The Dalton and Linda Floyd Family Mentoring Program

Mentoring as a Vehicle to Enhance Access and Excellence

South Carolina Commission on Higher Education

The Commission's Challenge to Higher Education

- A report to the South Carolina Commission on Higher Education called for a public agenda for higher education to get involve with the preparation of greater numbers of students for higher education.

Foundations for the Future: Higher Education in South Carolina: A Report to the South Carolina Commission on Higher Education (Dec. 2003)


Challenges:
South Carolina Students Lag Behind

- In 2001, according to five national surveys, South Carolina had a high school graduation rate somewhere between 48 percent and 62 percent
- All surveys ranked South Carolina 49th or 50th in the nation in graduation rate

Sources: Higher Education Information Service 2003, United Health Foundation 2004, Urban Institute 2004, National Board on Educational Testing and Policy 2004 8th, Manhattan Institute 2003

Challenges:
The Workforce Gap

Where 9th Graders Are Headed*	VS	Where the Jobs Are**
28% will enter a 4-year college	→	**20%** require a 4-year college degree
32% will enter an associate degree program or advanced training	→	**65%** require an associate's degree or advanced training
10% will lack the skills needed for employment	→	**15%** require minimal skills for employment
30% will drop out of the system before completing high school		

*1998-1999 State Department of Education Special Survey   **Source: D'Amico,C. Workforce 2020

Graduation Rate

A Look into the State and Horry County Rates

South Carolina Educational Pipeline

Of 100 9th Graders   The number who graduate from HS within four years, go directly to college, return their second year, and graduate within 150% of program time.

In South Carolina, for every 100 ninth grade students…

Ranked 50th

…49 students graduate from high school four years later.

Ranked 49th

…29 students immediately enter college.

Ranked 48th

…20 students are still enrolled in their second year

Ranked 42th

…13 students graduate with either an associate's degree within three years or a bachelor's degree with six years.

Source: ACT, "Institutional Data Questionnaire 2003

Student Pipeline
Public High School Graduation Rates

	1998	2000	2002	2004
Best Performing State	85.42	86.1	90.6	91.3
US Average	67.76	67.1	68.2	69.7
South Carolina	53.2	51	49.4	52.1
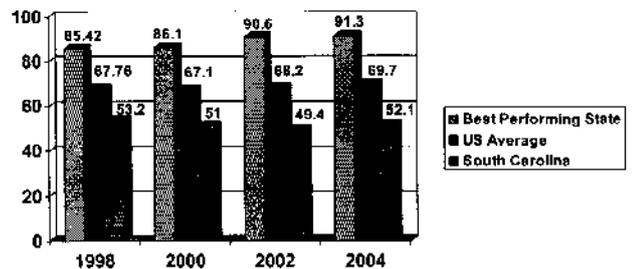
Source: Tom Mortenson, Postsecondary Opportunity

Horry County Schools
Graduation Rates - 2005

	Composite	Greatest disparity: African-American/Male
Aynor High	72.4%	42.9/74.3
Carolina Forest High	81.2%	67.3/75.3
Conway High	75.5%	71/88.7
Green Sea Floyds High	74.0%	64.5/71.8
Loris High	60.8%	53.7/51.2
Myrtle Beach High	81.0%	70.4/77.2
North Myrtle Beach High	80.2%	66.2/73.4
Socastee High	91.0%	87.1/89.2
St. James High	82.0%	66.7/61
District Graduation Rate	**79.1%**	**69.2/74.3**

http://www.myscschools.com/reportcard/2005


High School Assessment Program (HSAP) Results

- Statewide
  - 71.6% of 10th-graders passed the state's high school exit exam on their first attempt in spring 2005,
  - a 4.2% decrease from 76% that passed on their first attempt in 2004.
- Horry County Schools
  - 78.3% of 10th-graders passed the state's high school exit exam first on their attempt in spring 2005,
  - a 1.7% decrease from 80% that passed on their first attempt in 2004.

HSAP Results by Schools
First Attempts 78.3%   Passed Both Sections
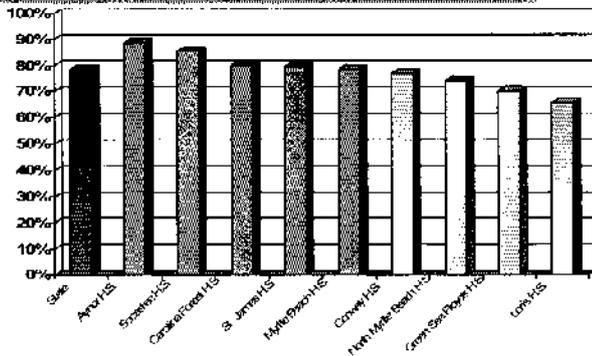
At Risk – The Dropout

"When I was growing up, my parents used to say to me, 'Tom, finish your dinner. People in China and India are starving.' Today I tell my girls, 'Finish your homework. People in China and India are starving for your jobs.'"

Thomas Friedman, Author
The World is Flat: A Brief History of the Twenty-first Century

One high school student drops out of school every 9 seconds.

(Children's Defense Fund, 2001)

While no one factor or even several factors put students at risk, combinations of factors can help identify potential dropouts.

Initial Indicator of Dropout Potential

- Studies show that students who drop out begin to distance themselves from school at an early age. (Epstein & Sheldon, 2002)
- Dropout potential is fueled by low academic achievement, retention, bullying, inadequate parenting, drug use, association with truant friends, emotional or mental health problems, lack of a clear path to more education or work, and not feeling wanted at school. (National Dropout Prevention Center/Network)
- Students living in low-income families were approximately four times more likely to drop out of high school between 2003 and 2004 than were their peers from high-income families. (National Center for Education Statistics, 2007, Dropout Rates in the United States: 2004.)

Retention and Dropout

- Youth who dropout of high school are more likely to have been retained than youth who were enrolled in high school or youth who had completed high school.
    - In 2004, 21.4% of youth who dropped out had been retained, compared with 11.7% of those still enrolled and 3.8% of high school completers.
    - Furthermore, of those youth that dropped out of school, a greater percentage had been retained in grades 6–12 (16.5%) than in grades K–5 (9.5%). U.S. Department of Commerce, Census Bureau (December 2005)
- Horry County has a retention rate of 2.8% and a dropout rate of 2.4%
    - 8 out of 9 high schools exceed the districts retention rate (Aynor, Conway, Green Sea Floyds, Loris, Myrtle Beach, Carolina Forest, and St. James High Schools), with Loris H. S. ranking the highest with 10.9% retention rate.
    3 out of 9 high schools exceed the districts dropout rate (Aynor, North Myrtle Beach, and Conway High Schools), with Aynor H.S. ranking the highest with 4.2% dropout rate. http://www.myscschools.com/reportcard/2005

Dropout Prevention: A National Issue

- 486,000 U.S. students dropped out of school between October 2003 and October 2004
- Enough to fill 12,000 school buses

Annual Dropout Rate	
2000	486,000
2001	505,000 ↑
2002	367,000 ↓
2003	429,000 ↑
2004	486,000 ↑

National Center for Education Statistics, 2007, Dropout Rates in the United States: 2004.

Serving Population

Horry County Public Schools

Elementary School Data

Attendance Area	School	No. of Students	African American	White	Others	% Free/ Reduced
AYNOR	Aynor Elem.	648	11.2	85.5	14	56.5
CAROLINA FOREST	Carolina Forest Elem.	1260	8.2	82.2	8	30.0
	Palmetto Bays Elem.	684	17.2	74.8	7.9	64.5
	Waccamaw Elem.	614	27.1	63.1	9.1	69.7
CONWAY	Conway Elem.	801	48.8	47.8	2	60.0
	Homewood Elem.	651	42.1	51.5	6.4	78.9
	Kingston Elem.	601	20.9	75.2	2.6	74
	Pee Dee Elem.	644	29.9	66.8	3.4	75.4
	South Conway Elem.	618	41.1	56	2.9	74.5
LORIS	Daisy Elem.	584	46.7	48.5	4.8	87.8
	Green Sea Floyds Elem.	697	37.4	57.3	5.3	77.7
	Loris Elem.	727	40	53.6	6.5	71.2

Elementary School Data

Attendance Area	School	No. of Students	Black	White	Others	% Free/ Reduced
MYRTLE BEACH	MB Elem.	539	25.6	58.5	15.1	60.5
	Myrtle Beach Int.	555	25.9	57.3	14.1	59.6
NORTH MYRTLE BEACH	NMB Elem.	643	25.9	66.7	6.7	53.9
	N. Myrtle Beach Int.	603	29	64.7	6	53.9
SOCASTEE	Forestbrook Elem.	773	7	86	6.5	41.2
	Lakewood Elem.	706	6.3	86.3	6.8	33.9
	Socastee Elem.	644	16.2	68.6	14.4	60.5

Data Source: 2006 AYP State Report Cards

Middle School Data

School	No. of Students	Black	White	Others	% Free/ Reduced
Black Water Middle*	712	NA	NA	NA	NA
Conway Middle	546	36.8	59.7	3.5	63
Whittemore Park Middle	727	43.6	50.2	6.2	78.7
Loris Middle	704	49	48	3	79.1
Myrtle Beach Middle	892	26.7	60.5	12.8	58.6

Data Source: 2006 AYP State Report Cards

* Formerly Carolina Forest Middle School – Split into two schools Fall 2006

Coastal Carolina University

Mission and Strategic Plan

Coastal Carolina University's Mission and Strategic Plan includes:

Educating responsible, productive citizens: Higher education is a privilege

- Taking responsibility for oneself and for our society is at the heart of productive citizenship
- Focusing on the multifaceted development of student
- Developing within students a sense of community and duty to that community

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Dalton and Linda Floyd Family Mentoring Program

Program Mission & Goals

Mentoring Program Mission

- **The Dalton and Linda Floyd Family Mentoring Program** at Coastal Carolina University is a civic/public engagement initiative preparing university students to mentor "at-risk" children in South Carolina Schools in an effort to increase the academic and personal success of K-12 leading to increasing students overall graduation rate. The program also provides resources to Coastal Carolina faculty who incorporate mentoring as civic/participatory learning in their courses and works with university and community groups to promote mentoring and civic initiatives within the K-12 environment. The mentoring program supports the University in developing students that are educated, responsible, and productive citizens.

Mentoring Program Goals

- To impact K-12 by reducing dropout rates, improving progression rates, high school graduation rates and college participation rates in the state of South Carolina (Horry County)
  - To impact positively on the attendance, behavior, grades, progression, dropout and graduation rate, HSAP results of K-12 students participating in the mentoring program
  - To improve K-12 student attitude about learning, school and their academic future
  - To promote K-12 student aspirations about attending higher education
- To provide a positive role model for K-12 students

Mentoring Program Goals

- To improve the retention, progression, and graduation rates of CCU students at Coastal through the impact of their involvement in campus civic initiatives and activities
  - To develop the whole CCU student by providing opportunities and experiences that enrich them academically, personally and professionally
  - To offer CCU students the opportunity to gain a broader appreciation of their academic discipline and a larger perspective for the context of course material through civic engagement (mentoring)
  - To educate and provide experiences to CCU students to become advocates for service, increase their awareness of civic responsibility (mentoring program), and strengthen their relationships between students and their communities (participation, future philanthropy, etc.)
  - To support CCU students in developing a life-long commitment to service and civic involvement

Mentoring Program Goals

- To enhance CCU course content by intentionally connecting academic courses with real-life experiences (mentoring) that cultivates social duty, responsibility whereby fostering a commitment to society and social change
- To create a K-12 mentoring program model that can be replicated statewide
- Replication of Mentoring Program Model
  - Expansion of the program
  - Consultations and technical assistance
  - Annual conference
  - Presentations (local, state, and national)
    Publications

Dalton and Linda Floyd Family Mentoring Program

Program Purpose

Mentoring Program Purpose

- Capitalize on the personal bond that could be developed between a mentor and his or her mentee to address South Carolina's graduation rate
- Use mentoring as a vehicle for teaching college students their course content
- Use mentoring as a way for **at-risk youth** to meet their academic goals

Dalton and Linda Floyd Family Mentoring Program

Program and Mentoring Course Design

Mentoring Program Design

- **Youth to be served:** 4th grade into high school in primarily Title I Schools
- **Mentors:** Coastal Carolina University students fulfilling Horry County Schools volunteer requirements
- **Type of mentoring:** one-on-one
- **Nature of mentoring:** academic support, socialization
- **Where/When:** at school, during mealtime or as requested; at least 1 special group activity each semester
- **How often:** one hour/week throughout semester (goal: at least 9-10 visits each semester)
- **How long:** at least until exit exam is successfully passed

Mentoring Program Application, Criteria and Course Offerings

Academic Courses that Incorporate Mentoring as a Component

Application Process

- The proposal must include:
  - describing how the course will meet each of the established criteria,
  - a syllabus reflecting the civic-learning pedagogy, and
  - a one-paragraph description of the course.

Criteria for Designation as a Civic Learning Course

- Students provide weekly mentoring to selected students in grades 4-12.
- Knowledge from the discipline instructs the mentoring experience and vice versa.
- Course activities provide a method or methods for students to reflect on the mentoring experience and the course content.
- The course offers a method to assess the learning derived from the mentoring. Credit is awarded for the learning and its relation to the course, not for the mentoring alone.
- The mentoring opportunities are aimed at the civic learning of the Coastal Carolina student and the development and empowerment of Horry County School students.

Preparing a Civic Learning/ Mentoring Course Syllabus

- The syllabus for a course that includes the civic learning/mentoring initiative should have the initiative addressed specifically in three separate parts of the syllabus.
  1) in one more course objectives.
  2) the section of the syllabus that describes the learning activities of the course, i.e., the teaching strategies and activities that the teacher will use in teaching the course, and
  3) in the part of the syllabus that describes how students will be evaluated reflecting how the mentoring experience is evaluated and is a part of the overall course evaluation.
- Course objective(s) related to mentoring (Include one or more of the following types of objectives.)
  - Knowledge Objectives – What is the subject matter content of the course that students will master through the mentoring experience?
  - Skills Objectives – What skills will student be expected to develop as a result of the mentoring experience? Writing? Problem Solving? Critical Thinking? Graphing? Etc
  - Attitudes/Values Objectives – What attitudes/values are related to the course will students be expected to develop as a result of the mentoring experience?
- Learning Activities What reflection, learning activities and assignments will be required for credit to be given? e.g., Journal? Research project?
- How will this information be integrated into the more traditional aspects of the course and course expectations? e.g., Class presentations? (Students should receive credit for learning; not just for hours contributed)
- Evaluation - How will the mentoring component of the course be evaluated? What evidence and criteria will be used for awarding credit?

Course Related Data

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Faculty Involved	10	2	15	11	8	9
Mentors in Courses	53	48	229	209	130	162

Civic Learning Courses: Fall 2004-Spring 2005

- Citizenship & Community: Mentoring
  - Fall 2004 – I course
  - Spring 2005 – 2 courses

Civic Learning Courses: Fall 2005 (15)

- Art History
- Honors Macroeconomics
- Educational Technology
- Teaching Language Arts & Social Studies
- Elementary School Physical Education
- The Early Republic
- Health Education
- Contemporary Moral Issues
- Essentials of Physics
- General Psychology
- Psychology of Women and Men
- Quality Process Management
- Service and Community
- Spanish Conversation
- Creative Dramatics

Civic Learning Courses: Spring 2006 (14)

- Art History
- International Marketing
- Teaching Language Arts & Social Studies
- Elementary School Physical Education
- The Early Republic
- Health Education
- Developmental Motion and Behavior
- General Psychology
- Developmental Psychology
- Quality Process Management
- Methods in Social Sciences
- Spanish Conversation (2 sections)
- Creative Dramatics

Civic Learning Courses: Fall 2006 (12)

- American Art
- Quality Process Management (2 sections)
- The Early Republic
- Health Education for Primary/Elementary Students (2 sections)
- Middle School Physical Education Pedagogy
- Conversation/Composition (2 sections)
- Creative Dramatics
- Teaching Language Arts & Social Studies
- Cross-Cultural Management

Civic Learning Courses: Spring 2007 (11)

Modern Art
International Marketing
Quality Process Management
Teaching Language Art & Social Studies
Colonial America History
Health Education for Primary/Elementary Students (3 sections)
Elementary Education Physical Education Pedagogy
Spanish Conversation/Composition II
Creative Dramatics

Coming in Fall 2007

- Academic Courses that Incorporate Mentoring:
- New Course Offering: Citizenship & Community: Mentoring

Mentoring Program Evaluation Plan

Making Decisions Based on Lessons Learned

Data Collection Overview

Impact
- Mentees (K-12 Students)
- Mentors (CCU Students)
- Institution

Process
- Reflections and Surveys (children, school personnel, mentors, CCU faculty)
- Time mentoring/being mentored (frequency and length)

Outcome
- Demographics
- Standardized testing
- Behavior
- Attendance
- Progression towards Graduation

Program
- Number of students engaged; number of courses incorporating a mentoring component; number of faculty teaching courses incorporating a mentoring component; total hours of service

Data Collection Plan
Mentors

- Institutional Research Database
  - Demographics (gender, ethnicity, year of birth)
  - Graduation progression (earned credit hours, start date at Coastal, admit status)
    Grades (cumulative grade point average)
  - Retention
    Major migration (major at each term)
  - Graduation date (anticipated graduation date base on 4 years after start date)
- In Office Data Collection
  - Hours spent mentoring by each mentor - Timesheets
  - Number of mentors – Mentor applications and placements
  - Number of semesters mentoring (continuous) – Mentor applications and placements
  - Number of courses offering mentoring as an option – Submitted courses
    Number of faculty teaching a course with a mentoring option – Submitted courses
- Survey
  - Change in attitude (personal and professional)
  - Impact on volunteerism
  - Impact of the CCU course on civic engagement
  - Impact of mentoring experience on the CCU students' future personal and professional academic goals

Data Collection Plan
Mentees

- School District and Individual Schools Databases
  - Demographics
  - Behavior (discipline actions/referrals)
  - Graduation progression (by grade)
  - Grades
  - Attendance
    Standardized Scores (reading/mathematics) (MAP)
  - Student Selection Process
- Survey
    Overall mentoring experience
  - Attitude about participation
  - Attitude about school
  - Relationship and impact of mentor
- In Office Data Collection
  - Continuity of Mentors

Past Evaluation Plan
Indicators for Mentors

- Past – 2004-05 and 2005-06
  - Survey (Pre and Post)
    - Demographics
    - Background experience with civic engagement (mentoring)
    - Reflections on their overall experience
    - Change in attitude (personal and professional)
    - Comparison with past experiences
    - Major Migration

Present Evaluation Plan
Indicators for Mentors

- Future (*each semester*)
  2006-07
  - Demographics
  - Reflections on their overall experience
  - Change in attitude (personal and professional)
  - Leadership Initiative (post-graduation survey)
  - Impact on Volunteerism (post-graduation survey)
  - Background experience with civic engagement (mentoring)
  - Comparison with previous experiences
  - Graduation Progression
  - Grades
  - Retention
  - Major Migration

Past Evaluation Plan
Indicators for Mentees

- Past
  - 2004-05
    - Set Base Line on Behavior and Attendance Only
      - Because the records clear each year there are no previous year data
    - 16% increase in grades overall from 2003-2004
  - 2005-06
    - Data being collected but not yet reported
    - Parent Survey on impact of mentoring program on their child
    - Mentee Survey on impact of mentoring program, mentoring relationship, continuity of mentors and overall mentoring experience
    - School Coordinator Survey on impact of mentoring program, number of mentors requested, and programmatic needs

Present Evaluation Plan
Indicators for Mentees

- Future (*annually*)
  - 2006-07 (New system of data collection – sub-group)
    - Demographics
    - Behavior (Discipline Actions/Referrals)
    - Surveys (Mentee, Parent, and School Coordinator)
    - Graduation Progression
    - Grades
    - Attendance
  - Graduation Rate and HSAP Success
  - Postsecondary Plans

Present Evaluation Plan
Other Program Sources and Indicators

- Reflections and surveys
- Discussions and self-evaluations
- Course related student projects/presentations/ assignments
- Number of semesters mentoring (continuation)
- Total hours spent mentoring
- Number of students engaged in the mentoring initiative
- Number of courses using service learning
- Number of faculty teaching service learning courses

Dalton and Linda Floyd Mentoring Program

## Mentors

What is a Mentor?

- A mentor is a caring adult who is willing to make a commitment to a child in need of extra help.
- At Coastal Carolina University, CCU Mentors are trusted friends who are committed to seeing a child grow and develop.
  - They may start out as breakfast or lunch buddies, tutors, or reading buddies, but they work to create a caring relationship that will encourage these children to do their personal best and stay in school.

Schools Served Data

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Schools Served	4	5	14	21	21	21

Mentors by Class Level

Freshman 1.2%, Sophomore 12.6%, Junior 24.1%, Senior 61.7%, Graduate 0.4%
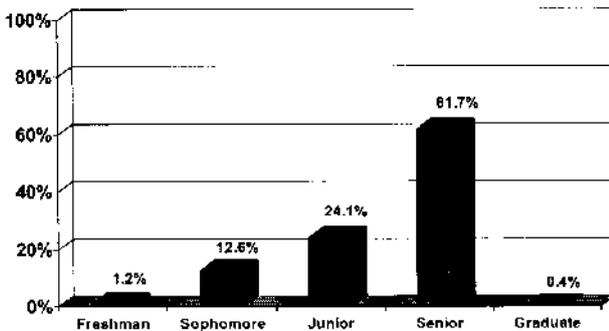
Mentors by Race and Gender
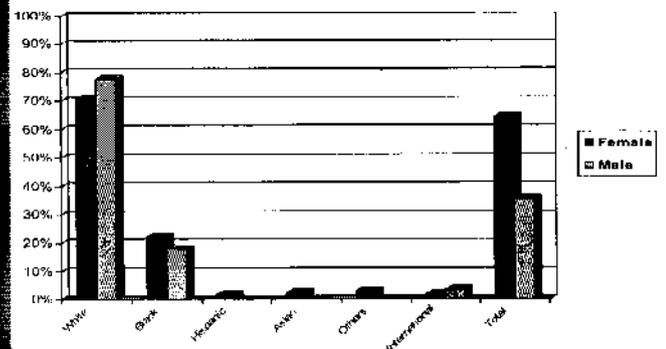
Mentors by Attendance Area

School Attendance Area	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Cont. 2007
Aynor							
Aynor Elem.	0	0	0	2	3	6	0
Carolina Forest							
Carolina Forest Elem.	0	0	9	18(5)*	13	14(2)	2
Palmetto Bays Elem.	0	0	22	14(2)	19 (5)	18(7)	6-1
Waccamaw Elem.	16	18(8)*	42(4)	40(13)	28 (8)	25(15)	12-3
Carolina Forest Middle (BWMS & OBMS)	0	0	0	3			
Black Water Middle					8(3)	9 (3)	2-1
Ocean Bay Middle					2		

'Mentor was assigned to two children
(#) = Mentors Continuing to Serve from Previous Semester

Mentors by Attendance Area

School Attendance Area	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Cont. 2007
Conway							
Conway Elem.	21	19 (8)	29 (4)	23 (10)	18 (5)	17(6)	4-2
Homewood Elem.	0	14	23	25 (8)	13 (1)	12(3)	3
Kingston Elem.	0	0	0	5	0	1	0
Pee Dee Elem.	0	0	0	0	2	4	0
South Conway Elem.	0	0	19	23 (5)	17(2)	18(5)	4-1
Conway Middle	0	0	9 (3)	10 (5)	10 (3)	9(5)	3-1-?
Whittemore Park Middle	0	0	7	6 (2)	12 (5)	9(4)	3-1
Green Sea							
Green Sea Floyds Elem.	0	0	0	0	2	2	0

(#) = Mentors Continuing to Serve from Previous Semester

Mentors by Attendance Area

School Attendance Area	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Cont. 2007
Loris							
Daisy Elem.	0	0	0	1	4(1)	0	0
Loris Elem.	1	2(1*)	5	2(2)	0	2	0
Loris Middle	0	0	1	0	0	0	0
Myrtle Beach							
Myrtle Beach Inter.	15	19(7)	28(1)	35(8)	14(2)	25(7)	6-1
Myrtle Beach Middle	0	0	0	1	5(1)	9(3)	2-1
North Myrtle Beach							
North Myrtle Beach Inter.	0	0	2	3	10	12	0
North Myrtle Beach Middle	0	0	0	1	0	0	0

*Mentor was assigned to two children
(#) = Mentors Continuing to Serve from Previous Semester

Mentors by Attendance Area

School Attendance Area	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Cont. 2007
St. James							
St. James Middle	0	0	0	1	0	0	0
Seaside Elem.	0	0	0	7	0	0	0
Socastee							
Forestbrook Elem.	0	0	19	18(6)	15(2)	17(6)	0
Lakewood Elem.	0	0	0	0	2	0	0
Socastee Elem.	0	0	29	24(10)	19(2)	20(10)	9-1
Forestbrook Middle	0	0	0	0	1	5(1)	1

(#) = Mentors Continuing to Serve from Previous Semester

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Continued 2006-2007
Mentors Placed	53	74	261	301	244	255	
Early Intervention Mentors							91
Completed the Minimum Hours of Mentoring	53	72(24)	244(12)	258(76)	217(40)	234(77)	63-2 sem. 6-3 sem. 7-4 sem. ...5 sem
						325	
Mentors in Courses	53	48	229	209	130	162	
Volunteer Mentors	0	24	15	49	87	72	
Mentoring Course Offerings	1	2	15	14	12	11	

16% of Coastal's Undergraduate Unduplicated Student Mentors (1068) from 2004-2007

Hours Served by Mentors

	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Schools Served	4	5	14	21	21	21
Early Intervention Mentor Hours						866
Hours Served by 4-12 Mentors	343	857	2580	2614	2305	2183

5354 hours served 2006-2007

Average Hours Served by Mentors = 11.1 (*Fall 2004-Spring 2007*)

Mentor's Rate Mentoring Experience (*Spring 2007*)

- How would you rate your mentoring experience?

Excellent	50%
Good	40.4%
Fair	7.4%
Poor	2.1%

} 90.4%

- Combining mentor work in university courses should be included in more courses at the University.

Strongly Agree	29.9%
Agree	50.5%
Disagree	15.5%
Strongly Disagree	2.1%
Not Applicable	2.1%

} 80.4%

Mentor's Rate Mentoring Experience (*Spring 2007*)

- The mentor participation component of this course helped me to see how the subject matter I learned can be used in my daily life.

Strongly Agree	29.9%
Agree	56.7%
Disagree	9.3%
Strongly Disagree	1%
Not Applicable	3.1%

} 86.6%

- The mentor work that I did helped me to better understand and/or apply in daily life the lectures, readings, and other materials in this course.

Strongly Agree	21.6%
Agree	57.7%
Disagree	16.5%
Strongly Disagree	3.1%
Not Applicable	1%

} 79.3%

Mentor's Rate Mentoring Experience (*Spring 2007*)

- Then mentor participation component of this course helped me to see how the subject matter I learned can be used in my future career.

Strongly Agree	35.1%
Agree	53.6%
Disagree	6.2%
Strongly Disagree	2.1%
Not Applicable	3.1%

} 88.7%

- Through the mentor program, a college student can make a difference in a child's life.

Strongly Agree	63.9%
Agree	35.1%
Disagree	0%
Strongly Disagree	0%
Not Applicable	1%

} 99%

Mentor's Rate Mentoring Experience (*Knowledge of Global World*)

- 90.3% agree> increased their intention to volunteer and provide service to others
- 86.4% agree> better understand their role in and responsibility to society
- 87.1% agree> helped them develop a better understanding of our global society
- 83% agree> gain a better understanding of diversity issues
- 93.6% agree> increased their awareness of social problems
- 92.5% agree> improved their tolerance and appreciation of others

Agree> = Agree or Strongly Agree

Mentor's Rate Mentoring Experience (*Self Worth*)

- 68.5% agree> help to clarify their academic goals
- 83.2% agree> assist in developing their problem-solving skills
- 78.4% agree> learned more about managing their time
- 81.2% agree> that the experience help them define their personal strengths and weaknesses
- 90.7% agree> learned more about serving the community
- 95.7% agree> helped them better see themselves as a positive role model

Agree> = Agree or Strongly Agree

Mentor's Rate Mentoring Experience (*Future Aspirations*)

- 75.5% agree> help to define their professional goals
- 92.4% agree> provided them with knowledge and skills that will help them to be successful in their future career
- 92.5% agree> would recommend the CCU Mentor Program to other students

Agree> = Agree or Strongly Agree

Dalton and Linda Floyd Mentoring Program

Mentees

What is a Mentee?

- One who is mentored.
- A young person who is paired with an adult (known as a mentor)
- At Coastal Carolina University, a mentee is a 4th-12th grade student who has been identified by the School Mentor Coordinator as a person who could benefit from a mentoring experience based on academic, behavioral, or social needs.

Selection Criteria for Mentees
School Mentor Coordinator

	Elementary	Middle School
Social/Emotional Support/Self-Esteem	60%	25%
Behavior Encouragement/Support	16%	37.5%
Academic Support	16%	37.5%
Parent Requests	8%	

Mentees by Attendance Area

School Attendance Area	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Aynor						
Aynor Elem.	0	0	0	2	3	6
Carolina Forest						
Carolina Forest Elem.	0	0	9	17	13	14
Palmetto Bays Elem.	0	0	22	14	19	18
Waccamaw Elem.	16	19	42	40	28	25
Carolina Forest Middle (BWMS & OBMS)	0	0	0	3		
Black Water Middle					8	9
Ocean Bay Middle					2	

Mentees by Attendance Area

School Attendance Area	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Conway						
Conway Elem.	21	19	29	23	18	17
Homewood Elem.	0	14	23	25	13	12
Kingston Elem.	0	0	0	5	0	1
Pee Dee Elem.	0	0	0	0	2	4
South Conway Elem.	0	0	19	23	17	18
Conway Middle	0	0	9	10	10	9
Whittemore Park Middle	0	0	7	6	12	9
Green Sea						
Green Sea Floyds Elem.	0	0	0	0	2	2

Mentees by Attendance Area

School Attendance Area	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Loris						
Daisy Elem.	0	0	0	1	4	0
Loris Elem.	1	3	5	2	0	2
Loris Middle	0	0	1	0	0	0
Myrtle Beach						
Myrtle Beach Inter.	15	19	28	35	14	25
Myrtle Beach Middle	0	0	0	1	5	9
North Myrtle Beach						
North Myrtle Beach Inter.	0	0	2	3	10	12
North Myrtle Beach Middle	0	0	0	1	0	0

Mentees by Attendance Area

School Attendance Area	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007
St. James						
St. James Middle	0	0	0	1	0	0
Seaside Elem.	0	0	0	7	0	0
Socastee						
Forestbrook Elem.	0	0	19	16	15	17
Lakewood Elem.	0	0	0	0	2	0
Socastee Elem.	0	0	29	24	19	20
Forestbrook Middle	0	0	0	0	1	5
Total Mentees	53	76	261	302	244	255

Mentees by Grade Category

- ■ Elementary and Intermediate Schools
- ▨ Middle School

% of Total Mentees
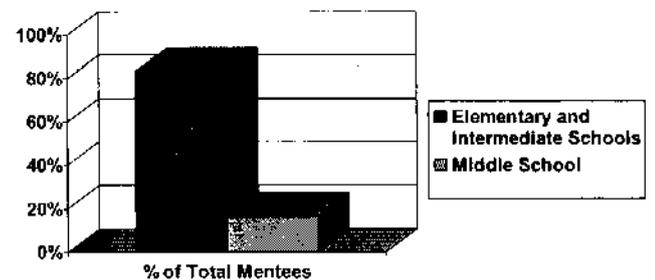
Mentees by Race and Gender
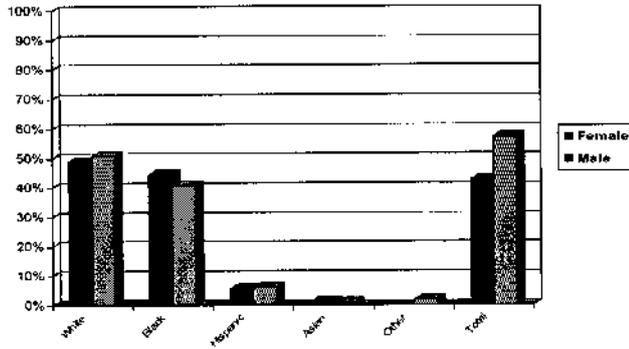
Behavior Occurrences
Out of School Suspensions and Expulsions
Elementary and Intermediate Schools
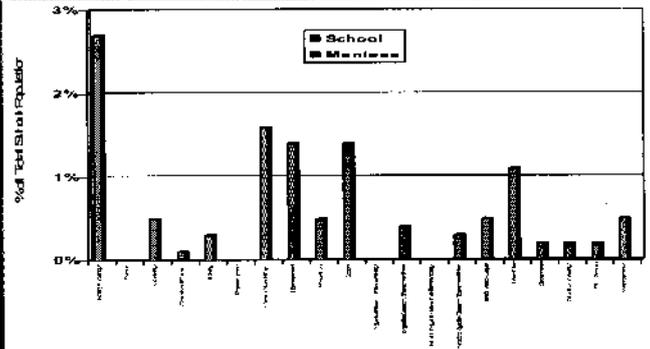
Behavior Occurrences
Out of School Suspensions and Expulsions
Elementary and Intermediate Schools

School	Number of Mentees	# of Mentee with Occurrences	Number of Occurrences
Aynor	2	1	1
Conway	20	6	15
Carolina Forest	15	4	6
Daisy	13	0	0
Forestbrook	24	1	1
Green Sea Floyd	2	0	0
Homewood	14	2	2
Loris	2	1	1
Myrtle Beach Intermediate	25	10	7
North Myrtle Beach Intermediate	24	3	5
Palmetto Bays	18	1	1
Pee Dee	4	0	0
South Conway	18	1	1
Waccamaw	32	.	2

Behavior Occurrences
Out of School Suspensions and Expulsions
Middle Schools
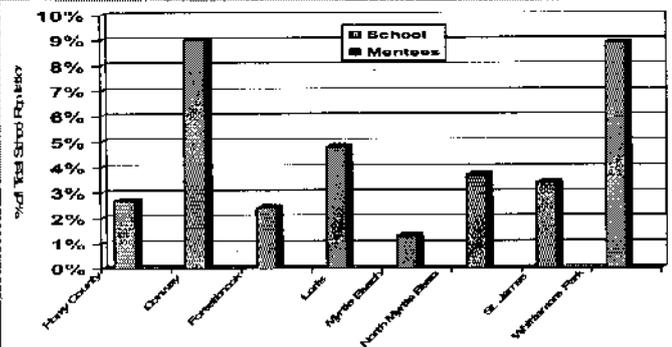
Behavior Occurrences
Out of School Suspensions and Expulsions
Middle Schools

School	Number of Mentees	# of Mentee with Occurrences	Number of Occurrences
Black Water	10	1	1
Conway	11	5	20
Forestbrook	2	1	4
Ocean Bays	2	1	4
Whittemore Park	15	2	5

Attendance Rate of Mentees
Elementary and Intermediate Schools

Legend: School, Mentees
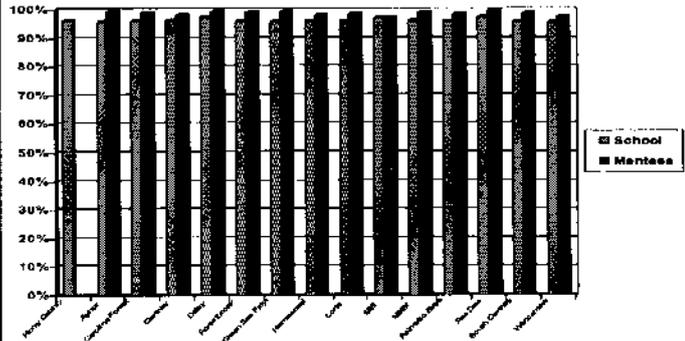
Attendance Rate of Mentees
Middle Schools

Legend: School, Mentees
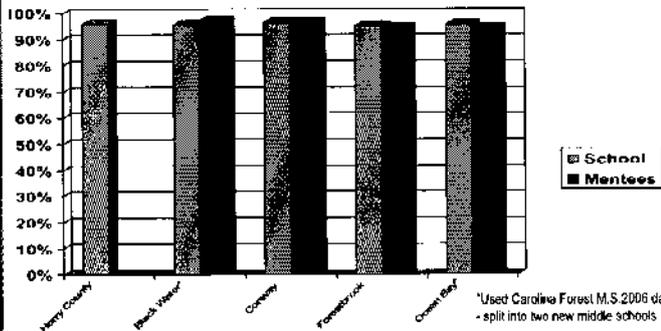
*Used Carolina Forest M.S 2006 data
- split into two new middle schools

Standardized Assessment Data on Mentees

Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP)

- MAP are a series of tests that measure student's general knowledge in reading, language usage, and math.
- Students may take MAP beginning in second grade and again every year in September, December, and March through grade nine and perhaps in other years at high school.
- Measures student's progress or growth in school from one year to the next.
- The scale used to measure a student's progress is called the RIT scale, short for Rasch Unit (*is an equal-interval scale that is used to chart a student's academic growth from year to year*).

Measures of Academic Progress (MAP) Tests Cover

- Each MAP is made up of parts, which are called goals.
- There are goals for each of the three areas:
  - Reading
    - Word Meaning, Literal Comprehension, Inferential Comprehension, and Evaluative Comprehension
  - Language Usage
    - Writing Process, Grammar and Usage, and Punctuation and Capitalization
  - Mathematics
    - Estimation and Computation; Number Sense; Geometry and Spatial Sense; Measurement; Data Analysis, Statistics and Probability; Patterns, Functions, and Algebra: and Problem Solving

Educators use MAP tests to:

- Identify the skills and concepts individual students have learned.
- Diagnose instructional needs of individual students.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and district levels.
- Help place new students into appropriate instructional programs.

Measures of Academic Progress (MAP) RIT Mentee Results
Elementary and Intermediate Schools
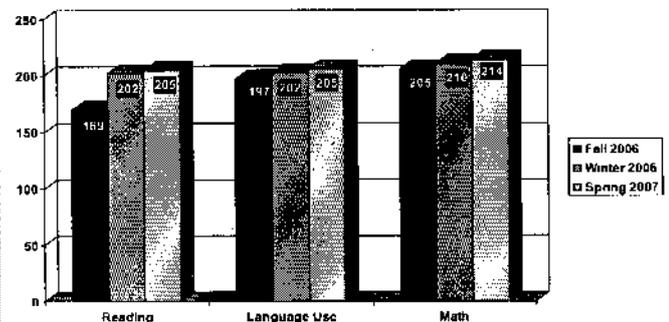
Measures of Academic Progress (MAP) RIT Mentee Results
Middle Schools

Legend:
- Fall 2006
- Winter 2006
- Spring 2007

Reading: 201, 205, 208
Language Use: 203, 204, 206
Math: 211, 216, 220
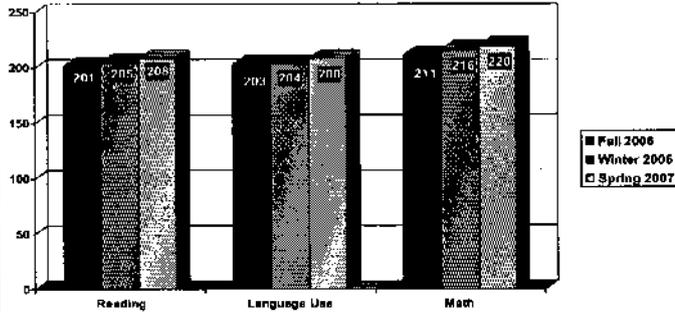
Mentee's Rate Mentoring Experience (*Spring 2007*)

96.2%	When I'm with my mentor, I feel special, important, or happy
90.8%	My mentor is always interested in what I want to do.
90.8%	I like school, and work hard to do well.
98.4%	My mentor helps me do better in school.
87.3%	I like school better because of my mentor.

Mentee's Rate Mentoring Experience (*Spring 2007*)

- If you have more than one mentor, how do you feel about that?

I don't mind; I like having someone visit me.	53.8%
I want the same mentor all year long, but I want one next year even if they change.	36.9%
I don't want another mentor unless they stay with me all year	9.2%

- Do you want a mentor next year?

Yes	94.5%
No	5.5%

2006-07 Campus Visits/ Activities Schedule

Fall Semester
- Mentoring Program Dedication and Educational Activities at Brookgreen Gardens – Sept. 29th
- CCU Football Game and Picnic on Campus – Oct. 28th

Spring Semester
- Campus Tours and Classroom Visits – Mar. 28th
- Spadoni College of Education Spring Festival/Teal and White Game– Mar. 31st

We went to the Spring Festival; the Teal and White game ...She said that it was one of the best days ever. She was really excited to meet my friends and see what it's like on college campus on a Saturday. It was a great way for us to bond; because we really got to talk to one another..... She kept asking me; "is this what college students do?" She was very excited to see that there's other fun stuff going on around campus besides classes. ... It was really rewarding to show her all the things that I do that I normally take for granted.

CCU Mentor

First Annual Civic Learning Conference

Making a difference in K-12 Education for our Future: Decreasing the dropout rate and improving student success

Keynote Speaker

Franklin Schargel
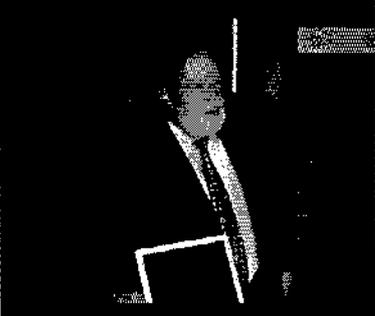
Educator, Staff Developer, Trainer, Consultant, Author

Speaks on enhancing the learning process in school, expanding parental involvement, increasing post-secondary school attendance and lowering the students' dropout rate. He has been documented in 25 books, 55 newspaper and magazine articles and five internationally released videos.

Conference Data

Showcase Sessions	7
Thematic Presentation Sessions	11
Conference Attendees	47

Conference Assessment

- Highly Positive Rating
  - Keynote Speaker
  - Showcase Sessions (except one session)
  - Thematic Presentation Sessions (except one session)
  - Overall Organization
  - Location
    Facility
  - Value of the Conference Theme
  - Would they attend next year's conference?
- Comments
  - Pertained to the time of the conference (time of year)
    - Next Year: March 14, 2008

Special Showcase Presenters

- Dr. John Navin, Associate Dean/Associate Professor, Edwards College of Humanities and Fine Arts
- Dr. Sandra Nelson, Assistant Professor, Health, Physical Education and Recreation
- Jose-Luis Mireles, Instructor, Foreign Languages
- Dr. Richard Costner, Assistant Professor, Spadoni College of Education
- Dr. Monair Hamilton, Assistant Professor, Health, Physical Education and Recreation
- Sandra Shackelford, Professor, Theater
- Dr. Michael Collins, Assistant Professor, Management, Marketing and Law

Award Review Criteria

- Syllabi
  - Shows the incorporation of mentoring into the syllabus and course content; the growth and development of the syllabus over the two years; show feedback and/or discussion pertaining to the mentoring experience
- Submission Packet
    A brief 2-3 double-spaced page written report about the presenter's mentoring initiative project and the outcomes of that experience on them as the instructor of course; their Coastal students; and, potentially, the students that were mentored
- Presentation
  - Highlighting the details and uniqueness of presenters mentoring component course as it relates to their discipline and the mentoring experience; share curriculum modifications, student-related materials, resources and/or activities; overview of any local, state, or national presentations by the presenter or their students based on their course(s) with the mentoring component; and discuss what the presenter have learned from the experience and the impact on the academic discipline and/or students' preparation in their field of study

Award Review Board

- Dr. Dennis Wiseman
  - Associate Provost for Academics and Director of Graduate Studies
- Dr. Karen Woodfaulk
    South Carolina Commission on Higher Education
    Director, Student Services
- Dr. Louis Keiner
  - Director, Center for Effective Teaching and Learning
- Dr. Emma Savage-Davis
  - Director, Center for Education and Community
- Margene Willis
  - K-12 Mentoring Specialist, Horry County Schools
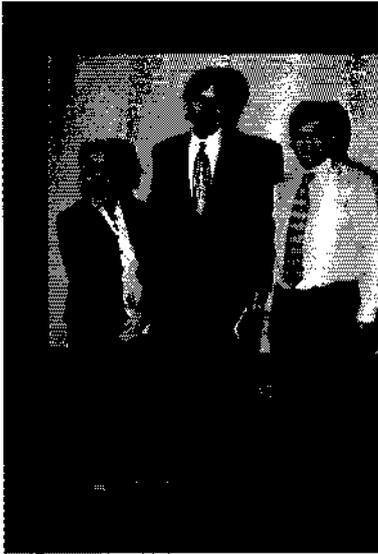
Faculty Award Recipients

1st — John Navin

2nd — Sandra Nelson

3rd — Jose Luis Mireles

Faculty Award Finalist

Richard Costner

Michael Collins

Monair Hamilton

Sandra Shackelford
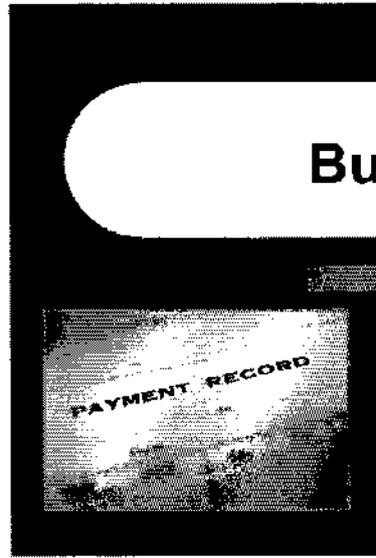
Budget

Supporting and Providing Service to the Community

Budget Expenditures

- Faculty Orientation and Mentor Trainings
- Mentoring Program's Events and Activities
- Faculty Stipends and Awards
- Civic Learning Conference
- Travel for Presentations
- Supplies, Printing, and Postage

Budget and Program Cost

	2005-2006	2006-2007
Travel		$1,425.62
Mentoring Program's Events and Activities	$2,928.00	$2,668.14
Stipends and Faculty Awards	$17,502.09	$37,324.03
Supplies, Printing, and Postage		$880.74
Contractual Agreement	$44,569.91	$22,701.47
Total	$65,000.00	$65,000.00

Additional Sources of Funding: Coastal Carolina University, Dalton and Linda Floyd Family, Horry County Higher Education Commission, and an Anonymous Donor

The Future of Our Efforts

Together We Must Stand!

Future Plans

Multifaceted Mentoring Options
- CHANTS Community Outreach Program
- Early intervention—1st graders
- Middle/High School Vision Program – Georgetown County Schools
- Golf Tournament
- 4-year Personal Development and Leadership program
- Community Partnerships

- Expansion of the program to other institutions and communities
  - Collaboration with Horry-Georgetown Technical College
  - Success from Tots through Teens: Georgetown County's All Inclusive Support Program for At-Risk Students
- Additional Presentations (local, regional, state, and national)
- Publications
- Seek additional financial support

CHANTS
Community Outreach Program

Coastal
Helping
And
Nurturing
Together for
Success

CHANTS
Community Outreach Program

- Supports the philosophy that student-athletes gain "leadership through service."
- The program is designed to enhance the quality of the student-athlete overall experience through community-based service that highlights how the student-athlete is a leader and a role model in the community as well as on campus.

CHAMPS/Life Skills Program

(Challenging Athletes' Minds for Personal Success)

- To provide Coastal student-athletes with a well-rounded educational experience.
- To develop the whole student-athlete academically, athletically, and personally.
- To focus on the student-athlete's development in three areas
  - Personal Development
  - Community Service
  - Community Leadership

Program Structure

- Student-athletes should volunteer at least one hour a week each semester to mentor to local elementary/middle school students – off season – match with another athlete with different on season
- Student-athletes participate in tutoring at local schools or recreation centers
- Student-athletes volunteer to work with disabled children
- Motivational Speaking/Guest Appearances/Athletic Clinic Coordinator/Reader (adopt-a-school) (be on call for the school - flexibility)

CHANTS
Community Outreach Program

- One on One Mentoring
- One on One Tutoring
- Reading Buddies
- Readers Celebration (honoring elementary readers)
- Chants Time!! – Character Building
- Coaches' Talk
- Community Athletic Clinics

Benefits to Athletes

- Promote respect for diversity among student-athletes.
- Assist student-athletes in building positive self-esteem.
- Enable student-athletes to make meaningful contributions to their communities.
- Encourage the development of leadership skills
- Build the lifelong commitment to volunteerism

Early Intervention Mentoring Program

Matching 1st Grade Students with Education Major Mentors

Early Intervention Mentoring Program
1st Grade Students/Education Major Mentors

- The **Early Intervention Mentoring Program** is a school-based initiative that matches early childhood/elementary education majors with identified at-risk students in the 1st grade.
- We will attempt to measure the difference and the impact that one-on-one mentoring/tutoring versus remedial services provided by the school system has on each student's overall success and progress, specifically in the area of reading.
- We will track all 1st grade students who are identified at-risk – those not receiving initiatives from the school (receiving a mentor) and those who are – tracking which group achieves greater results.
- We will also compare those results with two sister schools who will not be receiving any additional services but will receive all other support and resources.

Middle/High School Vision Program

Georgetown County Schools

Middle/High School Vision Program
Georgetown County Schools

Grade	Program
6th	Big Buddies at Coastal Carolina University and Horry Georgetown Technical College
	Self Esteem
	Spiritual Soul
	Manners and Etiquette
	Grades and Behavior
	Social Choices
	Healthy Living (healthy eating, sexually transmitted diseases, alcohol, drugs, sexual behavior, body image, etc.)
	Campus Visits and Events
7th	Continuation of 6th Grade Year Program
	Future Aspiration
	Image
	Temptation
8th & 9th	Continuation of 7th/8th Grade Year Program
	Planning for College (advance course placement)
	Spring Break Campus Visits

Middle/High School Vision Program
Georgetown County Schools

10ᵗʰ	Continuation of 9ᵗʰ Grade Year Program
	Financial Aid
	Scholarships
11ᵗʰ	Continuation of 10ᵗʰ Grade Year Program
	College Applications
	Preparing for college
	Living away from home (roommates and being a good roommate)
	Budgeting
	Studying, studying techniques and your academic destiny
	Meet and greet with elected official
12ᵗʰ	Continuation of 11ᵗʰ Grade Year Program
	Remaining respectful at home
	Managing own behavior – morals and values
	Provide a small stipend for student to visit the college of the interest (application previously made to the institution)

Golf Tournament

Proceeds will go toward scholarships for the Mentees

4-Year Personal Development and Leadership Program

A Comprehensive Education Plan

4-Year Personal Development and Leadership Program

- Coastal's civic engagement initiative identified three major directions:
  - enhance academic learning;
  - promote leadership skills and knowledge; and
  - provide experiences that support a sense of democratic participation.

Two-Tier Retention Plan
4-Year Personal Development and Leadership Program

- **Freshman Year** – developing their internal responsibility (exploring their responsibility and duty to themselves and their place and role at Coastal)
  - First Year Experience
- **Sophomore Year** – developing their external responsibility (exploring their responsibility and duty to the community at large and to society – discovering their role in and impact on society)
  - **Mentoring or Civic Engagement Experience**

Freshman Year

- Embedded service learning as part of the **First Year Experience Seminar**, with some community service experiences
  - Service Learning Class Session
    - discussion of volunteerism, community service-learning, and citizenship and
    - discussion on how that can impact on their personal and social development on campus and in the community

Sophomore Year

- **Mentoring or Public Engagement Course**
  - A course that combines personal experiences (mentoring or service projects) and theoretical learning to help students arrive at a personal understanding of volunteerism, community service-learning, citizenship and how that helps in their overall personal and professional growth and development.
  - Major topics for focus:
    - Community Literacy: to differentiate the needs, assets, and dimensions (people, place, and systems) comprising a community which affect the quality of life for those living and participating there
    - Social Analysis: to appreciated the different challenges of children and youth from varying family structures, socioeconomic status and ethnicities (compromising motivation, capacity and commitment to education)
    - Skills: to embrace and model the attributes of professionalism, mentoring, and character education
    - Academic Application for Enhanced Student Learning: to relate the mentoring experience to their own course of study/major

Junior and Senior Year
Continuation and Leadership

- **Junior and Senior Year Course Option**
  - **Mentoring or Public Engagement Course** in major that reviews the issues and topics of sophomore year course and make connections to their major and their roles in the prospective careers - course to be taught by faculty within the major with connections made in the curriculum and project developed within their major that connects to mentoring or public engagement, or
  - **Civic Learning Course**, a course that combines personal experiences (mentoring or service projects) and theoretical learning to help students continue their development of personal understanding of volunteerism, community service-learning, citizenship and how that impacts on them personally and professionally. (continuation of the current civic learning courses)
- **Senior Teal Seminar** (year-long program) – students become co-discussion leader (with course instructor) in the Sophomore Year Mentoring or Public Engagement Course

Community Outreach
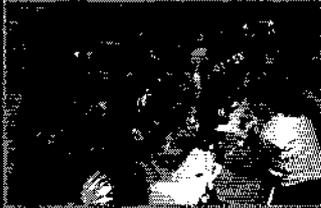
Same Vision
Same Commitment
Different Purpose

Community Collaborative Partners

- Mentoring Partners
  - Burroughs and Chapin Company, Inc.
    - Myrtle Beach Immediate
  - Green Sea – Bethel Zion Ministries
    - After-school program for children and youth
  - Loris – Cedar Branch Community Empowerment Center
    - After-school program for children and youth
  - Myrtle Beach – Community Faith-Based Coalition – Mt. Olive AME Church
    - After-school program for children and youth
  - Safe Schools/Healthy Students Program of Horry County Schools
    - After-school program for middle grades adolescents
  - Conway – Friendship Missionary Baptist Church
    - After-school program at both Conway Middle and Whittemore Park Middle Schools
  - Popular – Chesterfield Missionary Baptist Church
    - After-school mentoring program for children and youth
  - Conway – Cherry Hill Missionary Baptist Church
    - After-school mentoring program for children and youth
  - Boys and Girls Club of Horry County
    - After-school program for children and youth
  - City of Myrtle Beach Employees
    - Employees mentoring all over Horry – where they live

First Tee of Myrtle Beach PGM Mentors and Mentees

Schools	Fall 2005	Spring 2006	Fall 2006	Spring 2007
Mentees – Primary, Elementary & Intermediate Level	33	16	13	107
Mentees – Middle School Level	5	6	22	74
Total Mentees	38	22	35	181
Professional Golf Management Mentors	13	9	8	10

Home-schooled	0	1	1	3
Private Schools			3	20

We are Making a Difference

A Few Words from Our Constituency

Principals' Perspective

The program is making a difference at our school. Many of our students do not have positive role models. The mentors are good listeners and are very encouraging to our students. If I could have one wish for our school, I would wish that each child could have a mentor. The program allows mentee and mentor to do activities away from the school setting. I am so impressed with this program. It is awesome!

Parents' Appreciation

As a parent I am taking time to give high praises to you. T. loves the (Mentor) program and the mentors. He enjoys the time spent with them and the attention and interest they give him concerning his schoolwork or simply just being able to talk with them about a problem. He has also expressed an interest in attending Coastal Carolina University when he graduates from high school. Thank you and keep up the good work. This program is really making a difference in kid's futures.

God Bless.

CCU Mentor's Reflection

To be honest when I first learned of this assignment all I thought was "what an inconvenience to my life." It was already hard enough trying to balance school all day and working all night. But, after my first visit I discovered how selfish I was being, and I no longer looked at mentoring as an assignment, but as a privilege. This project turned me into an all-around better person and made me be thankful for the smaller things in life.

CCU Mentor's Reflection

As a mentor, I am supposed to make a difference in this child's life, encouraging her to succeed. Little did I know when I started this journey, that she would make a difference in my life. I am so grateful for this experience and for the lessons I have learned. We don't always understand that people come from so many different backgrounds and have so many different struggles, than our own.

From a child

Dear Jenna,
I am very happy I met you! You have been a joy to me. I want you can come to Forest Brook So I could see you. Well gota go get some work.
Bye
Kimberly

From a child

THANK YOU

To the Floyd family and Miss Jen. This is a card to thank you for being my mentor and for Coastal Carolina university inviting me to their campus, and especially for the field Trip. I really enjoyed playing the game with the dead Bugs. that was my favorite point of the trip. I really appreciate the Floyd family for all your support.
Thank you.

From a child

Thank you.
I enjoyed the field trip to the CCU college. I enjoyed everything. My mentor was nice. Thanks for the mentor I hoped I got to see her again. Thanks for the field trips. I had a great time with my mentor.

Sincerely

Emily Teeter

For More Information

- **Center for Education and Community**
  Dalton and Linda Floyd Family Mentoring Program
  Dr. Emma Savage-Davis
  www.coastal.edu/education/cec
  esavage@coastal.edu
  (843) 349-2672