

Agency: Commerce, Community and Economic Development**Grants to Named Recipients (AS 37.05.316)****Grant Recipient: Friends of The Children****Federal Tax ID: 93-1300690****Project Title:****Project Type: Other**

Friends of the Children - Fairbanks Mentoring Program Pilot Project

State Funding Requested: \$2,000,000**House District: Fairbanks Areawide (7-11)**

One-Time Need

Brief Project Description:

This grant will fund the first three years of Friends of the Children in the Fairbanks North Star Borough as the organization transitions to private (non-government) sources. Funding for the first three years is the minimum required to bring Friends of the Children to Fairbanks.

Funding Plan:

Total Project Cost:	\$3,115,000
Funding Already Secured:	(\$0)
FY2012 State Funding Request:	<u>(\$2,000,000)</u>
Project Deficit:	\$1,115,000

Detailed Project Description and Justification:

This grant will allow Friends of the Children (Friends) to fund the first three years in the Fairbanks North Star Borough while they seek ongoing operation funding from private (non-government) sources for the following years. Funding of the first three years of operation is the minimum required for Friends to start a chapter in a new location. This is essential so that the program is able to ensure a long-term commitment to the children, a component that is central to the organization's success. This is the standard process that Friends has followed in its other locations around the country.

Friends of the Children (Friends) is a nationally acclaimed long-term mentoring program that is delivering significant and proven results with a pioneering model for mentoring that is based on the most promising research available. Friends focuses on children who have accumulated the most heartache and trouble, who are the most unattended to and who struggle academically and with their peers. These are the children whose potential is often overlooked. These are the children that are the focus of Friends.

Friends of the Children anticipates the following revenue for the next three fiscal years (if this capital request is granted):

	FY12	FY13	FY14
State of Alaska:	\$725,000	\$700,000	\$575,000
Foundations:	\$75,000	\$150,000	\$225,000
Individuals:	\$15,000	\$50,000	\$100,000
Events:		\$50,000	\$75,000
Corporations:	\$50,000	\$100,000	\$200,000
TOTAL REVENUE:	\$865,000	\$1,050,000	\$1,200,000

The estimated budget components below represent anticipated expenditures during the first three years as the organization seeks private (non-government) funding sources.

Personal Services:

FY12:\$610,600 FY13:\$821,896 FY14:\$982,572

The fundamental component to Friends is that it provides a professional, salaried mentor for youth from troubled homes, starting in kindergarten, and commits to them for 12 years. Each child spends four hours a week with the same mentor for a number of years. The fact that the mentors are paid professionals means that they can be held accountable and can ensure a commitment to the children. This line includes funding for salaries and benefits for the executive director in the Fairbanks North Star Borough, development director, staff (friends), program manager, fundraiser/grant writer, and an administrative assistant in the second year of the program.

Travel:

FY12:\$37,300 FY13:\$36,200 FY14:\$39760

Travel expenses are needed for start-up costs, for trainings, national meetings, mileage, and activities stipend for mentors.

Services:

FY12:\$174,500 FY13:\$152,132 FY14:\$129,107

This includes phone services, computers and office equipment, office furniture, tutoring program for children (Study Dog), recruitment and background checks, insurance, rent & utilities, postage, payroll & bank fees, participant program tracking database, third party evaluation, chapter dues to national, accounting fees, audit review, and legal fees associated with start-up costs.

Commodities:

FY12:\$8,560 FY13:\$4,212 FY14:\$4,320

This includes office supplies and the start-up costs for children's books & games.

Capital Outlay:

FY12:\$11,000 FY13:\$1,000 FY14:\$1,000

This includes Start-up costs for server and color printer.

Miscellaneous:

FY12:\$23,040 FY13:\$34,560 FY14:\$43,200

This includes, but is not limited to, an activities stipend for children.

RESULTS:

Friends of the Children has made a real and measurable difference for the most vulnerable youth in a number of communities for over 18 years.

The most important aspect to this program is that it works. The data is so promising that the National Institutes of Health has funded a study to determine the long-term impact of paid mentors. Below are the results already realized through the work

of Friends.

- 85% of the students graduate High School or receive a GED compared to the 69% of all students nationally who graduate from high school. Again, these results are achieved with students identified as "most at risk."

- 95% of the students avoided involvement with the criminal justice system despite at least 60% of the students having a parent who has been incarcerated.

- 99% of the students avoided early parenting while 60% of the students were born to a teen parent.

The Harvard Business School Association of Oregon determined that the Friends of the Children's return on investment to children and society are currently calculated to be 6.7 times program costs. (Backup included)

HOW FRIENDS WORKS:

Friends starts early. The program selects the children at the end of kindergarten because at this age, Friends can intervene early and help our children realize their considerable potential. Children are identified for Friends in kindergarten based on risk factors that include:

Child:

- Inconsistent school attendance
- Difficulty learning good work habits
- Challenging relationships with adults or peers
- Poor hygiene
- Low tolerance for frustration
- Signs of depression, sadness, and/or grief
- Cries easily or often

Environment

- Family living in poverty
- Parent who is or was a teen parent
- Involvement in foster care
- Family history of substance abuse or mental illness
- Parent involvement with justice system
- Unstable living conditions
- Inability of parent to supervise child
- Low expectation for educational attainment

Friends pairs each child with a "Friend," a full-time salaried mentor. Friends are responsible for only eight children and spend at least four hours a week with each child.

Friends stays for the long-term. They stick with our children from kindergarten through high school. They make a commitment over the long haul that other programs simply cannot make.

Their commitment to each child is unconditional. There is nothing the child can do that will cause Friends to abandon the

child. They are with them no matter what.

TIMELINE:

- Local Fairbanks consultant identified to assist Friends of the Children National Office in the search and hire of an Executive Director, and all other staff (administrative and mentors), beginning in June-July 2011 with the expectation to be completed by August/September 2011.
- National Office along local consultant will secure facility space, set up operations, and establish organization as a legal entity beginning in June 2011. Establishing a 501 (c) 3 may take until July or August.
- Once all the mentors are hired, training and orientation for staff, background checks, child selection training and New Friends training will be conducted in September 2011.
- A local board of directors and advisors will be formed, with a heavy responsibility on future fund raising. Potential Board members vetted in July/August. Board selection completed by September 2011.
- Outreach to schools, other mentoring organizations, potential community partners, and future donors beginning in September-October 2011.
- Classroom observation and selection of children from distressed communities/schools begins in October through November 2011. This process will include meeting with school officials and outreach to parents or guardians.
- Children will be introduced to their mentor and the Friends intervention begins November/December 2011. Beginning in January/February 2012, children will begin their regularly scheduled four hours per week with the mentor, every week for 50 weeks.

Project Timeline:

Please see Detailed project time-line at the end of the Detailed Project Description.

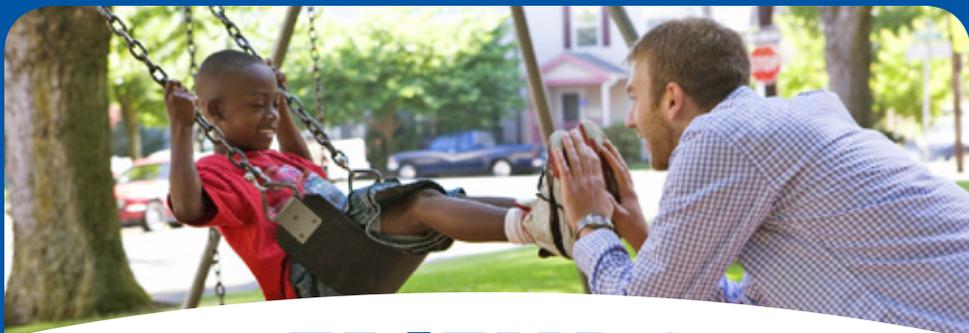
Entity Responsible for the Ongoing Operation and Maintenance of this Project:

Friends of the Children

Grant Recipient Contact Information:

Name: Judith Stavisky, MPH, M.ED
 Title: National Executive Director
 Address: One Penn Center, Suite 900, 1617 JFK Blvd
 Philadelphia, PA 19103
 Phone Number: (215)575-1105
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Has this project been through a public review process at the local level and is it a community priority? Yes No



FRIENDS OF THE CHILDREN

*A 12 year long-term mentoring program for children,
kindergarten through high school.*

Look what others are saying about us...



All Things Considered

“In the future...we will be investing in these children in the beginning, because we care about them and we know that’s the most pragmatic, practical thing to do as a community, not just because it’s a soft notion; because it works.”

–Duncan Campbell

People

Hired Hands

“It’s a phenomenal program. When a child gets chosen, you think, ‘Thank God, this child might have a chance.’”

–First grade teacher, Portland, OR

Friends of the Children National Office

One Penn Center • 1617 John F. Kennedy Blvd., Suite 900 • Philadelphia, PA 19103
Phone: 215.575.1105 • Fax: 215.575.0466 • www.friendsofthechildren.org

Serving Children in: Boston, MA • Cincinnati, OH • Klamath Falls, OR
New York, NY • Portland, OR • Seattle, WA



Robert Wood Johnson Foundation

*RWJF Anthology: To Improve Health and Health Care, Volume XI
Mentoring Young Children*

“Selecting children for...Friends is a rigorous process—and not for the softhearted. Indeed, the program hews closely to the research literature on resilience, looking to invest in children with innate tools to turn their lives around.”

THE CHRONICLE OF PHILANTHROPY

Building Long-Term Friendships

“Youngsters from troubled homes often languish because they have no one to look after them...children need one person on a sustained basis to get them through the chaos that they’re in.”

PARADE

For Every Child, A Full-Time Friend

“Research confirmed what he [Campbell] suspected: Children develop resilience when they have a loving, supportive adult who’s a constant presence in their lives....The transformation is often remarkable.”



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The Sunday Oregonian

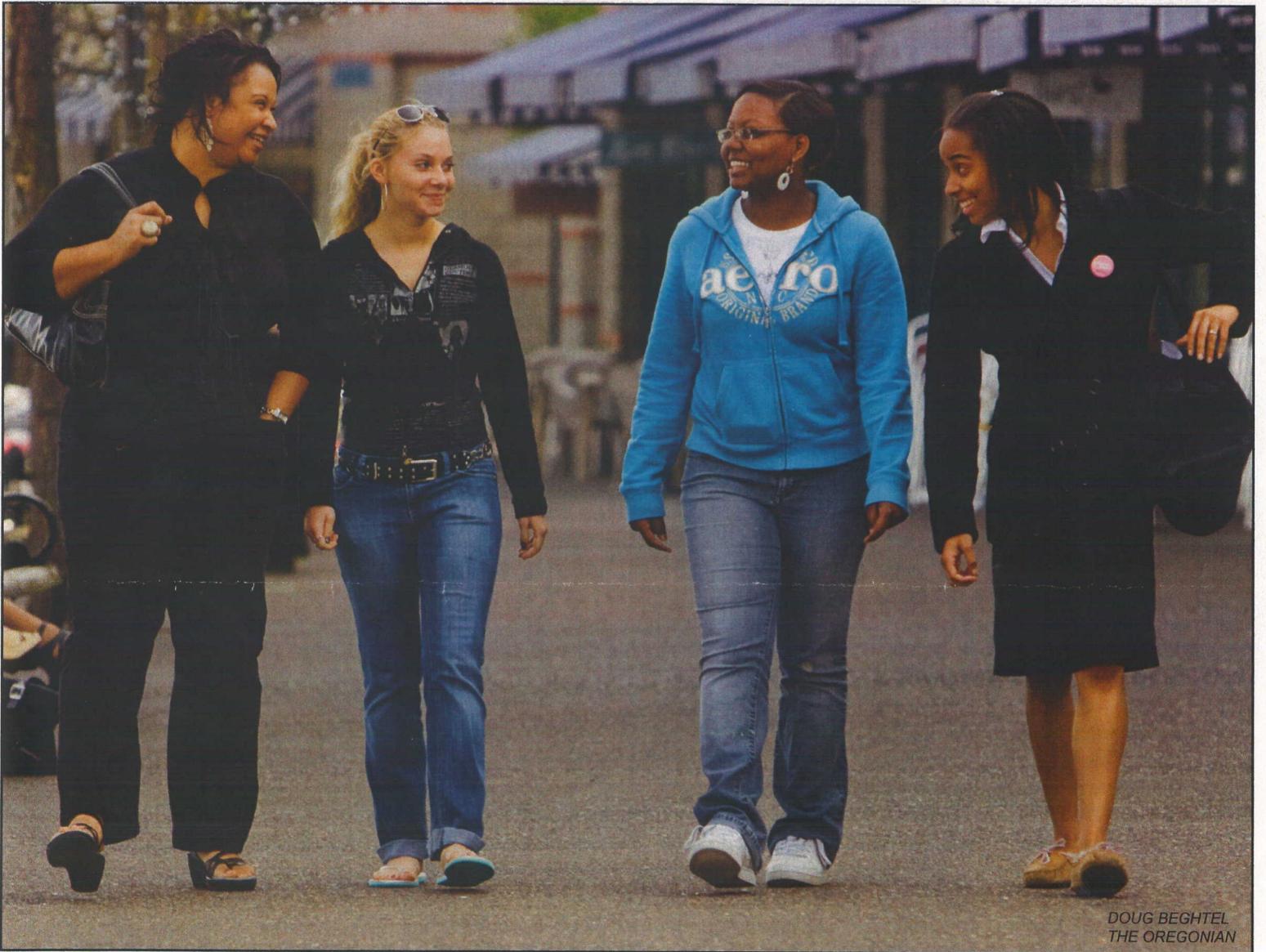
JUNE 7, 2009

PORTLAND, OREGON

OPINION

COMMENTARY ON ISSUES THAT MATTER IN THE NORTHWEST

Friends blossom into graduates



DOUG BEGHEL
THE OREGONIAN

Time speeds up for every senior, making it harder for Jenny (second from left), Trenée and Miranda to schedule time with their mentor, Angel Banta (far left). But they have their scrapbooks, memories and plans to keep in touch. Thanks to Friends of the Children, the girls have become more than friends. Says Miranda: They're like "sisters."

Friends blossom into graduates

Excerpted article by [George Rede, The Oregonian](#) June 07, 2009

Can't buy me love, the song says. We all believe it's true. Yet for 16 years, a revolutionary nonprofit called *Friends of the Children* has been showing you can. Money can buy a stable, permanent connection for a first-grader at risk of failure. Money can match a trained mentor named Angel Banta with a picked-on preemie named Jenny, a fighter named Miranda and a painfully self-doubting Trenee.

What bonds Banta and the girls after 11 1/2 years of homework, drama lessons, swimming, tea parties, tears, fishing trips and fun times is either love or something functionally indistinguishable. It is steadfast. And it has magical properties. Those three little pals? They're long gone now. But in their place -- in no small part, thanks to Banta's coaxing and helping the girls discover their strengths -- are three bright stars in firmament.

The polished and effervescent Miranda is heading to Santa Clara University this fall. The sharp and witty Trenee -- always in touch, always texting -- is graduating from high school (she met Banta and the other girls because she had to repeat first grade, which was hard on her at the time. Now, Trenee calls that seeming setback "my lucky charm"). And the gentle, creative Jenny is bunking in with a friend's grandma, attending alternative school on track to finish her high-school equivalency this summer. What would this trio have been like without the intervention of a Banta? It's impossible to know. Says Jenny: "I don't want to think about it."

The *Friends of the Children* program is designed with scientific rigor to get kids reading at grade level by third grade, to put them in paid internships that will pique their curiosity, to keep them out of trouble and out of jail. But being a good mentor isn't reducible to science. In what Banta has accomplished there is artistry, alchemy and an element of personal "abracadabra".

The day Miranda was elected princess of Portland's Rose Festival, Banta rushed over to see her crowned, hugged her and repeated a mantra that Miranda will take with her to Santa Clara. "Miranda, you are good ENOUGH." Meaning: Don't mourn for what you don't have; you have what you need; being Miranda, being Jenny, being Trenee is wonderful, enough.

Volunteer mentoring programs spring up every day, and I'm not here to knock them. But *Friends* is unique. *Friends* select only children with odds steeply stacked against them, many who have been abused or neglected or spent time in foster care. Many have an incarcerated parent. With this pool, the research shows that a volunteer who parachutes in only briefly can actually do damage. A short-term relationship can enlarge the hole in the child's self-esteem, the problem the mentorship is supposed to repair.

In designing *Friends*, founder Duncan Campbell concluded that mentors had to be paid professionals. For \$9,000 a year, *Friends* provides four hours a week of mentoring to a child from kindergarten through graduation. Each mentor has eight children and sees them year-round. The connection grows until it is strong enough to cushion blows, deflect nightmares, and untwist a path. Mentors are not parents but it works a bit like parenthood. A mentor's confidence inspires self-confidence; a mentor's respect sparks self-respect. External motivation ignites internal drive.

Miranda's dream is to be a music recording engineer, but who knows? This is a whiz kid with a personal style that endears her to other people. At Santa Clara she could do anything. And afterward? Heck, I wouldn't be surprised if she runs for president.

Trenee's next stop: The International Air and Hospitality Academy in Vancouver, where she will train to be a flight attendant. Once her passport is in hand, she also hopes to visit relatives in Japan. With her cosmopolitan flair, it's easy to imagine Trenee traveling -- and on top of -- the world.

Jenny, like many teens, is not quite sure what she'll do next. She could blossom in myriad directions. But for starters she plans to enroll in community college and obtain a credential as a veterinary assistant.

As for Banta, it's hard to say goodbye -- and she has no plans to. "I expect to go to my girls' weddings," she says. "I expect to be there when they graduate. I expect to be there when they have their first babies. It's a real connection -- from the heart."

Paying \$108,000 for 12 years of mentoring is a bargain compared with the price of alternatives. Can't buy me love? Think again. "Unequivocally," Campbell says, "you can."

THE KINDNESS OF STRANGERS—
OFFERING KIDS A HELPING HAND

DAVID L. KIRP

It's a sorry reality that seasoned kindergarten teachers in downtrodden neighborhoods can predict, with considerable accuracy, which of their students are likely to become pregnant or be in trouble with the law by the time they're teenagers.

These are the five-year-olds who can't sit still and won't follow the teacher's directions, who fight with their classmates and threaten suicide. They may never have had the kind of secure relationship with an adult that psychologists regard as essential for normal development, but there's not much that a kindergarten teacher can do to overcome that, since she has a score of kids on her hands and lives by rules that prohibit even the gentlest hug.

The arc of a child's life isn't entirely predictable, of course, and the odds that such children will succeed improve markedly if they can count on stable adult support. That's what a remarkable mentoring organization called Friends of the Children has set out to achieve. The nonprofit's strategy is simple to state and devilishly hard to pull off—start very early, in kindergarten; be steadfast; take all the time these kids need to connect with a caring adult...and stick with them, not

for a year or two, like most mentoring initiatives, but until they're eighteen, and ready for the next chapter in their lives.

The good news is how well this approach works. In criss-crossing the country, seeking initiatives with the power to change the arc of kids' lives, Friends of the Children is the only program I found that breaks the generational cycle of poverty, crime and teenage parenthood, enabling kids who begin with modest prospects to become engaged and productive citizens.

Coming of age can be a fraught journey, especially when there is no teacher or coach, no neighbor or clergyman in a youngster's life—someone who listens, who can give a nudge at just the right moment, who can prise open the right door or maybe shut the wrong one. Ask anyone who's engaged with youngsters what matters most and the answer is invariably the same—the presence of a caring and stable adult in a child's life.

Those with faith in the transformative power of mentoring have always had a pocketful of “feel-good” tales about youngsters whose futures were reinvented by a solicitous adult. While these stories may have motivated private benefactors to open their wallets, they didn't convince policymakers to do the same. In our results-driven era, the message is “don't just tug at my heartstrings; prove that your social policy accomplishes something,” says Gary Walker, the former president of Public/Private Ventures. Hard evidence that mentoring can make a difference came with a 1995 random impact study of Big Brothers Big Sisters, carried out by Walker's organization, which found that, after being linked

to a mentor for a year, school absenteeism was halved, first-time alcohol use was reduced by a third and first-time drug use by half. Suddenly a goody-two-shoes venture turned into a solid public investment.

The U.S. is a nation of joiners, and there are thousands of mentoring organizations in this country. While these groups have the best intentions, they sometimes fail to honor their commitments. The consequences are unfortunate: mentoring relationships that fall apart in less than six months can actually do kids' harm. To secure positive results, the Big Brothers Big Sisters study showed, it's essential to maintain the consistent involvement of an adult in a youngster's life for several hours each week, week in and week out. Ample time is needed, writes psychologist Urie Bronfenbrenner, to form "a special bond of mutual commitment and an emotional character of respect, loyalty, and identification."

It's this bond that Friends of the Children is cementing. The program began in 1994 in Portland, Oregon, and now has affiliates in seven cities from Boston to Seattle. It's the dream of Duncan Campbell, a 2009 winner of the prestigious Purpose Prize, and its inspiration comes straight from his life story. Campbell's parents were drunks, and his earliest memories were of long nights in the local bars, watching his mother and father toss down shots. "There were police and bill collectors at the house all the time. My father was sent to prison twice. We never had a conversation." Campbell vowed that if he made enough money he'd do what he could to make sure that kids like himself got a better deal. After earning a fortune in timber investment, he set out to determine just what kind of help mattered the most.

The model relies on paid mentors, known as Friends, mostly ex-teachers or social workers in their twenties and thirties. They have embraced a job with low pay, great stress, long hours—and considerable emotional reward. Each spring they spend six weeks in the kindergarten classrooms of inner-city elementary schools, honing in on kids whose backgrounds might involve poverty, homelessness, domestic violence, and drug and alcohol abuse.

Each child is paired with a Friend, and the two of them get together every week for four hours. The bond between the child and the organization stretches to high school graduation. Many of these kids have grown hardened to adults who suddenly and unaccountably vanish, but because staffers typically remain with the organization for four or five years, transitions are smooth, sparing the youngsters the trauma of the revolving-door. Together, youth and mentor explore their community or else spend time at the Friends House, a clubhouse and a refuge. Because children who aren't reading by third grade are likely to fail in school, the Friends and their young charges do a lot of reading together. They find their math puzzles on the streets of the city. "What's the price of two slices of pizza? How much will it cost us to ride on the bus?"

By second grade, the children and their Friends are starting to do things with others in the group. Adolescents often go on group outings, since at this point in their lives they're more interested in hanging out with their buddies than sending the day with adults, no matter how cool they might be.

Throughout the relationship the mentors' responsibility isn't simply to boost their charges' reading and math scores or to get them into good schools or make sure their cavities get filled. It's doing whatever it takes to build up these

kids' social capital, making sure they're ready for college or good jobs and a responsible, care-for-others life—doing whatever a knowledgeable uncle or godmother would do.

The New York City affiliate in central Harlem opened its doors in 2001. Central Park, a natural kid-magnet, is only three blocks away, but so constricted are the horizons of the families that live here that some of the five-year-olds had never set foot there. Executive Director Bob Houck dreams of a Friends House that fills an entire brownstone, but for now there's a cramped, if comfortably furnished, basement apartment in a rundown building. The kids can do their homework there, work on the computer, try their hand at baking cupcakes, grow tomatoes on a sliver of earth or shoot hoops on the cement court. No city in the world offers more enticements for youth than New York, and the program takes full advantage of those opportunities, with outings to the Museum of Natural History, Coney Island, the Staten Island ferry, Yankees games and the ballet. On these outings, the Friends are on the lookout for anything that evokes a spark. "I bargained with Joey," says Pedro Resto, one of the staffers. "Let's bike across Central Park, go to the museum and then get a pretzel afterward." Resto, who grew up just a few blocks from the Friends House, is a prize-winning film-maker who became a Friend because "I want to give something back."

Youth-serving programs that report great results sometimes cherry-pick the brightest youngsters or those who come from solid families. Friends of the Children does its cherry-picking in reverse, tackling the toughest cases. Among

the youngsters in the New York program, 61 percent are being raised by a single mother and 27 percent are in foster care. Nearly half have a parent in jail or prison; 25 percent were exposed to substance abuse; 17 percent have been abused; and 20 percent are in special education classes.

The staff regularly gets together to share their highs and lows, and on the day when I visit Pedro's "low" is worrying. A second-grader I'll call Ramon has been a handful from the outset, and things are coming to a head. Four times since the start of the school year he has threatened to commit suicide. In the classroom he punches himself in the face and he's terrifying the other kids. "Your boy has Satan in him," a neighbor told Ramon's mother, who is raising her son on her own. She won't consider medication, for she's been told that it will turn Ramon into a zombie. Resto will try again to persuade Ramon's mother that he should see a doctor; and he'll push the school, which has laid all the responsibility on her, to devise an individualized education plan, as the law mandates. "This isn't the toughest case I've had," Resto reminds his colleagues. "I had a kid with bipolar disorder who was hospitalized for forty-five days and a second-grader who threatened a girl with a knife. His dad had come home from prison, but then he went back. You've got to care for these kids, try to stay strong, but it's devastating."

New York's statistics back up the success stories. Ninety-eight percent of the students have been promoted every year (the only exceptions are a youngster who transferred to a parochial school, where he was asked to repeat a grade, and a boy who lost a month because of family turmoil). The attendance record is 95.6 percent, better than the 89 percent citywide average; and the youngsters, many of

them placed in the city's best schools, have flourished. In 2009, for the fifth straight year, their reading and math test scores were better than average in the schools they attended. All but one has stayed out of the juvenile justice system, and the only girl who had a child decided to put her baby up for adoption and stayed in school.

Friends of the Children started in Portland, and the progress of those youth, who come from backgrounds similar to the New York City youngsters, has been tracked the longest. The effects of the program are mind-blowing: 82 percent of the graduates have earned high school diplomas—that's 13 percent higher than the national average—and 68 percent are the first members of their family to do so. Forty percent went to college, also bettering the national average. While 60 percent have at least one parent who has been incarcerated, 92 percent stayed out of the juvenile justice system. The best marker for teen pregnancy is being the child of a teen mother, but while 61 percent of these kids were born to an unwed teenager, 98 percent of the girls avoided teen parenting.

Last spring, the Harvard Business School Association of Oregon translated the Portland figures into the language of economics. The report concludes that—because of the program's impact on youngsters' educational achievement, crime rates and teen parenting—every dollar spent generates a greater than six-fold return. *Six-to-one*: that is light-years better than Head Start or Job Corps; it's even more impressive than most of the renowned social policy experiments of the past forty years, which have prompted policy-makers to take kids' concerns

seriously. The National Institutes of Health is sponsoring a five-year evaluation of Friends of the Children, the first long-term study of mentoring. It's too much to expect that the results will echo the initial findings, but given the long odds against these youngsters' making it, Friends of the Children would be doing remarkably well, the return on investment still strikingly good, if just half of them turned their lives around.

National Executive Director Judy Stavisky hopes that the NIH study will prompt foundations and government agencies to take serious notice of the nonprofit. She knows the mentoring world well, since she previously had the mentoring portfolio at the Robert Wood Johnson Foundation; her connection is also intimate and personal, since for seventeen years she has mentored a boy who is now in college. "Friends of the Children is a jewel," she says, "and its promise is second to none."

Bob Houck would like to see a Friends Place in every borough in New York City, a thousand children potentially saved from drowning. Duncan Campbell dreams bigger. "My vision is that every child in the country who needs a Friend would have one," he says. But Friends of the Children currently enrolls just 700 youth in six cities, a teaspoonful in the ocean of need. The best estimate—prepared by MENTOR, a national nonprofit that oversees the field—is that 14.6 million youth between the ages of ten and eighteen who most need mentoring lack the opportunity. Although other adults touch the lives of an

uncounted number of youngsters, the estimate confirms the enormous gap between the existing pool of mentors and the potential need.

There will never be a sufficient number of volunteers; and volunteers can't fill the gaps caused by inadequate medical care, bad schools and the like. As Marc Freedman, the guru in this field, argues, the movement "highlights an unmet need, goes part of the way toward redressing it—and calls out for reinforcements."

David L. Kirp is a professor of public policy at the University of California at Berkeley. This article is adapted from his forthcoming book, *Healthy, Wealthy and Wise: Five Big Ideas for Transforming Children's Lives* (Public Affairs).

2253 words



About Friends of the Children

Friends of the Children is a long-term mentoring program focused on children from communities hard hit by economic decline, random violence and inadequate schools.

We select children who have accumulated the most heartache and trouble, who are the most unattended to and who struggle academically and with their peers. No one else sees the potential of our children—but we do.

We start early. We pick the children at the end of kindergarten. At this age, we can intervene early and help our children realize their considerable potential.

We pair each child with a “Friend,” a full-time salaried mentor. Friends are responsible for only eight children and spend at least four hours a week with each child.

We stay for the long-term. We stick with our children from kindergarten through high school. We make a commitment over the long haul that other programs simply cannot make.

Our commitment to each child is unconditional. There is nothing the child can do that will cause us to abandon the child. We are with them no matter what.

The evidence. Our data is so promising the National Institutes of Health has funded a study to determine the long-term impact of paid mentors.

**FRIENDS
OF THE CHILDREN**

National Office
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Philadelphia, PA 19103
Phone: 215.575.1105 • Fax: 215.575.0466
www.friendsofthechildren.org

By the Numbers

80 Friends serving nearly **650 children** in **241 schools** in Boston, Cincinnati, New York, Seattle and Portland and Klamath Falls, OR. (As of September 2010)

85% graduated HS or received a GED (about 69% of all students nationally graduate from high school)

95% avoided involvement with the criminal justice system (at least 60% of our kids have a parent who has been incarcerated)

99% avoided early parenting (60% of our youth were born to a teen parent)*

*Percentages are from 2004-2010 data from Portland Chapter

Return on Investment



F A C T S H E E T

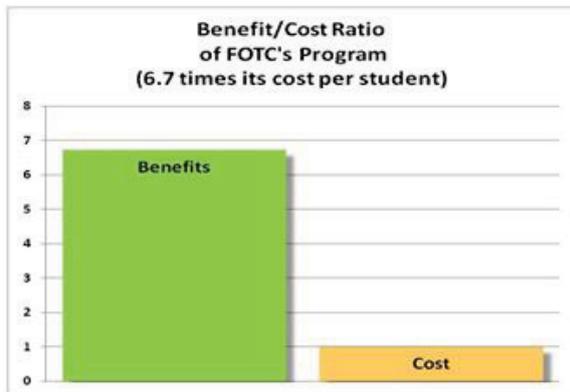
FOTC AND RETURN ON INVESTMENT

FOTC’s return on investment (ROI) model quantifies the benefits of FOTC mentoring and compares those benefits to the program’s costs. This rigorous approach, developed with the Harvard Business School Association of Oregon:

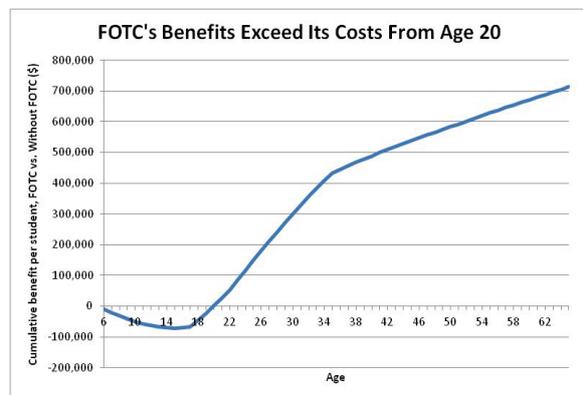
- Demonstrates and verifies the long-term value of FOTC’s mentoring program.
- Connects to forthcoming data being developed in FOTC’s longitudinal research.
- Defines and supports future measurements of the FOTC program.

CONCLUSIONS FROM THE ROI MODEL

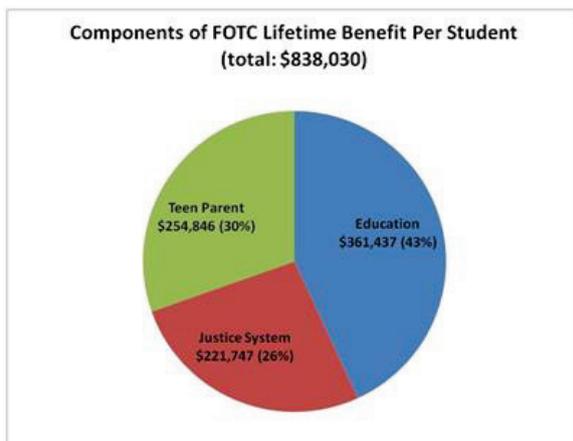
- FOTC’s benefits, to children and society, are currently calculated to be 6.7 times program costs.



- The break-even age at which program benefits from a mentored child exceed FOTC program costs is 20.



- Each of the three core results contributes roughly equally to the 6.7 benefit/cost ratio. Each by itself covers FOTC’s costs.



- Upon graduation, demographics of FOTC-mentored children approach those of the general population on high-school graduation, avoiding incarceration, and avoiding teen parenting.
- Program benefits accrue rapidly due to avoiding incarceration and parenting. The benefits of education help over a lifetime.
- Reduction in teen parenting helps break the cycle of poverty and has a compounding effect over generations.

ABOUT THE ROI MODEL

The FOTC ROI model takes into account multiple measures of benefits and costs. It assesses those benefits for FOTC graduates in comparison to children who did not go through the FOTC program. The model covers both the improved outcomes produced by FOTC and the economic benefits of those outcomes, relative to the costs of the FOTC program.

Benefit metrics

- Education: get at least a high-school diploma or GED
- Justice: avoid incarceration by age 18
- Teen parent: do not become a parent by age 18

Program costs

- Variable (one Friend for every 8-14 children)
- Fixed (e.g., facility and administration)
- Semi-fixed (e.g., one Team Leader for every 5-6 Friends)

Comparison group

- 18-year-olds in Multnomah County
- Economically disadvantaged
- Of color: 70% black, 30% white

Outcomes data show FOTC graduates significantly outperform their comparison-group counterparts on all three of the benefit metrics. They even approach the general population on those metrics.

The ROI model uses the lifetime benefits of education, avoiding incarceration, and avoiding teen parenting. Those benefits include the effects of higher wages and tax payments, state expenditures on the criminal-justice system, healthcare and welfare for children, and more.

WHY YOU SHOULD BELIEVE THE CONCLUSIONS

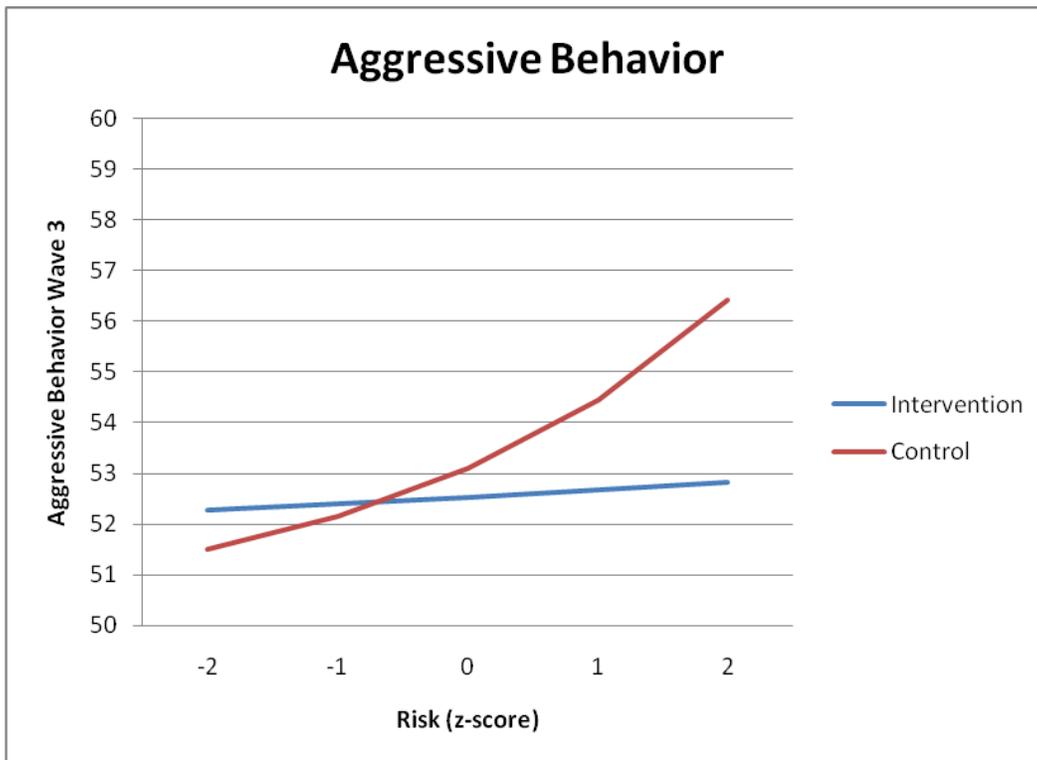
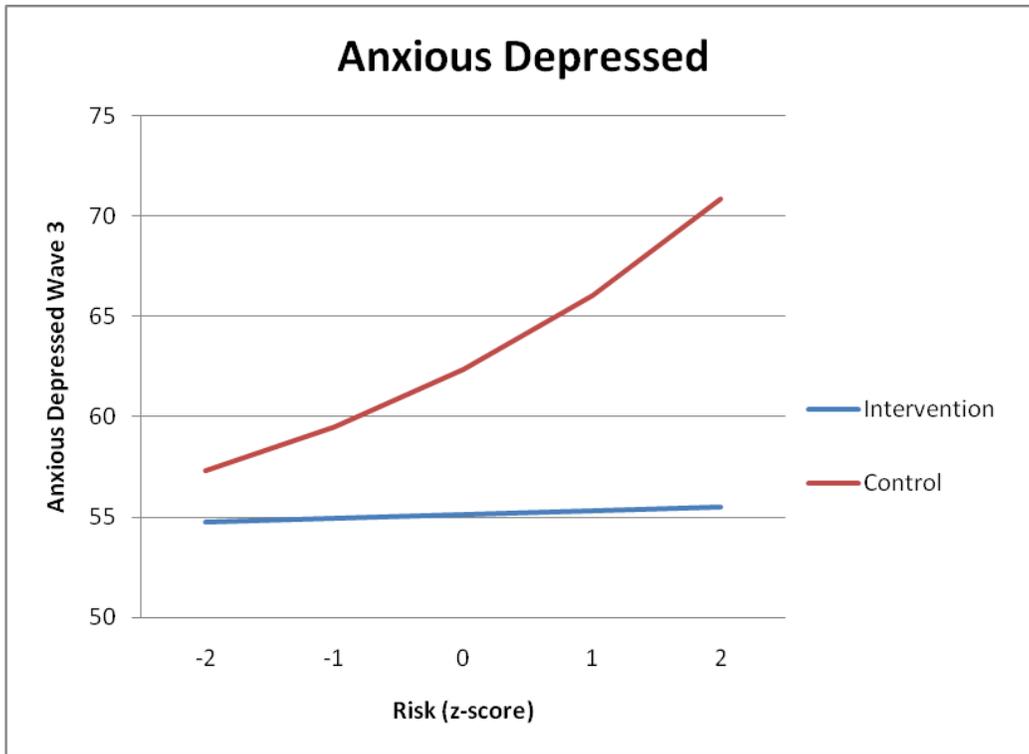
- The calculations are straightforward. Nothing arcane or dependent on decimal-point precision.
- The data and calculations use common methodologies.
- The data and calculations are conservative; we took pains not to “stack the deck.” For example, we were careful not to double-count numbers that could affect more than one of the three core benefits (education, incarceration, teen parent). Similarly, we did not include the compounding effect of breaking the cycle of poverty.
- Most of the data are from government sources, especially Oregon and Multnomah County, or from academic studies cited by government agencies.

FOR MORE INFORMATION

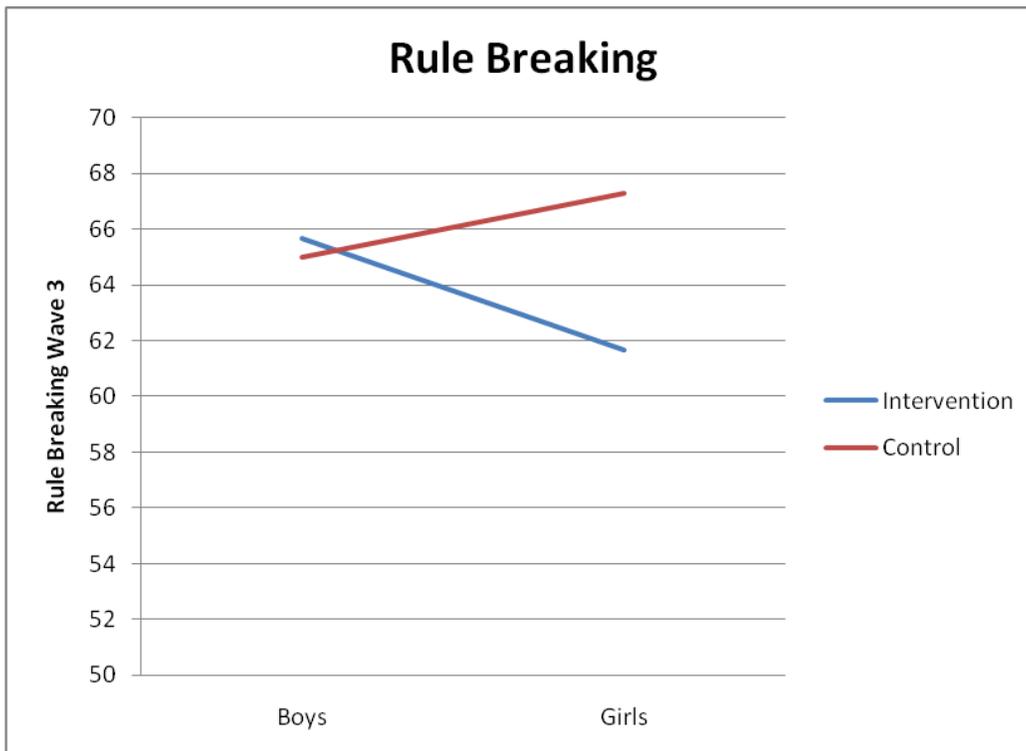
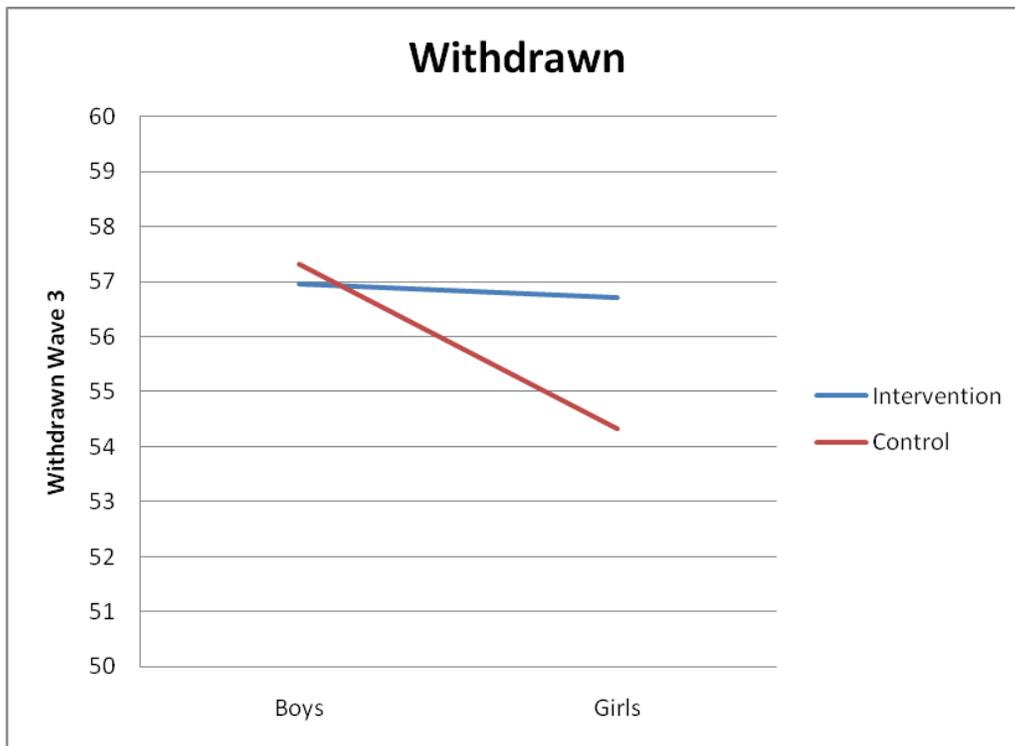
Please contact pdxinfo@friendsofthechildren.org.



Friends of the Children
The Child Study Preliminary Analyses Graphs (12/2010)



Friends of the Children
The Child Study Preliminary Analyses Graphs (12/2010)



The National Institutes of Health Child Study
Background and Study Findings
December 2010

Background

Between 2007 - 2010, approximately 280 children & their families recruited for Child Study. Children identified through intensive, six week child selection in collaboration with partner public schools.

- Over 2000 children were observed during this stage. Top 25% of those with risk for future problems were identified as appropriate for *Friends*.
- Children randomly assigned to either *Friends* or control group. Parents contacted by the schools and invited to speak with research team. *94% of parents contacted agreed to participate in the study.*
- Those parents completed “baseline” interview. Data are currently available on 136 children whose parents completed a baseline interview and then completed an interview one year later.

Findings

- At one year interview, average child in *Friends* had been meeting with their mentor for 9 months. In an average month, the average child saw their mentor for *13.4 hours*. The mentor spent another hour talking with parents, teachers, or engaging in other discussions or work relevant to the child.
- At the one year, based on parent ratings on standard subscales on the Child Behavior Checklist, the following findings:

Anxiety/Depression: Children in *Friends* were less anxious and depressed (significant). The largest differences between the groups were for the children who were most at risk at baseline (significant).

Aggression: Children in *Friends* were less aggressive (trend). The largest differences between the groups were for the children who were most at risk at baseline (significant).

Rule Breaking: Children in the *Friends* were less likely to rule break (significant). This was due to a difference between girls in the FOTC and control groups (significant). There was no difference for boys.

Withdrawn: Children in *Friends* tended to be more withdrawn than children in the control group (trend). This was due to a difference between girls in *Friends* and control groups (significant). There was no difference for boys.

Welcome to the Child and Adolescent Milestones Project!

Friends of the Children lists five Intermediate Outcomes in the Theory of Change:

- **Social and Emotional Development**
 - **Making Good Choices**
 - **School Success**
 - **Improved Health Care**
- **Positive Plan and Skills for the Future**

These Outcomes, while positive and inclusive, are also broad, and many managers and Friends requested more information on:

1. How we will know whether a youth has achieved these Outcomes by the time s/he graduates;
2. What being on track towards the Outcomes will look like at various developmental stages;
3. Specific things Friends can do to help children who don't seem to be on track towards reaching particular Milestone Goals.

This project is intended to be a source of information and ideas for Friends, to help them assess where their children are in their progress towards the Outcomes, and to offer targeted support in areas where children need it most. It is our hope that Friends will use this project as a tool (in addition to consultation with colleagues, Team Leaders, Program Managers, and their own research and/or experience).

Things to keep in mind when using the Milestones Project:

- **Development is like a ladder; we have to step on the lower rungs, pretty much in order, in order to climb up towards the higher ones.** Children can't "skip" rungs on the developmental ladder; if they haven't accomplished the goals of one stage, they will not be able to move on to the goals of the next stage (even if they move on in age!)
- **Friends should keep in mind that a child's developmental age may not be the same as his or her chronological age, and that a child may have a different developmental age in different Outcome areas.** For example, a ten-year-old may be working on the goals appropriate to eight to ten-year-olds in most areas, but be struggling so much socially that s/he is still working on most of the goals listed for six and seven-year-olds in the Social and Emotional Development area.
- **Friends should not expect that just because a child has reached a certain age, s/he will automatically be able to achieve all of the milestone goals listed for that age group. Instead, we recommend that Friends look over the milestone goals for various age groups, and use their personal knowledge of a child to figure out approximately where that child is on the developmental ladder.** For a fifteen-year-old in the Making Good Choices area, the Friend should first look at the Milestone Goals for

ages 15-16. Do these Goals seem reasonable for this particular youth? If not, the Friend should look at the Goals for ages 11-14. If the youth has achieved a few of these but not most or all of them, then this is probably be the right list to work from, until the youth seems ready to move on to the next set. If the youth at age 15 seems to have a good handle on most or all of the Goals for ages 15-16, then s/he may be extra-mature in this area, and the Friend can draw from the list of Goals for ages 17-18.

- **There is a lot of information in this project; don't be overwhelmed! We recommend that Friends choose a few specific Goals for each child to work on, rather than trying to use all of the information and suggestions at once.**
- **Keep in mind that the same activity can be used to help a child work on very different Outcomes, depending on how the activity is set up and talked about.** We call this "framing." For example, going out to eat could work well as a Life Skills activity, if the Friend works with the child around money and budgeting (i.e. "If we have five dollars, what can we get with that?") It could also be a Social/Emotional Development activity, if the child needs to practice behaving appropriately in public places. Or, it could be an Improved Health Care activity, if the Friend and child talk about nutrition and ways to choose food for a healthy meal. It is the Friend's job to think about the areas where a particular child most needs to grow, and to choose and "frame" activities to help the child learn and make progress in these areas. Activity suggestions under specific Goals are meant to help with this process. **Both activities and they ways they are framed should always relate back to the child's Roadmap for Success and the short-term goals listed there.**
- **Friends should not limit themselves to suggestions and ideas presented here!** Friends know their children best, and their knowledge of their children, combined with their experience as Friends, will allow them to come up with many more ideas than we offer here.
- **We expect that this project will keep evolving, and would be very grateful for any feedback, input and/or additional activities, ideas and suggestions that Friends can contribute.**

This revised document has had many authors, most notably Diane Cole, Virginia Silvey and Catherine Sperry. We also thank managers, Friends and board members from all chapters who provided valuable contributions and feedback.

CHILD AND ADOLESCENT MILESTONE GOALS

Preschool : ages 4-5

Early Elementary: ages 6-8

Late Elementary: ages 9-10

Early Adolescence: ages 11-14

Middle Adolescence: ages 15-16

Late Adolescence: ages 17-18+

SOCIAL AND EMOTIONAL DEVELOPMENT

Strong relationships with adults, peers, and community; Improved emotional skills and mental/emotional health

The preschool child (ages 4-5) is able to:

Have a relationship with at least one adult and one peer which the Friend, school staff, or other helping professionals view as positive

When prompted by Friend, show some willingness to share or give to others at least 3 out of 5 times

Show beginning ability to follow simple, basic rules of getting along with others (i.e. no hitting, no pushing, taking turns) with numerous reminders

When exposed to other children and adults in play activities, talk to or play with children and adults at least 4 out of 5 times

Name two places s/he likes to go in the community (even if within his/her own neighborhood)

Identify basic emotions (i.e. mad, sad, glad, scared) using pictures and/or words

The early elementary child (ages 6-8) is able to:

Have a relationship with at least one adult and one peer which the Friend, school staff, or other helping professionals view as positive

When prompted by Friend, show willingness to share with and/or help others at least 4 out of 5 times

Articulate and follow basic rules of getting along with others (i.e. no name-calling, no hitting, taking turns) with some reminders at least 4 out of 5 times

Participate in brief conversations with guidance, displaying appropriate behaviors (e.g. introducing self, asking and answering questions, using “please” and “thank you”) at least 4 out of 5 times

Participate in at least one community service/volunteering activity

Participate in activities involving community resources (public transportation, libraries, parks, museums, etc.) with Friend

Demonstrate beginning self-esteem and self-awareness by naming one skill or positive characteristic he/she has

Recognize basic emotions (i.e. mad, sad, glad, scared) in self, and begin to attach emotion words to physical feelings

Interact with people of different races, cultures, ages, and backgrounds in a respectful way (e.g. asking questions politely, avoiding name calling and/or making fun of differences)

The late elementary child (ages 9-10) is able to:

Have a relationship with at least one adult and two peers which the Friend, school staff, or other helping professionals view as positive

Build closer relationships with selected positive adults and peers (may develop a “best friend”)

Show willingness to share with and/or help others at least 4 out of 5 times (may need occasional reminders)

Positively participate (i.e. show active and respectful engagement) in activities requiring teamwork 3 out of 5 times

Follow basic rules of getting along (e.g. taking turns, basic listening skills, restraint from physical threats or violence) at least 4 out of 5 times with occasional need for reminders

Show increasing conversational skills (e.g. listening skills, taking turns in conversation, asking questions) by sustaining interactions lasting five-ten minutes

Participate in and describe community service activities

Demonstrate the ability to use community resources (such as the library, community center, community pool, parks) when taken there 4 out of 5 times

Demonstrate beginning self-esteem and self-awareness by naming several of his/her own skills or positive characteristics (i.e. can pick words that describe him/her from a list)

Identify and name an increasing range of feelings in self and others, moving beyond mad, sad, glad, and scared

Recognize diversity and difference (such as race, culture, religion, etc.) while maintaining appropriate behavior (e.g. asking questions politely, avoiding name calling and/or making fun of differences)

The early adolescent (ages 11-14) is able to:

Have a relationship with at least two adults and two peers which the Friend, school staff, or other helping professionals view as positive

Form positive friendships with multiple peers (may be heavily activity or interest-based); many adolescents will develop “best friend” and/or primary group relationships

Acknowledge in words and behaviors an understanding of the importance and value of being generous and giving to others

Continue appropriate, positive participation (i.e. show active and respectful engagement) in activities that require teamwork 4 out of 5 times

Participate in and describe continuing experiences with community service activities, and name at least one "favorite" community service activity

Name and demonstrate the ability to use age-appropriate community resources and entertainment (libraries, parks, youth-friendly museums, arcades, etc.) if taken there

Name several positive characteristics of self (may still be skill-related)

Name areas of desired improvement (may still be skill-related) and possible strategies and/or techniques for improvement

Recognize and describe a range of emotions, and describe some good strategies for managing these emotions (even if s/he is not always able to use them) with coaching

Recognize categories of diversity and difference (such as race, culture, religion, etc.) while maintaining appropriate behavior (e.g. asking questions politely, avoiding name calling and/or making fun of differences)

The middle adolescent (ages 15-16) is able to:

Have a relationship with at least two adults and three peers which the Friend, school staff, or other helping professionals view as positive

Form deeper friendships (not including boyfriend/girlfriend relationships) with selected adults and peers, demonstrating loyalty and reciprocity and are no longer based so heavily on activities

Name at least two or three adults whom they see as role models and identify pro-social values they believe their identified role models possess (such as responsibility, commitment, stability, strong work ethic, honesty, authenticity etc.)

Demonstrate appropriate, positive participation (i.e. show active and respectful engagement) in activities that require teamwork, including basic negotiation skills 3 out of 5 times

Take increasing initiative in community service activity participation (such as selecting project of choice)

Show knowledge of and utilize age-appropriate community resources and entertainment (libraries, parks, school-based services, etc.) both with Friend and on his/her own

Name at least three positive characteristics of self, including some personal qualities (e.g. honesty, intelligence, hard working)

Name areas of desired improvement, including some personal qualities, and possible strategies and/or techniques for improvement

Recognize and describe a range of emotions in self and others and implement strategies (with coaching as needed) for managing emotions

Show knowledge and acceptance of cultural differences (such as race, culture, religion, etc.) and openness to interacting with many different kinds of people

The late adolescent (ages 17-18+) is able to:

Have a relationship with at least two adults and three peers which the Friend, school staff, or other helping professionals view as positive

Maintain longer-term relationships with selected peers and adults, demonstrating loyalty and "give-and-take"

Have relationships with several positive adult role models, and name characteristics that s/he admires in each one

Consistently demonstrate effective teamwork (which require skills such as negotiation, compromise, listening, and cooperation) to accomplish a common goal 4 out of 5 times

Acknowledge a sense of responsibility to give back, to his/her community, and take initiative by selecting and completing a community service project

Independently find and access appropriate community resources and entertainment as needed (libraries, employment resources, local clubs and events, etc.)

Name at least five of his/her own strengths and positive personal qualities/characteristics

Name areas of desired improvement and possible strategies and/or techniques for improvement

Demonstrate the ability to recognize, talk about and appropriately manage a wide variety of emotions in him/herself and others in emotional situations

Appropriately interact with people of varying cultural backgrounds (e.g. willing to interact, uses appropriate manners, does not show obvious discomfort or observable prejudice)

MAKING GOOD CHOICES

Reduced aggression and problem behaviors; Avoidance of substance abuse and other risky behaviors

The preschool child (ages 4-5) is able to:

With coaching, use words and/or pictures to tell others when s/he is angry or upset 1 out of 3 times

Cooperate with adult instructions (including accepting behavioral limits on behavior) without throwing a tantrum (e.g. stomping feet, yelling, crying, laying on the floor, etc.) 1 out of 3 times

The early elementary child (ages 6-8) is able to:

With coaching, show beginning ability to calm self and exercise some self-control 3 out of 5 times; behavior is not totally impulsive (i.e. child can usually refrain from hurting others, even if only to avoid getting punished or hurt back)

Give at least two reasons why it is not a good idea to solve problems by hitting/fighting

Recognize that different social situations will require different behaviors, and adjust his or her behaviors to fit situation when expectations are clearly stated 1 out of 3 times (e.g. being quiet in a library or church, raising hand to ask a question in class, lining up after recess)

With coaching, use words 2 out of 3 times to tell others when s/he is angry or upset

When presented with different options, be able to make choices 4 out of 5 times

Cooperate with adult instructions without throwing a tantrum (e.g. stomping feet, yelling, crying, laying on the floor, etc.) 4 out of 5 times

Articulate at least two reasons drug and alcohol use is harmful (e.g. smoking hurts your body, drinking can cause accidents)

The late elementary child (ages 9-10) is able to:

Calm self and control impulses (i.e. child can refrain from hitting, except in severe circumstances), and increasingly accept limits without throwing a tantrum (e.g. stomping feet, yelling, crying, laying on the floor, etc.) 4 out of 5 times

Talk about at least three alternatives to fighting or hitting (i.e. talking it out, walking away, asking for help)

Recognize that different social situations will require different behaviors (being quiet in a library or church, raising hand to ask a question in class, lining up after recess, etc.), and can (with coaching) adjust his or her behaviors to fit situation 2 out of 3 times

Use words 4 out of 5 times to tell others when s/he is angry or upset

Come up with at least two options on his/her own when needing to make a choice 4 out of 5 times

Cooperate with adult instructions when asked to, 4 out of 5 times

Recognize and practice refraining from unhealthy behaviors (drug and alcohol use, unsafe sexual behavior, violence) even if primarily due to external messages and/or fear of consequences

Give three to four reasons drug and alcohol use can be dangerous (i.e. it's unhealthy, it can get into fights or arrested, etc.)

Have the opportunity to be involved with at least one social activity (such as sports, pro-social clubs, cultural activities, etc.)

The early adolescent (ages 11-14) is able to:

Articulate at least four good alternatives (deep breathing, asking for help, counting, walking away) to impulsive or angry actions when calm, and show increasing ability to consciously calm him/herself when upset

Use basic non-violent conflict resolution strategies (such as talking things out, asking for a mediation, compromising, practicing acceptance, using non-defensive communication skills, etc.) 2 out of 3 times

Demonstrate an ability to modify his or her behavior to fit various social situations (being quiet in a library or church, wearing appropriate attire, using appropriate language with adults versus peers, etc.) 3 out of 5 times (s/he may still require guidance, especially in new or unfamiliar situations)

With coaching, articulate a perspective other than his/her own 1 out of 3 times

Brainstorm (with guidance) various solutions when problem solving, and name some pros and cons of each possible solution

Start to recognize when it is in his/her best interests to comply with authority, and when it is, do so 3 out of 5 times

Recognize and talk about situations in which they refrained (or did not refrain) from unhealthy behaviors (drug and alcohol use, unsafe sexual behavior, violence) and be able to analyze the consequences of these decisions

Articulate at least five negative consequences/risks associated unhealthy/unsafe behaviors (drug and alcohol use, unsafe sexual behavior, drinking and driving, criminal activity and violence, etc.)

Discuss at least three strategies/specific ways to say "no" to peer pressure

Have the opportunity for involvement in at least one appropriate social activity (such as school sports, religious activities, clubs, community activities, etc.)

The middle adolescent (ages 15-16) is able to:

Continue to function and make safe behavior choices (e.g. making the decision to leave the room rather than strike someone when angry, choosing to not harm self when sad, attempting to talk out a problem rather than leaving situation when upset), even in the face of strong emotions 3 out of 5 times

Explain various ways to deal fairly and productively with conflict, and (to the best of the Friend's knowledge) use conflict resolution skills to work out conflicts with or among friends at least 3 out of 5 times

Predict what behavior is appropriate in different settings (e.g. recognizing what language is appropriate when speaking to adults, know what dress is acceptable for religious functions, know what behavior is appropriate when eating out, etc.) and modify behaviors to fit situations 3 out of 5 times

Understand and acknowledge the existence of multiple perspectives, even in the face of disagreement 4 out of 5 times

Talk through and use the problem-solving process in real-life situations (identifying the problem, brainstorming potential solutions, evaluating alternatives, choosing one, acting, and evaluating the choice) with minimal need for guidance 3 out of 5 times

Recognize when it is in his/her best interests to comply with authority and when it is, do so 4 out of 5 times

Refrain from harmful and illegal activities 4 out of 5 times (to the best of the Friend's knowledge), based on both internal values and the desire to avoid getting in trouble

Articulate at least seven negative consequences/risks associated with unhealthy/unsafe behaviors (drug and alcohol use, unsafe sexual behavior, drinking and driving, criminal activity and violence)

Actively use refusal skills with peers (to the best of the Friend's knowledge) 4 out of 5 times

The late adolescent (ages 17-18+) is able to:

Continue to function and make safe and healthy behavior choices, even in the face of strong emotions, 4 out of 5 times

Use good strategies to manage conflict, as well as good judgment about when to walk away, 4 out of 5 times

Analyze and discuss various social situations (including some stressful ones, such as conflicts with peers or parents/guardians, disagreements with teachers, value differences with parents/guardians, etc.) and modify his or her behavior to fit 4 out of 5 times

Demonstrate the use of empathy for others and ability to understand other (different) perspectives 4 out of 5 times

Independently use the problem-solving process (identifying the problem, coming up with potential solutions, evaluating alternatives, choosing one, acting, and evaluating the choice) 4 out of 5 times

Recognize when it is in his/her best interests to comply with authority and when it is, do so at least 4 out of 5 times

Refrain from harmful and illegal activities (to the best of the Friend's knowledge), due mainly to healthy internal values and the desire to avoid getting in trouble

Can articulate at least ten negative external and internal consequences/risks associated with unhealthy/unsafe behaviors (drug and alcohol use, unsafe sexual behavior, drinking and driving, criminal activity and violence)

Demonstrate refusal skills and strategies as needed to deal with peer/social pressure (to the best of the Friend's knowledge) 4 out of 5 times

SCHOOL SUCCESS

Academic performance and progress, including attendance, appropriate classroom behavior, progression and promotion

The preschool child (ages 4-5) is able to:

Listen and attend while being read to for five to ten minutes at a time

Begin learning basic concepts and names such as letters, numbers, shapes, and colors

Recognize a computer and be willing to explore and play with it

Follow simple rules and routines with reminders (i.e. raising a hand before speaking, sitting in a group, or cleaning up after him/herself with help) 1 out of 3 times

When asked, help with classroom tasks and chores with direction and supervision 2 out of 3 times

Focus on one activity for at least five minutes

The early elementary child (ages 6-8) is able to:

Read at grade level, OR be tested for learning disabilities and have access to academic support (such as homework help or tutoring) by age 8 and show steady positive progress

Listen and attend by being read to for ten to twenty minutes at a time and read simple material out loud by end of age range

Work at grade level in the school subjects of math and writing, OR be tested for learning disabilities and have access to academic support (such as homework help or tutoring) and show steady positive progress

Complete school assignments 3 out of 4 times with consistent supervision and frequent encouragement

Show a beginning ability to use a computer for simple tasks

Show appropriate classroom behavior (such as forming a line, following simple directions, staying seated, etc.) that does not interfere with learning and avoids disciplinary referrals 3 out of 5 times

Show engagement in school and articulate at least one thing he/she likes about school

Focus on one activity for at least ten minutes and be able to perform tasks with 1-3 simple steps that require patience 3 out of 5 times

Attend school at least 65% of the time (if applicable)

The late elementary child (ages 9-10) is able to:

Read at grade level, OR have access to academic support (such as homework help or tutoring) and show steady positive progress

Listen and attend while being read to at least fifteen minutes, show comprehension by asking and answering simple questions about what is read, and show openness to doing some reading on his/her own (like joining a book club)

Work at grade level in the school subjects of math and writing, OR be tested for learning disabilities and have access to academic support (such as homework help or tutoring) and show steady positive progress

Complete school assignments 4 out of 5 times with coaching and/or supervision (e.g. child only needs work checked, rather than needing to have adult work alongside child), and seek support when needed

Develop familiarity with computers and the internet

Show appropriate classroom behavior (such as raising a hand to speak, lining up from recess, being quiet when teacher is speaking, etc.) that does not interfere with learning and avoids disciplinary referrals 4 out of 5 times

Articulate at least two things s/he likes about school

Perform tasks with at least three steps and accept a five-minute delay of gratification

Attend school at least 65% of the time (if applicable)

The early adolescent (ages 11-14) is able to:

Show interest in reading materials for pleasure

Work at grade level in school subjects, OR have access to academic support (such as homework help or tutoring) and show steady positive progress

Complete 85% of school assignments with reminders and support

Demonstrate an increasing familiarity and comfort with computers, and access the internet to find needed information

Show regular school attendance and appropriate classroom behavior (e.g. getting to class on time, listening to teacher, working at desk, following directions) adequate to ensure academic progress and avoid disciplinary referrals at least 4 out of 5 times

Name at least one school-related subject or activity that engages or interests him/her

Be able to accept a delay of gratification for at least ten minutes

Attend school at least 65% of the time (if applicable)

The middle adolescent (ages 15-16) is able to:

Show interest in reading materials for pleasure

Work at grade or ability level in school subjects, OR have access to academic support (such as homework help or tutoring) and show steady positive progress

Maintain a GPA at his or her potential that is at least passing or better

Be on-track for graduation or high school completion

Complete at least 85-90% of school assignments with few reminders, and seek support as needed

Demonstrate computer skills necessary to function in continuing education and/or work setting with support (e.g. can boot up a computer, start a program, perform simple word processing, save a file, and retrieve files from a from disk)

Show regular school attendance and appropriate classroom behavior (e.g. listening to teacher, following directions, sitting at desk) adequate to ensure academic progress and avoid disciplinary referrals at least 4 out of 5 times

Attend school at least 65% of the time (if applicable)

The late adolescent (ages 17-18+) is able to:

Show interest in reading any material for pleasure and read at least one book on his/her own

Maintain a GPA at his or her potential that is at least passing or better

Be on-track to graduate, OR have access to academic support (such as homework help or tutoring) and show steady positive progress

Complete school assignments at least 90% of the time without reminders

Demonstrate computer skills necessary to function in continuing education and/or work setting independently (e.g. can boot up a computer, start a program, perform simple word processing, save a file, and retrieve a file from a disk)

Show regular school attendance and appropriate classroom behavior (e.g. getting to class on time, listening to the teacher, following directions, asking questions as needed) adequate to ensure academic progress and avoid disciplinary referrals 4 out of 5 times

Attend school at least 65% of the time (if applicable)

Receive high school diploma or equivalent (and/or vocational training)

IMPROVED HEALTH CARE

Improved access to health care services, including physical, mental, and reproductive when appropriate

The preschool child (ages 4-5):

Has received all appropriate immunizations, OR information and resources on where and how to get services have been given to parents/guardians

Has access to physical health care services and mental health services when needed, OR information and resources on where and how to get services have been given to parents/guardians

Is able to perform very basic tasks of hygiene (such as dressing, brushing teeth, washing hands and eating) and self-care, when directed and with close supervision

Is willing to go to medical and dental care visits with support, even if s/he has some fears about it

Can state basic safety skills (such as holding hands when crossing the street, or wearing a helmet when biking) with reminders 4 out of 5 times

Participate in at least one physical play/exercise activity (at least once every two weeks)

The early elementary child (ages 6-8):

Has received all appropriate immunizations, OR information and resources on where and how to get services have been given to parents/guardians

Has access to health care services and mental health services when needed, OR information and resources on where and how to get services have been given to parents/guardians

Is able to perform basic tasks of hygiene and self-care (dressing, brushing teeth, washing hands, eating, some bathing and hair care tasks) when directed and with supervision

Is willing to go to basic medical and dental care visits and manage fears with support

Recognizes at least one basic food group and has a beginning understanding of good nutrition

Understands and uses basic safety skills, with some reminders (stranger awareness, crossing streets, how to get help in case of emergency)

Participates in at least one physical play/exercise activity (at least once every two weeks)

The late elementary child (ages 9-10):

Has access to physical and mental health care services when needed, OR information and resources on where and how to get services have been given to parents/guardians

Performs basic personal hygiene with little supervision and with fewer reminders 4 out of 5 times

Is able to explain why basic medical and dental care is important, even if still reluctant to go

Is able to articulate a basic understanding of healthy and unhealthy lifestyles and behaviors (i.e. the need to eat good food, exercise and the dangers of smoking and drug use)

Shows understanding of basic safety skills (when presented with safety signs and warnings has basic understanding of their meaning) and uses them (can cross streets alone and take short walking or biking trips independently)

Has at least one emerging "favorite" exercise activity (e.g. running, swimming, or basketball) and participate at least once every two weeks

The early adolescent (ages 11-14):

Has access to physical and mental health care services when needed, including reproductive health services if appropriate, OR information/resources have been given to youth/parents/guardians

Is able to independently accomplish most basic tasks of self-care (hygiene, nutrition, sleep) with some external reminders/regulation, including dealing with the changes of puberty

Is able to articulate increasing understanding of healthy and unhealthy lifestyles and behaviors (i.e. the need for good nutrition, exercise and the dangers of substance use)

Is able to articulate and consistently practice safety skills (walking, biking, interacting with others) and articulate detailed emergency plans (what to do in case of fire, earthquake, street violence, etc.)

Participate in preferred kinds of physical activity/exercise, on a regular basis (at least once every two weeks)

The middle adolescent (ages 15-16) is able to:

Access physical, mental, and reproductive health care services when needed, OR information/resources have been given to youth/parents/guardians

Take responsibility for basic tasks of self-care (hygiene, nutrition, sleep) with little external regulation

Show an increasing understanding health consequences involved in unhealthy/unsafe behaviors (i.e. drug and alcohol use, unsafe sexual behavior, drinking and driving, criminal acts, violence)

Participate in preferred kinds of physical activity/exercise on a regular basis (at least once every two weeks)

The late adolescent (ages 17-18+) is able to:

Access physical, mental, and reproductive health care services when needed, OR information/resources have been given to youth/parents/guardians

Internally regulate and independently perform basic tasks of self-care (hygiene, nutrition, sleep)

Show a solid understanding of health consequences involved in unhealthy/unsafe behaviors (i.e. drug and alcohol use, unsafe sexual behavior, drinking and driving, criminal acts, violence)

Participate in preferred kinds of physical activity/exercise on a regular basis (at least once every two weeks)

POSITIVE PLAN AND SKILLS FOR THE FUTURE

Positive plan for the future post high school, and skills needed to achieve the plan

The preschool child (ages 4-5):

Is exposed to a wide range of activities and opportunities

Shows interest in at least one life/work option (such as doctor, fire fighter, movie star, NBA player, etc.)

Understands basic concepts of time (such as now, soon, later, night, day, tomorrow, etc.) by demonstrating his/her knowledge when asked

The early elementary child (ages 6-8):

Is exposed to a variety of activities and opportunities, and can name at least one area of interest

Shows interest in at least one life/work option (such as fire fighter, movie star, NBA player, etc.)

Helps with easy, brief household tasks when asked and with close supervision (e.g. drying dishes, sweeping/vacuuming, clearing the table)

Recognizes denominations of coins and paper money

Can tell time (including on non-digital clocks) and understand am/pm (by end of age range)

The late elementary child (ages 9-10) is able to:

Explore a variety of activities when given the opportunity, and select particular "favorites"

By the end of this age range, name possible job/career paths (i.e. that he/she will work as an adult, and what some of the options might be)

Help with basic household chores when asked (e.g. drying dishes, sweeping/vacuuming, clearing table) with some supervision

Use money to make purchases of up to \$10, and count and understand change

Tell time reliably and show a beginning ability to work within time limits

Talk about college or vocational school as a possible future option

The early adolescent (ages 11-14) is able to:

Identify at least one current special talent, interest, or area of aptitude to pursue (even if this changes frequently)

Articulate positive goals for the future, though some of these may be unrealistic (i.e. being a professional basketball player or movie star) and show beginning development of more realistic ideas and goals toward the end of this age range

Assist with basic household tasks such as cooking, cleaning, and laundry, when asked to do so

Show beginning understanding of basic financial concepts (what a budget is, how credit cards and checking and savings accounts work, etc.) by the end of age range

Work within a schedule and meet deadlines 3 out of 5 times, with reminders

Utilize local public transit as needed and as appropriate to circumstances (maturity level, time of day, length of trip, etc.) by the end of this age range

Talk about college as an option for his/her future after high school, and make some early decisions about whether to pursue this during high school (i.e. college prep courses, college admissions tests, etc.)

Explore vocational opportunities with support (such as finding out information about vocational schools or having a job shadowing experience)

The middle adolescent (ages 15-16) is able to:

Articulate what skills or knowledge are needed to pursue his/her selected talents/interests

Begin to let go of and/or modify unrealistic goals for the future, and to develop goals which are more achievable and realistic

Plan for and enroll in academic courses/credits necessary to support individual plans/goals

Go on some visits to college campuses and begin to connect with local resources for college-bound teens (SAT/ACT preparation help, etc.) by end of age range, if applicable

Independently accomplish basic household tasks such as cooking, cleaning, and laundry, when asked to do so

Show ability to understand basic finances (creating and following a basic budget, opening a bank account, etc.)

Work within a schedule and meet deadlines 4 out of 5 times, with occasional need for reminders

Independently utilize local public transit, as needed for planned trips/outings or other transportation

Learn and demonstrate safe and responsible driving habits, if applicable

Articulate understanding of basic requirements of employment (e.g. being on time, dressing and behaving appropriately, staying on task)

The late adolescent (ages 17-18+) is able to:

Narrow areas of interests for career possibilities down to five or fewer main areas of interests and begin to explore what is required for potential careers in those areas

Articulate some positive, realistic ideas about life and work direction or life goals (including work, 2 or 4-year college, vocational training, military service, family, or some combination)

Complete academic courses/credits and testing necessary to support individual plans/goals

Participate in targeted college visits, and be connected to local resources (e.g., Upward Bound, scholarships, available academic awards, transfer programs, etc.) if applicable

Take greater responsibility for independently completing some basic household tasks such as cooking, cleaning, and laundry

Understand and perform basic, age-appropriate budgeting, banking and financial skills (saving for a purpose, understanding living expenses, managing a checking or savings account, etc.)

Work within a schedule and meet deadlines 4 out of 5 times

Independently plan trips on and utilize available local public transit

Demonstrate safe and responsible driving habits, if applicable

Show ability to commit and respond to situations and requirements of employment (e.g. get social security card, figure out transportation for work, understand basic rules of employment such as being on time and showing responsibility, know acceptable work attire)

Articulate an immediate, short-term written plan for him/herself, post-high school graduation and/or post Friends involvement