

**2010-2011 EVALUATION REPORT OF
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**

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July 31, 2011

EXECUTIVE SUMMARY

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. This evaluation report covers year two, which began the implementation of the project. The grant is being carried out through the Palmetto Mentoring Network (PMN), which consists of the South Carolina Department of Education (SCDE) and originally four but presently three community-based and faith based organizations which are receiving subgrants. The PMN project is 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 the children and their families develop healthy, positive behaviors and resiliency that enable them to resist gang recruitment and violence.

The process of the methodology of the evaluation consists of five parts, all conducted within the context of an action research model.

- Provide a proprietary data system to track data elements necessary to measure the goals and objective of the grant.
- Train subgrantees on use of the data system and provide technical assistance to state and local staff on use of data and reports.
- Gather and analyze information on how the implementation of specific plans found in the grant application, subgrants and the RFP for subgrants for the Palmetto Mentoring Coalition were carried out.
- Gather and analyze data on the goals, objectives and performance measures of the grant.
- Develop an evaluation report.

The Palmetto Mentoring Network implementation began strongly. Initial training and orientation during the first year was well received and thorough. All four subgrantees began well. However, at the beginning of the second year, problems with implementation began to appear. One subgrantee has left and another has not as yet provided a mentoring service. The remaining two subgrantees, during the last school year, provided more services than were expected. However, 70% to 80% of that was provided by one subgrantee. Proposed training and other support was not provided by the state. The state did not provide requested material to the evaluator and subgrantees requested programmatic technical assistance from the evaluators.

The strongest showing among the four goals was on “Local program and sites will build capacity and sustainability through effective training on mentoring, best practices for mentoring, and partnership building.” The most successful subgrantee (Frazee Dream Center) is deeply involved in the community and uses this small subgrant to leverage community support. The mentoring service is part of an overall set of services for the students and does not stand alone. When the state did not provide the promised training, they went into the community and found someone to provide it to them. The other subgrantee which was able to provide mentee services (Murray-LaSaine Elementary) has also used community resources, and is reaching further into the community to do so.

The state grant met nine of its 20 program performance measures. During the second year of the grant, implementation at the state level and at two of the subgrants was not completed as planned. However, Frazee Dream Center and Murray-LaSaine Elementary had successful implementations and largely met their performance measures.

The Frazee Dream Center and Murray-LaSaine Elementary are capable of meeting all the output and outcome requirements of the grant. A strong programmatic state presence, other than for fiscal and evaluation matters, appears unnecessary for these two subgrantees to do so. Additional training is necessary, but this can be arranged by the subgrantees with state oversight. Monitoring of activities can be done through the Mentoring GEMS® with relatively little effort by the SCDE.

The evaluators recommend the following: the Frazee Dream Center and Murray-LaSaine Elementary subgrants be continued; the Orangeburg District 5 subgrant be reviewed; the SCDE presence in the grant be reduced and limited to fiscal oversight and review of monitoring reports from the Mentoring GEMS® and the evaluator with necessary follow-up; that SCDE resources be reduced but additional funds be provided to the two remaining subgrantees for training and technical assistance

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INTRODUCTION

Grant Description

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. The timing of the 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 current evaluation report covers Year Two, which began the implementation of the project.

The grant is being carried out through the Palmetto Mentoring Network (PMN), which consists of the South Carolina Department of Education (SCDE) and originally four but presently three community-based and faith based organizations which are receiving subgrants. 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 the children and their families develop healthy, positive behaviors and resiliency that enable them to resist gang recruitment and violence.

Goals and Objectives

The goals and objectives of the grant 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

METHODOLOGY

Philosophy of Evaluation Approach

As the independent evaluator, System Wide Solutions (SWS) is using an action research approach to conduct this evaluation. As described by Greenwood and Levin in *Introduction to Action Research*, action research involves the professional researcher working with the members of an organization and community to improve a situation. Action research (or, in this case, evaluation) means that information developed by the evaluator is used by the organization and community to change their activities and objectives as they go along to make it more likely that the goals of the program will be achieved. In action research, the evaluator is part of the process, whereas in traditional evaluation, the evaluator stands outside of the process. While SWS provides an objective final report, it also provides on-going information that will allow the program to make positive changes during the grant period.

Evaluation Process

The current evaluation covers the second year of funding for this OJJDP grant. There are five parts to the process of the grant evaluation, as carried out by SWS.

- Provide a proprietary data system to track data elements necessary to measure the goals and objective of the grant.
- Train subgrantees on use of the data system and provide technical assistance to state and local staff on use of data and reports.
- Gather and analyze information on how the implementation of specific plans found in the grant application, subgrants and the RFP for subgrants for the Palmetto Mentoring Coalition were carried out.
- Gather and analyze data on the goals, objectives and performance measures of the grant.
- Develop an evaluation report.

Using an action research approach, the evaluation is a continuous process with the evaluators providing information back to the three subgrantees, 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 the 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?

Three methods are being used to gather the information necessary to answer these questions. First, the evaluation staff is conducting a series of visits to the mentoring sites. Second,

telephone interviews and email correspondence with subgrantee personnel are conducted and reviewed. Finally, the evaluation staff reviews all available documentation and GEMS® data.

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 surveys. Copies of the survey forms may be found in Appendix One.

There were six parts to developing the evaluation report:

- Quantitative data entered by subgrantees into the GEMS® throughout the year and qualitative data entered into a qualitative database throughout the year was analyzed;
- Descriptive and inferential statistics and qualitative methods were used to describe and analyze the data, creating a description of the project, its successes and its weaknesses;
- The findings of the analysis were described in charts, tables, and a written form;
- Written conclusions were drawn from the findings and reported;
- Written recommendations were developed, and
- OJJDP Mandatory Output and Outcome Performance Measures were measured and are included in Appendix Two of this evaluation report.

The GEMS®

The SCDE will track progress in PMN through the OJJDP mandatory performance measures. The GEMS® online data system was modified to use with PMN. The GEMS® is designed to provide real time information to track personnel, activities, clients, partner 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 are included in the overall database. For management and continuing quality improvement purposes, reports are 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 One. These include:

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

Brief Summary of the Literature

There is a rich literature on youth mentoring programs. This brief review speaks to two major issues in the literature- the need for the use of best practices and the need for strong community influence, if programs are to be successful. Moreover, the need for training and technical assistance is remarked on in the second article. (The lead author in the second article is Dr. Abe Wandersman of the University of South Carolina, whom two of the evaluators worked with when they were employees of the University.)

In *Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review*, David L. DuBois, Bruce E. Holloway, Jeffrey C. Valentine and Harris Cooper used meta-analysis to review 55 evaluations of the effects of mentoring programs on youth. Quoting from their abstract, “overall, findings provide evidence of only a modest or small benefit of program participation for the average youth. Program effects are enhanced significantly; however, when greater numbers of both theory-based and empirically based “best practices” are utilized and when strong relationships are formed between mentors and youth. Youth from backgrounds of environmental risk and disadvantage appear most likely to benefit from participation in mentoring programs. Outcomes for youth at-risk due to personal vulnerabilities have varied substantially in relation to program characteristics, with a noteworthy potential evident for poorly implemented programs to actually have an adverse effect on such youth. Recommendations include greater adherence to guidelines for the design and implementation of effective mentoring programs as well as more in-depth assessment of relationship and contextual factors in the evaluation of programs.”

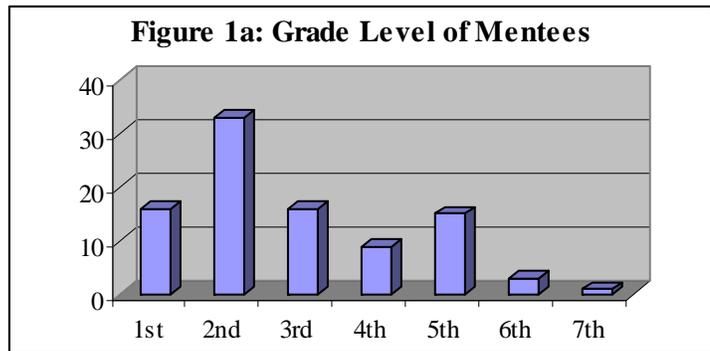
The abstract of *Community Organizing and Advocacy: Increasing the Quality and Quantity of Mentoring Programs*, by Abraham Wandersman, E. Gil Clary, Janet Forbush, Susan G. Weinberger, Shawn M. Coyne, and Jennifer L. Duffy states “Although youth mentoring programs are widespread, it is clear that there is a great need to increase their quality and quantity. This article provides background on funding initiatives in mentoring, and the role of community organizing and advocacy in influencing the demand for programs. A model that examines the community’s role in influencing and coordinating key stakeholder groups in planning, implementing, and sustaining programs is proposed. The need for more effective programs is examined in a second model, which relates the capacity of organizations, staff, and programs for training and technical assistance to the quality and efficacy of their programs. Recommendations for future research are made.”

PROCESS FINDINGS-GRANT LEVEL

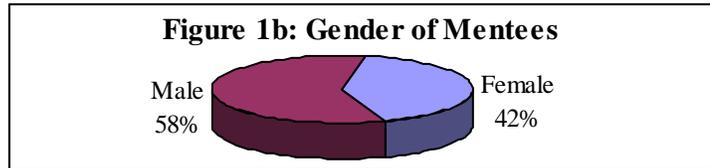
Demographic Description of Mentees

There were a total of 93 youth enrolled in the mentoring program for the 2010-2011 grant year. These youth are primarily in the first through third grades (n=65, 69.9%), are African American (n=86, 92.5%), and are receiving subsidized meals (n=92, 98.9%). Of the 93 youth served, only four (4.3%) were identified as having a special need and five (5.4%) were identified as having limited English proficiency. (See Tables and Figures 1a through 1g)

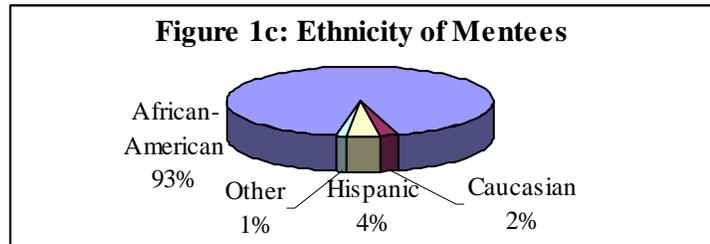
	#	%
First Grade	16	17.2%
Second Grade	33	35.5%
Third Grade	16	17.2%
Fourth Grade	9	9.7%
Fifth Grade	15	16.1%
Sixth Grade	3	3.2%
Eighth Grade	1	1.1%



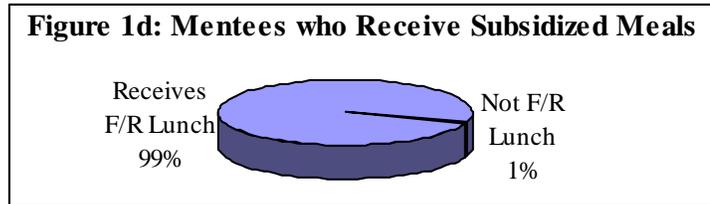
	#	%
Female	39	41.9%
Male	54	58.1%



	#	%
African-American	86	92.5%
Caucasian	2	2.2%
Hispanic	4	4.3%
Other Races	1	1.1%



	#	%
Receives F/R Lunch	92	98.9%
Not F/R Lunch	1	1.1%



	#	%
Have Special Needs	4	4.3%
No Special Needs	89	95.7%

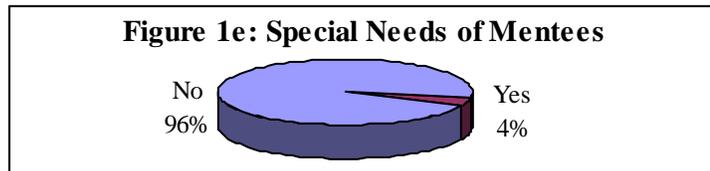


Table 1f: Limited English Proficiency of Mentees		
	#	%
LEP Students	5	5.4%
Not LEP	88	94.6%

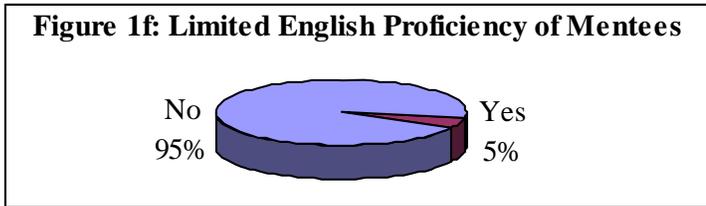
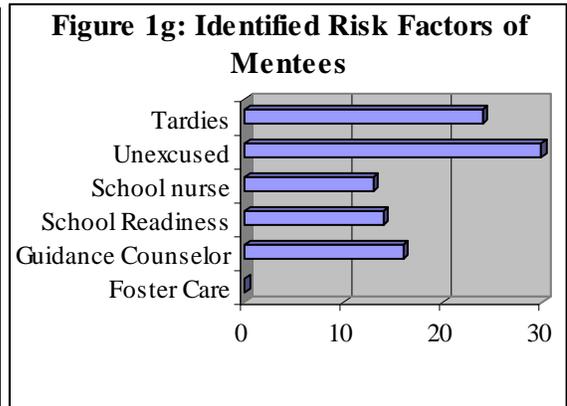


Table 1g: Identified Risk Factors of Mentees		
	#	%
5 or more tardies	24	25.8%
3 or more unexcused absences	30	32.3%
5 or more visits to the school nurse (other than for medication)	13	14.0%
Below Basic Score on the School Readiness Test	14	15.1%
Referral by Guidance Counselor	16	17.2%
Foster Care	0	0.0%



Demographic Description of Mentors

During the 2010-2011 grant year, there were 100 mentors involved in the project. The majority of the mentors are between the ages of 22 and 59 years old (n=72, 72%), are Caucasian (n=63, 63%), have a Bachelor's Degree (n=60, 60%), and are members of the community (n=63, 63%). (See Tables and Figures 2a through 2f)

Table 2a: Age of Mentors		
	#	%
18 to 21 years old	7	7%
22 to 29 years old	21	21%
30 to 39 years old	21	21%
40 to 49 years old	14	14%
50 to 59 years old	16	16%
60 to 69 years old	9	9%
70 years or older	3	3%
Unknown	9	9%

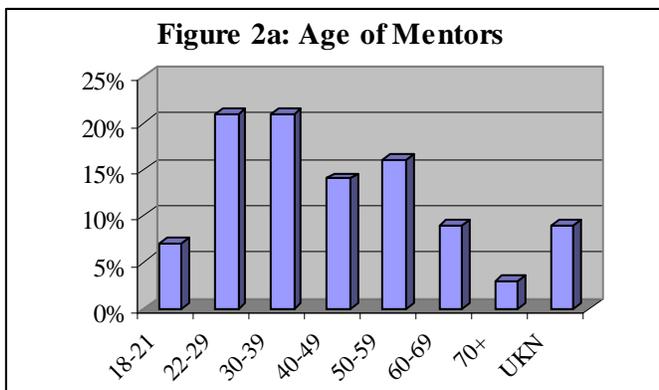


Table 2b: Gender of Mentors		
	#	%
Female	49	49%
Male	48	48%
Unknown	3	3%

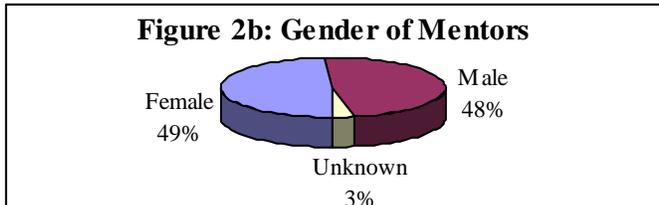


Table 2c: Ethnicity of Mentors		
	#	%
African American	30	30%
Caucasian	63	63%
Hispanic	1	1%
Other	2	2%
Unknown	4	4%

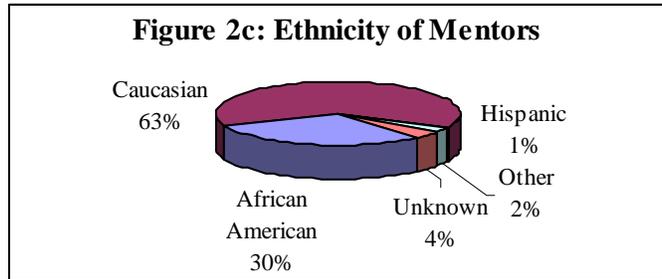


Table 2d: Educational Attainment of Mentors		
	#	%
Less than High School	1	1%
GED/High School Diploma	11	11%
Associates Degree	6	6%
Bachelors Degree	60	60%
Masters Degree	15	15%
Doctorate	4	4%
Unknown	3	3%

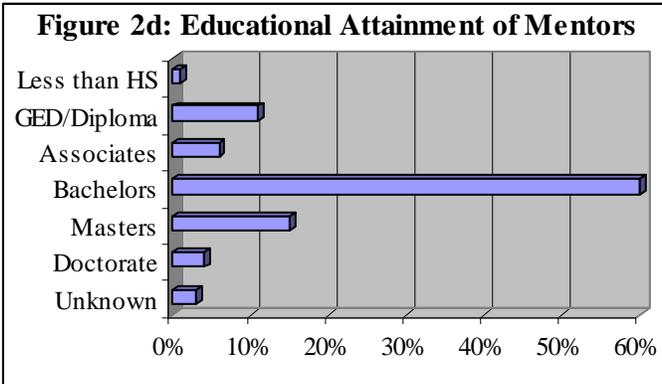


Table 2e: Industry of Mentors		
	#	%
Education	11	11%
Technology	10	10%
Healthcare, Medical, Pharmacy	2	2%
Management, Business or Financial	16	16%
Retail, Sales	4	4%
Installation, Maintenance and Repair	1	1%
Other	53	53%
Unknown	3	3%

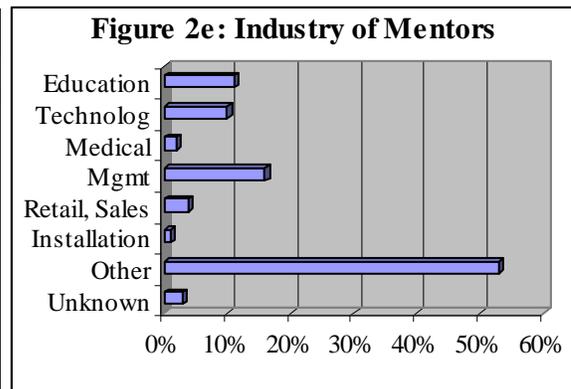
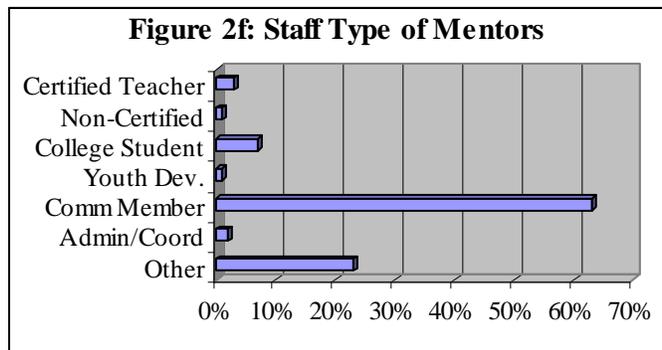


Table 2f: Staff Type of Mentors		
	#	%
Certified Teacher	3	3%
Non-Certified Teacher	1	1%
College Student	7	7%
Youth Development Worker	1	1%
Community Member	63	63%
Administrative or Coordinator	2	2%
Other	23	23%



Grant Level Implementation

The grant is overseen by a half time FTE at SCDE. This position oversees "...the local programs, provides mentoring training and technical assistance to the four sites, serves as state liaison between school districts staff, community and faith based organizations, local law enforcement, and local DJJ Offices, and state and local policy makers, convenes the SC PMN Coalition quarterly to ensure the successful functioning and programming of the project."

The state office was to provide an initial training and subsequent training and technical assistance. The initial training was provided and technical assistance documented during the planning period. Subsequent to this period, there was a personnel change, and documentation regarding technical assistance and other activities was no longer provided to SWS when requested. Training which was to be provided to the subgrantees during the year by the state was not provided.

PROCESS FINDINGS- SUBGRANTEE LEVEL

Throughout Year Two, evaluators remained in contact with local sites through email and telephone, provided telephone technical assistance on data entry and program implementation, conducted telephone interviews and conducted one site visit to each site to observe the program and speak to coordinators, mentors and mentees.

Richland County (City Year)

Year One for City Year actively focused on recruitment of AmeriCorps members who would serve as mentors for the Palmetto Mentoring Network. Recruiting efforts were held at colleges and universities, as well as at community events. This effort was successful, in that as of June 30, 2010, they confirmed all 24 Corps members for the next year and then turned their recruiting efforts toward recruiting external volunteers.

Throughout the Year 1 planning period, City Year reported recruitment and training of mentors. They met with their school partner, Sandel Elementary School to work out details of roles and relationships, including the planned implementation of mentoring activities for Fall 2010. Nevertheless, in Fall 2010, City Year reported to evaluators that scheduling and other problems prevented them from carrying out the mentoring activities at Sandel as planned and that the organization was considering moving the mentoring activities to another school site. That change did not take place. Therefore, during Year Two, Richland County did not conduct any mentoring activities with mentees as intended.

In April 2011, the state SBE Volunteer Coordinator advised the evaluators that another organization would likely be taking over responsibility for the mentoring project in Richland County and that preliminary negotiations were underway. As of the report date, an alternate subgrantee has not yet been designated. Whenever another organization becomes a subgrantee, the evaluation will include their activities.

Charleston County (James Island Community Education)

The James Island program is a consortium between a local church and Murray LaSaine Elementary School. Murray-LaSaine Elementary School on James Island is a part of the Charleston School District. It has eight partners, four of which are government organizations. It has no for profit partners and looks to the government organizations and its two faith based partners for support and mentors. Initial efforts focused on recruiting volunteers from the faith community and from the local James Island community. This tactic did not yield many results and recruiting activities switched to the broader community during Year Two. The role of the church during Year two diminished. Although the school has a long-standing afterschool program called Kaleidoscope, no existing mentoring effort was in place in the school afterschool program. However, some other mentoring efforts are taking place in the community as a whole.

During fall 2010, the program identified mentees from among those students in grades 1-3 who attend the Kaleidoscope afterschool program. These students were matched with community volunteer mentors, who had been recruited, screened and trained. The mentor-mentee pairs meet once per week during the afterschool program. They interact either one-on-one or as a group to read together or play games.

During Year One, a brochure was developed and distributed, applications were emailed to potential key community leaders, and presentations as well as personal contacts were made to local civic, religious, law enforcement and other groups. However, the site manager changed at the end of that year and some of these initial contacts did not continue. A new site coordinator was named at the beginning of Year Two, who has done presentations and outreach. Recruitment of mentors has been a continuing challenge for the program throughout the current year. Despite, this, they have implemented some mentoring activities. Law enforcement has yielded several volunteer mentors, as has the Mayor's Office on Youth and Families. No recruiting has been done through on line volunteer sites. However, during spring 2011, the site coordinator developed two radio PSAs (30 seconds and 60 seconds) to recruit mentors that have aired on a local station. The background music by a popular group, the Black Eyed Peas, has helped to get air time and attention. The Site Coordinator plans to promote the use of the PSAs on more stations throughout the summer months in order to build up the number of mentors. As of May 2011, there are 14 active mentors. The program has been disappointed in the lack of volunteer response from local residents on James Island. Potential volunteers who express interest often say that the afterschool hours are difficult for them to attend because of work schedules.

Greenville County (Frazee Dream Center)

Frazee Dream Center is a community based organization, drawing its mentees from a single school, Stone Academy, an arts magnet school in Greenville. Frazee's Mentoring Program has 12 partners, including six faith based and two for-profit organizations. Frazee is heavily involved in the community, and looks outward to network for support and mentors. Its only public sector partner is Stone Academy. Frazee is a free-standing center that conducts afterschool and summer activities for at risk students.

During the planning year, Frazee staff discovered several obstacles to implementing the mentoring program as described in the grant request. They believed that a mentoring relationship would be of benefit to ALL their at-risk students, not just specific students in grades 1-3. Therefore, they developed a mentoring program that would include all children who attend Frazee. For the purposed of this grant, however, they are reporting only on student mentor-mentee matches in grades 1-3. Altogether, the program has 56 active mentors that serve all the afterschool students, including those targeted by the PMN grant. The Site Manager speaks with each volunteer and student in detail in order to make the best "match." In addition, they identified obstacles to obtaining mentors who work. Therefore, they decided to change their mentoring program in several ways: Frazee allows mentors and mentees to meet at school during the lunch period, afterschool at Frazee, and on weekends in the community, with the parent's permission. During training, mentors are encouraged to not provide material gifts and to make their mentee interactions focus on the relationship by doing "ordinary" thing like going to the park or baking cookies, rather than attending the movies or another event. Mentors submit a

monthly record of their time. Frazee provides frequent telephone and email communication and support to mentors. Positive comments by mentees about their mentors are featured on the Frazee web site: <http://www.frazeecenter.com/>. Mentors may attend continuing education sessions offered to staff. Recently, Frazee began providing optional monthly consultation sessions for mentors.

During the planning year (Year One), Frazee staff made presentations to civic and church organizations. This yielded about 15 volunteers. During late summer 2010, they reached out to local industries and businesses that support their employees doing volunteer work in the community. These businesses allow some release time during the work day. Thus, mentors can eat lunch at the mentee's school, in addition to spending time with children afterschool at the Frazee Center or on weekends. Existing volunteers and word of mouth have made this mentoring program quite popular in the community; several young professionals have volunteered, in addition to those recruited from the Frazee staff and from local businesses. The Frazee volunteer coordinator reports that recruitment of mentors "has a life of its own."

The volunteer coordinator at Frazee is very enthusiastic and interested in extending the program. She has adapted the program to meet the needs of both mentors and mentees. In addition, she has consistently kept data tracking up to date in GEMS.

Orangeburg County

Orangeburg District 5 has had a difficult time getting started. It chose not to operate the program itself, but to have a community based organization do so. The first organization it made an arrangement with did not enter any students, and the one it currently has an arrangement with has enrolled students and matched them with mentors, but has not reported any mentoring sessions. District 5 has four partners, three of which are government agencies and one of which is a faith based organization.

(Orangeburg County Community of Character)

The Orangeburg County Community of Character was the subgrantee for Orangeburg during Year One of the grant. Staff of the organization attended and participated in training events and developed plans with Mellichamp Elementary School to begin the mentoring program in fall 2010. They reported during Year One that they had recruited and screened 25 mentors and had scheduled training activities.

During November 2010, evaluators contacted all subgrantees to schedule site visits. At that point, the director stated that The Executive Board of the Orangeburg County Community of Character had a meeting and decided that they would no longer take part in the Mentoring Program Grant. Evaluators verified this information with the SBE State Volunteer Coordinator and stopped contact with that organization.

(Project Life Positeen)

In early 2011, the evaluators were notified that the mentoring activities would be carried out by Project Life Positeen, a local nonprofit that conducts tutoring programs, rather than by the original organization, Orangeburg Community of Character. The fiscal agent for this subgrant continues to be Orangeburg School District 5. The Site Manager is Ms. Liz Zimmerman Keitt, who directs the Positeen nonprofit organization and is a long-time activist in local and community affairs. Evaluators provided Ms. Keitt individualized training on GEMS data entry in February 2011, and conducted a site visit on May 3 to observe the afterschool activities and interview mentors and mentees. No mentors were present, however on the site visit date.

Positeen has existing tutoring programs in place at three Orangeburg elementary schools (Brookdale, Mellichamp and Rivelon) and at the Positeen offices. Afterschool teachers identify student mentees from among these students and it is expected that the mentoring activities will take place during the afterschool hours, as well as on weekends, with the parent's permission. No particular structure was described for the mentor-mentee interactions.

Some delays in implementation were to be expected because the program began mid-way through the grant period. The Site Manager is making presentations at local churches and using her personal contacts with local organizations such as fraternities and sororities for SC State and Claflin, law enforcement, the Department of Public Utilities and similar community organizations. There has been some newspaper coverage as well. Volunteer recruiting efforts have not included posting on the Internet; the program recruits primarily by using existing contacts and by word of mouth.

After a volunteer completes an application, the site manager initiates a background check through local law enforcement, which is being done at no cost to the program. They conducted one mentor training on February 24 at a local church and plan to conduct another session before the end of the current grant period. Mentors may meet parents of the mentees at the twice-monthly parent sessions conducted by Positeen. The site coordinator does not match the mentors and mentees. Instead, after screening is completed, each mentor visits an afterschool program and selects his or her preferred student as a mentee.

As of June 1, 24 mentors had been recruited and all but one had been matched with a mentee. However, as of June 31, no mentoring activities had been reported.

FINDINGS: PROGRESS TOWARD MEETING THE GOALS AND OBJECTIVES OF THE GRANT

Goal 1

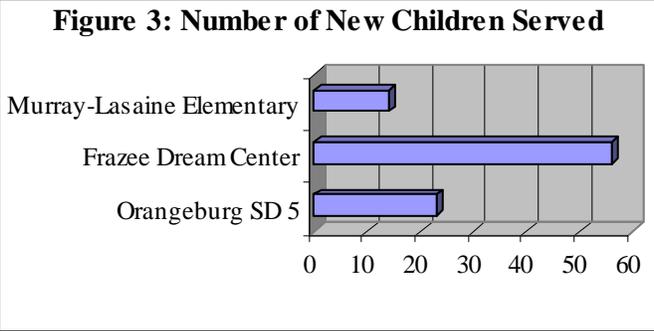
Goal 1 of the PMN states “At-risk children participating in PMN will exhibit increased school attendance, academic performance, and prosocial skills by participating in quality mentoring programs.” To achieve this goal, the PMN has identified one objective (listed in the proposal as PMN Objective 2).

PMN Objective 2: Provide High Quality, Effective Mentoring To At-Risk Children (Grades 1-3) In Four Target Communities

Performance Measure: # of new children served (enrolled)

During the 2010-2011 grant year, Murray-LaSaine Elementary enrolled 14 youth into the mentoring program, Frazee Dream Center enrolled 56 youth into the mentoring program, and Orangeburg School District 5 enrolled 23 youth into the mentoring program. (See Table 3 and Figure 3)

Table 3: Number of New Children Served	
	Year 2
Murray-LaSaine Elementary	14
Frazee Dream Center	56
Orangeburg SD 5	23
Total	93



Performance Measure: Existing Youth Served By Project Partners

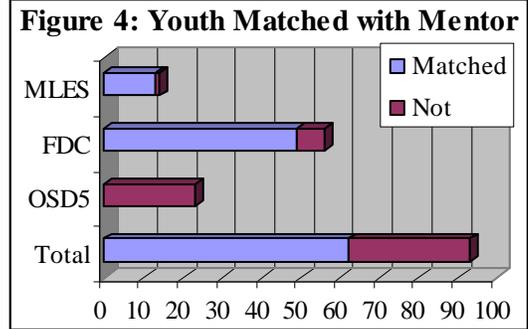
Only one of the subgrantees reported youth participation in group activities supported by the project’s partners. During the 2010-2011 grant year, Frazee Dream Center reported that 25 youth were served by project partners. Murray-LaSaine Elementary did not report any group activities conducted with youth that were supported by the project’s partners. Orangeburg School District 5 did not report youth participation in student group activities and therefore the number of students served by project partners could not be established.

Performance Measure: Percent of Youth Matched with Qualified Mentor

A qualified mentor is considered to be a mentor who has completed at least the minimum two hours of required mentor training. Of the 93 youth enrolled into services during the 2010-2011

grant year, 62 (66.7%) were successfully matched to a qualified mentor. At Murray-LaSaine Elementary, 13 youth (93%) of the enrolled youth were successfully matched to a qualified mentor. At the Frazee Dream Center, 49 youth (78.5%) were successfully matched to a qualified mentor. Orangeburg School District 5 did not provide data on trainings provided to mentors; therefore the number of youth who were successfully matched to a qualified mentor cannot be determined. (See Table 4 and Figure 4)

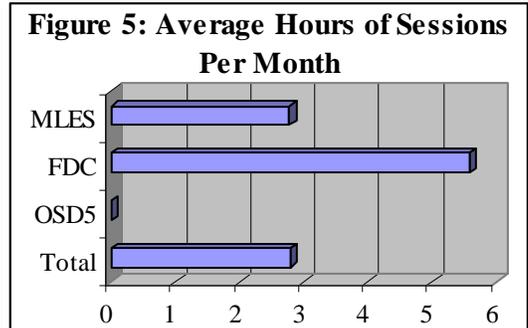
	Nu Matched	Total	Percent
Murray-LaSaine Elementary	13	14	93.0%
Frazee Dream Center	49	56	87.5%
Orangeburg SD 5	0	23	0.0%
Total	62	93	66.7%



Performance Measure: Average Hours Mentor Spent with Mentee Each Month

Of the 14 youth enrolled into services at Murray-LaSaine Elementary, monthly mentoring sessions were reported for 13 youth for an average of 2.78 hours per month over seven months. Of the 56 youth enrolled into services at Frazee Dream Center, monthly mentoring sessions were reported for 52 youth for an average of 5.59 hours per month over ten months. No mentoring sessions were reported for youth enrolled into services in Orangeburg School District 5. (See Table 5 and Figure 5)

	Nu Months	Nu Youth	Avg Hours/ Month
Murray-LaSaine Elementary	7	13	2.78
Frazee Dream Center	10	52	5.59
Orangeburg SD 5	0	0	0
Total	10	65	2.79



Performance Measure: Percent of Youth Successfully Completing One Full Year in a Mentoring Relationship

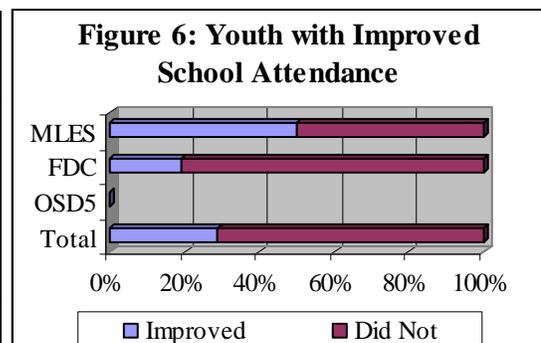
As per the grant proposal, the mentoring services organized by the subgrantees are only conducted during the school year. Therefore, a full year in a mentoring relationship is considered to be 10 months. Of the 93 youth enrolled into services during the 2010-2011 grant year, 21 youth (22.6%) completed a full year in a mentoring relationship. All 21 of these youth participated at the Frazee Dream Center. Orangeburg School District 5 did not provide

information on mentoring sessions and therefore the length of the relationship could not be established.

Performance Measure: Percent of Youth who had Improved School Attendance

Change in school attendance was measured using the number of program youth with the noted behavioral change during the reporting period (A) divided by the number of youth in the program who received services for this behavior and for whom data was available (B). The desired behavioral change is a decrease in the number of or maintenance of no absences during the regular school day. Of the 12 youth who participated at Murray-LaSaine Elementary and for whom data was available, two (16.7%) had a decrease in the number of days absent and four (33.3%) had no absences during the fall and the spring semesters. Of the 26 youth who participated at Frazee Dream Center and for whom data was available, three (11.5%) had a decrease in the number of days absent and two (7.7%) had no absences during the fall and the spring semesters. None of the youth who participated in Orangeburg School District 5 programs had school attendance data for both semesters. Overall, during the 2010-2011 grant year, 11 (28.9%) of the 38 youth for whom data was available had a decline in absences or no absences from school. (See Table 6 and Figure 6)

Table 6: Percent of Youth who Had Improved School Attendance			
	A	B	% A/B
Murray-LaSaine Elementary	6	12	50.0%
Frazee Dream Center	5	26	19.2%
Orangeburg SD 5	0	0	-
Total	11	38	28.9%

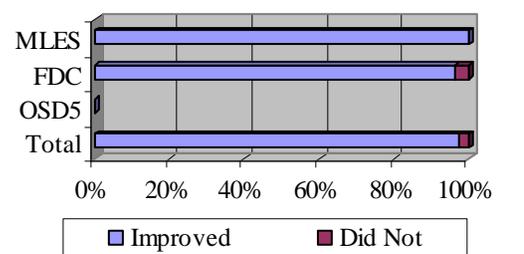


Performance Measure: Percent of Youth who Exhibit Desired Changes in Behaviors

Antisocial behavior was measured using the number of program youth with the noted behavioral change during the reporting period (A) divided by the number of youth in the program who received services for this behavior and for whom data was available (B). The desired behavioral change is a decrease in the number of or maintenance of no discipline referrals during the regular school day. Of the 12 youth who participated at Murray-LaSaine Elementary and for whom data was available, all 12 had no discipline referrals during the fall and the spring semesters. Of the 26 youth who participated at Frazee Dream Center and for whom data was available, 24 (92.3%) had no discipline referrals during the fall and the spring semesters, and one (3.8%) had a decrease in discipline referrals from the fall to the spring semester. None of the youth who participated in Orangeburg School District 5 programs had discipline data for both semesters. Overall, during the 2010-2011 grant year, 37 (97.4%) of the 38 youth for whom data was available had the noted behavioral change of either a decrease in discipline actions or no discipline actions during the reporting period. (See Table 7 and Figure 7)

Table 7: Percent of Youth who Exhibit Desired Changes in Behaviors			
	A	B	% A/B
Murray-LaSaine Elementary	12	12	100.0%
Frazee Dream Center	25	26	96.2%
Orangeburg SD 5	0	0	-
Total	38	38	97.4%

Figure 7: Youth with Improvements in AntiSocial Behavior

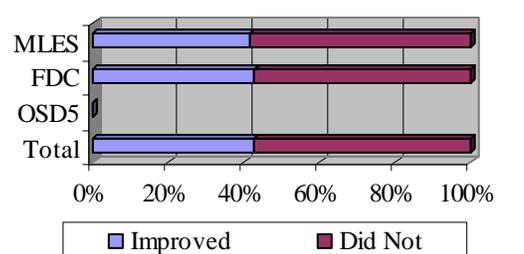


Performance Measure: Percent of Youth who Improved Academic Performance

Change in GPA was measured using the number of program youth with the noted behavioral change during the reporting period (A) divided by the number of youth in the program who received services for this behavior and for whom data was available (B). The desired behavioral change is an increase in the average grade point average by half a grade level or more from the fall semester to the spring semester or maintenance of an A average in both semesters. Of the 12 youth who participated at Murray-LaSaine Elementary and for whom data was available, four (33.3%) had an increase in average grade point average and one (8.3%) maintained an A average in the fall and spring semesters. Of the 28 youth who participated at Frazee Dream Center and for whom data was available, eight (28.6%) had an increase in average grade point average and four (14.3%) maintained an A average in the fall and spring semesters. None of the youth who participated in Orangeburg School District 5 programs had grades for both semesters. Overall, during the 2010-2011 grant year, 17 (42.5%) of the 40 youth for whom data was available improved their academic performance during the reporting period. (See Table 8 and Figure 8)

Table 8: Percent of Youth who Improved Academic Performance			
	A	B	% A/B
Murray-LaSaine Elementary	5	12	41.7%
Frazee Dream Center	12	28	42.9%
Orangeburg SD 5	0	0	-
Total	17	40	42.5%

Figure 8: Youth with Improvements in Academic Performance



Summary of Progress Toward Meeting Performance Measures

Of the eight performance measures under this goal, during the second year of the grant, the project met or exceeded five measures, was one percentage point short of meeting one measure, and did not meet two measures. The two measures that were not met were the number of youth served by project partners and the percentage of youth successfully completing one full year in a mentoring relationship. Orangeburg School District 5 did not report any data for seven of the measures. The lack of data provided hindered the project's ability to meet the performance

measures. The following table summarizes the project’s progress toward meeting the performance measures during the life of the grant.

Performance Measure	Year 1 Plan	Year 1 Actual	Year 2 Plan	Year 2 Actual
# of new children served (enrolled)	100	N/A	70	93
Existing youth served by project partners			75	25
% of youth matched with qualified mentor	50%	N/A	55%	66.7%
Average hours mentor spent with mentee each month	.75	N/A	1.0	2.79
% of youth successfully completing one full year in a mentoring relationship	50%	N/A	55%	22.6%
% of youth who had improved school attendance	25%	N/A	30%	28.9%
% of youth who exhibit desired changes in behaviors	40%	N/A	50%	100.0%
% of youth who improved academic performance	30%	N/A	35%	42.5%

Goal 2

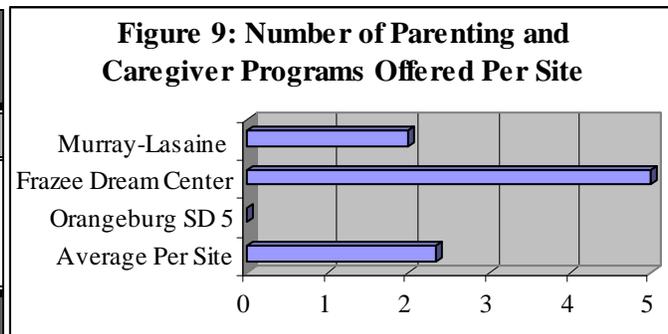
Goal 2 of the PMN states “Parents or caregivers will exhibit increase positive interactions with their children by the development, implementation, and expansion of quality mentoring programs in the four at-risk neighborhoods.” To achieve this goal, the PMN has identified one objective (listed in the proposal as PMN Objective 3).

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: Number of Parenting and Caregiver Programs Offered Per Site

During the 2010-2011 grant year, Murray-LaSaine Elementary provided two parent programs on special needs of children. Frazee Dream Center provided five parent programs on helping students have a successful school year, CPR training, helping students with their homework, family and mentor networking, and a parent fair. Orangeburg School District 5 did not report any parent or caregiver programs. Overall, the project provided an average of 2.33 parent programs per site during the 2010-2011 grant year. (See Table 9 and Figure 9)

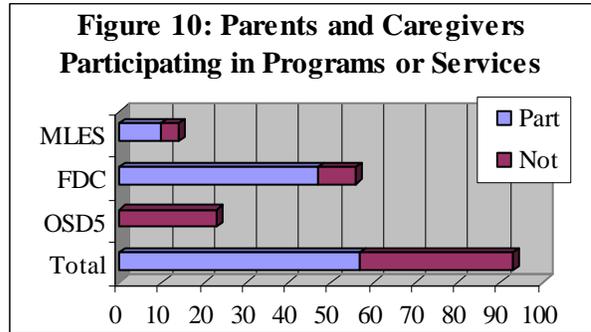
Table 9: Number of Parenting and Caregiver Programs Offered Per Site	
	Year 2
Murray-LaSaine Elementary	2
Frazee Dream Center	5
Orangeburg SD 5	0
Total	2.33



Performance Measure: Percent of Parents and Caregivers Participating in Programs or Services

During the 2010-2011 grant year, parents or caregivers of 57 (61.3%) of the 93 youth served participated in programs or services provided by the project. Parents or caregivers of 10 (71%) youth participated at Murray-LaSaine Elementary, and parents or caregivers of 47 (83.9%) youth participated at Frazee Dream Center. Orangeburg School District 5 did not report any programs or services for parents and caregivers. (See Table 10 and Figure 10)

	Nu	Tot	%
Murray-LaSaine Elementary	10	14	71.0%
Frazee Dream Center	47	56	83.9%
Orangeburg SD 5	0	23	0.0%
Total	57	93	61.3%



Summary of Progress Toward Meeting Performance Measures

Of the two performance measures under this goal, during the second year of the grant, the project met one measure and did not meet one measure. The measure that was not met was the number of parenting and caregiver programs offered per site. Frazee Dream Center provided five programs; however, Murray-LaSaine offered only two and Orangeburg School District 5 did not report that any parent programs had been offered. The table below summarizes progress toward meeting the performance measures during the life of the grant.

Performance Measure	Year 1 Plan	Year 1 Actual	Year 2 Plan	Year 2 Actual
# of parenting and caregiver programs offered per site	4	0	5	2.33
% of parents and caregivers participating in programs or services	25	0	30%	61.3%

Goal 3

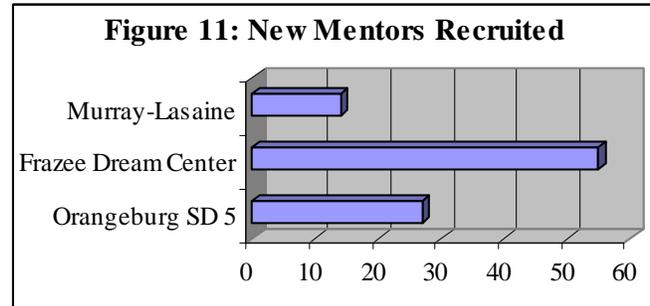
Goal 3 of the PMN states “Local program and sites will build capacity and sustainability through effective training on mentoring, best practices for mentoring, and partnership building.” To achieve this goal, the PMN has identified two objectives (listed in the proposal as PMN Objectives 1 and 4).

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

Performance Measure: New Mentors Recruited

During the 2010-2011 grant year, Murray-LaSaine Elementary recruited 14 mentors, Frazee Dream Center recruited 55 mentors, and Orangeburg School District 5 recruited 27 mentors, for a total of 96 new mentors recruited during year 2 of the grant. (See Table 11 and Figure 11)

Table 11: New Mentors Recruited	
	Year 2
Murray-LaSaine Elementary	14
Frazee Dream Center	55
Orangeburg SD 5	27
Total	96



Performance Measure: Percent of Existing Mentors Returning

Frazee Dream Center reported four mentors that were retained from the previous year. Murray-LaSaine Elementary and Orangeburg School District 5 reported that all of their mentors were new for the 2010-2011 grant year. Therefore, of the 14 mentors that were recruited during the 2009-2010 grant year, four (28.6%) returned for the 2010-2011 grant year.

Performance Measure: Percent of Non-Returning Mentors

Of the 14 mentors that were recruited during the 2009-2010 grant year, ten (71.4%) did not return for the 2010-2011 grant year.

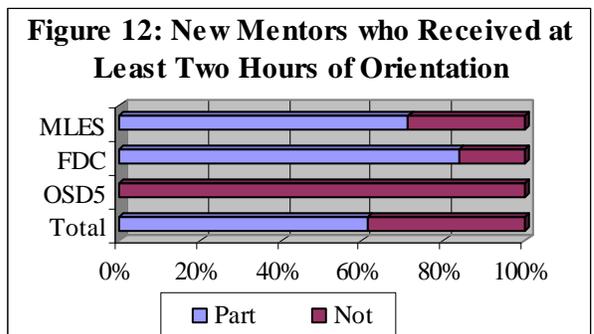
Performance Measure: Percent of Mentors Who Successfully Completed One Full Year in a Mentoring Relationship

As per the grant proposal, the mentoring services organized by the subgrantees are only conducted during the school year. Therefore, a full year in a mentoring relationship is considered to be 10 months. Of the 100 mentors providing mentoring services to youth during the 2010-2011 grant year, 20 mentors (20%) completed a full year in a mentoring relationship. All 20 of these mentors volunteered at the Frazee Dream Center. Orangeburg School District 5 did not provide information on mentoring sessions and therefore the length of the relationship could not be established.

Performance Measure: Percent of New Mentors Who Received at Least Two Hours of Orientation

Of the 96 new mentors recruited for the project during the 2010-2011 grant year, 63 (65.6%) participated in at least two hours of orientation. Of these, 14 volunteered at Murray-LaSaine Elementary (100% of the new mentors at this site) and 49 volunteered at Frazee Dream Center (89.1% of the new mentors at this site). Orangeburg School District 5 did not report any new mentor orientation trainings. (See Table 12 and Figure 12)

	Nu	Tot	%
Murray-LaSaine Elementary	14	14	100.0%
Frazee Dream Center	49	55	89.1%
Orangeburg SD 5	0	27	0.0%
Total	63	96	65.6%



Performance Measure: Percent of Mentors Who Participated In 2 or More Additional Trainings

Only one (1%) of the 100 mentors who were active during the 2010-2011 grant year participated in two or more additional trainings other than the orientation. This one mentor volunteered at Frazee Dream Center.

Performance Measures 7-9: Number of Mentors with Increased Knowledge

Increased knowledge was to be measured using pre and post tests administered during the additional 12 hours of mentor training that was to be provided by the statewide partners to the grant. The pre and post tests were to test for differences in mentoring competencies, cultural competencies, and working with at risk youth competencies. The additional 12 hours of mentor training were not organized by the grantee, however, and therefore no pre and post tests conducted. One local subgrantee (Frazee Dream Center) organized local training in the three areas.

Summary of Progress Toward Meeting Performance Measures

Of the nine performance measures under this goal, during the second year of the grant, the project met or exceeded two measures and did not meet four. Three of the measured could not be measured. Two of the measures that were not met are related to mentor retention. The previous grant year was a planning year and the mentors that were recruited were not assigned mentees. It is presumed that retention will improve now that the mentors are working with youth. One of the other measures that was not met measured the percentage of mentors who

successfully completed a full year. The final measure that was not met is related to the percentage of mentors who participate in additional trainings. Since the state did not organize the proposed trainings, this measure was not met. The table below summarizes progress toward meeting the performance measures during the life of the grant.

Performance Measure	Year 1 Plan	Year 1 Actual	Year 2 Plan	Year 2 Actual
New mentors recruited	100	14	85	96
% of existing mentors return			65%	28.6%
% of non-returning mentors			45%	71.4%
% of mentors who successfully completed one full year in a mentoring relationship	50%	0%	55%	20%
% of new mentors who received at least 2 hrs. of orientation	50%	0%	65%	65.6%
% of mentors who participated in 2 or more additional trainings	10%	0%	15%	1%
% of new recruited mentors in partner program who increased knowledge of mentoring competencies	55%	N/A	60%	Unk
% of new recruited mentors in partner program who increased knowledge of cultural competencies	45%	N/A	55%	Unk
% of new recruited mentors in partner program who increased knowledge of working with at-risk youth competencies	30%	N/A	35%	Unk

PMN Objective 4: Build Capacity, Sustainability, and Replicability for Quality Mentoring Programs

Specifically, this objective was to be achieved “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: Percent of Mentoring Programs in the Project with Active Partnerships with Organizations in Each Required Category

The categories of partners in which the mentoring programs are required to have active partnerships with faith-based and community-based organizations, recreation groups, school personnel, service organizations, children, parents/caregivers, local government agencies, community leaders, local law enforcement, and interested individuals. These partnerships are to assist not only in providing services to youth but also to provide support and guidance in the form of the mentoring coalition.

Murray-LaSaine Elementary has listed eight active partners for the grant, including two faith-based organizations, one school, two law enforcement agencies, one local government office, one service organization, and one community based organization. Frazee Dream Center has

listed 12 active partners for the grant, including six faith-based organizations, two for-profit entities, one school, one service organization, and two community-based organizations. Orangeburg School District 5 has listed four active partners for the grant, including one faith-based organization, two local government offices, and one state government office. It appears that Murray-LaSaine Elementary and Frazee Dream Center have maintained partnerships with a variety of organizations within the community. Therefore, 2 of the 3 mentoring programs in the project (66.7%) have active partnerships with organizations in the required categories.

The project did not meet this performance measure during this reporting period. The table below summarizes progress toward meeting this performance measure during the life of the grant.

Performance Measure	Year 1 Plan	Year 1 Actual	Year 2 Plan	Year 2 Actual
% of mentoring programs in the project with active partnerships with organizations in each required category	50%	N/A	75%	66.7%

ARRA Objectives

ARRA Objective 1: Preserving and Creating Jobs and Promoting Economic Recovery

During the 2010-2011 grant year, three jobs were saved. These jobs were the site coordinators for each of the subgrantees.

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

ARRA Objective 2: Preserve and Promote Economic Recovery

Under this objective, essential services are defined as services that are necessary to achieving the program mission. They are mission critical. For the PMN project, mission critical services are the mentoring program, mentoring trainings, and parent programs.

Because the project did not begin providing services to youth until the current grant year, there were no essential services maintained. During the 2010-2011 grant year, Murray-LaSaine Elementary created one mentoring program, provided mentor trainings, and provided two parent programs; Frazee Dream Center enhanced the existing mentoring program, provided mentor trainings, and provided five parent programs; and Orangeburg School District 5 created one

mentoring program. Therefore, a total of 12 essential services were created or enhanced as a result of ARRA funding.

As previously discussed, the subgrantees established a total of 24 collaborative partnerships to avoid the reduction of, enhance existing and/or create new essential services.

	Year 1 Plan	Year 1 Actual	Year 2 Plan	Year 2 Actual
% of essential services maintained without interruption	0	0	8	0
# of created or enhanced Essential services as a result of ARRA funding	8	0	2	12
# of collaborative partnerships established as a result of Recovery Act funding to avoid reduction of, enhance existing and/or create new essential services	12	0	14	24

DISCUSSION

The Palmetto Mentoring Network implementation began strongly. Initial training and orientation was well received and thorough. All four subgrantees began well. However, at the beginning of the second year, problems with implementation began to appear. One subgrantee has left and another has not as yet provided a mentoring service. The remaining two subgrantees, during the last school year, provided more services than were expected. However, 70% to 80% of that was provided by one subgrantee. Proposed training and other support was not provided by the state. The state did not provide requested material to the evaluator and subgrantees requested programmatic technical assistance from the evaluators.

Most of the reporting in the evaluation is of the Frazee Dream Center and Murray-LaSaine projects. These two subgrantees produced all of the mentoring which occurred.

The strongest showing among the four goals was on “Local program and sites will build capacity and sustainability through effective training on mentoring, best practices for mentoring, and partnership building.” The most successful subgrantee (Frazee Dream Center) is deeply involved in the community and uses this small subgrant to leverage community support. The mentoring service is part of an overall set of services for the students and does not stand alone. When the state did not provide the promised training, they went into the community and found someone to provide it to them. The other subgrantee which was able to provide mentee services (Murray-LaSaine Elementary) has also used community resources, and is reaching further into the community to do so.

In general, the state wide grant met slightly less than 50% of its program performance measures. However, there was success on most of the measures at Frazee Dream Center and Murray-LaSaine.

CONCLUSIONS AND RECOMMENDATIONS

The state grant met nine of its 20 program performance measures. During the second year of the grant, implementation at the state level and at two of the subgrants was not completed as planned. However, Frazee Dream Center and Murray-LaSaine Elementary had successful implementations and largely met their performance measures.

The Frazee Dream Center and Murray-LaSaine Elementary are capable of meeting all the output and outcome requirements of the grant. A strong programmatic state presence, other than for fiscal and evaluation matters, appears unnecessary for these two subgrantees to do so. Additional training is necessary, but this can be arranged by the subgrantees with state oversight. Monitoring of activities can be done through the Mentoring GEMS® with relatively little effort by the SCDE.

Recommendations

1. The Frazee Dream Center and Murray-LaSaine Elementary subgrants be continued
2. The Orangeburg District 5 subgrant be reviewed
3. The SCDE presence in the grant be reduced and limited to fiscal oversight and review of monitoring reports from the Mentoring GEMS® and the evaluator with necessary follow-up
4. That SCDE resources be reduced but additional funds be provided to the two remaining subgrantees for training and technical assistance

**APPENDIX ONE:
SURVEY INSTRUMENTS**

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:

Student Name/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

Mentee 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:

Student Name/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 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?			

Parent Survey on Mentoring Program Satisfaction

Site 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.*

	Very Satisfied	Satisfied	Not Sure	Unsatisfied	Very Unsatisfied
How satisfied are you with the following:					
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
How satisfied does your child appear to be with the mentoring program?	5	4	3	2	1
How satisfied does your child appear to be with his/her mentor	5	4	3	2	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
How much do you agree/disagree with the following statements:					
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
My child looks forward to seeing his/her mentor.	5	4	3	2	1
My child seems to enjoy being with his/her mentor.	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+
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How many children do you have in THIS mentoring program?

1	2	3	4	5+
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How would you describe the race of your children in the program?

American Indian	Asian-Pacific Islander	Black	Hispanic	White	Multiracial or Other
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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
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Does your child(ren) qualify for free or reduced school lunch? (Optional)

YES	NO
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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
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Is there anything you would like me to discuss with either your child or the mentor?

Is there anything that concerns you about the relationship?

Mentor Survey on Mentee

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:

Student Name/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

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

11. Who is responsible for entering data into the GEMS and how do you provide oversight?

12. What types of support/assistance are you receiving from SDE?

OBSERVATIONS

Observe mentor-mentee interactions. Document types of activities conducted and any positive or negative features.

MENTOR INTERVIEW QUESTIONS

Interview 2-4 mentors.

1. How/where were you recruited as a mentor? (advertisement, personal, internet, etc)
 - a. Mentor #1
 - b. Mentor #2

- c. Mentor #3
 - d. Mentor #4
2. What kind of application and screening process did you undergo?
 - a. Mentor #1
 - b. Mentor #2
 - c. Mentor #3
 - d. Mentor #4
 3. What kind of training or other support did you receive to prepare you to be a mentor?
 - a. Mentor #1
 - b. Mentor #2
 - c. Mentor #3
 - d. Mentor #4
 4. How were you matched with your mentee?
 - a. Mentor #1
 - b. Mentor #2
 - c. Mentor #3
 - d. Mentor #4
 5. Satisfaction with the match? Is it a good fit for both?
 - a. Mentor #1
 - b. Mentor #2
 - c. Mentor #3
 - d. Mentor #4
 6. How do you decide what activities to do with your mentee?
 - a. Mentor #1
 - b. Mentor #2

- c. Mentor #3
 - d. Mentor #4
7. How do you document your time with the mentee?
- a. Mentor #1
 - b. Mentor #2
 - c. Mentor #3
 - d. Mentor #4
8. What kind of support and/or oversight does the Site Manager provide to you in your mentor role?
- a. Mentor #1
 - b. Mentor #2
 - c. Mentor #3
 - d. Mentor #4
9. What are your observations about the mentor/mentee relationship so far?
- a. Mentor #1
 - b. Mentor #2
 - c. Mentor #3
 - d. Mentor #4

MENTEE INTERVIEW QUESTIONS

Mentee #1

- a. Who is your mentor?
- b. How often do you spend time with your mentor?
- c. What kinds of activities do you do with your mentor?
- d. How easy or hard is it to talk with your mentor?

- e. Is your mentor helping you? If so, how?
- f. What is the best thing about meeting with your mentor?
- g. What would you like to be different about the time you spend with your mentor??

Mentee #2

- a. Who is your mentor?
- b. How often do you spend time with your mentor?
- c. What kinds of activities do you do with your mentor?
- d. How easy or hard is it to talk with your mentor?
- e. Is your mentor helping you? If so, how?
- f. What is the best thing about meeting with your mentor?
- g. What would you like to be different about doing things with your mentor?

Mentee #3

- a. Who is your mentor?
- b. How often do you spend time with your mentor?
- c. What kinds of activities do you do with your mentor?
- d. How easy or hard is it to talk with your mentor?
- e. Is your mentor helping you? If so, how?
- f. What is the best thing about meeting with your mentor?
- g. What would you like to be different about doing things with your mentor?

Mentee #4

- a. Who is your mentor?
- b. How often do you spend time with your mentor?
- c. What kinds of activities do you do with your mentor?

- d. How easy or hard is it to talk with your mentor?
- e. Is your mentor helping you? If so, how?
- f. What is the best thing about meeting with your mentor?
- g. What would you like to be different about doing things with your mentor?

Mentee #5

- a. Who is your mentor?
- b. How often do you spend time with your mentor?
- c. What kinds of activities do you do with your mentor?
- d. How easy or hard is it to talk with your mentor?
- e. Is your mentor helping you? If so, how?
- f. What is the best thing about meeting with your mentor?
- g. What would you like to be different about doing things with your mentor?

STATE SDE INTERVIEW QUESTIONS

1. How is SDE helping with recruitment of mentors (specifically ask about recruitment PowerPoint, training for SM' and LC's and program brochure).
2. Where on the web can we find the Darkness to Light's Stewards of Children sexual abuse training?
3. Could you please show us the curricula, outlines or online locations of the training provided by SDE to fulfill the 12 additional hours of training required of mentors beyond the training provided by LC's?
4. Could you please provide us with documentation of the character education activities provided to the local sites?

**APPENDIX TWO:
OJJDP REQUIRED PERFORMANCE MEASUREMENTS**

OJJDP Output/Outcome Measurements

Number and Percent of Youth with Whom an Evidence-Based Practice Was Used

All grantees participated in an initial train-the-trainer workshop provided by the Clemson University Youth Learning Institute. The materials utilized by the YLI prescribe to MENTOR/National Mentoring Partnership’s Elements of Effective Practice, which is based upon six evidence-based standards addressing mentor and mentee recruitment; screening; training; matching; monitoring and support; and closure. These standards were used in implementing all mentoring programs. Therefore, all youth who were enrolled in the mentoring programs (B) were enrolled and/or served using an evidence-based model or program (A). Note – City Year dropped out of the project and therefore is not counted.

	A	B	% A/B
Murray-LaSaine Elementary	14	14	100%
Frazeo Dream Center	56	56	100%
Orangeburg SD 5	23	23	100%
City Year	0	0	-
Total	93	93	100%

Increase in Number of Program Mentors Recruited

Note – City Year dropped out of the project and therefore is not counted.

	#
Murray-LaSaine Elementary	14
Frazeo Dream Center	55
Orangeburg SD 5	27
City Year	-
Total	96

Number and Percent of Program Mentors Successfully Completing Training

In order to have successfully completed training, the mentor must have participated in the training for the duration of the event. In all cases, mentors participated for the duration of the training event and therefore all program mentors who were trained (B) successfully completed training (A). Note – City Year dropped out of the project and therefore is not counted.

	A	B	% A/B
Murray-LaSaine Elementary	14	14	100%
Frazeo Dream Center	54	54	100%
Orangeburg SD 5	0	0	100%
City Year	-	-	-
Total	68	68	100%

Number and Percent of Trained Program Mentors with Increased Knowledge of the Program Area

This output was to be measured using pre and post tests administered during the additional 12 hours of mentor training that was to be provided by the statewide partners to the grant. The pre and post tests were to test for differences in mentoring competencies, cultural competencies, and working with at risk youth competencies. The additional 12 hours of mentor training were not organized by the grantee, however, and therefore no pre and post tests conducted. One local subgrantee (Frazee Dream Center) organized local training in the three areas.

Mentor Retention

Mentor retention was measured using the number of mentors who left the program during the reporting period (A) divided by the total number of mentors in the program during the reporting period (B). Note- City Year dropped out of the project and is therefore not counted.

	A	B	% A/B
Murray-LaSaine Elementary	0	14	0.0%
Frazee Dream Center	4	59	6.8%
Orangeburg SD 5	2	27	7.4%
City Year	-	-	-
Total	6	100	6.0%

Increase in Youth Enrolled Since the Beginning of the Reporting Period

The increase in youth enrolled is measured using the number of youth enrolled at the beginning of the reporting period (A) and the number of new youth added during the reporting period (B). Since the program did not serve youth during the 2009-2010 grant period, all youth served were enrolled during the current reporting period. Note- City Year dropped out of the project and is therefore not counted.

	A	B
Murray-LaSaine Elementary	0	14
Frazee Dream Center	0	56
Orangeburg SD 5	0	23
City Year	-	-
Total	0	93

Percent of Mentoring Programs with Active Partners

This outcome was measured using the number of mentoring programs with active partners (A) and the number of mentoring programs (B). Note- City Year dropped out of the project and is therefore not counted.

	A	B
Murray-LaSaine Elementary	1	1
Frazees Dream Center	1	1
Orangeburg SD 5	1	1
City Year	-	-
Total	3	3

Number of Program Youth Served

The number of program youth served is the number carried over from the previous reporting period, plus new admissions who were reported as receiving mentoring sessions and/or group activities during the reporting period.

	#
Murray-LaSaine Elementary	14
Frazees Dream Center	56
Orangeburg SD 5	23
City Year	0
Total	93

Number and Percent of Youth Completing Program Requirements

This outcome was measured using the number of program youth who exited the program having completed program requirements (A) and the total number of youth who exited the program during the reporting period (B). In order to successfully complete the program, youth are required to participate in the mentoring activities. All of the youth served participated in the mentoring activities. In order to consider the youth as being closed out, the mentoring relationship must have ended. Programs will attempt to continue the existing mentoring relationships during the coming grant period; therefore, only those relationships that were closed during the grant year are included here.

	A	B	% A/B
Murray-LaSaine Elementary	0	0	-
Frazees Dream Center	9	9	100%
Orangeburg SD 5	0	0	-
City Year	0	0	-
Total	9	9	100%

Number and Percent of Program Youth Who Committed a new Delinquent Offense during the Reporting Period

The majority of youth served (70%) are in the first through third grade and therefore are under the age of which they would be arrested and/or referred to the SC Department of Juvenile

Justice. All 28 of those youth who were in grades fourth through sixth (approximately over the age of nine) were served by the Frazee Dream Center. These youth were tracked for new arrests or delinquent offenses during the reporting period and none were found.

Number and Percent of Program Youth Exited the Program 6-12 months ago Who Committed a new Delinquent Offense during the Reporting Period

There is one youth who exited the program 6-12 months ago. This youth participated in the mentoring program at Frazee Dream Center and was in the second grade. By definition he could not commit a criminal offense.

Antisocial Behavior – Short Term Outcome

Antisocial behavior was measured using the number of program youth with the noted behavioral change during the reporting period (A) divided by the number of youth in the program who received services for this behavior (B). The desired behavioral change is a decrease in the number of or maintenance of no discipline referrals during the regular school day. Of the 12 youth who participated at Murray-LaSaine Elementary and for whom data was available, all 12 had no discipline referrals during the fall and the spring semesters. Of the 26 youth who participated at Frazee Dream Center and for whom data was available, 24 (92.3%) had no discipline referrals during the fall and the spring semesters, and one (3.8%) had a decrease in discipline referrals from the fall to the spring semester. None of the youth who participated in Orangeburg School District 5 programs had discipline data for both semesters.

	A	B	% A/B
Murray-LaSaine Elementary	12	12	100.0%
Frazee Dream Center	25	26	96.2%
Orangeburg SD 5	0	0	-
City Year	0	0	-
Total	37	38	97.4%

Antisocial Behavior – Long Term Outcome

There was no discipline data available for the one student who exited the program 6-12 months ago.

Family Relationships – Short Term Outcome

Change in family relationships was measured using the number of program youth with the noted behavioral change during the reporting period (A) divided by the number of youth in the program who received services for this behavior (B). The desired behavioral change is a self-report from the youth that the program helped them learn about other people’s feelings, turn to adults for help, follow rules, and respecting others. The self-report was gathered using a student survey administered at the end of the grant period. Surveys were not administered by the Orangeburg program. Of the 12 youth who participated at Murray-LaSaine Elementary and for whom data was available, all 12 exhibited the desired behavioral change. Of the 27 youth who participated at Frazee Dream Center and for whom data was available, 26 (96.3%) exhibited the desired behavioral change.

	A	B	% A/B
Murray-LaSaine Elementary	12	12	100.0%
Frazer Dream Center	26	27	96.3%
Orangeburg SD 5	0	0	-
City Year	0	0	-
Total	38	39	97.4%

Family Relationships – Long Term Outcome

There was no student survey data available for the one student who exited the program 6-12 months ago.

Gang Resistance Involvement – Short Term Outcome

Change in gang resistance involvement was measured using the number of program youth with the noted behavioral change during the reporting period (A) divided by the number of youth in the program who received services for this behavior (B). The desired behavioral change is a self-report from the youth that the program helped them increase their pride in their neighborhood, learn to be a good citizen, and learn that violence is wrong. The self-report was gathered using a student survey administered at the end of the grant period. Surveys were not administered by the Orangeburg program. All 12 of the youth who participated at Murray-LaSaine Elementary and for whom data was available exhibited the desired behavioral change. All 27 of the youth who participated at Frazer Dream Center and for whom data was available exhibited the desired behavioral change.

	A	B	% A/B
Murray-LaSaine Elementary	12	12	100.0%
Frazer Dream Center	27	27	100.0%
Orangeburg SD 5	0	0	-
City Year	0	0	-
Total	39	39	100.0%

Gang Resistance Involvement – Long Term Outcome

There was no student survey data available for the one student who exited the program 6-12 months ago.

School Attendance – Short Term Outcome

Change in school attendance was measured using the number of program youth with the noted behavioral change during the reporting period (A) divided by the number of youth in the program who received services for this behavior (B). The desired behavioral change is a decrease in the number of or maintenance of no absences during the regular school day. Of the 12 youth who participated at Murray-LaSaine Elementary and for whom data was available, two (16.7%) had a decrease in the number of days absent and four (33.3%) had no absences during

the fall and the spring semesters. Of the 26 youth who participated at Frazee Dream Center and for whom data was available, three (11.5%) had a decrease in the number of days absent and two (7.7%) had no absences during the fall and the spring semesters. None of the youth who participated in Orangeburg School District 5 programs had school attendance data for both semesters.

	A	B	% A/B
Murray-LaSaine Elementary	6	12	50.0%
Frazee Dream Center	5	26	19.2%
Orangeburg SD 5	0	0	-
City Year	0	0	-
Total	11	38	28.9%

School Attendance – Long Term Outcome

There was no attendance data available for the one student who exited the program 6-12 months ago.

GPA – Short Term Outcome

Change in GPA was measured using the number of program youth with the noted behavioral change during the reporting period (A) divided by the number of youth in the program who received services for this behavior (B). The desired behavioral change is an increase in the average grade point average by half a grade level or more from the fall semester to the spring semester or maintenance of an A average in both semesters. Of the 12 youth who participated at Murray-LaSaine Elementary and for whom data was available, four (33.3%) had an increase in average grade point average and one (8.3%) maintained an A average in the fall and spring semesters. Of the 28 youth who participated at Frazee Dream Center and for whom data was available, eight (28.6%) had an increase in average grade point average and four (14.3%) maintained an A average in the fall and spring semesters. None of the youth who participated in Orangeburg School District 5 programs had grades for both semesters.

	A	B	% A/B
Murray-LaSaine Elementary	5	12	41.7%
Frazee Dream Center	12	28	42.9%
Orangeburg SD 5	0	0	-
City Year	0	0	-
Total	17	40	42.5%

GPA – Long Term Outcome

There were no grades available for the one student who exited the program 6-12 months ago.