

Gender	Cohort One (N=18)	All Participants (N=59)
Male	12 (67%)	32 (54%)
Female	6 (33%)	27 (46%)

There are more males than females served by the program in both groups, as displayed in Table 2. Children are gender-matched to their Friends, and the program currently employs five male Friends and four female Friends, in line with the gender distribution of the children in the program.

Table 3. Age

Age (as of June 30, 2006)	Cohort One (N=18)	All Participants (N=59)
5	0 (0%)	1 (2%)
6	0 (0%)	4 (7%)
7	0 (0%)	9 (15%)
8	0 (0%)	7 (12%)
9	0 (0%)	6 (10%)
10	6 (33%)	14 (24%)
11	6 (33%)	8 (13.5%)
12	4 (22%)	8 (13.5%)
13	2 (11%)	2 (3%)
Mean	11.1	9.5
Median	11	10

The data in Table 3 show that participants in the program range in age from five to thirteen. Overall, the majority of children in the program, as well as in Cohort One, are

between ten and twelve years of age. As expected, the mean age for Cohort One is older (11.1) than that of all participants (9.5).

Table 4. Ethnicity

Ethnicity	Cohort One (N=18)	All Participants (N=59)
African- American	15 (83%)	43 (73%)
Puerto Rican	2 (11%)	3 (5%)
Honduran	1 (6%)	2 (3%)
Dominican	0 (0%)	6 (10%)
African	0 (0%)	5 (8%)

Table 4 demonstrates that overall, the great majority of the program participants are African-American. Cohort One is almost exclusively African-American (with the exception of three children), while there is more diversity among the participants as a whole. This diversity reflects the changing nature of the neighborhood served by the partner schools in Harlem from which children are initially chosen by *Friends NY*, as more Dominican and African immigrants arrive.

Baseline Data: Risk Factors Present at Time of Selection into Friends NY

As mentioned above, *Friends NY* makes an effort to select children who are subject to numerous environmental and individual risk factors. In order to select children who are the most severely at risk, *Friends NY* staff spends six weeks observing children both in and out of school, and conferring with school staff. As shown in Table 5 below, the 18 children in Cohort One displayed a variety of individual risk factors at the time of selection. Eighty-three percent (15) were found to have poor work habits in school and 33% (6) demonstrated low academic achievement. Most (56% or 10) of these children were observed to have aggression and anger problems. Several children were also identified as being overly sensitive (33% or 6), socially withdrawn (11% or 2) and exhibiting low self-esteem (17% or 3).

Table 5. Percentage of Children in Cohort One Exhibiting Each Risk Factor

Category	Risk Factor	N=18 ⁵
Child's behavior	Aggressive, Anger Problems	10 (56%)
	Overly Sensitive, too easily-upset	6 (33%)
	Socially withdrawn	2 (11%)
	Low self-esteem	3 (17%)
	Irregular school attendance	0 (0%)
	Poor work habits	15 (83%)
	Problems with personal hygiene	1 (6%)
Child's academic Issues	Low achievement	2 (11%)
	Learning disabilities	6 (33%)
Collateral Info: Child's Environment	Single parent family	9 (50%)
	History of Neglect	0 (0%)
	History of physical or sexual abuse	0 (0%)
	Welfare	0 (0%)
	Foster Care	1 (6%)
	Family history of drugs and alcohol	3 (17%)
	History of domestic violence	2 (11%)
	Parent w/ criminal history	4 (22%)
	Parent w/ mental illness	1 (6%)
	Propensity for family to move, not stable living situation	1 (6%)
	Parent or sibling is a teen parent	2 (11%)
	Living with non-parent/legal guardian other than foster care	1 (6%)
	Sibling Caregiver	1 (6%)

According to findings from the *Friends NY* selection process, the 18 children who have participated in the program since 2002-2003 are also affected by a variety of environmental risk factors. Half of the children (9) come from a single parent household and nearly a quarter (22% or 4) has a parent with a criminal history. Eleven percent (2) was found to have a history of domestic violence in their family and an additional 11%

⁵ Percentages do not total to 100% because participants can display multiple risk factors.

have a parent or sibling who is a teen parent. Other environmental risk factors identified among this group of children include: mentally ill parents, propensity to move/unstable living situation, living in foster care, and living with a sibling caregiver, non-parent, or other legal guardian other than foster care. It is important to note that once children begin to participate in the program, other risk and environmental factors emerge that may not have been apparent upon observation. Therefore, the baseline data displayed above underestimates the severity of the childrens' situations.

Time Spent with Children

Friends are expected to spend four hours per week with each of their children spread over at least two days per week. This can be challenging in New York City, with the children in the program spread out among four of the five boroughs. Friends often spend considerable time in transit in order to be able to maintain their commitments to their children.

In order to track the amount of time Friends spent with children, data were analyzed from the Daily Activity Journals (DAJ's). Friends are required to use these journals to log the number of direct contact hours with their children on a monthly basis. Weekly estimates of the average number of hours spent with children in Cohort One are shown in Table 6. To determine this weekly estimate, the total number of hours spent with a child in a given month was divided by four. It is important to note that these averages are affected by children being periodically unavailable to the Friends, for reasons such school vacations out of town or sleep-away camp in the summers. (*Friends NY* actively promotes summer camp experiences away from home. *Friends NY* partners with two camps to offer free multi-week camping to its children. Additionally, *Friends NY* encourages and facilitates Fresh Air Fund multi-week summer tenures away from the city for its participants.)

The data in Table 6 show that, with the exception of the first full year of the program (2002-2003), Friends spent an average of 3.5 hours or more with their children each week. In addition to this time spent in person with their children, Friends often spend time on the phone with the children and their parents, as well as time planning for the activities they do together.

Table 6. Time Spent with Children (Cohort One)

Year	Mean Number of Hours Spent Per Week, Per Child
2002-2003	3.3
2003-2004	3.5
2004-2005	3.8
2005-2006	3.5

The amount of time spent with the children is important to the success of the program; one parent had this to say during a focus group in 2006: *“Most importantly, I like the relationship that my child has with his mentor. My child respects him, he listens to him, and they share a bond. It’s good because he was unruly in class and this relationship has helped him. I can also call the mentor anytime and he will speak with my child. That he spends time with my child is the most important thing really.”*

Outcome - Social and Emotional Development

Friends NY seeks to develop in their children strong relationships with adults, peers and community, as well as improved emotional skills and mental and emotional health. This section provides an assessment of social and emotional development in the following areas: social skills, self-esteem and self-confidence, quality of child-parent/guardian relationship, and social contact.

Social Skills

Three questions from the Friends Assessments were used to examine social skills. As displayed below in Table 7, the data from these assessments revealed that early in the children’s participation in the program, Friends felt that most were able to make friends easily (71%), and get along with others (82%). While these initial ratings were relatively high, three years later, in 2005-2006, Friends responded that all (100%) of their children were both able to make friends easily and get along with others. Friends also responded that the majority of their children were comfortable around people of different races and cultural backgrounds (95% in 2002-2003 and 100% in 2005-2006).

**Table 7. Social Skills (Questions from Friends Assessment)
Cohort One**

	2002-2003 (N=18)		2005-2006 (N=18)	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
This child makes friends easily	12 (71%)	5 (29%)	18 (100%)	0 (0%)
This child gets along well with other kids	14 (82%)	3 (18%)	17 (100%)	0 (0%)
This child feels comfortable around people of different races and cultural backgrounds	17 (95%)	1 (6%)	17 (100%)	0 (0%)

Self-Esteem and Self-Confidence

Data from four questions on the Friends Assessments were used to explore the self-esteem and self-confidence of the children. Comparisons of the assessments from 2002-2003 and 2005-2006 shown below in Table 8 revealed that while about one-third (33%) of the children were unhappy, sad or depressed in 2002-2003, only 11% felt the same in 2005-2006. Similar percentages were reported for children who worry about things for a long time (29% in 2002-2003 and 11% in 2005-2006). The number of children who felt worthless or inferior also decreased over the time of their participation in the program (from 29% in 2002-2003 to 11% in 2005-2006), and finally, there was a slight increase in the number of children who felt good about themselves (from 69% in 2002-2003 to 78% in 2005-2006).

Table 8. Self-Esteem and Self-Confidence (Questions from Friends Assessment) Cohort One

	2002-2003 (N=18)		2005-2006 (N=18)	
	Yes	No	Yes	No
This child is unhappy, sad or depressed	6 (33%)	12 (67%)	2 (11%)	16 (89%)
This child worries about things for a long time	5 (29%)	12 (76%)	2 (11%)	16 (89%)
This child feels worthless or inferior	5 (29%)	12 (71%)	2 (11%)	16 (89%)
This child feels good about him/herself	11 (69%)	5 (31%)	14 (78%)	4 (22%)

In a 2006 focus group conducted with parents, participants were asked what their child has gained since they started spending time with his or her friend, and one parent said the following: *“My child is doing so much better in his academics, especially in math. He’s been getting higher test scores this year. I don’t have a problem with my child anymore with his behavior either. He comes home and quietly puts his things down. He wasn’t like that before. He’s gotten very mature because he gets home about 45 minutes before I do, so he calls to let me know he’s there.”*

Social Contact

Teacher observations, obtained from the Teacher Observation of Child Adaptation – Revised (TOCA-R) were used to examine social contact. Overall, teachers reported improvements over time in children’s social contact with peers, as shown below in Table 9. According to TOCA-R responses, a greater number of students “almost always” socialized and interacted with classmates in 2005-2006 (75%) compared with 2002-2003

(21%). All of the teachers who responded in 2006 reported that the children who are participating in the program “often, very often, or almost always” have lots of friends. This was an increase from 2003, when 71% of the teachers offered these responses. Teasing of classmates was identified as a problematic behavior by teachers in both years. According to most teacher observations in 2002-2003 (71%) and in 2005-2006 (75%), children “sometimes, often or very often” tease their classmates.

**Table 9. Social Contact (Questions from TOCA-R)
Cohort One**

	2002-2003 (N=14)				2005-2006 (N=8)			
	<i>Almost never/rarely</i>	<i>Sometimes</i>	<i>Often/very often</i>	<i>Almost always</i>	<i>Almost never/rarely</i>	<i>Sometimes</i>	<i>Often/very often</i>	<i>Almost always</i>
Friendly	1 (7%)	4 (31%)	3 (21%)	6 (43%)	0 (0%)	0 (0%)	3 (38%)	5 (63%)
Socializes and interacts with classmates	0 (0%)	3 (21%)	8 (57%)	3 (21%)	0 (0%)	0 (0%)	2 (25%)	6 (75%)
Plays with classmates	0 (0%)	1 (7%)	6 (43%)	7 (50%)	0 (0%)	0 (0%)	4 (50%)	4 (50%)
Initiates appropriate interactions/seeks out classmates	2 (15%)	4 (31%)	6 (46%)	1 (8%)	2 (29%)	2 (29%)	2 (29%)	1 (14%)
Has lots of friends	1 (7%)	3 (21%)	7 (50%)	3 (21%)	0 (0%)	0 (0%)	6 (75%)	2 (25%)
Seeks out classmates	1 (7%)	5 (36%)	8 (57%)	0 (0%)	0 (0%)	1 (14%)	4 (57%)	2 (29%)
Stubborn	6 (43%)	4 (29%)	4 (29%)	0 (0%)	2 (25%)	4 (50%)	1 (13%)	1 (13%)
Avoids classmates	14 (100%)	0 (0%)	0 (0%)	0 (0%)	7 (88%)	0 (0%)	1 (13%)	0 (0%)
Teases Classmates	7 (50%)	3 (21%)	4 (29%)	0 (0%)	2 (25%)	4 (50%)	2 (25%)	0 (0%)
Rejected by classmates	11 (79%)	2 (14%)	1 (7%)	0 (0%)	6 (75%)	2 (25%)	0 (0%)	0 (0%)

Outcome - Making Good Choices

Reducing aggression and problem behaviors and avoiding substance abuse and other risky behaviors is a goal of *Friends NY*. Data in this section examine making good choices in the following areas: violent and illegal behavior, appropriate problem solving and responsibility, and authority acceptance in the classroom.

Violent and Illegal Behavior

Responses on the Friends Assessments indicate that there has been a decrease in violent behavior among the children since the first year of the program. This is particularly notable given that one might expect an increase in violent behavior as the children increase in age. As shown in Table 10 below, in 2002-2003, Friends responded that most of the children had been involved in a physical fight (83%) and felt they would engage in a fight if the other person hit first (83%). Friends also said that 44% of the children had attacked someone out of anger in 2002-2003. In 2005-2006, only half of the children had been in a fight (50%) and 61% would fight if the other person hit first. Only three children (17%) were reported to have attacked someone out of anger. The decrease in violent behavior is also important given the fact that at the time of selection into the program 56% (10) of the children (such as R in the story below) were noted as having anger and aggression problems.

None of the participating youth have been involved in the juvenile justice system, according to Friends Assessment responses from 2002-2006. Responses also indicate that the children participating in the program have not been involved in gangs, used weapons or threatened someone with a weapon.

**Table 10. Violent and Illegal Behavior (Questions from Friends Assessment)
Cohort One**

	2002-2003 (N=18)		2005-2006 (N=18)	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
In the past year, has this youth attacked someone out of anger?	8 (44%)	10 (56%)	3 (17%)	15 (83%)
In the past year, has this youth been involved in a physical fight?	15 (83%)	3 (17%)	9 (50%)	9 (50%)
In the past year, has this youth carried something to use as a weapon?	0 (0%)	18 (100%)	1 (6%)	17 (94%)
In the past year, has this youth used a weapon or threatened someone with a weapon?	0 (0%)	18 (100%)	0 (0%)	18 (100%)
In the past year, has this child been involved with the juvenile justice system?	0 (0%)	18 (100%)	0 (0%)	18 (100%)
In the past year, has this youth been involved with a gang?	0 (0%)	18 (100%)	0 (0%)	17 (94%) ⁶
Will fight if the others person hits first.	15 (83%)	3 (17%)	11 (61%)	7 (39%)

Appropriate Problem Solving & Responsibility

Longitudinal findings based on Friends Assessments displayed in Table 11 below revealed that there was a decrease in temper tantrums and hot tempers among children (from 44% in 2002-2003 to 17% in 2005-2006). Many more children were also reported to think before acting in 2005-2006 (61%) than in 2002-2003 (17%).

The number of children exhibiting behaviors such as lying to stay out of trouble and being able to admit when he/she is wrong stayed constant over time. The two behaviors that appear to be most challenging for the participants are solving problems in an age appropriate manner and taking responsibility for their actions. Friends reported fewer children able to manage these behaviors in 2005-2006 compared with 2002-2003. It seems that while the children are better able to control their impulses to enter into a difficult situation, once they have done something wrong, it is not easy for them to deal in an age-appropriate, responsible manner.

⁶ One Friend responded “don’t know” to this survey item.

**Table 11. Appropriate Problem Solving and Responsibility
(Questions from Friends Assessment)
Cohort One**

	2002-2003 (N=18)		2005-2006 (N=16)	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
Solves problems in an age appropriate manner	15 (88%)	2 (12%)	13 (72%)	5 (28%)
Thinks before acting	3 (17%)	10 (56%)	11 (61%)	7 (39%)
Takes responsibility for his/her actions	12 (67%)	6 (33%)	11 (61%)	7 (39%)
Can admit when she/he is wrong	12 (67%)	6 (33%)	13 (72%)	5 (28%)
Has temper tantrums or a hot temper	8 (44%)	10 (56%)	3 (17%)	15 (83%)
Will lie to stay out of trouble	10 (56%)	8 (44%)	10 (56%)	8 (44%)

Authority Acceptance in the Classroom

Analysis of TOCA-R items shown below in Table 12 indicates that most program participants display high levels of authority acceptance, with children improving in several areas from 2002-2003 to 2005-2006. According to findings from both years, the large majority of children “almost, never, or rarely” harm or hurt others physically (71% and 88% respectively), break things (86% and 100%), take others property (64% and 100%), or harm or damage property on purpose (71% and 100%).

Due to the very small N’s in each category, the data presented below should be viewed with caution.

**Table 12. Authority Acceptance in the Classroom (Questions from TOCA-R)
Cohort One**

	2002-2003 (N=14)				2005-2006 (N=8)			
	<i>Almost never/ rarely</i>	<i>Some- times</i>	<i>Often/ very often</i>	<i>Almost always</i>	<i>Almost never/ rarely</i>	<i>Some- times</i>	<i>Often/ very often</i>	<i>Almost always</i>
Talks back to adults/ Disrespect-ful	8 (57%)	3 (21%)	2 (14%)	1 (7%)	4 (50%)	1 (14%)	2 (25%)	1 (13%)
Harms others or hurts others physically	10 (71%)	3 (21%)	1 (7%)	0 (0%)	7 (88%)	0 (0%)	1 (13%)	0 (0%)
Breaks things	12 (86%)	1 (7%)	1 (7%)	0 (0%)	7 (100%)	0 (0%)	0 (0%)	0 (0%)
Yells at others	6 (43%)	3 (21%)	3 (21%)	2 (14%)	6 (75%)	0 (0%)	1 (13%)	1 (13%)
Breaks rules	6 (23%)	4 (29%)	4 (29%)	0 (0%)	6 (75%)	1 (13%)	1 (13%)	0 (0%)
Takes others' property	9 (64%)	2 (14%)	3 (21%)	0 (0%)	8 (100%)	0 (0%)	0 (0%)	0 (0%)
Fights	9 (64%)	2 (14%)	2 (14%)	1 (7%)	4 (50%)	1 (13%)	3 (38%)	0 (0%)
Lies	4 (29%)	8 (57%)	2 (14%)	0 (0%)	3 (43%)	2 (29%)	2 (29%)	0 (0%)
Harms or damages property on purpose	10 (71%)	2 (14%)	1 (7%)	0 (0%)	8 (100%)	0 (0%)	0 (0%)	0 (0%)

There is also evidence to show that teachers benefit from the presence of Friends in their classrooms. In an annual phone interview, one teacher said the following about the relationship between one of her students and his Friend, *“They’re very close which is good because the kid is very oppositional and very street. He and his Friend are very close. He was able to get through to him. I know that’s not an easy thing being a teacher for seven years. He responds to his Friend but not anyone else. Their interactions were calm, which is a big step for that child because he was quite volatile.”*

Outcome - School Success

Friends NY promotes academic performance and progress, including attendance, appropriate classroom behavior, and promotion. This section provides an assessment of school success in the following areas: school engagement, cognitive concentration, standardized test scores, attendance, general classroom behavior, and overall progress as a student. With the exception of standardized test score and attendance data, all data presented are for Cohort One only.

School Engagement

Friends reported high levels of school engagement among the children who are participating in the program. According to assessment responses displayed below in Table 13 from 2002-2003 and 2005-2006, almost all of the children were interested in school (83% and 94%, respectively) and most tried hard in school (65% and 72%, respectively). Friends also indicated that none of the children skipped school (0%, both years) and that the majority completed their homework regularly (78%, both years).

**Table 13. School Engagement (Questions from Friends Assessment)
Cohort One**

	<i>2002-2003 (N=18)</i>		<i>2005-2006 (N=18)</i>	
	Yes	No	Yes	No
Tries hard in school	11 (65%)	6 (35%)	13 (72%)	5 (28%)
Does his/her homework regularly	14 (78%)	4 (22%)	14 (78%)	4 (22%)
In interested in school	15 (83%)	3 (17%)	17 (94%)	1 (6%)
Skips school	0 (0%)	18 (100%)	0 (0%)	18 (100%)

Cognitive Concentration

Generally, teachers reported an increase in the children’s abilities to complete assignments and work well alone, as presented below in Table 14. In 2005-2006, TOCA-R respondents indicated that 63% of children concentrate “often/very often” or “almost always” while in 2002-2003 respondents indicated that only 43% of children concentrated “often/very often” and no children concentrated “almost always.” Teachers in both 2003 and 2006 also reported that the majority of the children were “often/very often” or “almost always” easily distracted (54% and 76%, respectively).

According to their teachers, the children participating in the program are eager to learn. Findings from 2002-2003 indicate that 71% are “often/very often” or “almost always” eager to learn and 21% are sometimes eager to learn. 2006 responses were similarly positive with teachers reporting that three-quarters of the children are eager to learn “often/very often” or “almost always” and one-quarter are “sometimes” eager to learn.

Teachers reported that most of the children work hard in school “often/very often” or “almost always” (64% in 2003 and 63% in 2006). In addition, most children were reported to have poor effort “almost never/rarely” (64% and 63%, respectively).

**Table 14. Cognitive Concentration (Questions from TOCA-R)
Cohort One**

	2002-2003 (N=14)				2005-2006 (N=8)			
	<i>Almost never/rarely</i>	<i>Some-times</i>	<i>Often/very often</i>	<i>Almost always</i>	<i>Almost never/rarely</i>	<i>Some-times</i>	<i>Often/very often</i>	<i>Almost always</i>
Completes Assignments	2 (14%)	3 (21%)	6 (43%)	3 (21%)	1 (13%)	3 (38%)	4 (50%)	0 (0%)
Concentrates	4 (29%)	4 (29%)	6 (43%)	0 (0%)	2 (25%)	1 (13%)	4 (50%)	1 (13%)
Works well alone	2 (14%)	7 (50%)	3 (21%)	2 (14%)	1 (13%)	1 (13%)	4 (50%)	2 (25%)
Pays attention	0 (0%)	6 (43%)	6 (43%)	2 (14%)	1 (13%)	2 (25%)	4 (50%)	1 (13%)
Learns up to ability	2 (15%)	6 (46%)	3 (23%)	2 (15%)	2 (25%)	1 (13%)	5 (63%)	0 (0%)
Eager to learn	1 (7%)	3 (21%)	7 (50%)	3 (21%)	0 (0%)	2 (25%)	3 (38%)	3 (38%)
Works hard	1 (7%)	4 (29%)	6 (43%)	3 (21%)	1 (13%)	2 (25%)	3 (38%)	2 (25%)
Stays on task	2 (14%)	4 (29%)	8 (57%)	0 (0%)	1 (13%)	2 (25%)	4 (50%)	1 (13%)
Poor effort	9 (64%)	4 (29%)	1 (7%)	0 (0%)	5 (63%)	1 (13%)	2 (25%)	0 (0%)
Easily distracted	3 (23%)	3 (23%)	5 (39%)	2 (15%)	1 (13%)	1 (13%)	3 (38%)	3 (38%)
Mind wanders	6 (43%)	3 (21%)	5 (36%)	0 (0%)	3 (38%)	1 (13%)	4 (50%)	0 (0%)

During an interview one teacher said the following when asked about the difference that *Friends NY* makes in the lives of the children, “*The difference is tremendous...same as last year with another child. The Friend adds another dimension. He’s someone the child can trust and talk to about school/home. He’s more comfortable and mature now. The Friend doesn’t ‘grade’ him and that makes him feel comfortable. He also provides a father figure that the child doesn’t have. His attendance has always been good. Academically he asks his Friend for homework help and that has also helped his classroom performance. Behaviorally, the child was very difficult, but he’s made a drastic change in his classroom behavior. He’s a lot calmer now. He now has someone else who cares about him and that makes a big difference.*”

School Records

Standardized Test Scores

For the first time, standardized test score and attendance data were made available to *Friends NY* from the New York City Department of Education (NYCDOE). For the purposes of this report, scores were examined from the Mathematics and English Language Arts (ELA), or Reading Assessments. Scaled test scores are divided into four performance levels. Performance levels show the degree to which students have mastered the knowledge and skills that make up the learning standard. Levels are defined as follows:

- Level One – Not meeting learning standards
- Level Two – Partially meeting learning standards
- Level Three – Meeting learning standards
- Level Four – Meeting learning standards with distinction

Data are presented by performance level for ease of comparison, and in Tables 15 – 18, data are presented for the following four groups:

- ***Cohort One*** – the first group of students to enter *Friends NY*
- ***All Friends NY Participants*** - Testing begins in third grade, therefore data are only available for those students that were in third grade or higher during the time period covered by the each analysis
- ***PS 241*** – Students in fourth through sixth grade at PS 241, excluding *Friends NY* participants, were chosen as a comparison group because approximately one-third of *Friends NY* participants attend this school.
- ***Citywide*** – Data for all students citywide.

Due to the small numbers in the first two groups (*Cohort One* and *All Friends NY* participants), and the much larger numbers in the second two groups, the data presented in these tables should be viewed with caution.

As demonstrated in Table 15, consistent with the performance of students at PS 241, the majority of *Cohort 1* and *Friends NY* participants scored in Level 2 on the ELA assessment. Fewer *Cohort One* and *Friends NY* participants scored in Level 1 than PS 241 students, and a greater number scored in Level 3.

Table 15. English Language Arts Performance Levels (Spring 2006)

Performance Level	Cohort One	All Friends NY Participants	PS 241	Citywide
1	1 (6.2%)	3 (10.0%)	34 (24.3%)	34,621 (10.6%)
2	11 (68.8%)	16 (53.3%)	77 (55.0%)	129,176 (39.7%)
3	4 (25.0%)	11 (36.7%)	28 (20.0%)	142,147 (43.7%)
4	0 (0.0%)	0 (0.0%)	1 (0.7%)	19,518 (6.0%)
Total	16 (100%)	30 (100%)	140 (100.0%)	325,462 (100.0%)

The majority of students in Cohort One scored in Level 2 (53.0%) on the Mathematics assessment, as demonstrated in Table 16, and approximately 29% scored in Level 3. This compares positively to PS 241 students who had a greater percentage of students scoring in Level 1 (36.2% compared with 17.6% of Cohort One students). Over 40% of *Friends NY* students scored in Level 3, much higher than the percentage of PS 241 students in Level 3 (25.5%).

Table 16. Mathematics Performance Levels (Spring 2006)

Performance Level	Cohort One	Friends NY Participants	PS 241	Citywide
1	3 (17.6%)	3 (8.6%)	54 (36.2%)	55,919 (15.8%)
2	9 (53.0%)	17 (48.6%)	54 (36.2%)	104,798 (29.5%)
3	5 (29.4%)	15 (42.9%)	38 (25.5%)	146,782 (41.3%)
4	0 (0.0%)	0 (0.0%)	3 (2.0%)	47,482 (13.4%)
Total	17 (100.0%)	35 (100.0%)	149 (100.0%)	354,981 (100.0%)

Table 17 examines movement between performance levels from the Spring 2005 ELA assessment to Spring 2006. As the data show, for both Cohort One and *Friends NY* Participants, proportionately fewer students went down one or more performance levels than students at PS 241 or citywide. The percentage of those moving up one or more performance levels was similar across all four groups.

Approximately three-quarters of both Cohort 1 and *Friends NY* participants maintained their performance level. This is important because although the English Language Arts standards did not change for the 2006 tests, this was the first year that ELA tests were given in every grade (3 through 8). Statistical analyses show that the 4th grade test this year was actually more difficult than the 4th grade test in previous years⁷. Additional findings show that there is typically a decline in reading achievement after 5th grade⁸. Therefore, it is notable that most *Friends NY* students maintained or improved their performance level.

**Table 17. English Language Arts Performance Level Movement
(from Spring 2005 to Spring 2006)**

Performance Level	Cohort One ⁹	Friends NY Participants ¹⁰	PS 241	Citywide
Down 1 or more levels	2 (13.3%)	2 (7.4%)	34 (25.2%)	91,929 (28.2%)
No change	11 (73.3%)	21 (77.8%)	86 (63.7%)	191,216 (58.8%)
Up one or more levels	2 (10.5%)	4 (14.8%)	15 (11.1%)	42,317 (13.0%)
Total	15 (100.0%)	27 (100.0%)	135 (100.0%)	325,462 (100.0%)

Data in Table 18 show performance level movement on the Mathematics assessment from Spring 2005 to Spring 2006. These data demonstrate that *Friends NY* students experienced almost the same performance level movement as students at PS 241. A slightly smaller percentage of students in Cohort 1 maintained their performance level, with a slightly higher percentage moving down one or more performance levels.

When viewing these data, it is important to understand that New York State’s math standards were raised in elementary and middle school, and the new tests given in 2006 in grades 3 through 8 were based on these higher standards (like the ELA assessment, this

⁷ Results of 2006 English Language Arts Assessments in Grades 3-8. September 21, 2006. <http://www.emsc.nysed.gov/deputy/Documents/archivednews/assess-test-archive.shtml>. Elementary, Middle, Secondary and Continuing Education, New York State Education Department.

⁸ Ibid.

⁹ Includes those participants with at least two years of test score data.

¹⁰ Includes those participants with at least two years of test score data.

was the first year that tests were given in every grade [3-8]). The revised 4th grade test was more difficult than the 4th grade test in year's past.¹¹

Table 18. Mathematics Performance Level Movement (from Spring 2005 to Spring 2006)

Performance Level	Cohort One ¹²	Friends NY Participants ¹³	PS 241	Citywide
Down 1 or more levels	7 (43.8%)	11 (35.5%)	54 (37.8%)	90,786 (25.6%)
No change	8 (50.0%)	18 (58.1%)	81 (56.6%)	207,414 (58.4%)
Up one or more levels	1 (6.3%)	2 (6.4%)	8 (5.6%)	56,781 (16.0%)
Total	16 (100.0%)	31 (100%)	143 (100.0%)	354,981 (100.0%)

Attendance

Table 19 shows that the attendance rates for both Cohort 1 and *Friends NY* participants are very high, and higher than the attendance rate for all students at PS 241.

**Table 19. Attendance Rates
(2005-2006 School Year – New York City Department of Education Data)**

	Cohort 1	Friends NY Participants	PS 241
Mean Attendance Rate	94.76 (N=16)	91.73 (N=52)	89.83 (N=299)

In addition to the attendance rate data displayed above, teachers rated children's school attendance. The data in Table 20 below show attendance data for Cohort One for both 2002-2003 and 2005-2006. Notably, by 2005-2006, all students were rated as either excellent or good in terms of attendance, which confirms the attendance rate data shown above.

¹¹ Results of 2006 Mathematics Assessments in Grades 3-8. October 11, 2006. <http://www.emsc.nysed.gov/deputy/Documents/archivednews/assess-test-archive.shtml>. Elementary, Middle, Secondary and Continuing Education, New York State Education Department.

¹² Includes those participants with at least two years of test score data.

¹³ Includes those participants with at least two years of test score data.

**Table 20. Attendance (Questions from TOCA-R)
Cohort One**

		Excellent	Good	Fair	Poor	Probably Failing	Definitely Failing
What is your general rating of this child's attendance in your classroom?	2002-2003 (N=14)	4 (29%)	6 (43%)	4 (29%)	0 (0%)	0 (0%)	0 (0%)
	2005-2006 (N=8)	2 (29%)	5 (71%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

General Classroom Behavior

The data in Table 21 display teachers' ratings of Cohort One children's general classroom behavior. In 2005-2006 86% (6) of the students were rated as either good or fair, while in 2002-2003, 71% were rated as either fair, good or excellent. No students were rated as probably or definitely failing in 2005-2006.

**Table 21. General Classroom Behavior (Questions from TOCA-R)
Cohort One**

		Excellent	Good	Fair	Poor	Probably Failing	Definitely Failing
What is your general rating of this child's behavior in your classroom?	2002-2003 (N=14)	3 (21%)	2 (14%)	5 (36%)	2 (14%)	2 (14%)	0 (0%)
	2005-2006 (N=8)	0 (0%)	4 (57%)	2 (29%)	1 (14%)	0 (0%)	0 (0%)

Overall Progress as a Student

Table 22 displays teachers' ratings of Cohort 1 children's overall progress as a student in both 2002-2003 and 2005-2006. By 2005-2006, all students were rated as fair, good, or excellent, with 50% being good.

**Table 22. Overall Progress as a Student (Questions from TOCA-R)
Cohort One**

		Excellent	Good	Fair	Poor	Probably Failing	Definitely Failing
What is your general overall rating of this child's progress as a student?	2002-2003 (N=14)	4 (31%)	4 (31%)	2 (15%)	1 (8%)	1 (8%)	1 (8%)
	2005-2006 (N=8)	1 (17%)	3 (50%)	2 (33%)	0 (0%)	0 (0%)	0 (0%)

Summary and Discussion of Findings

This report examines the degree of progress on three of the *Friends NY* desired outcomes, primarily for Cohort One, the first group of children to enter the program in December 2001. Overall, the findings indicate progress towards the outcomes and show that the participants are experiencing positive growth in some areas more than others. This section provides a summary and discussion of the findings.

Who are the Friends NY participants?

When examining the longitudinal data, it is important to understand the demographic and background characteristics of the participants. There are a slightly greater number of male participants than female participants. Participants range in age from 5 – 13, with the majority being between 10 – 12 years old. The majority of participants are African-American.

Before selection into the program, the most common risk factors observed for Cohort One participants were poor work habits, aggression or anger problems and learning disabilities. Additionally, half of the participants came from single parent families, and several had parents with criminal histories.

What progress has been made?

Social and Emotional Development

- As reported by their Friends, over the time of their participation in the program, Cohort One participants improved their social skills, such as making friends easily and getting along well with other children.
- Similarly, Friends reported that Cohort One participants increased their self-esteem and self-confidence, but for many of the children maintaining a positive self-image remains an ongoing challenge.
- Teachers indicate improvements for Cohort One in social contacts with peers, particularly in socializing and interacting with classmates and having lots of friends. One area that remains problematic is the children's propensity to tease. Perhaps this points to an area of focus for *Friends NY* in the future.

Making Good Choices

- Friends Assessments indicated that incidents of violent and/or illegal behavior have decreased among the Cohort One participants over time. Given that aggression and anger were two of the most prominent characteristics found among the children at the time of selection into the program, and given that many of the participants have family members with criminal involvement, the fact that these behaviors have decreased among Cohort One participants is striking.

- Another area in which improvements over time for Cohort One children were found was authority acceptance in the classroom, particularly breaking things and property damage. All teachers that were interviewed also noted the positive difference that the program has on the participants' behavior in the classroom.
- Over time, fewer Cohort One children were rated by Friends as taking responsibility for their actions and using age-appropriate problem solving skills. This indicates another possible area of focus for *Friends NY* in working with their children.

School Success

- While teachers said that the majority of the Cohort One children were easily distracted in class, over time, their reports indicated that participants improved their ability to complete assignments and work well alone.
- The majority of participants in *Friends NY* scored at Level 2 or 3 on the English Language Arts assessment in 2006. Overall this is slightly better than students at PS 241.
- On the 2006 Mathematics assessment, *Friends NY* participants again scored slightly better than students at PS 241, and notably, 40% of *Friends NY* participants scored in Level 3.
- English Language Arts assessment performance level movement data from Spring 2005 to Spring 2006, demonstrate that fewer *Friends NY* participants moved down one or more performance levels than students at PS 241. The majority of *Friends NY* participants maintained their performance level.
- Analysis of performance level movement on the Mathematics assessment from Spring 2005 to Spring 2006 showed that the movement was very similar between *Friends NY* participants and students at PS 241.
- While *Friends NY* participants are generally scoring the same or in some cases slightly better than students at PS 241, it is clear that they could benefit from additional academic support in order to bolster their academic performance. In a focus group with staff, all Friends agreed that more tutoring support would be valuable for the participants, and would allow the Friends to spend more time on activities other than academics.
- Attendance is one important area in which *Friends NY* participants are doing exceedingly well. *Friends NY* participants had a mean attendance rate of 91.73, with Cohort One participants having an even higher rate of 94.76.
- In their most recent assessment, teachers rated the overall progress of all students in Cohort One between fair and excellent, with no students rated as poor or failing.

When participants in the program were asked the ways in which their life is different since they've had a Friend, they had the following to say:

- *“Well, I haven't had a fight since I've been here.”*
- *“I finally do all my homework before I get home. So when I get home I can do whatever I want.”*
- *“I'm passing my classes.”*
- *“I'm getting in less trouble.”*
- *“I laugh a lot when I'm here.”*

Appendix One

Friends of the Children

Risk Factors Assessed during Child Selection

Children deemed **most appropriate** for services by the program will demonstrate the following behaviors, have the following environmental circumstances, and/or have been diagnosed with the following disorders/disabilities: (This document is used during the selection dinner to identify the risk factors affecting each child being considered for the program.)

Child's Behavior (most important)

ANG	Aggressive, Anger Problems
SENS	Overly Sensitive, too easily-upset
SW	Socially withdrawn
SE	Low self-esteem
ATT	Irregular school attendance
WH	Poor work habits
HYG	Problems with personal hygiene

Child's Academic Issues

LA	Low achievement
LD	Learning disabilities

Child's Potential for success, Resiliency Factors (to be considered)

POS	Positive temperament
COOP	Cooperative parents
HIQ	Average or above IQ

Collateral Info: Child's Environment

SP	Single parent family
NEGL	History of Neglect
ABU	History of physical or sexual abuse
WEL	Welfare
FC	Foster Care
DA	Family history of drugs and alcohol
DV	History of domestic violence
CRIM	Parent w/ criminal history
MI	Parent w/ mental illness
MOV	Propensity for family to move, not stable living situation
TP	Parent or sibling is a teen parent
LG	Living with non-parent/legal guardian other than foster care
SC	Sibling Caregiver

Examples of behaviors/issues the child may have

- Aggressive behavior
- Low tolerance/frustration level
- Attention deficit disorder
- Oppositional defiant disorder
- Aggressive behavior
- Socially withdrawn
- Poor problem solving skills
- Learning disabilities (IQ above 70)
- Grief issues
- Fetal alcohol syndrome
- Poor physical hygiene
- Ineffective peer relationship skills
- Physical disability (to be assessed at time of referral)
- Depression
- Physical neglect
- History of deprivation
- Post traumatic stress disorder
- Reside in homes where there is alcohol and or drug abuse
- Parent(s) involved in criminal activity, prostitution, etc.
- Homes with current or history of mental health issues present
- Extreme poverty

Children deemed **not appropriate** for the program will demonstrate the following behaviors and or assessed with the following disorder or condition:

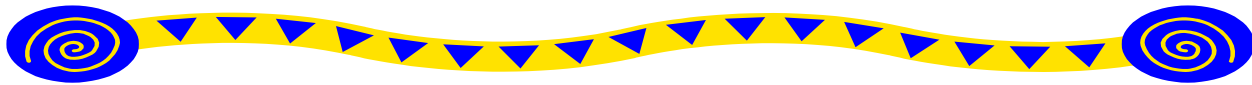
- Chronic or severely depressed (assessed for severity at time of referral)
- Reactive attachment disorder (assessed for severity at time of referral)
- Autistic disorder or pervasive developmental disorder, i.e. psychoses, schizophrenia
- Mental retardation
- Excessively violent/aggressive
- Phobias i.e. agoraphobia, panic disorder, separation anxiety (assessed for severity at time of referral)

**Friends of the Children
Daily Activity Journal**

Month/Year **Jan-04**

Child				
Child ID	1/1 time for month total	0.00	Gp. time month total	0.00
Friend			Indirect Ser. month total	0.00
Friend ID				

Date	Journal		MGC	PPSF	SED	SIS	IHAC		Direct Serv Time	C	R	P	O	Indirect Serv Time
		1/1 Time							0.00					
		Gp. Time							0.00					0.00
		1/1 Time							0.00					
		Gp. Time							0.00					0.00
		1/1 Time							0.00					
		Gp. Time							0.00					0.00
		1/1 Time							0.00					
		Gp. Time							0.00					0.00
		1/1 Time							0.00					
		Gp. Time							0.00					0.00
		1/1 Time							0.00					
		Gp. Time							0.00					0.00
		1/1 Time							0.00					
		Gp. Time							0.00					0.00
		1/1 Time							0.00					
		Gp. Time							0.00					0.00



Friends of the Children New York
Friend's Assessment of Younger Children

Directions

- ❖ **When to Complete:** Complete this form each year, in April-June.
- ❖ **Complete For:** All children in grades 1–5.
- ❖ **Completed By:** *Friends*
- ❖ **When Finished:** When the form is completed, return it to your manager.

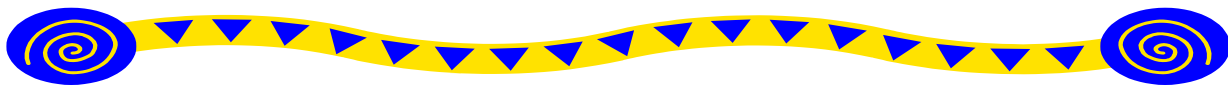
1. Child's Name: _____

2. Child's ID#: _____

3. *Friend's* Name: _____

4. *Friend's* ID#: _____

5. Date Completed: _____/_____/_____
mo day year



A. Background Information

1. How old is this child?
 6 yrs 7 yrs 8 yrs 9 yrs 10 yrs 11 yrs 12 yrs
2. What grade is she/he in?
 1st 2nd 3rd 4th 5th not attending school
3. a. Does this youth attend an alternative or specialized educational setting (school or classroom)?
 yes no
b. If yes, is the alternative placement for (mark all that apply):
 behavioral reasons
 learning disability
 need for academic remediation
 other, please specify: _____
4. How many times has this child moved in the past year?
 0 1 2 3 4 or more
5. Which of the following adults currently live with this child? Mark all that apply
 mother
 father
 stepmother/father's girlfriend
 stepfather/mother's boyfriend
 grandmother
 grandfather
 other adult relatives, specify: _____
 foster parents
 other non relatives, specify: _____
6. a. In the past year, has this child lived in foster care or with relatives?
 yes no
b. If yes, was the local youth welfare agency involved in this placement?
 yes no
7. To the best of your knowledge, does this child qualify for the Free and Reduced Lunch Program?
 yes no
8. To the best of your knowledge, has there ever been a report of abuse or neglect of this child to a child welfare agency?
 yes no

B. Health Behaviors

1. In the past year, has this child had his/her eyes checked?
 yes no
2. In the past year, has this child been to the doctor for a check-up?
 yes no
3. In the past year, has this child been to the dentist?
 yes no
- 4a. In the past year, has this child received treatment for a physical health problem?
 yes no
If yes, please specify: _____
- 4b. In the past year, has this child had any untreated physical health problems?
 yes no
If yes, please specify: _____
- 5a. In the past year, has this child received treatment for a mental health problem?
 yes no
If yes, please specify: _____
- 5b. In the past year, has this child had any untreated mental health problems?
 yes no
If yes, please specify: _____

6. How often would you say there is enough food to eat at this child's house?
 always
 sometimes
 rarely/never

7. How often does this child usually eat "junk foods" (for example: french fries, chips, cookies, soda, candy, etc.)?
 rarely/never
 several (2-4) times per week
 1-2 times per day
 3-4 times per day
 5-6 times per day
 don't know

8. How often does this child usually eat green or yellow vegetables (greens, salad, corn, carrots, green beans, etc) or fruit (fresh fruit, apple, orange, etc.)?
 never
 several (2-4) times per week
 1-2 times per day
 3-4 times per day
 5-6 times per day
 don't know

9. How often does this child usually exercise for at least 20-30 minutes at a time (walk, ride his/her bike, jog, skateboard, dance, run, play sports, etc.)?
- never
 - several (2-4) times per week
 - daily or more
 - don't know

The next questions have the following format: Please mark the answer that best describes how you feel about that sentence, for example:

	YES!	yes	no	NO!
EXAMPLE: I like chocolate ice cream.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mark the big **YES!** if you think the statement is **definitely true**.

Mark the little **yes** if you think the statement is **mostly true**.

Mark the little **no** if you think the statement is **mostly not true**.

Mark the big **NO!** if you think the statement is **definitely not true**.

<i>C. Please mark the answer that best describes how you feel about each sentence. Think about how this child usually behaves.</i>	YES!	yes	no	NO!
This child:				
1. Knows how to check to see if the right change has been given when she/he buys something from a store.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Knows not to talk to strangers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Knows how to keep her/himself safe in a dangerous situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Solves problems in an age-appropriate manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Thinks before acting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Tries hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Does his/her homework regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Skips school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Is interested in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Will lie to stay out of trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Will fight if the other person hits first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Can admit when she/he is wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Takes responsibility for his/her actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Is unhappy, sad, or depressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Worries about things for a long time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Feels worthless or inferior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Extremely shy or timid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Feels good about him/herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Please mark the answer that best describes how you feel about each sentence. Think about how this child usually behaves.	YES!	yes	no	NO!
19. Has high hopes for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Participates in after school or other extracurricular activities (sports teams, clubs, dance, drama, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Makes friends easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Has temper tantrums or a hot temper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This child:				
23. Gets along well with other kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Feels comfortable around people of different races and cultural backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. In the past year (12 months), has this child:	Yes	No	Don't know
1. Attacked someone out of anger?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Been involved in a physical fight?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Carried something to use as a weapon (gun, knife, fingernail file)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Used a weapon or threatened someone with a weapon?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Been involved with the juvenile justice system (e.g., arrested or stopped by the police for breaking the law, skipping school, running away, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Been involved with a gang?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Been removed from class for disciplinary reasons (Disciplinary Removal)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Been suspended from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Been expelled from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. How many hours a day does this child read for pleasure (not for school work)? Reading includes newspapers, magazines, comic books, books, etc.

- less than 1 hour
- 1 – 2 hours
- 2 – 3 hours
- 3 – 4 hours
- more than 4 hours
- don't know

F. How many hours a day does this child use a computer (for schoolwork, fun, internet, etc.)?

- less than 1 hour
- 1 – 2 hours
- 2 – 3 hours
- 3 – 4 hours
- more than 4 hours
- don't know

G. a. Which of the following best describes the quality of your relationship with this child?

- excellent
- good
- fair
- poor

b. Where is this relationship as compared to your relationships with other youth (10=perfect, 1=poor)?

- 1 2 3 4 5 6 7 8 9 10

H. In the last year, how much effort did it take to develop or maintain a close relationship with this youth?

- a lot
- a little
- none

I. Which of the following best describes the quality of your relationship with this child's caregiver(s)?

- excellent
- good
- fair
- poor

J. Family Information.

1. Is the child's biological mother currently involved with this child?

- yes no

2. Is the child's biological father currently involved with this child?

- yes no

3. Is there another primary caregiver currently involved with this child?

- yes no

If yes, who is/are the other primary caregivers? _____

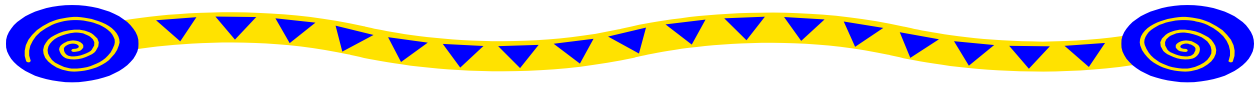
4. To the best of your knowledge, is (or were) this child's parents teen parents (under 18 when the first child was born?)

- 4a. yes, mother was a teen parent no, mother was not a teen parent don't know
4b. yes, father was a teen parent no, father was not a teen parent don't know

K. Please complete the table below to the best of your knowledge. If there is more than one other primary caregiver, please choose the one who is most responsible for this child's day-to-day care.

<i>To the best of your knowledge, in the past year, has this child's mother or father been:</i>	Biological Mother	Biological Father	Other Primary Caregiver (if applicable)
1. Employed?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
2. Incarcerated?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
3. Involved in criminal behavior?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
4. Abusing alcohol or other drugs?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
5. In recovery from substance abuse problems?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
6. Positively involved with the child's school?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
7. Single parenting (doing the majority of parenting her/himself)?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
8. Suffering from a serious physical health problem?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
9. Suffering from a serious mental health problem?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know
10. A victim or perpetrator of domestic violence?	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know	<input type="radio"/> yes <input type="radio"/> no <input type="radio"/> don't know

L. Below, please include any additional information about this child that you think the program or the evaluators should know.



Friends of the Children New York

Teacher Observation (TOCA-R)

Directions

- ❖ **When to Complete:** This form should be provided to teachers in April of each year.
- ❖ **Complete For:** All children in grades 1-8.
- ❖ **Completed By:** Teachers, facilitated by *Friends*.
- ❖ *Friends* should provide the form to each youth's teacher to be completed within the week. *Friends* should pick up the completed form from the teacher, and return it to the program's data administrator.

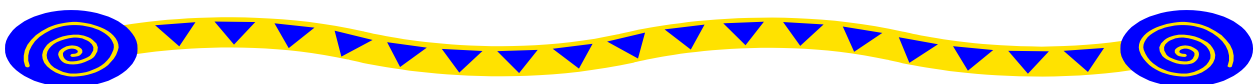
Friends should complete the information below before providing the form to the teacher.

Child's Name: _____

Childs' ID Number: _____

Friend's Name: _____

Friend's ID Number: _____



Teacher Observation of Classroom Adaptation – Revised TOCA-R

Teachers: Thank you for helping with the *Friends of the Children* Program Evaluation by completing this form for us. Parents have given us permission to obtain this information from you. If you have any questions about this form, please contact your local *Friends of the Children* office. All of the information you provide will be kept confidential.

This form completed by: _____

Date form completed: ____/____/____
 mo day year

<i>A. Please mark the response that best describes <u>this child's</u> performance as a student over the past three weeks.</i>	Almost Never	Rarely	Some-times	Often	Very Often	Almost Always
01. Completes assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02. Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03. Stubborn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04. Concentrates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05. Breaks rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06. Socializes and interacts with classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07. Poor effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08. Works well alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09. Harms others or hurts others physically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Pays attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Breaks things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Learns up to ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Yells at others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Plays with classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Easily distracted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Takes others' property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Avoids classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Eager to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Mind wanders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A. Please mark the response that best describes <u>this child's</u> performance as a student over the past three weeks.		Almost Never	Rarely	Some-times	Often	Very Often	Almost Always
21.	Lies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Initiates appropriate interactions /seeks out classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	Talks back to adults /disrespectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Works hard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	Teases classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	Stays on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	Has lots of friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	Harms or damages property on purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29.	Rejected by classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30.	Seeks out classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Global Ratings	Excel-lent	Good	Fair	Poor	Probably Failing	Definitely Failing
1. What is your general overall rating of this child's progress as a student?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. What is your general rating of this child's behavior in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. What is your general rating of this child's attendance in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. What grade is this student currently receiving in your class?	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> F	

Child Services Items

<i>C. Please indicate whether this child received or needed each of the following services.</i>	Did child receive this year?		Does child need this service?	
	Yes	No	Yes	No
1. A tutoring program or tutoring services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. A special program at the school for learning problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Services for attendance or behavior problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Testing and evaluation for special education services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Gifted and talented classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Yes	No	
6. Will (Child) need to attend summer school this summer?		<input type="radio"/>	<input type="radio"/>	
7. Do you think (Child) will need to repeat this grade?		<input type="radio"/>	<input type="radio"/>	
8. Was (Child) removed from class for disciplinary reasons in the past year (Disciplinary Removal)?		<input type="radio"/>	<input type="radio"/>	
If so, how many times		_____		
9. Was (Child) suspended in the past year?		<input type="radio"/>	<input type="radio"/>	
If so, how many times		_____		
10. Was (Child) expelled in the past year?		<input type="radio"/>	<input type="radio"/>	
If so, how many times		_____		

D. Is this child **reading** (please check only one):

- below grade level
- at grade level
- above grade level

E. Is this child performing **math** (please check only one):

- below grade level
- at grade level
- above grade level

Thank you very much for providing this information for us! We greatly appreciate your efforts to help us understand whether the *Friends of the Children* program is meeting its goals.

**Friends of the Children
Child Focus Group Protocol
May 2006**

Date: <u>05/26/06</u>	Location: <u>@ Friends of Children center</u>
Duration: _____	Interviewer: <u>Otoniel Lopez</u>

Thank you so much for coming to meet with me today. My name is Otoniel and I am here today to learn more about you and Friends of the Children. As kids who participate in this program you have really important opinions that will help us understand what it's like to have a Friend. Anything that you share with me can be used to make the program even better than it already is. I'm really interested in your honest opinions, so feel free to say anything you want to.

We're going to be here for about half an hour, and there are a few things I'd like you to keep in mind:

- I'd like to hear what everyone has to say (that's why we kept the group small)
- There are no right or wrong answers to the questions I'm going to ask you
- Please share your opinion, even if it's different from what someone else has said
- All comments made during this discussion will be help confidential, meaning that nobody outside of this room will hear what you have to say

I would like to tape record our conversation because I don't want to miss any of your comments. Only I will have access to the tape. Is it ok if I tape?

1. Introductions

Number of participants: _____ (Male _____ Female _____)
Participants' grades: Grd 1 _____ Grd 2 _____ Grd 3 _____ Grds 4 _____ Grd 5 _____
Duration in program: First yr _____ Second yr _____ Third yr _____ Fourth yr _____

2. Let's say you were writing a letter to a friend about Friends of the Children. What would you tell them about your Friend and the things you do together?
3. You just told me about a lot of the things that you and your Friends do together. From all of those things, which one is your favorite thing to do with your Friend?
4. Are there any things that you don't do with your Friend that you would like to do with him or her?
5. In what ways do you feel like your life is different since you've had a Friend? (Probe: Think about your life before you had a Friend. What's different now?)
6. Do you think that you have started doing better in school since you've had a Friend? Why or Why not?

7. If you ever have any problems at school or at home, who do you talk to about those problems?
8. Is there anything else you'd like to tell me about your Friend?
9. Do you have any questions for me?

**Friends of the Children
Parent Focus Group Protocol
June 2005**

Date: ____/____/____	Location: _____
Duration: _____	Interviewer: _____

Thank you very much for volunteering to participate in this focus group. My name is Otoniel Lopez and I work for Metis Associates, a research and evaluation company in New York City. The purpose of my visit is to develop a better understanding of the Friends of the Children program in which your child participates. Your participation in this group interview is strictly voluntary. You may choose not to answer any question and/or to withdraw from the interview at any time. There are no correct or incorrect answers. All information supplied by you will be strictly confidential.

With your permission, I would like to tape record this interview. This will allow me to be a better listener and then have a source to which I may refer for clarity. Is it OK to tape? Remember, no names will ever be used.

1. Introductions (first names, child's grade, etc.)

Number of participants: _____ (Male _____, Female _____)
Number of children in the program: 1 _____ 2 _____
Child's grade: Grade 1 _____ Grade 2 _____ Grade 3 _____ Grade 4 _____
Child's duration in program: First year _____ Second year _____ Third year _____

2. How did you learn about the Friends of the Children program? (*PROBE: flyer, teacher, announcement, friend, child*)
3. What do you like most about the program?
4. What program activities do you think your child enjoys the **most** with his/her Friend? Why? (*PROBES: Getting help with his homework or school-work, going on outings, talking about important things, reading books, hanging out, learning about new things*)
5. What program activities do you think your child enjoys the **least**? Why?
6. What did you **hope** your child would gain by joining Friends of the Children? (*PROBE: improved social and academic skills, developmental growth, exposure to a wide array of books and other resources*)
7. What has your child gained since he/she started spending time with his/her Friend? (*PROBE: improved school engagement, academic performance, behavior, attitude/ability to get along with/respect for others*)

8. What kinds of enrichment opportunities has your child been offered through Friends of the Children? (*PROBE: summer camp, sports activities*)

9. In what areas do you feel your child could benefit from more support?

10. For those of you that have had children in the program for more than one year, do you feel like there has been more opportunities for *you* to be involved with the program this year? If yes, what types of opportunities have been made available to you this year? If no, how do you think parents could become more involved in the program?

11. Please describe how you feel about the Friends of the Children staff members.

PROBES:

- Do you think they are reliable? Do you trust them?
- Have they helped you get the additional resources/help that your child might have needed?
- Do you trust their recommendation that additional resources may have been desirable for your child?
- Do you think they are able to provide extra help at finding resources if you need them?
- Do you trust them to do it?

12. If anyone here has more than one child in the program, how do you feel about having both of your children in the program with two different Friends? If your child has a younger sibling who is not in the program, how interested would you be in that child having a Friend, even if it wasn't the same Friend as your older child?

13. To what extent do you feel that Friends of the Children is fulfilling its commitment to your child?

14. How can Friends of the Children be improved to better assist your child?

15. Does anyone have any additional comments/suggestions about Friends of the Children?

Thank You !

**Friends of the Children
Staff Focus Group Protocol
June 2006**

Date: ____/____/____	Location: _____
Duration: _____	Interviewer: _____

Thank you very much for agreeing to participate in this focus group, which will help to inform the evaluation of Friends of the Children New York. My name is Otoniel Lopez and I work for Metis Associates, a research and evaluation company in New York City (the same company that Trilby works for, for those of you that know her). Your participation in this group interview is strictly voluntary. You may choose not to answer any question and/or to withdraw from the interview at any time. There are no correct or incorrect answers. All information supplied by you will be strictly confidential.

With your permission, I would like to tape record this interview. This will allow me to be a better listener and then have a source to which I may refer for clarity. Is it OK to tape? Remember, no names will ever be used.

1. Introductions

Number of participants: _____ (Male _____ Female _____)
Participants' grades: Grd 1 _____ Grd 2 _____ Grd 3 _____ Grds 4 _____ Grd 5 _____
Duration in program: First yr _____ Second yr _____ Third yr _____ Fourth yr _____

Let's talk first about the training you received through Friends of the Children:

1. What types of training activities have you participated in? (*PROBE: workshops, meetings*)
When? Where? Who facilitated? What topics/issues were discussed?
2. What were the benefits of these trainings? What impact has this training had on your implementation of these strategies with the children with whom you work?
3. What do you feel was the **best** part of these training sessions? (*PROBE: most useful/interesting?*) Why?
4. Are there any other areas in which you feel you could benefit from additional training?

Children

5. What program activities do you think the children enjoyed this year the **most** with you?
WHY? (*PROBES: Getting help with their homework or school-work, going on outings, talking about important things, reading books, hanging out, learning about new things*)
6. What program activities do you think the children have enjoyed the **least** this year? WHY?

Program Impact

7. What have children gained through their participation in the Friends of the Children this year? (*PROBE: improved school engagement, academic performance, behavior, attitude/ability to get along with/respect others, social skills; developmental growth*)
8. In what areas do you feel your children could benefit from more support?
9. What impact do you think **your role** in this program has had on the children you mentor this year?
10. What impact has participation in the program had on **you** this year?
11. What do you like most about the program this year? What things about the program have you not been happy about during this year?

Suggestions

12. What things have Friends of the Children done this year to retain you as part of their staff? Given the items we have spoken about previous times, has there been any headway in addressing those issues?
13. What additional resources or materials do you feel would help you perform your job better? (*PROBE: administrative supports, materials, training*)
14. How can the program be improved to better assist children? (*PROBE: more time with kids, transportation, suggested activities*)
15. Does anyone have any additional comments?

Thank You!

**Friends of the Children
Teacher Phone Interview Protocol
June 2006**

Date: ____/____/____	Name of Teacher: _____
Duration: _____	Interviewer: _____

Hi, my name is Otoniel Lopez and I work for Metis Associates, who's the external evaluator of the Friends of the Children program. I understand that you volunteered to be interviewed about the program, is that right? Thank you very much for agreeing to participate in this interview. Just to give you some context on our role... as part of the evaluation, we provide Friends of the Children feedback on how well they're achieving their goals and what they could do to improve as an organization...and this is one aspect of the evaluation. I've also conducted focus groups with the parents of the children and the children themselves. I also want to assure you that all information supplied by you will be strictly confidential.

1. Background Information

Name of School: _____
Grade Taught: _____
Number of kids in class involved in Friends of the Children: _____

2. Please characterize the difference, if any, that you believe Friends of the Children makes in the lives of the child(ren) in your class who are involved with the program. (Probes: academically, classroom behavior [cooperation, helpfulness], interaction with peers, attendance, homework completion)
3. Approximately how much time per week would you say that the Friend(s) spends in your classroom?
4. Overall, how would you describe the relationship between the child(ren) and their Friend(s)? How would you characterize the interactions between the child(ren) and their Friend(s)?
5. To what extent does the fact that a child in your classroom has a Friend influence the environment of your classroom? (i.e., either because of child's improved behavior or because of Friend's presence in the classroom, or both)
6. To what extent has the Friend's relationship with the child affected your ability to resolve any problems with the child? And to what extent has it affected your ability to communicate with the child's family?
7. Is there anything else you would like to tell me about the program?

Appendix Two

The Story of A.

Having positive self-esteem and self-confidence can be challenging when you are overweight and lacking in proper personal hygiene. A. began in Friends NY in December, 2001 when she was six years old. During the observation period prior to her selection into the program she was noted to have disruptive behavior and difficulty following instructions. There were also some issues with alcoholism in her family. Following are selected excerpts from her Friends' Daily Activity Journals over the time that she has been in the program.

January 17, 2002

“Worked with A in the classroom. She was already in trouble for talking back to the teacher. We talked about it for awhile and she was saying that everyone in the class is mean to her, they call her names and say she is fat and ugly and they make fun of her name.”

October 31, 2002

“Signed A up for swimming lessons. A’s mother was drunk when I talked to her and talked to me about getting her homework done on the days we go swimming, said that she does not want her to come home without it finished. Then she grabbed A and said ‘you know what will happen if you come home without it’ and A didn’t answer loud enough and her mom was trying to scare her...A then seemed embarrassed/sad.”

January 2, 2003

“Spoke to A’s teacher for awhile about A – she was concerned about her hygiene, said that she really smelled today. I asked her to call her mom about hygiene instead of talking to A again.”

September 13, 2004

“Saw A at school today – first day. While at the lunch table a classmate of hers teased her a little about being in the third grade when she was so old. A didn’t get upset – just let it roll right off, which was good.”

February 3, 2005

“Today was a huge success for A! We started Funfit with A and two other children and they loved it! A did such a fantastic job! She even climbed up on the rock wall, which I think really boosted her self-confidence.”

March 10, 2005

“On the way to the gym I showed A the sign language book and, as expected, she loved it. She wanted to try it the whole way there. When A and I were walking home, A kept signing ‘I love you’ to me and I said the same to her. We also kept signing back and forth, ‘you are my friend.’ When we got home she wanted us to give her family a little sign language demonstration. Her mom loved it and A was so proud to show them something new she could do. It was a great afternoon.”

May 2, 2006

“A came to the office this afternoon – she was really excited to see me and that was nice. She said she had good news and bad news. Bad news was that she has just come from the doctor that morning and she has the beginning of diabetes and that if she keeps going on the way that she is without changing her diet and exercising more, it will develop into full-blown diabetes and she could die. She said she was crying earlier but she felt better now. The doctor gave her a list of things she could no longer eat. I told her that this summer we would be exercising a lot.”

September 14, 2006

“I checked in with A’s class this afternoon. She was doing really well and was glad to have me in class with her. She was on task and really tried to participate while I was in the class. I ran into the teacher on the way out and we had a really good talk about A. She told me her concerns about what A eats in the mornings and during lunch – junk. I told her that I would buy A healthy snacks on the condition that I could keep them at the school and the teacher agreed to this.”

The Story of R

R entered Friends NY in 2001 at six years old. He is being raised by his mother in a single parent household. His mother has always been a strong advocate for him, particularly where his education is concerned. While his father has been in and out of his life, his maternal grandmother has been a constant presence. Upon entry into the program, one of his main issues was disruptive and negative behavior with a tendency towards temper tantrums and violence. Below are selected excerpts from Friends’ Daily Activity Journals over the time that he has been in the program:

December 13, 2001

“He had a serious crisis at school. Acting up once again. Threw another major tantrum and was sent to the assistant principal's office. Apparently, R and another boy were acting up and got into a verbal and somewhat physical argument, like they always do. R is very easily ticked off and exploded about something. Apparently, he started throwing chairs violently around the room where his classmates were still present. He had to be dragged upstairs by a teacher. He was putting his hand where the door was and banging things. When I came up to the assistant principal’s office, R was crying profusely by the door with some EMS worker and two cops with guns. I was in shock. I couldn’t believe they called the cops and I couldn’t imagine what was going through his head. I took him to the side to have a little pep talk and he mumbled a little bit about what happened. But the EMS cut my time with him short and escorted him out crying. Accompanied by a teacher, he was taken in the EMS car to the hospital. Before he left, I reminded him that everything would be ok.”

February 4, 2002

“Briefly checked in on him in the cafeteria. He's been behaving himself since he came back to school so I want to keep it that way and I don't want to come in or do anything to trigger him acting up for attention or asking me to take him to my office. So I check on him sparingly but still let him know that I'll still be checking on him. Checked in on him by the end of the class day. He apparently also has a one-on-one PARA who stays with him all the time in class, so he has a lot of people who are trying to look out for him and people to turn to.”

April 8, 2002

“His mom called me in the morning to tell me that she wanted me to check in on him - today was his first day in school with the medication. She started him on the prescribed medication-MediTate for ADD, Hyperactivity; takes it once a day in the early morning and it lasts about 6 hrs. So I talked to him and my other kids during lunch and something was different about him. I watched him interact with the other kids, he was playing but still something was different. After recess, he asked to go to the office right after recess so I did even though I planned to pick him up later. He was strangely calmer. He listened and obeyed. He was more focused though he did wince a lot more frequently than usual. He also doesn’t usually eat much when I take him out - he

usually eats half his food and throws the rest away- but today, he hadn't eaten at all and the mom wanted me to try to get him to eat something. I got some Oreos and he had about 2 and said that was enough. I think his appetite is lower than usual. One thing I did notice is that he doesn't initiate interactions and conversations like he usually does. I initiated the jokes and chats but once I did, he'd respond. We chatted a bit and I tried to get him to talk more. He did say he felt funny. We read a book about Germs and Good Health and then I let him play some of his favorite Cartoon Network games on the computer. I dropped him back in class at about 2:30pm. He resisted a bit but then acquiesced. He wanted me to stay a bit with him in class and read him another book so I did. His teacher noticed the change in his behavior too. Anyway, I said peace to R and he wanted me to pick him up tomorrow but I explained to him that I have another kid to pick up and he understood a bit and asked for the next time I was picking him up. I rewarded him with a number of checks for his good behavior."

August 28, 2002

"Picked him up, along with another Friend and child at his babysitter's. He was in very good spirits and surprised me with a hug. It's almost like it finally hit him that no matter what he does - good or bad, I'll still pick him up. He was disgusted about the pissy elevator so we chatted about the importance of keeping your community clean. He was very happy and a bit excited to see another kid."

November 22, 2003

"I received a call earlier in the day informing me that R was on punishment. He got a good report card but he has still been forgetting to bring the necessary books home to complete his homework. When I picked him up, he had his book bag packed to bring to the office so he could do his homework. I asked his mother if he would be allowed to go to a dance class at the PAL today and she said that that would be okay. When we got to the office, he tried everything not to do his homework. He made every excuse he could think of to try to do something else. When I reminded him that the dance class was not something that we had to do and we could sit in the office all day and do homework, he finally settled down and starting doing it. After doing most of his homework, we went to the PAL. Upon entering the class, I noticed that he was the only boy and I thought that he might be reluctant to dance but to my surprise he took off his coat and joined in. He really enjoyed the class and is ready to go back when the classes resume."

June 1, 2004

"I stopped by R's school to give paperwork to his teacher. He was surprised to see me there. His teacher said that he was working with a paraprofessional, who has been working with him the past two weeks, and that I could stay and ask questions as to how he's doing and help him with his work. The para told me that he does not focus and that is why he's behind in his work. They were working on a book of poetry. His classmates had about 15 poems each and he had only 5. I sat with him and tried to work with him writing some poems. He was still very much concerned about what the other children were doing and I had to get his attention back on his work. I asked him what type of things he liked and he said cars and motorcycles so we put our heads together and wrote a poem about motorcycles. By the time we got done with that it was time for dismissal. As we were leaving I got a chance to see his mother, who was there to pick him up. She asked how his day was and I informed her about his having to complete his book of poems. I mentioned to her that he was not focusing on the work at hand. She informed me that she had taken him off of his medication. It has been a month since she's done it and she believes that he can function without it."

September 30, 2004

"I visited R in school today. He was with a teacher, who was doing an assessment. She was going over words and pronunciation with him. She says that she works with him every day. She says that he is progressing very well. She also observes him while in classroom and she says that his behavior has gotten dramatically better in one day. She said that on Tuesday when preparing to go home he was very hyperactive and it took him a long time to get his books together but yesterday there was a big difference. She commended him on that. After going back to class I sat in the class until departure time. He was very fidgety and talkative. His teacher had to speak to him on several occasions. Before leaving I had to tell him to make sure he had all of his books together for homework because he was not paying attention and doing what he was supposed to. I talked to his teacher and she says that he has been doing his homework and he hasn't gotten into any fights but his constant inability to sit still is a problem. She says she believes that it's something that he can't control but it hasn't affected the class, as a whole. She says that she looks forward to me coming in once a week and she'll keep me informed of his progress."

June 10, 2005

"I went to pick up R from school. As soon as I entered the school, the principal was coming to the front door pointing at R and asking, "Who's here to pick him up because he's got to go." When I told her that I was, she said that he needs to get out of here. R was being very disrespectful and rude to both of us. When I told him that he was, he said that he didn't care. On our walk to Central Park, I continued to talk to him about staying out of trouble and not always wanting to fight because if he continues on that path, it would land him in jail. He, of course, didn't want to hear it. He asked me if I was going to tell his mother and I told him that I would. He asked me not to tell her but I told him that the only way I wouldn't have to tell her these things is if he didn't do them."

August 25, 2005

"Before picking up R today, he called me to see what time I was going to pick him up. He called about an hour later and the first thing he said was, "I'm sorry for calling you so many times." I told him that it wasn't a problem. I went to his house where I picked him up and we went to the train station to go to Yankee Stadium. I told him earlier that we were going there but he didn't believe me. As we were going to the train station, he asked if we were really going there and I told him that we were. He was very excited. He is a Yankee fan and he watches them on TV. This would be his first time there. He watched the game intently. After leaving the game, we stopped at the Friends' Place before going to Central Park. As we were walking to C.P., I told him that I was only giving him an hour there and we'd be going home. He said okay but I was expecting him to ask me to stay longer when the time came to leave. To my surprise, while in the middle of a football game with his friends, he said that he had to go when I told him that it was time to go. When I asked how come he didn't ask for more time, he said that he said that he was glad that I allowed him to go there and that he was going to keep his word. I told him how proud I was of him and that he kept his word. We then walked home. As we approached his building, he saw several of his friends who asked him if he wanted to go to C.P. He told them that he had just come from there and that his mother wasn't going to let him go there without her. He said that he could go if I went with them but he said that I was tired and ready to go home, so he'd have to go another time. R has changed!!!!!!"

November 19, 2005

"I picked up R and we walked to the Friends' Place. During our walk there, we talked about his report card. When I asked about his report card he said that he'd tell me the bad news first. He failed English & Math. The good news was that he passed everything else with A's and B's. He promised that he would get his grades up by the end of the next quarter."

August 11, 2006

“I picked up R from his house and we headed towards the subway. Earlier R and I had discussed going to the New York Aquarium. While on the train R and I talked about school. I asked R if he was excited about going back to school the upcoming Monday. R did not seem all that excited and told me that he has homework and he hasn't even been to school yet. R told me that he has a book that he has to read but he was not sure of the title. He was supposed to have it finished by the start of school but had not started it yet. R then stated that he was going to spend the whole weekend reading it so that he could be ready. While [there] R's mother called and informed him that he passed his math test to move on with a high 2 out of 4. R was very excited about it and almost yelled.”

The Story of D

D was six years old when she began with Friends NY in December 2001. Upon observation, she was very withdrawn and had trouble expressing herself verbally. Many of her Friend's early DAJ entries are focused on the fact that she hardly spoke during their time spent together. These issues were also problematic in a school setting, and D received support for speech and reading comprehension. Following are some excerpts from her Friends' Daily Activity Journals from the time that she has been in the program:

December 13, 2001

“D and I played Candyland - she didn't talk very much but held my hand and seemed happy. She cheated in Candyland.”

January 26, 2002

“We went to the Natural History Museum. D was more engaged and talkative than I have seen her before. She commented and asked questions about what we saw. She seemed most interested in the birds and in the computers that we found throughout the exhibits.”

July 2, 2002

“We got some lunch and went to M's house to put water in the fish tank and eat our lunch. We then met her mom in Harlem. D was very playful and so talkative – it is truly amazing how far she has come. She was making funny faces and joking with me, and has just really started to have conversations. It is very exciting to watch!”

November 20, 2003

“Talked to D's mom a few times today but in the end we were not able to meet up and go to parent teacher conferences together – I don't know if she went. I spoke to D's teacher and he said that she needs more work on reading comprehension and writing. I also spoke to her speech teacher who seemed to think that she really needed help with reading comprehension. She explained a bit about D's auditory processing difficulties. Sounds like I need to work with her on day to day conversation skills, getting her to use details and describe things, and talking about what we see and do together.”

July 20, 2004

“Went to visit the kids at Camp Fiver. D was soooo happy to see me – and really excited about everything going on at camp. I watched her swimming lesson and I was impressed. She loved the horseback riding.”

September 10, 2004

“D hadn’t eaten breakfast when I went to pick her up – it was 10 am. She said that she had been helping her mom clean the apartment all morning. Then she told me that her little brother had told some people that they didn’t have any food in their house, so the ACS was coming to look at their apartment. I asked her who the ACS was and she said that they were people who came to your house if your mommy beat you or was mean to you and they took you away from your family until you were 18 or 20. When I asked her who told her this, she said her mommy did.”

March 10, 2005

“I met with C (a psychiatrist) this afternoon to talk about D. I told her why I was concerned about D – which is mostly because of the baby-talk and how she seems a little more out of touch than my other girls...I spoke with D’s mom and she agreed to let C start seeing D.”

March 21, 2005

“D met with C this afternoon for the first time. I learned that D worries a lot about her mother being ok. She said that she feels scared that her mother might not come home from work because something might happen to her. She said she also gets scared that something could happen to her sisters, like getting shot. Someone in her building got shot and so now she worries about something like that happening to her sisters. D says that when she worries she has a hard time getting to sleep at night.”

May 4, 2006

“D didn’t want to go out with me for the following reason: the night before, her sister got home late and also had a really bad report card. D’s mom was so upset when she got home that she started beating the sister. So now the sister is grounded and has to go straight home after school. D was worried that her mom would beat her sister again after school, so she wanted to be home to make sure that her sister was ok.”

June 22, 2006

“I went to D’s 5th grade graduation ceremony this morning. Her whole family was there, including her mom’s boyfriend, excluding her biological dad.”

The Story of J

Upon entering Friends NY in December 2001, J had poor work habits and did not appear to be academically engaged at all. He had been held back a grade. He received very little attention at home, where he lived with his maternal grandmother ever since his mother had died two years earlier. Grandmother is very rigid and has a heart condition. She is in and out of the hospital regularly and constantly on medication. Also in the house are a younger sister (now 8), who is also in the program and an older sister (now 15).

January 24, 2002

“I spoke to the teacher about J. She was saying how he is not doing the work that he is supposed to do and how might get held over if he does not improve his work habits. She said that he needs to read more at home.”

June 14, 2002

“Today the primary school had an authors’ breakfast in recognition of all the writing that the children have done throughout the year. Every child has his or her work in their folder where you

can sign your name and write a comment. I signed J's folder and told him that his work was excellent. The teacher played music for the kids to dance to but J was being shy. I began to dance with the class and I encouraged him to have fun also. After he saw me dancing and acting silly he began to dance and play around with other kids too."

October 23, 2002

"I sat with J today while he was doing his class work. The teacher was right when she said that the second grade is too easy for him. He was breezing through all of his work. Even though he is not being challenged much in the second grade the assistant principal wants his reading scores to come back before they consider putting him in the third grade."

January 27, 2003

"I sat with J in the classroom while he finished his assignment. I then took him to the office for some free time. We played Connect Four and Battleship for awhile as we talked. For a long time now I have not had any issues or serious concerns with J - he has been doing well in class and his behavior has been good too."

January 28, 2004

"We hung out at the office today and J continued to build on his pancake making skills. He was eager to practice what has now seemed like a great accomplishment for him...and I feel proud to be a part of that. This is our second time around making pancakes together, he was a lot more confident about taking on the task set before him. After helping him with the mixing, I left the rest up to him. He made all the pancakes that a growing ten year old would ever want and I must say that the quality of the pancakes were close to perfect. I told him that I'm proud of how well he did by himself and he told me that he even made pancakes at home a couple days after we met the last time."

March 15, 2004

"I went to see J in action for the first time in his school. When I got to the classroom, his teacher took J and I outside and we discussed how J can continue to be successful in school. The teacher pointed out to me that he is capable of doing his work, but does the minimum that he needs to do. She speaks very highly of him and would love for him to be able to go to camp this summer. We told him that he has to do his part in making sure that homework is handed in on time, and doing more in class."

June 26, 2004

"I picked up J a little later than planned to take him to his bus for camp. We got there 15 minutes before the scheduled departure time. We ate, got him signed in and then we sat and waited for the buses to arrive. While we were waiting, he showed signs of anxiety/nervousness. He was both...and I comforted him the best way that I could. I told him one of the things that he can do is read - read - read; which will help him also academically."

March 16, 2005

"Today I went to J's school and arrived there at dismissal time. The class was already downstairs and I ran into J's teacher. I got the report card from her before I left. J didn't do too well for someone who I have been giving credit to for doing homework according to our phone calls during the week. Now that the basketball season is over, I told him that's what we'll be concentrating on for the rest of the school year. He knows what he has to do, but lacks the support at home. We did homework at the Friends' Place, and we talked about his grades and his basketball team experience. He's definitely looking forward to next year."

July 11, 2006

“I picked J up from his house today and we headed to the Friends’ Place. We went riding and racing bikes in Central Park. During one of our rest periods, J said that he needed to speak with me about a girl. This girl wants to have sex with J. She also told him that when she reaches 17 that she wanted to have a child. I asked J what he thought about that...he hesitated as if he was really thinking that it’s feasible to have a child at that age. We talked about thinking about the life that he has ahead of him and also the fact that a baby is a life changing experience that influences a lot of adjustments in a person’s life.”