

**REPORT ON PROGRESS MADE ON
DEVELOPING AND IMPLEMENTING
THE SOUTH CAROLINA PALMETTO MENTORING
NETWORK
FUNDED BY A GRANT FROM
THE UNITED STATES OFFICE OF
JUVENILE JUSTICE AND DELINQUENCY PREVENTION**

**PREPARED FOR
THE SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

**by
System Wide Solutions, Inc.
Columbia, SC 29204**

**George W. Appenzeller, MSW
Sarah Meadows, MSW
Mollie Bowers, MSW
Malia Nelson
Tiffany Powell**

July 31, 2010

EXECUTIVE SUMMARY

This is a first year evaluation of the progress made on developing and implementing the Palmetto Mentoring Network. On October 1, 2009, the South Carolina Department of Education received a four year grant under the Office of Juvenile Justice and Delinquency Prevention FY 09 Recovery Act Local Youth Mentoring Initiative. However, the timing of the actual receipt of the award was such that operation of the program could not immediately begin, and the first year of the grant was used for planning and preparation purposes.

The grant is being carried out through the Palmetto Mentoring Network (PMN), which consists of the South Carolina Department of Education (SCDE) and four community-based and faith based Partners. The PMN is implementing a site-based, community mentoring project to serve 590 at-risk children in grades 1–3 and mentors for these children in Charleston, Greenville, Orangeburg, and Richland counties. The goal of the PMN is to help at-risk children and their families develop healthy, positive behaviors and resiliency that enable them to resist gang recruitment and violence. To achieve this goal, subgrants are being provided to four local coalitions to match at-risk children in specific communities in the four counties with mentors to create and support long-term mentoring relationships. During the planning year, the mechanisms and administrative methods to carry out the implementation were developed at the state and coalition level.

The SCDE has been very productive in planning and preparing for the implementation of the project. The SCDE has been proactive in assuring that the subcontractors are ready to meet all federal requirements and that they are ready to provide the mentoring services for the children at the beginning of the 2010-2011 school year. These activities included:

- Information meetings and training sessions
- Site visits
- Development of a project director's handbook
- Development of project management forms
- Organization of PMN communication mechanisms
- Organization of the support network for the PMN

System Wide Solutions of Columbia, SC is conducting the independent evaluation of the project. The evaluation element of the PMN project is in place and the first evaluation report will be produced on schedule. A customized on-line data system, the PMN Grantee Evaluation Management System (GEMS®), is completed, has been tested and the staff who will be using it have been trained. The instruments needed for the evaluation have been completed. Three meetings with staff have occurred. The planning for evaluation is also completed.

The subgrantees have worked hard to prepare for the beginning of the school year. They have overcome obstacles and identified barriers they still need to surmount. All have their staffs in place, are working in their communities and have developed necessary relationships in the communities and with SCDE.

The evaluators reached the following conclusions:

- The time available has been used effectively to plan and prepare for the project.
- The SCDE has prepared and planned exhaustively, particularly in the areas of financial management and administrative oversight.
- Three of the four subgrantees are prepared to begin services at the beginning of the school year. The other subgrantee will require one month to two months after the beginning of the school year to do so.
- The evaluation element of the PMN project is in place and the first evaluation report will be produced on schedule.
- The PMN GEMS® on line data system is completed, it has been tested and the staff who will be using it have been trained.
- The instruments needed for the evaluation have been completed.
- The administrative paperwork appears to be overly complex and appears to be redundant of parts of the GEMS®.
- Quarterly meetings, while important to the project, do not necessarily need to be face-to-face, given the limited funds available to the subgrantees.

It is recommended that:

- Web based technology be explored for conducting quarterly meetings.
- The administrative paperwork and mandated processes be subjected to process mapping analysis in order to improve efficiency.
- SWS remain in close contact with subgrantees on use of the GEMS® and evaluation instruments
- SWS set up evaluation site visits to subgrantees in the fall of 2010
- Subgrantees and SCDE staff be given technical assistance by SWS on how GEMS® reports can save them time and effort and improve their programs

TABLE OF CONTENTS

| | |
|--|------------|
| EXECUTIVE SUMMARY | i |
| TABLE OF CONTENTS | iii |
| INTRODUCTION..... | 1 |
| Grant Description | 1 |
| <i>Introduction.....</i> | <i>1</i> |
| <i>Goals and Objectives</i> | <i>1</i> |
| STATE LEVEL PLANNING AND PREPERATIONS..... | 4 |
| Introduction | 4 |
| Information Meetings and Training Sessions | 4 |
| Site Visits..... | 4 |
| Project Administrators Handbook | 5 |
| Project Forms..... | 5 |
| Communication Mechanisms | 5 |
| Support Network..... | 5 |
| EVALUATION PLANNING AND PREPERATION | 6 |
| Evaluation Description | 6 |
| The GEMS®..... | 7 |
| Instruments | 7 |
| SUBGRANTEE PLANNING AND PREPERATION..... | 8 |
| City Year (Richland County)..... | 8 |
| <i>RECRUITMENT/PUBLIC RELATIONS.....</i> | <i>8</i> |
| <i>Recruitment Engagement Events.....</i> | <i>8</i> |
| <i>PARTNER MEETINGS</i> | <i>10</i> |
| James island Community School (Charleston County) | 10 |
| Frazee Dream Center (Greenville County)..... | 11 |
| Orangeburg County Community of Character (Orangeburg County) | 12 |
| CONCLUSIONS | 14 |
| RECOMMENDATIONS..... | 15 |
| APPENDIX I: SC PMN SURVEYS AND INTERVIEW SCHEDULES | 16 |
| APPENDIX II: PALMETTO MENTORING NETWORK HANDBOOK..... | 28 |

INTRODUCTION

Grant Description

Introduction

On October 1, 2009, the South Carolina Department of Education received a four year grant under the Office of Juvenile Justice and Delinquency Prevention FY 09 Recovery Act Local Youth Mentoring Initiative. However, the timing of the actual receipt of the award was such that operation of the program could not immediately begin, and the first year of the grant was used for planning and preparation purposes.

The grant is being carried out through the Palmetto Mentoring Network (PMN) which consists of the South Carolina Department of Education (SCDE) and four community-based and faith based Partners. The PMN is implementing a site-based, community mentoring project to serve 590 at-risk children in grades 1–3 and mentors for these children in Charleston, Greenville, Orangeburg, and Richland counties. The goal of the PMN is to help at-risk children and their families develop healthy, positive behaviors and resiliency that enable them to resist gang recruitment and violence.

To achieve this goal, subgrants are being provided to four local coalitions to match at-risk children in four specific communities, one in each of the four counties, with mentors to create and support long-term mentoring relationships. Participation in the PMN will help the children acquire key developmental assets that lead to improved academic performance, avoidance of negative outcomes, and lead to positive growth and development. PMN also focuses on strengthening support services for children and parents or caregivers and increasing the capacity and sustainability of mentoring programs through collaborative community partnerships.

Goals and Objectives

The goals and objectives of the grant as stated in the proposal are stated below. These goals and objectives will be measured by the evaluation.

Goal 1: At-risk children participating in PMN will increase exhibit school attendance, academic performance, and prosocial skills by participating in quality mentoring programs.

Goal 2: Parents or caregivers will exhibit increase positive interactions with their children by the development, implementation, and expansion of quality mentoring programs in the four at-risk neighborhoods.

Goal 3: Local program and sites will build capacity and sustainability through effective training on mentoring, best practices for mentoring, and partnership building.

PMN Objective 1: Recruit, train, and support responsible adult volunteers to serve as mentors.

| Performance Measure | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---------------|---------------|---------------|---------------|
| New mentors recruited | 100 | 85 | 90 | 95 |
| % of existing mentors return | | 65 | 70 | 85 |
| % of non-returning mentors | | 45 | 40 | 35 |
| % of mentors who successfully completed one full year in a mentoring relationship | 50 | 55 | 60 | 65 |
| % of new mentors who received at least 2 hrs. of orientation | 50 | 65 | 75 | 90 |
| % of mentors who participated in 2 or more additional trainings | 10 | 15 | 20 | 25 |
| % of new recruited mentors in partner program who increased knowledge of mentoring competencies | 55 | 60 | 70 | 80 |
| % of new recruited mentors in partner program who increased knowledge of cultural competencies | 45 | 55 | 65 | 70 |
| % of new recruited mentors in partner program who increased knowledge of working with at-risk youth competencies | 30 | 35 | 40 | 45 |

PMN Objective 2: Provide high quality, effective mentoring to at-risk children (grades 1-3) in four target communities

| Performance Measure | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---------------|---------------|---------------|---------------|
| # of new children served | 100 | 70 | 80 | 90 |
| Existing youth served by project partners | | 75 | 85 | 90 |
| % of youth matched with qualified mentor | 50 | 55 | 65 | 75 |
| Average hours mentor spent with mentor each month | .75 | 1.0 | 1.25 | 1.30 |
| % of youth successfully completing one full year in a mentoring relationship | 50 | 55 | 60 | 65 |
| % of youth who had improved school attendance | 25 | 30 | 35 | 40 |
| % of youth who exhibit desired changes in behaviors | 40 | 50 | 55 | 65 |
| % of youth who improved academic performance | 30 | 35 | 40 | 50 |

PMN Objective 3: expand and provide extensive training and technical support to programs serving parents and caregivers of at-risk children on mentoring, parenting, and community resources for at-risk children.

| Performance Measure | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---------------|---------------|---------------|---------------|
| # of parenting and caregiver programs offered per site | 4 | 5 | 6 | 8 |
| % of parents and caregivers participating in programs or services | 25 | 30 | 35 | 40 |

PMN Objective 4: Build capacity, sustainability, and replicability for quality mentoring programs through extensive site-based technical assistance, training, and support in establishing and strengthening collaborative community partnerships, enhancing and honing local organizational capacity, and implementing best practices for mentoring programs, system efficiency, and cost effectiveness.

| Performance Measure | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---------------|---------------|---------------|---------------|
| % of mentoring programs in the project with active partnerships with organizations in each required category | 50 | 75 | 100 | 100 |

ARRA Objective 1 Preserving and creating jobs and promoting economic recovery.

| | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---------------|---------------|---------------|---------------|
| # of jobs saved (by Type) due to Recovery Act funding (Site Coordinators) | 2 | 2 | 0 | 0 |
| # of jobs created (by Type) due to Recovery Act funding (Site Coordinators) | 2 | 0 | 0 | 0 |

ARRA Objective 2 Preserve and promote economic recovery.

| | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---------------|---------------|---------------|---------------|
| % of essential services maintained without interruption | 0 | 8 | 2 | 3 |
| # of created or enhanced Essential services as a result of ARRA funding | 8 | 2 | 3 | 4 |
| # of collaborative partnerships established as a result of Recovery Act funding to avoid reduction of, enhance existing and/or create new essential services | 12 | 14 | 16 | 18 |

STATE LEVEL PLANNING AND PREPERATIONS

Introduction

The SCDE has been very productive in planning and preparing for the implementation of the project. The SCDE has been proactive in assuring that the subcontractors are ready to meet all federal requirements and that they are ready to provide the mentoring services for the children at the beginning of the 2010-2011 school year. These activities included:

- Information meetings and training sessions
- Site visits
- Development of a project directors handbook
- Development of project forms
- Organization of PMN communication mechanisms
- Organization of the support network for the PMN

Information Meetings and Training Sessions

Three meetings and training sessions were held during the year. The first was a two day session on January 21 and 22. This session covered: grant financial and administrative requirements; evaluation plans; presentations by PMN Partners; discussion of the grant; and a training on mentoring by Clemson University's Youth Learning Institute.

The second was on April 23, 2010. This meeting covered updates on the progress of the project development, both at the state and local levels. Training on the GEMS® on line data system was also provided at this meeting. SWS also conducted a brief survey at the meeting on progress, as well as seeking feedback on the draft survey instruments.

The third meeting was on July 16, 2010. This meeting included detailed training on the federal financial requirements and financial record keeping. Hands-on training about the GEMS® was also provided at this meeting. SWS also conducted a brief survey at the meeting on progress for use in the evaluation.

Site Visits

Visits were made by SDE staff to the PMN local sites. In addition, telephone and electronic technical assistance was provided to the sites to help them with their planning and preparation.

Project Administrators Handbook

A Project Administrators Handbook was developed by SDE and distributed to the subgrantees that includes the information and forms the program directors will need to guide them in operating their programs. This handbook is quite comprehensive. A copy may be found in Appendix 2.

Project Forms

Forms necessary to administer the project were developed and included in the handbook.

Communication Mechanisms

To keep everyone informed of what is happening in the project and to assure two-way communication, the SCDE has established a PMN listserve. In addition, all other ordinary means of communication have been set up. The GEMS® on line data system, described below, is also a means for information dissemination. The GEMS® includes a section which provides all the forms and the Project Administrators Handbook in electronic form, which can be printed out. All deadlines, evaluations and many training curricula will also be published on the GEMS®.

Support Network

The program Partners have met with the subgrantees. The subgrantees also have their contact information and the Partners are prepared to support them in the areas of expertise they represent.

EVALUATION PLANNING AND PREPERATION

Evaluation Description

Using an action research approach, the evaluation is a continuous process with the evaluators providing information back to the four programs, the administrators of the grant, and key staff. The information will be used to improve the program continuously and is intended to assure success. Information is gathered through the GEMS® online information system (described below), surveys, site visits with interviews, group meetings, telephone interviews and personal interviews.

There are two levels of evaluation: process and outcome. The process evaluation answers the following questions: 1) How do the activities conducted compare to the activities proposed? 2) How well does the actual timeline match the proposed timeline? 3) What impact did any changes to the plan have on the project's ability to achieve the objectives?

Four methods are being used to gather the information necessary to answer these questions. First, the evaluation staff is conducting a series of group and individual interviews with key informants such as supervisors, administrators, line workers, mentors, families, and mentees and others who have knowledge of the implementation of the PMN. Participation in the interviews is voluntary, and information that is provided is confidential. (Since mentees, mentors and families have not as yet been identified, those interviews have not yet taken place.)

Another method is a contextual analysis of written materials regarding start-up and agreements. The third method will be to hold a meeting every four months with program staff to exchange information and go over data to discuss trends noted by the evaluators and the staff as well as potential problems. Three meetings have taken place at this point, January 21 and 22 2010; April 23, 2010, and July 16, 2010. The final method is use of the GEMS®.

The outcome evaluation is being conducted in two steps. The first is to evaluate how well the ARRA, the OJJDP Mentoring Program performance measures, and PMN objectives are being met. The second is to evaluate the outcomes as viewed by the mentors, mentees and mentees families. This will be measured using a combination of interview schedules and surveys. These may be found in Appendix One.

There will be five parts to developing the evaluation report, which will be due 30 to 45 days after the end of each grant year.

- Quantitative data entered by subgrantes into the GEMS® throughout the year and qualitative data entered into a qualitative database throughout the year will be analyzed;
- Descriptive and inferential statistics and qualitative methods will be used to describe and analyze the data, creating a description of the project, its successes and its weaknesses;

- The findings of the analysis will be described in charts, tables, and a written form;
- Written conclusions will be drawn from the findings and reported, and
 - Written recommendations will be developed.

The GEMS®

The SCDE will track progress in PMN through the OJJDP mandatory performance measures. The GEMS® on-line data system was modified to use with PMN. The GEMS® is designed to provide real time information to track personnel, activities, clients, partners contributions, objective fulfillment and similar items. It can be used at several levels of reporting, in this case three: the grant level, sub-grant level and mentor level. Each level is “enrolled” in the system for security reasons by the level above it. For example, a subgrantee is enrolled by a grantee and receives a unique code number from the system.

Once enrollment of the various levels occurs, the data is entered that makes it possible to produce reports on the processes, inputs, activities and outcomes of the programs including those of the individual mentees and mentors. Results of surveys and interviews will be included in the overall database. For management and continuing quality improvement purposes, reports will be available on a real time basis for any authorized personnel at the state and local levels. The GEMS® takes advantage of technology to democratize the use of the available data.

Personnel from the four subgrantees have been trained on entering data into the GEMS® and on how to use the GEMS® reports.

Instruments

Several instruments were developed for the evaluation, which may be found in Appendix 1. These include:

- Mentor Survey on Mentee
- Site Interview Questions
- Teacher Survey
- Parent Survey on Mentoring Program Satisfaction
- Mentor Program Survey
- Mentee Satisfaction Survey

SUBGRANTEE PLANNING AND PREPERATION

City Year (Richland County)

RECRUITMENT/PUBLIC RELATIONS

Since City Year is relying on City Year AmeriCorps members to serve as the majority of their mentors for the Palmetto Mentoring Network, most of their efforts involved recruiting their new class of AmeriCorps members. During this quarter, they received 46 new applications and confirmed 13 corps members. As of June 30, 2010, they have confirmed all 24 corps members for next year. Corps Members were recruited through college and high school career/college fairs, City Year’s online website, and the AmeriCorps website. Now that their corps members are confirmed, they will shift their focus to recruiting external volunteers during the late summer and early fall. Their goal is to have 15 corps member mentors and 10 external mentors for the PMN program.

During the year, they recruited corps members at the following colleges/career fairs/conferences:

Recruitment Engagement Events

| Date | Event Title | Description of Event |
|----------|--|--|
| 8/26/09 | Allen University Career Fair, Columbia, SC | Had table at career fair engaging Allen University seniors |
| 9/16/09 | USC Community Service Fair, Columbia, SC | Recruited CMs and volunteers at annual service opportunity fair reaching USC students |
| 9/17/09 | Benedict College Community Service Expo | Recruited CMs and volunteers at annual service opportunity fair reaching Benedict students |
| 9/22/09 | University of South Carolina, College of Arts and Sciences Career Fair, Columbia, SC | Liberal arts and science majors learned about the career search process and networked with employers including City Year |
| 10/14/09 | AC Flora HS, Columbia, SC | Presented to seniors during 1 st block |
| 10/28/09 | Charleston Southern Career Fair, North Charleston, SC | Career fair for students at CSU |
| 11/7/09 | Conference ALERT, Benedict College, Columbia, SC | Symposium on service learning and leadership for selected local high school and college student leaders |
| 11/7/09 | South Carolina Department of Education | Presented to 20 HS aged leaders |

| | | |
|------------|--|---|
| | Youth Advisory Board Meeting, Columbia, SC | about joining City Year and “In School, On Track” |
| 11/9-10/09 | Tabling at Columbia College, Columbia, SC | Set up informational table in student center during high traffic hours |
| 11/11/09 | Richland County School District One College Fair, Columbia, SC | Had table at event featuring regional colleges and military recruiters that reached all juniors and seniors in Richland One |
| 11/12/09 | Cooperative Education Career Night, Morris College, Sumter, SC | Presented to upperclassmen in Morris’ cooperative education program. |
| 1/22/10 | Senior Corps recruitment presentation to first year corps | |
| 1/25/10 | National Society of Collegiate Scholars, University of South Carolina, Columbia South Carolina | Presented corps member and volunteer opportunities to freshman/sophomore honor/service society |
| 1/27/10 | Midlands Technical College Volunteer Fair, Columbia , SC | Presented corps and volunteer opportunities at main campus of community college |
| 2/3/10 | Spring Volunteer Fair, University of South Carolina | Recruited CMs and volunteers at annual service opportunity fair reaching USC students |
| 2/5/10 | Career Fair, Spring Valley High School | Recruited seniors and also presented to underclassmen at annual event |
| 2/16/10 | Winthrop University Spring Career Fair, Rock Hill, SC | Annual career fair at education minded state university, had table |
| 2/17/10 | Winthrop University Spring Education Career Fair, Rock Hill, SC | Annual career fair at education minded state university, had table |
| 2/17/10 | Morris College Spring Career Fair, Sumter, SC | Spring career fair at one of state’s largest HBCUs |
| 2/18/10 | Richland County School District Two Career Fair, Columbia, SC | Tabled at fair for all of district’s 10 th graders. Many YH alumni present |
| 2/18/10 | Class presentation, Spring Valley High School | |
| 3/3/10 | March Open House, City Year Columbia HQ | Open House for prospective applicants and corps members |
| 2/24/10 | Career Fair, College of Charleston/The Citadel (joint), Charleston, SC | Tabled at joint career fair for states military academy and regional liberal arts-focused public university |

| | | |
|---------|--------------------------------------|--|
| 3/9/10 | Midlands Technical College fair | Annual career fair at education minded state university, had table |
| 3/18/10 | Presentation to UMiami ASB students | Presented City Year to 8 University of Miami Students serving with City Year during their college spring break |
| 3/24/10 | C.A. Johnson High School Career Fair | Presented City Year to over 400 9-12 th graders at office's neighborhood HS |
| 5/8/10 | Dream Helpers Teen Conference | Presented about City Year to audience of teens and families from across the state at conference promoting post-HS opps. to rural students. |

PARTNER MEETINGS

During the last quarter, City Year met with their service partner liaison at Sandel Elementary School (Ms. Patty Gay) to discuss City Year's in school and out of school partnerships for next year. The result of the meeting is that Sandel has requested to host a City Year team with five corps members again next year to serve during school. This means that their mentees will not only receive the mentoring during afterschool through the Palmetto Mentoring Network, but will also receive supplemental support during the school day. This support includes tutoring, character education, and service learning activities. Ms. Gay is assisting them with scheduling a summer meeting with Principal Young and the Afterschool Coordinator so they can confirm the final details of the PMN program.

They also met with the United Way of the Midlands on several occasions throughout the planning period to discuss ways they can partner with their Midlands Reading Consortium Project and the Palmetto Mentoring Network. They met with their new volunteer coordinator who will be able to help City Year advertise their mentoring positions during the summer. In addition, the Executive Director serves on the Youth Advisory Board, which is trying to convene all the programs offering youth services in the Midlands to promote more collaboration between agencies and cross promotion of services. City Year plans to host the first Coalition meeting in late summer.

James island Community School (Charleston County)

The James Island program is a consortium between a local church and Murray Lesaine Elementary School. Efforts are being made to recruit mentors from within the faith community as well as the school community. The church is providing coordination activities while the school is the fiscal agent and service site. There is a joint Steering Committee. No existing

mentoring effort is in place in the school afterschool program. However, there are some other mentoring efforts in the community as a whole.

The sponsoring church is too small to provide enough mentors to support the project, so efforts are being made to recruit elsewhere in the faith community. In addition, retired persons are being solicited and bridges are being built within the general community. A brochure has been developed and distributed, application have been emailed to potential key community leaders, and presentations as well as personal contacts have been made to local civic, religious, law enforcement and other groups. A major problem is that afterschool hours are difficult for potential volunteers to accommodate to.

At this point, recruiting is not working as well as initially planned. Four to five individuals have applied as of the end of July. As the idea circulates in the community, it is expected that these numbers will increase. Since few have applied, no screening or training of mentors has as yet taken place.

Contacts are planned with the larger churches, Charleston Mayor's office (family volunteer initiative) and other volunteer sources outside James Island.

The coordinator at the school will meet with the principal and guidance counselor at the beginning of August to begin to identify mentees. The pool of students to be tapped will not necessarily be only from the afterschool program, but will include those within the school who meet the criteria stated in the grant proposal.

The subgrantee representative believes there are several challenges they will have to overcome. Among these are:

- Did not realize how much accountability was involved in Federal grant.
- Sponsoring church is perhaps too small to take on this project because of administrative and other requirements.
- Afterschool hours restrict getting mentors who are full time working individuals. Many local employers are not willing to give time off.
- Competing proposals by local groups trying to start their own mentoring efforts (e.g. church-based mentors, Lunch Buddies) have presented some challenges.

Frazee Dream Center (Greenville County)

Frazee Dream Center is a free-standing center that does afterschool and summer activities for at risk students. Stone Academy is the main feeder school for the existing Frazee afterschool program and Frazee has an MOA with them for the mentoring program. Frazee will be working through the Guidance Counselor, Dixie Ness, in addition to teachers.

Frazee has made presentations to presentations to civic and church organizations. These have included the Downtown Presbyterian Church, the Buncombe Street United Methodist Church and the Downtown Kiwanis. They had an Open House at Frazee in April.

They have received 15 mentor applications as of the end of July, largely from churches and from existing volunteers at Frazee. Some additional volunteers, young professionals, have come from Kiwanis. At presentations, they learned that volunteering during afterschool hours was difficult for people that work. In order to accommodate schedules of working people, they have set up Saturday hours at Frazee so that mentors and students can meet regularly. Volunteers generally meet criteria; they have not yet conducted background checks. Frazee has conducted one-on-one orientation. They plan a group mentor training in the fall.

In addition to the mentor volunteers, Frazee has identified 25 mentees. The school is interested in mentors for students in grades 1-5, while the grant is for students in grades 1-3.

The program director is seeking additional local Partners. She is meeting with community businesses asking them to contribute gift cards as awards for their volunteers. She is making more connections with churches, which are a good source of volunteers to prepare lunches during the summer programs and to provide tutors.

They did not anticipate the amount of paperwork and documentations required for the grant. The afterschool schedule was not convenient for mentors, so they had to change to do Saturday sessions. They have changed their Frazee program application process to include the mentee application (all the parent consent forms, etc.)

After the most recent state meeting, the director felt confident about being able to enter the GEMS data, saying that the system was logical and comprehensive. They have a MOA with the school that allows them to get the student numbers. She will get grades directly from the student's report cards.

Orangeburg County Community of Character (Orangeburg County)

At this point, there are no written systems or agreements in place to manage the mentoring program. However, several meetings have taken place at Mellechap Elementary with principal (Beverly Stoman) and the guidance office. Verbal agreements have been reached. The school has an existing mentoring program and the PMN will expand it. Mentees will be identified in the near future.

The host organization, Community of Character, has a governing board and advisory (co-chairs) board that is supportive of the project. The program director is making presentations to recruit mentors at civic and other organizations such as Rotary, Kiwanis, and the Lions. The program director is making personal contacts in the community.

At this point 25 mentors have been screened and are ready to be trained and serve their mentees. The subgrantee plans to have another 15 individuals "in reserve." The screening includes criminal background checks and Sex Registry checks. Two mentor training dates in August have been set up. Local Gang Task Force personnel may assist with this. Some law enforcement personnel may be mentors or be substitutes.

The program plans to add local partners through high school student groups to use as workers more than as mentors. Presentations will be made after school starts again.

The challenge seen by the subgrantee is the paperwork. They did not realize how much was expected. Chamber of Commerce Secretary DeDeCook will be working with the project to do data entry into the GEMS®.

CONCLUSIONS

1. The time available has been take advantage of to plan and prepare for the project.
2. The SCDE has prepared and planned exhaustively, particularly in the areas of financial management and administrative oversight.
3. Three of the four subgrantees are prepared to begin services at the beginning of the school year. The other subgrantee will require one to two months after the beginning of the school year to do so.
4. The evaluation element of the PMN project is in place and the first evaluation report will be produced on schedule.
5. The PMN GEMS® on line information system is completed, it has been tested and the staff who will be using it have been trained.
6. The instruments needed for the evaluation have been completed.
7. The administrative paperwork appears to be overly complex and appears to be redundant of parts of the GEMS®.
8. Quarterly meetings, while important to the project, do not necessarily need to be face-to-face, given the limited funds available to the subgrantees.

RECOMMENDATIONS

1. Web based technology be explored for conducting quarterly meetings.
2. The administrative paperwork and mandated processes be subjected to process mapping analysis to increase efficiency.
3. Remain in close contact with subgrantees on use of the GEMS® and evaluation instruments
4. Set up evaluation site visits to subgrantees in the fall of 2010
5. Subgrantees and SCDE staff be given technical assistance by SWS on how GEMS® reports can save them time and effort and improve their programs

**APPENDIX I:
SC PMN SURVEYS AND INTERVIEW
SCHEDULES**

Mentor Student Survey

Instructions: Mentors should complete one of these surveys for each student whom they mentor. The identification number is provided below. Thank you for your help!

Site Name/Code:

Intervention Name/Code:

Student Identification Number:

Directions: Circle the number that best describes your response.

| Over the past year, has this student . . . | Did not need to improve | Significant Improvement | Moderate Improvement | Slight Improvement | No Change | Slight Decline | Moderate Decline | Significant Decline |
|---|-------------------------|-------------------------|----------------------|--------------------|-----------|----------------|------------------|---------------------|
| 1. Improved in his/her social interactions with me. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. Improved in his/her ability to organize time. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. Improved in his/her ability to collect information. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 4. Improved in his/her ability to manage information. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 5. Improved in his/her ability to set goals. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 6. Improved in his/her ability to work towards goals. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 7. Improved in their attitude toward the importance of education. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 8. Improved in his/her ability to work with an adult. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Parent Survey on Mentoring Program Satisfaction

Site Name/Code:

Intervention Name/Code:

Student Name:

Please return this form to your Mentoring Program site manager as soon as possible. Thank you. *If you wish, please place any additional comments on the back of this sheet.*

For each statement below, please answer the question by circling the number under your answer to the right of each question. Thank you for completing this important survey.

| How satisfied are you with the following: | Very Satisfied | Satisfied | Not Sure | Unsatisfied | Very Unsatisfied |
|--|----------------|-----------|----------|-------------|------------------|
| The mentoring program as a whole | 5 | 4 | 3 | 2 | 1 |
| Overall staff quality | 5 | 4 | 3 | 2 | 1 |
| Mentor's warmth and friendliness | 5 | 4 | 3 | 2 | 1 |
| Mentor's abilities to relate to youth | 5 | 4 | 3 | 2 | 1 |
| Mentor's abilities to relate to parents | 5 | 4 | 3 | 2 | 1 |
| Mentor's abilities to serve as a positive role model | 5 | 4 | 3 | 2 | 1 |
| Other staff's helpfulness | 5 | 4 | 3 | 2 | 1 |
| The variety of activities offered | 5 | 4 | 3 | 2 | 1 |
| The schedule of activities | 5 | 4 | 3 | 2 | 1 |
| Services for parents | 5 | 4 | 3 | 2 | 1 |
| Does your child appear to be happy with the mentoring program? | 5 | 4 | 3 | 2 | 1 |
| Are you happy with the mentoring program? | 5 | 4 | 3 | 2 | 1 |

| How much do you agree/disagree with the following statements: | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| I would recommend this program to other parents. | 5 | 4 | 3 | 2 | 1 |
| I would sign my child up for this program if I had it to do over. | 5 | 4 | 3 | 2 | 1 |
| It is important to me that my child gets a good education. | 5 | 4 | 3 | 2 | 1 |
| My child should complete as high an education level as they are able to achieve. | 5 | 4 | 3 | 2 | 1 |
| The mentoring program wants me to be involved with my child's education. | 5 | 4 | 3 | 2 | 1 |
| The mentoring program makes me feel confident that my child is in a safe and supportive environment. | 5 | 4 | 3 | 2 | 1 |
| The mentoring program enables me to stop worrying about what my child is doing while he/she is with the mentor. | 5 | 4 | 3 | 2 | 1 |

| The program has helped my child: | | | | | |
|---|---|---|---|---|---|
| Complete homework. | 5 | 4 | 3 | 2 | 1 |
| Learn to get along with others. | 5 | 4 | 3 | 2 | 1 |
| Learn about their own and other cultures. | 5 | 4 | 3 | 2 | 1 |
| Learn to follow rules. | 5 | 4 | 3 | 2 | 1 |

| During the last 6 months, how often have you: | Never | Once or Twice | Sometimes | Regularly | Very Often |
|--|-------|---------------|-----------|-----------|------------|
| Helped your child to do his or her homework or checked it after it was finished? | 1 | 2 | 3 | 4 | 5 |
| Talked with your child about what happened at school that day? | 5 | 4 | 3 | 2 | 1 |
| Talked with your child about goals for academic achievement? | 5 | 4 | 3 | 2 | 1 |

Please respond to the following questions by providing basic background information on your family.

How many people live in your household?

| | | | | | | | |
|---|---|---|---|---|---|---|----|
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9+ |
|---|---|---|---|---|---|---|----|

How many children do you have in THIS mentoring program?

| | | | | |
|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5+ |
|---|---|---|---|----|

How would you describe the race of your children in the program?

| | | | | | |
|-----------------|------------------------|-------|----------|-------|----------------------|
| American Indian | Asian-Pacific Islander | Black | Hispanic | White | Multiracial or Other |
|-----------------|------------------------|-------|----------|-------|----------------------|

What is your annual household income? (Optional) (Fill in the circle next to your response)

| | | | | | | | | | | |
|-------------------|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------|
| Less than \$5,000 | \$5,000-\$9,999 | \$10,000-\$14,999 | \$15,000-\$19,999 | \$20,000-\$24,999 | \$25,000-\$29,999 | \$30,000-\$39,999 | \$40,000-\$49,999 | \$50,000-\$74,999 | \$75,000-\$99,999 | \$100,000 or higher |
|-------------------|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------|

Does your child(ren) qualify for free or reduced school lunch? (Optional)

| | |
|------------|-----------|
| YES | NO |
|------------|-----------|

How long have you lived in this community? (Fill in the circle next to your response. Please select only one response.)

| | | | | |
|--------------------|-------------|-------------|--------------|------------------|
| Less than one year | 1 – 2 years | 3 – 5 years | 6 – 10 years | 11 years or more |
|--------------------|-------------|-------------|--------------|------------------|

Student Satisfaction Survey

Instructions: The Mentoring project *has not forgotten that we are here to serve students, and we want to ensure that each program site gets credit for the numbers and types of students they are serving. As such, this survey should be completed for EVERY student that the program has served for AT LEAST ONE SESSION. Even if a student only attends a single session, they need to be entered into the Grant Evaluation Management System (GEMS®).*

Site Name/Code:

Intervention Name/Code:

Student Identification Number:

This is the number used by your school district to report data to the State Department of Education. If you are uncertain whether you have the correct number, contact your District Office.

Directions: Please tell us what you think of the Mentoring Program.
Color in only ONE face for each question.

| |  |  |  |
|--|---|---|---|
| | Definitely | Kind of | Not at all |

| | | | |
|---|--|--|--|
| Do you like the Mentoring Program? | | | |
| Do you want to keep meeting with your mentor? | | | |

Did the program help you:

| | | | |
|--|--|--|--|
| with your homework? | | | |
| with your grades? | | | |
| with your personal goals? | | | |
| improve your school attendance? | | | |
| learn about other people's feelings? | | | |
| improve your ability to set goals? | | | |
| understand that you can turn to adults for help? | | | |
| increase your pride in your neighborhood? | | | |
| understand how to be a good citizen? | | | |
| understand that violence is wrong? | | | |
| realize that teamwork is important? | | | |
| understand the importance of following rules? | | | |
| understand the need for respecting others? | | | |
| know the importance of respecting yourself? | | | |
| understand the importance of being drug free? | | | |

Directions: Please tell us what you think of the mentoring program.
Color in only ONE face for each question.

| |  |  |  |
|--|---|---|---|
| | Definitely | Kind of | Not at all |

Did the program improve your:

| | | | |
|---------------------------------------|--|--|--|
| skills in playing sports or games? | | | |
| creative ability and self expression? | | | |
| ability to make friends? | | | |

| | | | |
|--|---|---|---|
| ability to get along with others? |  |  |  |
| ability to solve problems in a positive way? |  |  |  |
| willingness to do things for others? |  |  |  |
| Did the program give you a safe environment to learn and play? |  |  |  |
| Did the program have adults who cared about you? |  |  |  |
| Did you enjoy the activities? |  |  |  |
| Did you go to fun places? |  |  |  |

Teacher Survey

Instructions: Regular school-day teachers should complete one of these surveys for each student whose identification number is provided below. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, the teacher should be a math or English teacher. Thank you for your help!

Site Name/Code:

Intervention Name/Code:

Student Identification Number:

Directions: Circle the number that best describes your response.

| Over the past year, has this student . . . | Did not need to improve | Significant Improvement | Moderate Improvement | Slight Improvement | No Change | Slight Decline | Moderate Decline | Significant Decline |
|---|-------------------------|-------------------------|----------------------|--------------------|-----------|----------------|------------------|---------------------|
| 1. Improved in turning in his/her homework on time. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. Improved in completing homework to your satisfaction | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. Improved in participating in class. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 4. Improved in volunteering (e.g. for extra credit or more responsibilities). | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 5. Improved in attending class regularly. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 6. Improved in being attentive in class | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 7. Improved in behaving well in class. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 8. Had classroom academic performance that was satisfactory or better. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 9. Improved in coming to school ready/prepared to learn. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 10. Improved in getting along well with other students. | 9 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

9. Please describe to us how the SM supervises mentors.

10. Please describe to us your sustainability and long-term funding efforts.

SDE INTERVEIW QUESTIONS

1. How is SDE helping with recruitment of mentors (specifically ask about recruitment PowerPoint, training for SM' and LC's and program brochure).

**APPENDIX II:
PALMETTO MENTORING NETWORK
HANDBOOK**