

The State of Mentoring In Greenville County

GREENVILLE COUNTY MENTORING COLLABORATIVE

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Supporters and Collaborators:

Big Brother/Big Sister
Boys Scouts - Blue Ridge Council
Caine Halter YMCA
Circle of Friends Network
Communities in Schools
Cura Foundation
Department of Juvenile Justice
Fostering Great Ideas Mentoring
Frazee Center
Girl Scouts of South Carolina
GOAT (Great Outdoor Adventure Trips)
Goodwill GoodGuides
GRAVITY Program (Greenville Police Department)
Greenville County Juvenile Detention Facility
Greenville County Schools
Greenville Literacy Association
Just Say Something (formerly Greenville Family Partnership)
Mentor Upstate
Mill Village Farms
Momentum Bike Clubs
Neighborhood Focus
New Spring Church
Outstanding Youth Awards
Pathway to Prosperity
Pendleton Place
Phoenix Center
Salvation Army Boys and Girls Club (Kroc Center)
St. Matthew Baptist Church
Sustaining Way
The Equipping Center
United Way of Greenville
Upstate Circle of Friends
Upstate Fatherhood Coalition
Urban League of The Upstate
White Plains Baptist Church

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Purpose

This paper was created to document the need for mentoring in Greenville County and advocate for the creation of a format or organizational structure which would support existing mentor programs throughout the county. The benefits of mentoring relationships are well-documented in research and have been used across the nation to improve youth outcomes. Currently, Greenville County has a number of mentoring agencies that work to serve populations in need. Despite their efforts, the current mentoring need outweighs mentoring resources. Many areas across the nation have begun to develop collaborative partnerships in mentoring in order to better facilitate the mentoring process. Mentoring collaborative support has allowed agencies to expand their reach, provide better-quality services, increase impact, and improve communication among agencies meeting needs. It is our opinion that Greenville County could benefit from this organizational structure. In this paper, we will define mentoring and mentoring collaborations, state our county's mentoring needs, how they are currently served, and suggest ways a mentoring collaborative may help address the gap in the mentoring need. Throughout this paper, we use the term youth to describe children, adolescents, and young adults.

Greenville County Mentoring Collaborative

The Value of a Mentoring Collaborative

What is a Mentoring Collaborative?

Mentoring collaborative programs have been used in various parts of the country in order to expand reach and serve more youth. Connecticut, for example, currently has five mentoring collaborative partnerships and has expanded this collaborative to achieve nearly statewide coverage. This partnership has garnered oversight for consultation, technical assistance, experts to guide program development and design, and specialized, advanced program trainings.

Mentoring collaborative partnerships create a network of organizations including but not limited to mentoring programs, stakeholders, faith-based organizations, local academic, health, and service providers working with youth to provide opportunities to improve lives and increase overall well-being. The collaborative partnerships may offer a single point of entry for many types of mentoring services and works as a means to improve outcomes for youth and address mentoring challenges. Potential partners include: 1) community, site, and school-based mentoring programs, 2) corporations and local businesses, 3) faith-based organizations, 4) state and local government agencies, and 4) municipal leaders, such as police officers and elected officials. Table 1 displays a few mentoring collaborative agencies and initiatives in various parts of the country currently assisting in meeting County and State mentoring needs.

Table 1

Mentoring Collaborative Partnership Agencies

Mentoring Collaborative	Location	Mission and Vision	Strategies
Mentoring Collaborative of Montgomery County	Ohio	Coordinate and support youth mentoring programs in Montgomery County through training, resource development and recruitment so that every youth who needs a mentor will have one.	<ol style="list-style-type: none"> 1. Training the staffs of partners agencies on the Elements of Effective Mentoring 2. Closely-guarded ongoing background screenings of all mentors to ensure “match safety” 3. Continuous training, consultation and technical support for all partner agencies
Eastern Connecticut Mentoring Collaborative	Connecticut	Increase connections among youth-serving organizations and ensure that young people in eastern Connecticut have access to mentors	<ol style="list-style-type: none"> 1. Raise awareness on the benefit of mentoring for juvenile-justice-involved youth 2. Deepen connections with community and faith-based leaders to provide holistic support for at-risk youth 3. Implement established protocols and tools for programs to integrate family engagement and youth-initiated mentoring into practice 4. Help to close the mentoring gap by identifying mentors from the youth’s existing social network.

Mentor Michigan	Michigan	Mentor Michigan awakens and nurtures the amazing potential in all youth by ensuring that every child has a stable, caring adult in his or her life	<ol style="list-style-type: none"> 1. Recruit talented and committed mentors and connects them with effective programs that serve youth 2. Create and engage a comprehensive statewide network of mentoring programs 3. Develop and enhance mentoring partnerships with businesses, faith-based and nonprofit organizations, education institutions, and government (including activities such as Mentor Michigan Sunday) 4. Advocate for issues and standards that promote and support high-quality mentoring in Michigan 5. Recognize the accomplishments of mentors and the organizations that support them 6. Identify and secure resources to support the development and sustainability of mentoring programs 7. Develop champions to promote and support mentoring throughout the state 8. Increase public awareness about mentoring opportunities, needs, and the positive outcomes associated with it 9. Provide training and support for mentoring programs 10. Collect, track, and share information about mentoring activities in Michigan
Riverside Mentor Collaborative	California	Assist, support, and encourage safe, positive mentor-mentee connections	<ol style="list-style-type: none"> 1. Sponsoring mentor-trainer workshops 2. Support and technical assistance for mentors and mentor-trainers 3. Provide access to an 800 resource number to assist individuals and agencies 4. Maintain a comprehensive directory to mentor programs throughout Riverside County 5. Support The Partnership Between a Mentor and a Child, defining the mentor-mentee partnership as a caring, encouraging, respectful, friendship between an older individual and a younger counterpart, allowing people to connect with each other and their community.
Kent County Mentoring Collaborative	Michigan	To increase opportunities for positive adult involvement in the lives of mentees by strengthening existing mentorship programs and expanding mentorship opportunities.	<ol style="list-style-type: none"> 1. Coordinate regular opportunities for information sharing 2. Provide professional development opportunities 3. Increase awareness about the importance of mentoring 4. Provide resources and activities for mentor matches 5. Develop opportunities for shared mentor recruitment and training
Mentor Georgia	Georgia	We envision a world where every Georgia youth is supported by multiple caring adults. But we need help to map the youth development system in Georgia, highlight the bright spots, and identify the gaps	<ol style="list-style-type: none"> 1. Better meet the needs of Georgia youth; 2. Strengthen the case for investment of public and private resources; 3. Raise public awareness on behalf of the field; and 4. Guide strategic decision-making. <p>** This group is in its developmental stages and is a state-wide initiative</p>
Addison County Mentoring Collaborative	Vermont	Bring voice and action to what is needed to make and keep connections for valued youth within the community	<ol style="list-style-type: none"> 1. Create a steering committee 2. Identify sources for funding and resources currently available 2. Make and solidify partnerships 3. Survey resources for unmet needs in making youth and mentor connections

Mentoring Collaborative Best Practices

One of the most important factors in effective, quality, long-lasting mentor relationships is a strong programmatic infrastructure. Strong programmatic infrastructures may include best practices for screening and matching mentors, training for mentors, and provisions for ongoing support and supervision. Research indicates quality and length of time of relationships are key components to successful mentoring. Programs that embrace selective screening processes and matching based on common interests are important predictors of maintaining a supportive and enduring mentor relationship. Furthermore, programmatic opportunities for training and support help strengthen efficacy and commitment of mentors and youth. Mentoring programs have been linked with positive outcomes for youth to include changes in attitude or behavior across the following areas:

- Improved school behavior
- Improved academic performance
- Improved quality of relationships with adults and peers
- Decreased gang involvement
- Decreased alcohol and other drug use
- Decreased delinquent behavior
- Improved anger management
- Increased self-confidence or self-esteem
- Increased knowledge of career options
- Improved employability skills

Mentoring collaboration requires its constituents to share leadership, decision-making, and resources. As a collaborative, organizations develop trust and understanding of missions and interests in a unifying guiding purpose. Goals of a collaborative are determined upon agreement of participating organizations and define structure, decision-making process, resource distribution system, and conflict resolution process in support of the collaborative. Roles, responsibilities, and expectations are outlined in a work plan and a system of communication is developed that works for all involved agencies. Collaboration requires meeting regularly to address methods of evaluation and conflict that may arise.

Some key goals for development and implementation of a successful mentoring collaborative are as follows:

- 1) Share training events, develop networking opportunities, create mentor recruitment and referral protocols, share news and information, and have award and fundraising events
- 2) Utilization of a funding agency to collaborate with to apply and acquire grants for the group, using joint goals and objectives within the proposals, and dispersing to individual organizations
- 3) Joint mentor events aimed at supporting mentor and mentee relationships, such as matching events, centralized training, referral sharing, etc.

Benefits of Mentoring Collaborative Partnerships

Mentoring collaboration may assist with efficient and effective operations. Collaborative endeavors offer mutually beneficial relationships between two or more programs seeking to fulfill their mission or develop a unified mission. A commonly shared vision among organizations may enhance capacity of each individual agency to meet fundamental goals and objectives. Mentoring collaborations have been used in various parts of the country and have been successful in meeting key objectives for their region. Some of the most notable benefits of serving on a collaborative include the ability to serve more youth through quality mentoring relationships, addressing service gaps within the region, improving quality, efficiency, and effectiveness of programs, fostering innovative ideas, capitalizing on experiences of collaborative partners, and directing more resources to services. Mentoring collaborations create a pool of resources that can provide comprehensive outreach programs and respond quickly to community needs.

Each youth has his/her own unique set of experiences and family dynamics. A collaborative allows programs to support kids in engagement in various types of resources to include clinical interventions, family interventions, or wrap-around services. Buy-in from community leaders, community organizations, and community activists allow mentoring best-practices to gain momentum and lead to better youth outcomes.

Increased Risk Management

Mentoring agencies have a critical responsibility to maintain safety for their mentees. Having a comprehensive written plan for responding to risk is a key component of a successful mentor program. Quality screening and selection of mentors is critical. According to Mentor Resource Center, screening practices should involve leadership, board of directors, and legal counsel and include all of the following:

- 1) Initial orientation of potential volunteers
- 2) Comprehensive application packet to gather information
- 3) Formal interview and reference checks
- 4) Criminal history record check (may include several different kinds)
- 5) Use of other screening mechanisms as needed (such as driving records)
- 6) Evaluation of all information using a standard method
- 7) Pre-match training for selected volunteers
- 8) All procedures should be in writing and included in an operations manual.

Defending against possible risks associated with mentor/mentee relationships involves a supervision plan with enough staff to ensure that procedures are being properly followed. A plan should include clear policies and procedures delineating the following:

- 1) Match-related activities (off-site visits, transportation, parent/family involvement, money and gifts, confidentiality, and mandated reporting of abuse and neglect)
- 2) Written materials distributed to mentor, mentee, and parents or guardians
- 3) System for tracking and documenting mentor/mentee activities
- 4) Regular staff check-ins to include written records
- 5) Mentor supervision involving feedback on performance and time for review of questions and concerns
- 6) Policies for re-matching mentors, including when, where, and why

Ongoing training is another important element of risk management. Ongoing trainings offer support to youth mentors who may face challenge in providing services to youth. Mentors should have opportunities to meet and discuss challenges and solutions and learn from differential experiences among mentor cohorts. Important areas for training may include appropriate boundaries, communication style, handling difficult behaviors, risk awareness, mandated reporting procedures, conflict-resolution, etc.

Mentors may display risky behaviors and having a plan in place for addressing these behaviors is an important function of a mentoring agencies. A program is liable for actions of its mentors and it is important for mentor programs to remain objective in assessment of mentors. Addressing problematic behaviors such as ignoring program policies, failing to keep in touch with supervision staff, evidence of irresponsible or illegal behavior, using poor judgment leading to unsafe situations, or becoming overly involved with mentors and mentees can be critical for managing risk.

Mentoring collaborative agencies offer an opportunity for agencies to come together to set standards for risk management. Having a clear set of protocols assessed and written by agencies county-wide ensure safety of Greenville County youth in mentoring relationships. The chain of command for notification of risk can be handled outside of individual agencies to avoid bias interpretation. Protocols for handling unsafe situations can be established and communicated. A mentoring collaborative can draw upon experience and develop response protocols using the following format recommended by the Mentoring Resource Center:

- 1) Do you have sufficient information to make an informed assessment?
- 2) Does this situation constitute a breach of your policies or procedures or those of your partners?
- 3) Are there best practices that can be applied to this situation to determine if a risk is present?
- 4) Has your organization established a precedent for handling this situation?
- 5) Is this situation physically, emotionally, or otherwise unsafe for anyone involved?

Greenville County Mentoring Collaborative Vision, Mission, Values and History

Our Vision:

Our vision is that every youth in Greenville County has the supportive mentor/relationships they need to develop into thriving and productive adults and development of a unified community of support for our youth.

Our Mission:

Our mission is to help Greenville County mentoring organizations and their partners increase capacity and effectiveness. We intend to do this by:

1. Seeking funding
2. Developing collaborative wide resources, training, and marketing
3. Research, development, and training in best practices

Our Values:

1. All partners to our organization desire to work hard together in developing programs that benefit the most youth, rather than developing programs that benefit a select few.
2. Treating everyone with mutual respect
3. Keeping communication open
4. Being honest and cultivating an atmosphere of trust among partners
5. Celebrating wins and learning from mistakes as we continue to move forward.

History of the Greenville County Mentoring Collaborative

Greenville County Juvenile Detention facility identified a need for mentors for the 200-300 Greenville County juveniles served annually. The detention facility reached out to local mentoring agencies for assistance, but barriers to facilitating mentor/mentee relationships prevented its success. Barriers included but were not limited to enrollment periods, transportation problems, mentor attrition, and funding instability. In March, 2018, Greenville County Juvenile Detention Facility met with county mentoring resources to facilitate a better understanding of available resources and devise a plan to expand and improve mentoring efforts in Greenville County. The initiative quickly generated interest and by October 2018, over 40 organizations, including Greenville County school systems, Goodwill GoodGuides, Mentor Upstate, Phoenix Center, and United Way of Greenville devoted time, space, or resources to assisting and planning for the initiative. See appendix A for a list of partner organizations.

One of the problems identified in working with a large group of very diverse mentoring agencies was differential definitions of mentoring. Through collaboration, surveys, and discussion, mentoring was clearly defined for mentoring agencies in Greenville County. Additional information collected from surveys determined primary needs for expansion to include (1) additional funding, (2) finding qualified mentors, (3) market awareness, and (4) communication and adoption of best practices.

Conceptualization of steps to achieve expansion and development of a mentoring collaborative agency led to the creation of this paper in order to define the need within Greenville County and advocate for funding and support for this initiative. In addition, collaborating mentoring agencies worked together to devise an organizational needs survey to identify areas of focus for an entity overseeing partnerships, identifying and securing funding for sustainability, developing best practices and monitoring fidelity, creating a network of communication, and expanding reach to include underserved populations. In February, 2019, Greenville County partners were asked to sign a letter of support for the collaborative agency. See Appendix B.

What is the Need for Structured Mentoring in Greenville County?

The Need for Mentoring in Greenville County

Improves Educational Attainment / High School Graduation Rates

Education drives economic prosperity; areas with greatest economic growth are those that achieve the highest level of educational attainment. In 2016, high school graduates earned an average of \$10,000 more per year than high school drop-outs. Individuals who earn an associate's degree earn an average of \$17,800 more than high school drop-outs. Drop-outs in Greenville County are two and a half times more likely to be unemployed and three times more likely to live in poverty as those with some college or an associate's degree. Additionally, high school drop-outs are more likely to be incarcerated than individuals who completed high school. According to Public Education Partners, 56% of federal inmates, 67% of state inmates, and 69% of local inmates are high school drop-outs.

According to Public Education Partners of Greenville County, a high school dropout costs taxpayers over \$300,000 in incarceration costs, higher cash and in-kind transfer costs, and lost tax revenues. Greenville County currently has a graduation rate of 87%. Some youth may graduate from high school outside the typical 4 year time frame or may be diverted to programs such as GED, work keys, certificate programs, or others to assist with educational achievement and job readiness. Greenville County currently has a drop-out rate of 2.8%. Table 2 displays current high school drop out rate and approximate cost to Greenville County. Appendix C displays 2016-2017 drop-out rates by high school.

Table 2

Cost of High School Drop-Outs to Greenville County

Total Number of High School Students	Drop-Out Rate	Number of Drop-Outs	Estimated Cost to Greenville County
19,817	2.8%	555	\$166,500,000

If the drop-out rate goes unimproved, the estimated number of drop-outs for the current cohort of elementary, middle, and high school students is 2,074 with a cost of approximately 622 million to Greenville County.

Although most children remain in school, many Greenville County youth fail to meet state educational standards. Table 3 displays percentage of Greenville County youth scoring below state standards on SC Ready tests in Math and English/Language Arts.

Table 3

Greenville County Youth Math/English Scores below State Standards

Test	Grade Level	% Not Meeting State Standards
Math-SC Ready	3 rd Grade	39.1%
	8 th Grade	62.5%
English/Language Arts- SC Ready	3 rd Grade	49.5%
	8 th Grade	49.9%

Reduces Truancy

According to Greenville county school system, chronic absenteeism is strongly correlated with dropping out of school. Section 59-65-10 of the South Carolina Code of Laws states all children are required to attend either public or private school beginning in Kindergarten and continuing until the age of 17. The Compulsory School Attendance Law and S.C. Code of Regulations mandate regular school attendance. Students are only counted present on days they attend, are on homebound instruction, or present at a principal pre-approved activity. Parents or guardians of students who miss too many days of school may be subject to fines or jail. Children who miss too many days may also be subject to criminal charges for truancy.

According to South Carolina Bar, truancy is defined as when a child misses too many days of school that are not approved. Greenville County Schools differentiate between two types of absences contingent upon reasons for absences: lawful and unlawful. Typically, children may have up to ten lawful absences each school year. Definitions of lawful and unlawful absences set by Greenville County are displayed in Appendix B.

If a child has too many unlawful absences, the school will intervene to address the problem. An intervention may consist of meeting with the child to assess reasons for absences, home visits with parents/guardians and child, written communication with parents/guardians, and a written intervention plan. A team of individuals work with the student and family to improve school attendance. Members of the intervention team may consist of parents or guardians, school officials, Department of Social Services, and community mental health or substance use prevention providers.

Once a written intervention plan is signed by parents/guardians, the child is required to follow the plan. If a child 12-16 years old fails to follow the intervention plan and acquires two or more unlawful absences, the school identifies the child as a Habitual Truant and the school may request Family Court issue a School Attendance Order. If a child fails to follow the School Attendance Order, the school may identify the child as a Chronic Truant. A Chronic Truant is subject to probation or placement in a Juvenile Detention Facility, a parent/guardian can be fined

up to \$50 or imprisoned for 30 days, and a parent/guardian and child can be found in contempt of court.

If a child or parent/guardian is found in contempt of court for a School Attendance Order, a DJJ community specialist conducts an intake session to determine need of the child, and Family Court holds a hearing to determine course of action. Possible outcomes for Family Court hearings on School Attendance Order include but are not limited to:

- Probation
- Community Service
- Driver's License Suspension or Restriction
- House Arrest
- Letters of Apology
- Placement in Alternative School
- Incarceration at DJJ

Guilty pleas or judge determination of guilt to violation of a School Attendance Order may impact a child's college application and scholarship opportunities, ability to enroll in military, employment opportunities, and public housing opportunities.

Table 4 shows 2017-2018 Greenville County Absenteeism Rates and Table 5 shows 2017-2018 Greenville County Truancy Rates.

Table 4

Absenteeism Rates for 2017-18 school year

Level	>10 <i>unexcused absences</i>	>10 <i>unexcused absences</i>	Chronic Absenteeism (absent > 10% or enrolled days)	Chronic Absenteeism (absent > 10% or enrolled days)
Elementary	1042	2.9%	2,694	7.5%
Middle	585	3.6%	2,113	12.9%
High	935	4.6%	4,092	20.1%

Table 5

Truancy Rates (Students at least 6 years old and not 17 years old as of 09/01/17)

Level	Total Truant Students (3 consecutive or 5 total unexcused)	% Truant
Elementary	8,220	21.4%
Middle	4,491	28.2%
High	4,001	20.2%
Total	16,712	22.5%

Suspensions

Out of school suspensions are defined as a temporary, complete exclusion from school and activities. Out of school suspensions last no more than ten days for any one offense and can be no more than 30 days in one school year. Schools are required by law to give notice of offense within 3 days and determine a time and place to meet with parents/guardians to discuss. A suspension can be appealed to the Board of Trustees.

Suspension is inversely correlated with academic achievement. Children who have been suspended often do worse than their non-suspended counterparts on state achievement tests. Some researchers suggest suspensions are correlated with dropping out of school. Links to poorer academic achievement may be attributed to less instructional time, school disengagement, pre-existing behavioral difficulties, or additional opportunities to engage with delinquent peers. Researchers suggest males, African-Americans, and economically-disadvantaged students are significantly overrepresented as recipients of suspensions. Table 5 displays suspension rates of Greenville County elementary, middle, and high schools.

Table 6

Suspension (OSS) for 2017-18 school year

Level	# of Students Suspended ≥ 1 Day	% of Students Suspended ≥ 1 Day
Elementary	1,362	3.5%
Middle	2,401	15%

High	2,477	12.5%
Total	6,240	8.4%

Supports Youth in Poverty

Greenville County is in the red, and “being in the red means that our city is one of the most difficult places to climb out of poverty” (Kendall, 2018). Greenville County has a grim picture of upward mobility. Upward mobility refers to the ability of impoverished children to earn higher incomes than their parents. Of developed cities, Greenville ranks 93rd out of 100 on upward mobility nationally and 20 out of 26 in the Southeast region. Many youth may lack access to individuals that promote economic growth through educational attainment, pursuit of positive outcomes, and healthy activities.

Greenville County is in the red. Being “in the red” basically means that our city is one of the most difficult places to climb out of poverty.

Kendall, Greenville Today, March, 2018

Currently there are a high number of impoverished children in Greenville County. For purposes of this paper, we used free and reduced lunches as a measure of impoverished children in Greenville County. Although free and reduced lunches at school do not equate to poverty in Greenville County, the numbers are highly correlated and are a good indicator of economic status of attendees. In 2016, 15.3% of Greenville county residents had incomes below poverty level. The US Census Bureau determines poverty thresholds with a matrix including family size cross-classified with number of family members less than 18 years of age. Total income of each family is tested against appropriate poverty threshold to determine poverty status. Table 7 shows the percentage of Greenville County children receiving free and reduced lunch by school cohort. Income limits for qualification for free or reduced lunch in Greenville County is included in Appendix E.

Table 7

Free or Reduced Lunch in Greenville County by School Cohort

School Type	Total Number of Students	# Receiving Free Lunch	% Receiving Free Lunch	# Receiving Reduced Lunch	% Receiving Reduced Lunch	# Receiving Free and Reduced Lunch	% Receiving Free and Reduced Lunch
Elementary	38,368	20,814	54%	1,468	4%	22,282	50%
Middle	15,916	7,280	46%	747	3.8%	8,027	51.8%
High	19,817	7190	36%	857	5%	8,047	41%
Total	74,101	35,284	48%	3072	4%	38,356	51.8%

Supports Single-Parent Households

According to decennial U.S. Census Bureau, 29.2% of Greenville County children lived in single-parent households between 2012 and 2016. Single-parent families included children living with cohabiting couples but did not include children living with married step-children.

Support for Abused and Maltreated Children Child Abuse and Maltreatment

In 2016, Greenville County had 947 founded cases of child abuse and neglect. Table 9 displays categories of abuse and number of founded cases in Greenville County in 2016. Total number of cases and number of founded cases in each category suggest concurrent forms of child maltreatment in Greenville County. Based on available data, children exposed to maltreatment average at least 1.4 types of maltreatment per verified case. Due to large underreporting of child abuse and maltreatment, reported and verifiable cases may not be an accurate representation of child abuse and maltreatment in Greenville County.

Table 9

Child Abuse and Maltreatment in Greenville County

Child Maltreatment	Number of Founded Cases
Abandonment	23
Emotional Neglect	46
Medical Abuse	0
Medical Neglect	14
Mental Injury	0
Physical Abuse	414
Neglect	844
Total Number of Individuals with Cases	947

Fang, Brown, Florence, and Mercy (2012) estimated an average lifetime cost of one victim of non-fatal child abuse and neglect in 2010 was approximately \$210,012. Using this estimate and the 947 founded cases of child abuse in 2016, cost to Greenville County for child abuse and maltreatment is approximately **\$198,881,364** for this one cohort. Cost breakdown includes the following:

- Childhood health care costs
- Adult medical costs
- Productivity losses
- Child welfare costs
- Criminal justice costs
- Special education costs

“Average lifetime cost of non-fatal child abuse and neglect in 2010 was approximately \$210,012.”

Supporting Children in Foster Care

Youth enter into foster care for a variety of different reasons. Some of the top reasons for foster care entry is as follows:

- Abuse
- Neglect
- Illness
- Incarceration
- Death of a guardian
- Drug abuse
- Child's choice
- Voluntary placement

Currently, there are 480 children in foster care in Greenville County. Estimated cost of one child in foster care each year is approximately \$14,000. Some variables may increase cost of care above the \$14,000 range. The estimated taxpayer cost of foster care in Greenville County currently is **\$6,720,000**.

Helps Pregnant and Parenting Teens

According to SC Campaign to Prevent Teen Pregnancy, 39% of Greenville County high school students report having sex.

Only 51% of sexually active teenagers use condoms the last time they had sex. South Carolina currently ranks eighth highest in the nation for teen pregnancy

“Only 51% of sexually active teenagers used condoms the last time they had sex.”

rates. In Greenville County, there are currently 208 pregnant and parenting teens enrolled in Greenville County schools. Greenville County currently rates 41st in teen pregnancy for South Carolina counties. Table 10 shows teen birth rates by age in Greenville County in 2017.

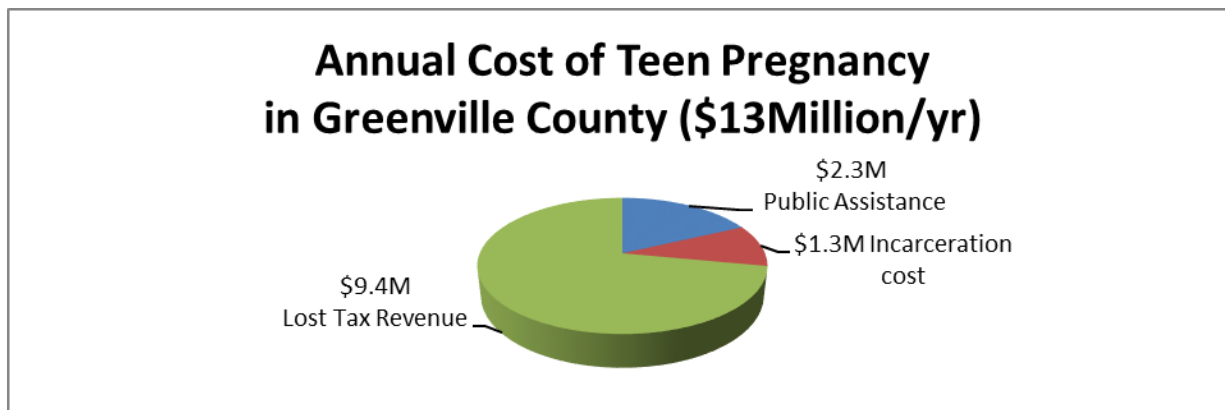
Table 10

Greenville County Teen Pregnancy

Age	Number of Births in 2017
15-17 years old	71
18-19 years old	207
Total 15-19	278

Researchers estimate South Carolina spends approximately \$180,000,000 on teen pregnancy each year. Chart 1 identifies cost of teen pregnancy to Greenville County annually.

Chart 1



Prevent Gang Activity

Youth gang involvement in Greenville County is difficult to measure. Law enforcement estimates between 50 and 60 gangs throughout the county, including nationally recognized gangs such as Crips, Bloods, and Folk Nation. Lower-income neighborhoods have a higher concentration of gang-members. Law enforcement officials believe adult gang member populations remain stable, while younger members are increasing. One particular age range that is being targeted by gang leaders is middle-school and high-school age children between ages 11 and 15. Greenville County has seen gang engagement in youth as young as 9 years old. Gang members are linked to crimes including murder and drug and human trafficking. In 2017, Greenville County Sheriff, Will Lewis, reported having identified 1200 known gang members, but numbers may be 4-5 times higher than this estimate. Table 11 displays areas in Greenville associated with gang activity.

“One particular age range that is being targeted by gang leaders is middle-school and high-school age children between 11 and 15. Greenville County has seen gang engagement in youth as young as 9 years old.”

Table 11

Areas in Greenville with Known Gang Activity

Southside	Westside	Eastside	Northside
Piedmont Manor	Washington Heights	Nicholtown	City Heights
Belle Meade	Washington Street	Greenline	Brutontown
Fleetwood/Fleet Wood	Freetown, Judson		Piney Mountain
Manor	Sterling on the		
The District, Pleasant	Southside of Greenville		
Valley, Redline			
AMG			
KP Unit			
Rockvale			
2-5 Quarter			

Reduce Substance Use

Community costs associated with substance use are difficult to determine. Substance use can impact many aspects of a community. The U.S. Department of Health and Human Services estimate national costs of \$20 million annually for inpatient and emergency department treatment alone. A Columbia study estimated South Carolina spends \$934 million a year in lost productivity, healthcare, and public safety costs due to substance use. The Phoenix Center reports **17%** of Greenville County adolescents have a need for substance use and addiction treatment. Based on current middle and high school enrollment, this means that **6,074** Greenville County youth between ages of 12 and 18 need substance use treatment. Additionally, in 2017, Greenville County led the state in number of drug overdoses. Greenville County has been heavily impacted by the opioid epidemic, and one key distinction between Greenville County and other areas is the concentration of substance use issues found in youth.

Reduce Juvenile Delinquency

The Greenville County Juvenile Detention Facility reports 280 unique Greenville County youth enter the detention facility each year. Of those 280 youth, 27% return more than one time within a calendar year. Current cost of detainment for a Greenville County youth is \$50 per day. The average length of stay for non-reoffending detained juveniles was 12 days. Length of stay, however, may not be accurately reflected as many youth are transported for evaluation and return to the detention facility upon completion of their evaluation. The length of stay for reoffending juveniles is higher but unknown. Some juveniles entering into the juvenile justice system enter with adult charges. These individuals may have more long-term sentencing and can stay until they reach adult maturation at age 18.

According to a 2008 juvenile delinquency analysis, youth who enter into the juvenile justice system are approximately 26% less likely to graduate high school or attend college. Although research varies, a 2013 study on juvenile delinquency found that juvenile incarceration increases the likelihood of future crime and incarceration by 22-26%.

“A 2013 study on Juvenile delinquency found that juvenile incarceration increases the likelihood of future crime and incarceration by 22-26%.”

Adverse Childhood Experiences

According to the Center for Disease Control and Prevention, the leading cause of morbidity and mortality among youth are health-risk behaviors such as violence, substance use, and delinquency. Youth who have experienced maltreatment and those engaged in the foster care system are more likely than other youth to engage in these types of behaviors. Early theories on negative youth outcomes focused on single environmental factors but variances among groups were great. In their theory, the Cumulative Risk theory, Rutter, Sameroff, and other colleagues suggested that the number of adverse experiences were predictive of negative outcomes. Multiple exposure to adverse experiences leads to more negative outcomes for youth than single-exposure.

Research conducted on adults suggests multiple adverse childhood experiences (ACE), such as abuse, neglect, exposure to domestic violence, parental substance use, and parental incarceration are predictive of many leading health-risk behaviors. Adults who have been exposed to four or more ACEs, when compared to adults with no ACEs, are more likely to smoke, abuse alcohol, use illicit drugs, and engage in risky sexual behavior. Longitudinal studies on the accumulation of childhood risk factors predicted health-risk behaviors in youth including aggressive behavior, rule-breaking, and delinquency. Other studies suggest a linear relationship between number of ACEs and adolescent bullying, alcohol use, suicidality, and externalizing behavior. In a study on juvenile offending, researchers found that the risk of reoffending was incrementally associated with ACE scores.

In 2014, the Children’s Trust partnered with the Department of Health and Environmental Control to collect data regarding ACE scores of adults in Greenville County. ACE scores identify experiences in the following areas:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Mental illness
- Household substance abuse
- Incarceration
- Parental divorce/ separation

- Domestic violence

Traumatic experiences not addressed by the ACE scale include terrorism, urban violence, motor vehicle accidents, and natural disasters which may also contribute to some health risk behaviors. Trauma occurs when events occur in a person's life that is shocking, terrifying, or overwhelming which overcome internal and external resources to cope. Trauma can result in feelings of helplessness and fear and can have lasting adverse effects on an individual's physical, emotional, social, or spiritual well-being.

Trauma experienced during youth developmental stages can potentially impact development, adjustment, and mental, emotional, and physical health. Children are vulnerable to stress and trauma in unique ways throughout their formative years. Some children may display generalized fear including nightmares, headaches, or nausea. Some school-aged children may display aggressive behavior, have difficulty concentrating, or exhibit poor school behavior. Adolescents may become socially withdrawn, rebellious, engage in high-risk behaviors, or have sleeping or eating disturbances. During childhood, the brain is still developing, making children especially sensitive to traumatic experiences.

According to the South Carolina Adverse Childhood Experience (ACE) Data Profile for Greenville County, 59% of adults report ACEs. Top reported ACEs include emotional abuse (30%), parental separation/divorce (30%), and household substance use (29%). Table 12 displays ACEs effect on health and social outcomes in Greenville County.

Table 12

Individuals Reporting Negative Health and Social Outcomes and ACEs

Risk Behaviors	Mental Health	Chronic Diseases	Healthcare Access
74% of smokers	80% of adults with depressive disorder	58% of adults with heart disease	67% of adults who report no healthcare coverage
68% of former smokers	72% of adults with poor general health	67% of adults with asthma	70% of adults who have never had a checkup
53% of adults that never use a seatbelt	79% of adults with poor mental health	66% of adults with kidney disease	79% of adults that report medical costs as a barrier
67% of binge drinkers	87% of adults with poor mental and physical health report	61% of adults with COPD	66% of adults who do not have doctor

One of the most important factors in building resilience in children is connecting them with a network of support. Having at least one stable caring and supportive adult figure, such as a mentor, in a child's life provides a buffer for toxic stress by helping to lower hormone levels.

Lowered hormone levels in children may reduce impact of trauma. Children who lack access to a caring, supportive adult, however, may experience a severe trauma response.

Adults support children in learning self-regulatory behavior, adaptive behavior, grounding through faith and cultural traditions, regaining perceived control over life circumstances, and executive

functioning. These resiliency skills help children to create emotional, psychological, relational, physical, financial, and educational solutions for adverse experiences they may have.

“One of the most important factors in building resilience in children is connecting them with a network of support. Having at least one stable caring and supportive adult figure, such as a mentor, in a child’s life provides a buffer for toxic stress by helping to lower hormone levels. Lowered hormone levels in children may reduce impact of trauma.”

For more information about how mentoring impacts individual psycho-social variables listed in this section, please review support documents beginning on page 47.

Greenville County Mentoring Organizational Assessment

Methodology

Greenville County Mentoring Collaborative partners collaborated to create a web-based survey to be distributed to self-identified mentoring agencies and youth development programs within the county. The 2018-2019 Greenville County Mentoring Collaborative survey was created to assess current characteristics of mentoring agencies and youth development programs. Information obtained was based on key features of other successful mentoring collaborative surveys with an intention to build upon prior successful enterprises and reflect current Greenville county mentoring context. Table 13 displays the areas of focus of the Greenville County Mentoring Collaborative Survey.

Table 13

Greenville County Mentoring Survey Focus

Mentoring Model Characteristics: Questions regarding mentor modeling were included to determine current types of mentoring relationships (one-on-one or group) and duration of mentor/mentee relationships in Greenville County.

Geographical Locations: Questions on number of mentors in geographical locations identified by either school service areas were included to determine integration of youth mentoring programs within Greenville County regions.

Mentor/Mentee Population Characteristics: Questions regarding gender, age, and race were included to determine current populations of both mentor and mentees and any gaps in populations served.

Mentor Agency Funding: Questions regarding funding avenues were included to determine types of funding sources for mentoring in Greenville County.
Organization Mission and Vision: Questions on mission and vision were included to capture organizational goals for youth outcomes and mentoring relationships. With these questions, we aimed to capture the diverse approaches each agency utilizes to improve youth outcomes in Greenville County
Mentoring Definitions: Questions on mentoring definitions were included to capture differential definitions that inform practice of mentoring in Greenville County.
Youth Referral and Mentor Recruitment Practices: Questions regarding youth referral and mentor recruitment strategies were included to determine the current pipeline of matching youth with appropriate mentors in Greenville County.
Identified Needs: Questions regarding top needs of current mentoring agencies were included in order to highlight areas for possible Greenville County Mentoring Collaborative focus. Qualitative questions were included for agencies to expound upon identified needs.

Survey questions were designed by Greenville County Mentoring Collaborative partners and supporting agencies. Surveys were based upon research on other mentoring collaborative agencies, mentoring agencies, identified gaps in mentoring practice, and self-report gaps and discrepancies in current practice of mentoring in Greenville County. Surveys were modified with feedback from collaborating agencies and partners at Greenville County Collaborative monthly meetings.

The final survey was distributed to all participating self-identified mentoring agencies through a web-based questionnaire on SurveyMonkey. The survey included closed-ended data-based questions, open-ended qualitative questions, and yes/no questions. Surveys were distributed to key identified contacts of known and participating mentoring agencies through closed-linked email invitations and survey web links. Survey participation was encouraged at monthly meetings or through individualized emails stating purpose and intent of survey.

Survey Participants

Eight surveyed mentoring partners worked to provide Greenville County youth with caring adult/peer relationships and supported relationships over time. Collaborative partners needing mentors to assist youth engaged in their services and collaborative resource partners were also invited to participate in the survey. Data from these organizations were included only in qualitative analyses. Organizational programmatic characteristics varied in terms of populations served, missions, and size. Participants attended monthly Greenville County Mentoring Collaborative and were in support of its mission. The following agencies are represented in results.

Qualitative Data Only

- United Way of Greenville County
- GRAVITY (Greenville Police Department)
- Just Say Something

Quantitative/Qualitative Data

- Mentor Upstate
- Latinos United
- Fostering Great Ideas
- Pendleton Place
- Goodwill Industries of the Upstate/Midlands, SC
- Big Brother/Big Sister
- Urban League
- Momentum Bike Club

Quantitative Analysis of Survey Responses

Mentoring Models

One-on-one mentoring models are defined by a relationship between one mentor and one mentee and is the traditional mentoring relationship model. In one-on-one mentoring relationships, a program manager generally oversees relationships and monitors it for its duration. Matches may be deliberate based on factors such as mentor experience, skills, goals, personality characteristics and other factors. One-on-one mentor models promote personal relationships and individual support and attention. One of the limitations associated with one-on-one mentoring models is availability of mentors.

Group mentoring models are defined by relationships with multiple mentors and multiple mentees in a group setting. Although in a group setting, mentees develop individualized learning objectives and goals. Group mentors provide specific predetermined materials in a confidential setting where mentees can explore and share personal challenges. Mentors act as guides and explore areas such as career development, psycho-social support, and provide opportunities to expand network of support and information sharing. Benefits of group mentoring include increased ability of mentors to meet needs of individuals needing mentors and elimination of problems related to personality differences between mentor and mentee. Limitations of group mentoring models include group needs overshadowing individual needs, personal relationships with mentors are not as established as in traditional one-on-one mentoring models, scheduling meetings to fit needs of participants can be challenging, confidentiality among group members cannot be ensured, and competition among group members can hinder processes and disrupt success.

Blended mentoring models incorporate elements of both one-on-one mentoring models and group mentoring models. Some blended mentoring models offer both services to mentees or offer choice between either types. Blended mentor models offer benefits associated with both types of mentoring.

E-mentoring has become more and more popular with the growth online communication and social networking. E-mentoring has been provided as a means to connect with isolated or distant youth. Traditional mentoring programs have also begun to incorporate e-mentoring as a supplemental and enhancing measure to relationships. Currently, there are limited studies on the effectiveness of e-mentoring on youth outcomes. Some evidence suggest e-mentoring may improve youth outcomes while others do not. Lack of comparison group studies in e-mentoring makes conclusions difficult at this time. Studies completed on e-mentoring have traditionally looked at interpersonal communication. Quality formats and styles for e-mentoring have yet to be determined in research.

According to 2018 Greenville County Mentoring Collaborative survey, 50% of Greenville County respondents reported providing only one-one-one mentoring relationships,

12.5% of respondents reported providing only group mentoring relationships, and 37.5% of respondents reported providing both group mentoring and one-on-one mentoring relationships.

Mentoring Resources and Mentoring Needs by Age Group

Leading mentoring researchers Dubois and Karcher (2014) estimates 8% of youth nationally have a formal mentor. In 2017, the U.S. Department of Education estimated 10% of high-school aged youth have formal mentors in the United States. Many researchers suggest these national averages are inadequate to meet the needs of youth across the nation. In many areas across the nation, at-risk populations far exceed mentoring resources

The Greenville County Mentoring Collaborative included questions regarding geographical area served by mentoring agencies for each age group. Areas served were identified by school servicing areas. Based on survey responses, mentoring agencies covered all areas associated with middle and high schools in Greenville County. Despite a presence in many schools, the population of elementary, middle, and high school-aged children in Greenville County are underserved based on identified needs. Table 14, 15, and 16 display a configuration of current needs assessments and current serviced students of elementary, middle, and high school-aged children in Greenville County. It should be noted that some respondents were unable to provide exact numbers of mentees in each level of education. For purposes of estimates, total number of mentees identified by these respondents was distributed evenly across each age group. This is delineated in the charts as approximate estimates.

Table 14

Mentoring and Elementary-Aged Children in Greenville County

Total Number of Elementary Aged Students	38,368
Approximate Number of Students Being Served By Responding Mentoring Agencies	603
Approximate Percentage of students being mentored	1.6%
At Risk Statistics in GC Elementary Schools	
Approximate Number of Expected Drop-Out in High School Based on Current High-School Drop-Out Statistics	1,074
Number Not Meeting State Educational Standards in Math	15,000
Number Not Meeting State Educational Standards in English/Language Arts	18,992
Number with Chronic Absenteeism	2,694
Number Truant	8,220
Number Suspended	1,362
Number on Free or Reduced Lunch	22,282
Approximate Number in Foster Care	190
Approximate Number in Single-Parent Households	11,203

Table 15

Mentoring and Middle School-Aged Children in Greenville County

Total Number of Middle-School Aged Students	15,916
Approximate Number of Students Being Served By Responding Mentoring Agencies	623
Approximate Percentage of students being mentored	3.9%
At Risk Statistics in GC Middle Schools	
Approximate Number of Expected Drop-Out in High School Based on Current High School Drop-Out Statistics	445
Number Not Meeting State Educational Standards in Math	10,425
Number Not Meeting State Educational Standards in English/Language Arts	7,942
Number with Chronic Absenteeism	2,113
Number Truant	4,491
Number Suspended	2,401
Number on Free or Reduced Lunch	8,027
Approximate Number in Foster Care	190
Approximate Number in Single-Parent Households	4,647

Table 16

Mentoring and High School-Aged Children in Greenville County

Total Number of High School-Aged Students	19,817
Approximate Number of Students Being Served By Responding Mentoring Agencies	430
Approximate Percentage of students being mentored	2.2%
At Risk Statistics in GC High Schools	
Approximate Number of Expected Drop-Out of High School Based on Current Statistics	476
Number Not Meeting State Educational Standards in Math	No data
Number Not Meeting State Educational Standards in English/Language Arts	No data
Number with Chronic Absenteeism	4,092
Number Truant	4,001
Number Suspended	2,477
Number on Free or Reduced Lunch	8,047

Approximate Number in Foster Care	100
Approximate Number in Single-Parent Households	5,786

Greenville County mentoring agencies continue to serve youth after completion of primary and secondary education. Data on this age group is more difficult to collect and cannot be displayed with needs assessment data. Currently, Greenville County mentoring agency respondents serve 74 post-secondary individuals.

Benefits of Peer & Intergenerational Mentoring

Research on the impact of age on mentoring relationships is limited in literature. In 2015, the Department of Education completed a research study regarding the relationship between age of mentor and positive youth outcomes. Of particular interest was benefits or pitfalls of teenage mentors on youth development. The study included school-based mentoring programs in the United States between 2005 and 2007. This study concluded mentees with teenage mentors had stronger school efficacy and similar academic achievement than mentees with mentors from other age groups. Researchers also concluded less problematic behaviors in teenage mentor/mentee matchings than other age pairings, but results were not significant.

Intergenerational mentoring refers to mentoring that consists of senior mentor/youth mentee relationships. In 1965, the Foster Grandparent Program, created the first archetype for senior/youth mentor/mentee relationships. Its purpose was aimed at helping senior individuals increase sense of self-satisfaction and community contribution and bridge increasing communication gaps between youth and older generations. Table 17 identifies benefits of intergenerational mentoring for both mentors and mentees.

Table 17

Benefits of Intergenerational Mentoring

Senior Mentors	Youth Mentees
Improved social connectedness	Increased academic achievement
Improved physical and mental health	Increased social development
Improved functioning	Decreased substance use
Improved self-esteem	Decrease school absences
	Improved attitudes towards aging adults

Table 18 displays ages of mentors based on Greenville County Mentoring Collaborative survey respondents. It should be noted that not all respondents provided demographic information. Total number of mentors, however, was provided by most agencies.

Table 18

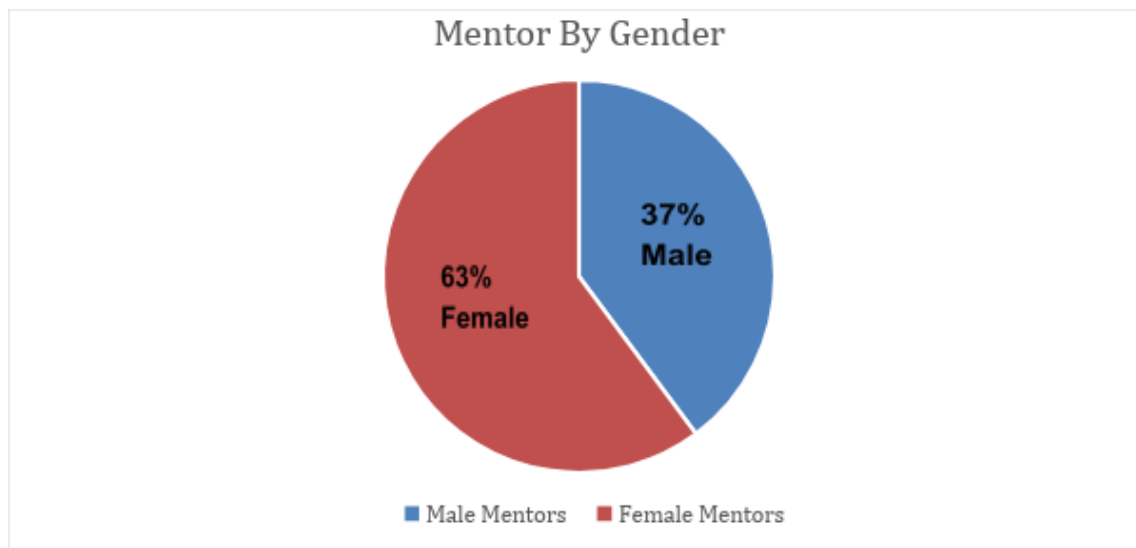
Greenville County Mentors by Age

Mentor Age	Number of Mentors
Under 30 Years Old	393
31-50 Years Old	488
Over 50 Years Old	311
Age Not Identified	343
Total Mentors	1535

Mentors and Gender

Researchers suggest males are more likely to drop out of school, abuse drugs or alcohol, commit suicide, become incarcerated, and less likely to go to college than girls. Some researchers suggest same-sex matching in mentor/mentee relationships is beneficial because such relationships support identity development. Male youth may especially benefit from male mentor relationships. Other researchers suggest cross-gender relationships can be just as beneficial for mentees. Many mentoring agencies do not make cross-gender matches of mentors and mentees. The most important factor in successful mentor/mentee relationships in regards to gender matches is honoring personal requests. Chart 3 displays mentor pool by gender. It should be noted that not all respondents identified gender demographics of mentors.

Chart 3

Mentors by Gender*Race/Ethnicity Demographics of Mentees and Mentors*

Researchers on cultural identity development identify specific stages individuals go through in cultural identity development. In childhood, minority groups may absorb many beliefs and values of dominant white culture and de-emphasize one's own racial group membership. This may include ideas that dominant culture is superior to that of minorities. At different points in their lives, many youth are forced by events to acknowledge impact of racism on his/her life, causing difficulties for connection and trust with dominant culture. A period of racial history and cultural exploration and defensiveness toward dominant culture is common in development of cultural identity, leading to distrust of dominant culture.

Researchers suggest many minority youth find it difficult to obtain cultural identity. Youth may identify with family members, who may not be part of mainstream culture, and peers who may be a part of this culture. Youth may find it difficult to navigate discrepancies, making self-identification difficult. Meaning attributed to racial and ethnic identities have significant cultural and historical context and can be a critical component of successful mentor/mentee relationships.

“Meaning attributed to racial and ethnic identities have significant cultural and historical context and can be a critical component of successful mentor/mentee relationships. Cross-cultural mistrust and stereotypes can deter connection among mentors and mentees from different backgrounds.”

Cross-cultural mistrust and stereotypes can deter connection among mentors and mentees from

different backgrounds. Same-race mentor/mentee matches are well-supported in literature, as cross-cultural relationships can hinder mentors' ability to teach youth.

Many researchers suggest well-meaning mentors may subconsciously enact their own worldviews onto youth. A large majority of mentors are Caucasian, and a mentor/mentee pairing can have the cultural symbolism of a dominant culture pushing dominant culture agendas on minority youth. Many mentors may engage in activities which are mainstream and may not accurately reflect cultural values of youth. Mentor/mentee pairing within the same race may support identification with positive role models from similar backgrounds. Table 19 displays mentors by race/ethnicity in Greenville County.

Table 19

Race/Ethnicity	Number of Identifying Mentors
African-American/Black	103
Hispanic/Latino	25
Caucasian/White	378
Asian	13
Multi-Racial	5
Other	7

Mentor Funding

One consistent theme of discussion among collaborating mentoring agencies is difficulty in securing funding and maintaining sustainability for mentor programs. Funding sources have differing requirements and may be limited in scope and time. One of the benefits of a mentoring collaborative is the ability for mentoring programs to work together to secure funding. Some organizations provide start-up grants and allow for initial structure to be determined and implemented, but sustainability is harder to achieve. Some federal programs focus on specific niches, collaborative endeavors, and research. Some funding sources may be more attainable under a collaborative venture. Table 20 displays current mentoring funding landscape of Greenville County mentor agency survey respondents.

Table 20

Mentor Funding Landscape in Greenville County

Type of Funding	Percent of Mentoring Agencies
Individual Donor	75%
Local Funding	87.5%
Local Business	75%
State Funding	37.5%
State Business	25%
National Funding	37.5%
National Business	25%

Qualitative Analysis of Survey Responses

The Greenville County Mentoring Collaborative 2018-2019 included a series of qualitative questions included to capture mentoring culture of different mentoring agencies across Greenville County. Greenville County is home to several different types of mentoring agencies providing services to youth. Each agency has a different vision for supporting youth and mission for improving youth outcomes. Differential cultures, definitions, practices, and mentor/mentee relationship expectations in mentoring may create inconsistent public awareness of mentoring in Greenville County. Table 21 displays mentoring agency respondents' vision and mission statements as identified in the Greenville County Mentoring Collaborative survey. Mission and vision statements of Greenville County Mentoring Collaborative is also listed.

Table 21

Greenville County Mentoring Vision and Mission Statements

Participating Agency	Vision	Mission
Goodwill GoodGuides (Goodwill Industries of Upstate/Midlands SC)	Goodwill GoodGuides envisions a nation in which youth experience nurturing, positive relationships and support that enables them to develop to their full potential with the capacity to make informed, responsible decisions.	Empower youth to make positive choices that enable them to maximize their current and future potential
Mentor Upstate	To support and promote mentoring in-school and with after school programs so that every child can reach his/her full potential.	To recruit mentors and partner with school and afterschool programs to provide a mentor for every child that needs one.
Big Brothers Big Sisters of the Upstate	All children achieve success	
Latinos United		To serve as role models for young Latinos in the Upstate by promoting community involvement, self-empowerment, and the pursuit of higher education
Fostering Great Ideas	All children in foster care feel valued and cared for during this time of stress and uncertainty	Dedicated to improving the lives of children as they struggle in foster care
Just Say Something	A Thriving Community where families raise healthy drug-free youth who will reach their full potential.	We help youth, parents and communities, honest have open, honest and ongoing conversations about the realities of drugs and alcohol.
United Way of Greenville County	A Cycle of Success for everyone in Greenville County.	Bringing people and resources together to build a Cycle of Success, where all children in Greenville County start school prepared to learn and go on to graduate, well-educated graduates find good jobs and create stable homes, children from stable homes continue the cycle because they start school on track and prepared for success.
GRAVITY (Greenville Police Department)	GPD - The Greenville Police Department will collaborate with our community to prevent crime, promote safety and enhance the quality of life.	GRAVITY - a comprehensive approach to gang reduction and violence intervention amongst our youth through efforts of prevention, intervention and suppression.
Pendleton Place	Our vision is a community where children are safe, families are strong, and victims become whole again.	Our mission is to keep children safe and support families in crisis through prevention, assessment, and intervention.
Urban League	A thriving community where everyone has the opportunity to live, learn, and work.	The mission of the Urban League of the Upstate is to promote education, equip economically, and transform generations.
Momentum Bike Clubs	For youth and their mentors to create a more just world, one pedal-stroke at a time.	To provide group mentoring services around cycling to support the aspirations of under-served middle and high school youth.
Greenville County Mentoring Collaborative	Every youth in Greenville County has the supportive mentor/relationships they need to develop into a thriving productive adult and development of a unified community of support for our youth.	Help Greenville County mentoring organizations and their partners increase capacity and effectiveness

Mentoring Definitions

Each mentoring agency in Greenville County has different characteristics, visions, missions, and definitions of mentoring. The Greenville County Mentoring Collaborative seeks to collaboratively define mentoring for Greenville County in order to support agencies and establish best practices for mentoring in Greenville County. It should be noted that not all participating agencies provided a current mentoring definition. Table 22 displays current definitions of mentoring across responding agencies. Definition determined by Greenville County Mentoring Collaborative is also included in the table.

Table 22

Greenville County Mentoring Definitions across Agencies

Participating Agency	Mentoring Definition
Mentor Upstate	A mentor is an adult from the community who is trained and has a background check that meets with a student at school one day each week during lunch or breakfast (or other times as designated by the school) for the duration of a school year.
Fostering Great Ideas	Mentoring is being a constant presence. Duration is at least as long as a youth is in foster care.
Just Say Something	A relationship between young persons (mentees) and older more experienced persons (mentors) who are acting in a non-professional helping capacity to provide relationship-based support that benefits one or more areas of the mentees development
Fostering Great Ideas	Life Support mentors commit to visiting a youth in foster care twice per month, and this is often a multi-year commitment. Mentors actively listen to hopes, fears, and dreams. They become an important part of the child's journey towards better outcomes.
United Way of Greenville	Mentors support good jobs and stable homes. Children from stable homes continue the cycle because they start school on track and continue the success
Pendleton Place	A goal-oriented, solution-focused, and relationship-centered process that occurs between a young adult, ages 17-26, and an older or more experienced person
Goodwill Industries of the Upstate	Mentoring takes place between young persons (mentees) and older more experienced persons (mentors) who are acting in a non-professional helping capacity
Momentum Bike Clubs	An intentional relationship of support and opportunity between an adult and a youth. One year
Urban League	To build a relationship with the client to assist the client with life skills, social skills, educational skills, and professional guidance in a way that the client is comfortable, encouraged, and feels empowered to want to make better choices. This process should have a minimum of 90 days consistent contact, and then taper off as the client gets better with handling there situation, to give them a sense of independence.

Greenville County Mentoring Collaborative	A relationship between young persons (mentees) and older more experienced persons (mentors) who are acting in a non-professional helping capacity to provide relationship-based support that benefits one or more areas of the mentees development
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Mentor Recruitment Practices

Mentor recruitment practices are not well researched in literature, but key areas for recruitment have emerged from data on mentoring. Recruitment of mentors is not an easy feat and may involve strong organization of efforts.

Mentors and other volunteers become involved for different reasons and recruitment strategies may employ a variety of approaches. Some motivations may focus on social capital, such as peer networks, cultural connections, and available personal time and resources. Other motivations may focus on empathy and pro-social attitudes or what volunteers may get out of the experience.

One key strategy for recruitment includes understanding and tailoring recruitment messages to current motivations of recruitment pool. Message presentation varies from organization to organization and may change with social climate. Different organizational messages may convey mentoring as fun and easy or emphasize value of social impact. Others project a bleak picture for youth and use an appeal for empathy.

Studies conducted in 2002 and 1999 found that a direct in-person appeal was most effective for mentor recruitment. A direct appeal for help, especially from peer groups or social circles may be the most productive means of mentor recruitment. Other popular reasons for initiating involvement included association with an organization affiliated or providing mentors. Public service announcements and word of mouth is another effective strategy for mentor recruitment. Campaigns that identify need for mentors and wait-lists of youth who need mentors may serve as a call-to-action for community members.

Minority recruitment may be better achieved by agencies who staff minorities for recruitment. Some researchers suggest individuals may be more willing to volunteer if they believe they are impacting needs in what they perceive as their own community. Recruitment of men may also prove more difficult than recruitment of women. Women are more likely to volunteer in nurturing and educational roles than men. Recruiting male mentors may require additional efforts.

The Greenville County Mentoring Collaborative asked respondents about mentoring recruitment practices. It is important to note that not all respondents provided recruitment practices. Only 8 respondents were currently providing mentors to Greenville County youth. Responses are displayed in Table 23.

Table 23

Greenville County Mentor Recruiting Practices

Respondent	Recruiting Practices
1	When recruiting mentors, they have to go through an extensive background check, national central registry, 8 hours of training a year, provide references, pass a Diana Screening (sexual risk), and a DMV driving record check.
2	Word of mouth
3	We host informational sessions twice a month and publish this via our website. We use social media, printed fliers, and contacting businesses we have relationships with.
4	Mentors are recruited via print marketing and public relations communications, community presentation and word of mouth marketing. Community and business partners are engaged to identify and assist with recruitment of candidates.
5	We use a referral base format for recruitment as well as walk-ins.
6	Primarily recruiting teachers and cyclists
7	Word of mouth, community events, PSA's

Mentee Recruitment Practices

Mentee outreach and community buy-in is a common problem for mentoring agencies. Stigma, transitory nature of population served, and knowing effective strategies for getting a message out can be strong barriers to mentee recruitment.

Mentee recruitment strategies may be targeted to populations that meet a profile of services provided. Mentee recruitment may involve establishing clear criteria for eligible participants. Matching youth to appropriate activities is important for sustainability of relationships. A network of contacts for mentee recruitment is an effective strategy for enlisting interested youth. The greater the network of support, the better equipped agencies are for recruitment and retaining mentees. Schools and communities can be important pipelines for mentee recruitment.

Providing mentees with activities of interest is a key strategy for mentee recruitment. Some activities utilized by successful mentoring agencies include activities involving sports, activities promoting artistic expression and community involvement (such as creating murals or participating in bowl making for the homeless), community exploration, and awards programs. When mentees enjoy their experience, they are likely to share experiences with others. Personal testimonials from peers involved in mentoring agencies can be important strategies for mentee recruitment.

Advertisement is another key aspect of mentee recruitment. Community exposure allows stakeholders to learn about a mentor program. Utilization of opportunities for exposure during community events may lead to increases in mentee interest. Some strategies for advertising and recruitment include:

- Monthly newsletters for teachers and school personnel with personal success stories and statistics about the program
- Public service announcements (PSAs)
- Open house meetings at school or other community venues
- School supply rallies with information regarding program
- Creating relationships with agencies that provide free transportation for at-risk youth or youth in poverty
- Working with angeltree.org to identify youth that may be impacted by incarcerated adults
- Placing program flyers in community centers, laundromats, and targeted neighborhoods
- Strengthening relationships with churches and faith-based organizations of low-income/high crime neighborhoods
- Working with police, juvenile detention facility, and other civic groups to distribute contact information to youth who may benefit from the program

The Greenville County Mentoring Collaborative asked respondents to identify current mentee recruitment strategies. It should be noted that not all respondents provided information regarding recruiting practices. Table 24 displays respondents' current recruiting practices in Greenville County.

Table 24

Greenville County Mentee Recruiting Practices

Respondent	Recruiting Practices
1	Child welfare system
2	Most of our referrals come from DSS and other social service/adoption agencies. Other referrals are obtained in Google Form from our website: www.fgi4kids.org/referrals
3	Juveniles involved with GRAVITY are frequently court ordered to participate in a mentoring program. Parents and/or guardians may request a mentor for their child as well, elementary through high school.
4	Clients are referred to us via DSS, the school system, United Ministries, Greenville Health System, Smith House (a residential program), etc.
5	An initial interview and assessment occurs with the youth and their support systems, which may include family, school personnel, social service providers, mental health counselors and/or juvenile justice personnel. A team will assess the youth to identify risk factors and determine what services and supports will be necessary for the youth to fully benefit from the program. Staff is trained on how to address the issues youth face (i.e., depression, bullying, educational barriers, etc.).
6	Receives referrals from partner organizations and make initial contact once it has been determined that the referral needs mentoring
7	Recruiting within schools by teachers
8	Word of mouth, community events, schools, faith-based communities, other nonprofits.

Organizational Needs

The Greenville County Mentoring Collaborative survey asked mentoring agencies to identify their current three most important organizational needs. Qualitative data was collected and compiled to reflect respondents' perception of needs. Agencies were asked to identify and rank need in order of importance for agency. Table 25 represents responses for the most important identified need of mentoring agencies, Secondary need, and third need of responding mentoring agencies.

Table 25

Mentoring Agencies Reported Top 3 Needs

#1 Top Need	#2 Need	#3 Need
Funding (70%)	Mentor Recruitment / Retention (60%)	Funding (20%)
Collaboration with best practice mentoring agencies (10%)	Marketing/Building Awareness (20%)	Mentor Recruitment / Retention (30%)
Community Awareness (10%)	Collaboration with best practice mentoring agencies (10%)	Collaboration with best practice mentoring agencies (10%)
Mentor Recruitment / Retention (10%)	Funding (10%)	Marketing/Building Awareness (30%)
		Transportation Resource (10%)

Responding organizations were asked to identify additional needs that are important to successful mentoring. Sustainability was identified as the most important need as securing funding is an ongoing difficulty for many mentoring agencies. Lack of resources limits mentor agencies' ability to meet needs within the community. Programming is often impacted by time-specific grants, funding interests, and/or political context. Another important need identified by mentoring agencies included the need for improved risk management and staff development opportunities.

Organizational Needs of Mentoring Agencies in Greenville County

The purpose of the Greenville County Mentoring Collaborative organizational assessment was to identify areas for improvement and assistance from a mentoring collaborative organization. The Greenville County Mentoring Collaborative survey respondents identified most important needs for support as:

- 1) Funding and sustainability
- 2) Mentor Recruitment and Retention
- 3) Collaboration with other mentoring agencies that adhere to best practices.

Based on Greenville County Mentoring Collaborative survey results and a comprehensive review of the literature on best practices of mentoring agencies, the following areas were identified for Greenville County Mentoring Collaborative organizational support.

- 1) Greenville County mentoring agencies have limited availability of group mentoring. Increases in group mentoring availability may assist mentoring agencies in expanding reach and capitalizing on mentor time commitments.
- 2) Sustainability for mentoring agencies is a county-wide problems. Lack of funding may prevent agencies from providing quality services to best serve youth.
- 3) Based on community needs assessment data, elementary, middle, and high school youth are underserved by mentoring agencies. Increasing number of youth served in coverage areas may benefit the community as a whole.
- 4) Teen mentors have been identified as a successful mentor/mentee relationship. Youth may be more likely to identify with individuals of a similar age. Greenville County mentoring agencies may benefit from development of strategies for recruitment of teen mentors.
- 5) Senior mentors have been identified as a successful mentor/mentee relationship. This mentoring profile assists both mentors and mentees in positive outcomes. Greenville County mentoring agencies may benefit from development of strategies for recruitment of senior mentors.
- 6) The number of mentors in Greenville County are ill-equipped to meet youth needs for mentoring. Greenville County mentoring agencies may benefit from development and organization of recruitment practices for mentors in Greenville County.
- 7) The number of mentees in Greenville County does not adequately reflect needs of youth in Greenville County. Greenville County mentoring agencies may benefit from development and organization of recruitment practices for mentees in Greenville County.
- 8) The demographics of mentors and mentees are inadequately matched. Greenville county mentoring agencies may benefit from development and organization of recruitment practices tailored to specific groups including but not limited to African

- Americans, Hispanics, Asians, and males. Another important consideration may be members of LGBTQI community.
- 9) Definitions of mentoring vary from agency to agency. A consistent definition of mentoring across the county may help with development of best practices in mentoring for Greenville County.
 - 10) Improved structure for risk management may improve quality of mentoring relationships and reduce negative experiences of mentors and mentees.
 - 11) Increased staff development opportunities for mentors and mentor agency employees may help facilitate better quality relationships and improve mentor/mentee retention.

The Greenville County Mentoring Collaborative recognizes areas for continued agency exploration in order to identify areas for continued improvement, discussion, and best practices. Some of these areas identified are listed in Table 26.

Table 26

Areas for Continued Exploration by Greenville County Mentoring Collaborative

Areas for Later Focus	Characteristics to be explored
Mentor Relationships	Time commitment Frequency of meetings Mentor attrition Mentee attrition
Types of meeting venues	After-school programs K-12 schools General community Technology meetings
Use of other mentor models	Blended models (group/one-on-one models) Team models (several mentors/one mentee) Electronic mentors (mentors meet youth online) Cross age peer groups (group/one-on-one mentors with older and younger youth)
Mentor Screening Practices	Personal Interview, Written Application, Training orientation, Reference checks, Child abuse/sex offender check, Criminal history/finger printing, SC Bureau of Investigation Report, Driver Record Check Law Enforcement, Felon search, Private Screening Company
Research and Development of Mentoring Best Practices	Contributing to the body of literature on mentoring Development of best practices for all Mentor Collaborative Partners
Pre/Post Match Training Requirements	Frequency of trainings Number of trainings Types of trainings
Program Evaluation	Qualitative Evaluation Experimental or Quasi-experimental Evaluation Implementation Evaluation Outcome Evaluation Return on investment study Stakeholder Evaluation

In Summary

Can we afford to let a large portion of Greenville County's children go without mentors?

Based on current available data, Greenville County serves 74,101 elementary, middle, and high school-aged youth. 38,356 youth come from poverty and receive free or reduced lunch. We estimate 2,000 youth will drop out of school at a cost of \$300,000 per drop out. 16,712 children are truant from school and 8,899 have chronic absenteeism. 6,240 have been suspended in the last year. Almost 50% of elementary and middle-school aged children are currently performing under state standards in English and Language arts. 39.1% of elementary-aged children and 62.2% of middle school-aged children are currently performing under state standards for math. We estimate 6,000 students are currently in need of substance use treatment and many more have experimented with substances to include alcohol, prescription drugs, and illegal drugs. 280 youth were detained in a juvenile detention facility and many more engage in illegal activity that has gone unrecognized. Most recent data indicates 947 cases of founded child abuse or maltreatment, with an estimated community cost of \$200 million. Researchers, however, suggest only 1/3 of these cases are ever reported, and cost of child abuse may be significantly more. 480 youth are being served in the foster care system at an estimated tax-payer cost of 6.72 million annually. 278 cases of teen pregnancy have been reported with an estimated annual cost of \$13 million. Greenville County has a substantial gang presence, and national estimates suggest approximately 6,000 youth will become affiliated with a gang in Greenville County.

Leading mentoring researchers Dubois and Karcher (2014) estimated 8% of youth nationally have a formal mentor. Of the total 74,101 enrolled Greenville County students, 1,656 are being mentored by our surveyed mentoring organizations for an average of 2.2% of youth being mentored. This percent is

Of the 74,101 enrolled Greenville County Students, 1,656 are being mentored by our surveyed mentoring organizations for an average of 2.2%. This percent is considerably lower than the national average of 8% of students having mentors reported in research.

considerably lower than the national average of 8% of students having mentors reported in research. In 2017, the U.S. Department of Education estimated 10% of high-school aged youth have formal mentors in the United States. Of the 19,817 enrolled in Greenville County high school students, 430 are being mentored by our surveyed mentor organizations for an average of 2.2% of high school youth being mentored. A considerable gap exists between national mentoring averages and that which is provided to Greenville County youth.

Providing mentoring support for just one more youth and helping them on their path to high school graduation not only saves the county significant money (an estimated \$300,000 per

thwarted drop-out), but helps to break the chain of poverty for the youth and future offspring. In addition to financial benefits of mentoring, we have a moral obligation to support those youth who need support. Preventing one youth from engagement in gang activity, incarceration, child abuse, substance use, teen pregnancy, or foster care placement may enrich our community and

create a ripple effect of upward mobility not seen currently in our community. Greenville County youth currently face a plethora of adverse experiences and negative options for growth. The only way to combat these negative experiences is to provide corrective positive experiences, allowing our youth and community to change course and grow with positive experiences. Youth need another option. Youth need caring, trusted adults to guide them. Greenville County youth need our help.

“The only way to combat these negative experiences is to provide corrective positive experiences, allowing our youth and community to change course and grow with positive experiences. Youth need another option. Youth need caring, trusted adults to guide them. Greenville County youth need our help.”

Call to Action

If you agree with our assessment for the need for more Youth Mentoring in Greenville County, here is what you can do.

- 1) Join Greenville County Mentoring Collaborative
- 2) Invest your time and/or resources in helping us establish the Mentoring Collaborative
- 3) Become a mentor



Overview of Structured Mentoring and its Benefits

What is Mentoring?

A mentoring relationship is a relationship between two or more individuals where one or more individuals provide guidance to the other. Greenville County Mentoring Collaborative defined mentoring as a relationship between young persons (mentees) and older more experienced persons (mentors) who are acting in a non-professional helping capacity to provide relationship-based support that benefits one or more areas of the mentees development.

Youth-serving organizations, such as mentoring programs, faith-based organizations, schools, and afterschool programs, may provide

formal mentoring relationships to communities. These structured mentoring programs often rely on volunteers to provide relationships to youths identified as “high risk” for negative outcomes. Researchers have demonstrated strong mentoring relationships lead to positive outcomes for high risk youth.

Mentors have always existed, as either formal or informal relationships. Mentors have historically been identified as teachers, coaches, relatives, or friends. Mentors provide youth opportunities to explore the world in different ways and open them up to opportunities to realize dreams and create achievable goals. Mentors have specific types of characteristics, serving as role models and providing quality time and guidance to their mentee. Mentors are encouraging to youth and show interest and participate in hobbies and activities of youth. Additionally, mentors act as a sounding board for youth challenges and problems. These characteristics are ingredients for developing strong relational bonds between mentor and mentee and lead to positive developmental growth of youth. Researchers of youth mentoring suggest mentoring relationships promote positive outcomes and negate negative outcomes when they are close, consistent, and enduring.

“Mentoring is a relationship between young persons (mentees) and older more experienced persons (mentors) who are acting in a non-professional helping capacity to provide relationship-based support that benefits one or more areas of the mentees development”

-- Greenville County Mentoring Collaborative

History and Funding of Structured Mentoring

Structured mentoring programs grew out of the Progressive Movement of the early 1900s when charitable groups sought to assist vulnerable youth utilizing adult volunteers to assist with practical assistance, such as job placement and/or recreational activities. In these early years, identified vulnerable youth consisted of children involved with the juvenile court system or impoverished children. In the 1980s, corporations including Fannie Mae, Commonwealth Fund,

United Way of America, Procter and Gamble, National Urban League, and entrepreneurs began humanistic endeavors to assist youth in the Contemporary Youth Mentoring Movement. Additional support for mentoring programs came from the federal government as a strategy for enriching lives of youth, addressing youth isolation from adult contact, and provision of one-on-one support for vulnerable youth populations, particularly impoverished populations.

In the early 1990s, a youth mentoring initiative was undertaken by the federal government through the Point of Light Foundation. In 1992, the Department of Justice became the first federal agency to fund a structured mentor program. In 1997, mentoring programs received presidential support at the President's Summit, convened by living presidents pledging support for policies that support youth and calling for adults to volunteer as mentors for over 2 million vulnerable youth across the nation. In 2003, the Bush Administration requested funding for mentoring under the block grant, but interpretations of the grant blocked funding. Congress resumed its funding in 2005. Since this time, Congress has provided between \$9.9 million to \$102.8 million annually for mentoring.

On September 28, 2012, President Obama signed the Continuing Appropriations Resolution, providing appropriations of approximately \$58 million for mentoring programs. Funding at this time provided funding allocations for national mentoring programs, multi-state mentoring initiatives, local mentoring coordinator programs, mentoring enhancement demonstration projects, and research on best practices for mentoring.

Despite genuine efforts by corporations and government to support mentor and mentoring relationships, only approximately 8% of youth are reported to have a relationship with a formal mentor. Although many youths reap positive benefits from mentoring relationships, access to youth mentoring programs are not equally distributed across subgroups of youths. Many youth do not engage in these relationships as a result of barriers to services or lack of consistent availability. Older youth from families with fewer resources are one group that is especially likely to be lacking in access to mentoring opportunities.

Benefits of Structured Mentoring

Improved School Performance and Behavior

One of the key benefits associated with mentoring relationships is better youth connectedness with school, family, and community. Researchers have identified statistically significant impacts in areas of school attitudes, performance, and behaviors. One area to note was improvements in school behaviors that include truancy and absenteeism. Youth who do not attend school regularly have lower academic performance, limited future employment opportunities, and experience social and emotional problems in adulthood when compared with youth who do attend school regularly. Additionally, researchers have demonstrated chronic school absenteeism has a significant relationship with certain dangerous behaviors including but not limited to substance abuse, violence, physical injury and suicide, sexually explicit behavior at an early age, pregnancy, and drop-out.

Support for Single-Parent Households

Children raised in single-parent households show greater numbers of external behavioral problems than children reared in two-parent households. Children from single-parent households display less emotional control and are more likely than children from two-parent households to engage in behaviors such as destroying property, being aggressive, cheating, lying, bragging, and acting out. Additionally, children raised in single-parent households may have more internalized problems and are more prone to anxiety, depression, and withdrawal. These children also rely more heavily on peers for guidance than children from two-parent households.

Separation and divorce can create a significant stressor on children. Children who have experienced parental separation or divorce display more negative behaviors than children without these experiences. Researchers suggest that not having two parents in the home fails to provide both paternal and maternal influences. Additionally, single-parent households have a greater degree of financial, educational, and nurturing stress which contributes to negative behaviors.

Researchers examining the effects of mentoring on youth suggest that children who are mentored display less “problem behaviors” to include aggressive behavior in schools. Youth who benefit most from mentor programs are those students who lack availability to resources. Children with mentors are provided with adult guidance that may be lacking. By modeling caring and supportive relationships, mentors may help youth challenge negative views of themselves and demonstrate positive relationships with an adult. In this way, youth have the ability to engage in a corrective experience if caregivers or adults have let them down in some way. Mentored youth may also see improvements in relationships with caregivers and peers that lead to positive pursuits and relationships.

Support for Abused and Maltreated Youth

Children who experience abuse may suffer from serious injuries, such as head traumas and may suffer from chronic illnesses in adulthood, such as heart disease, cancer, chronic lung disease, liver disease, obesity, high blood pressure, high cholesterol, and high levels of C-reactive protein. Eighty percent of youth exposed to child abuse and neglect met criteria for at least one mental health disorder by age 21, including depression, anxiety, eating disorders and suicide attempts. Stress from chronic abuse can lead to Posttraumatic Stress Disorder (PTSD), Conduct Disorder, learning and attention problems, and memory difficulties. Youth exposed to child abuse or neglect receive more medication for depression, anxiety, and other issues than other youth in psychiatric care. They are also at greater risk for smoking, alcoholism, substance use disorders, and engaging in high risk behaviors. Abused and neglected youth are 25% more likely to engage in delinquent behaviors, have low academic achievement, become teen parents, and/or drop-out of high school. 84% of all prison inmates have been abused as a child. Abused

and neglected children have a 38% increase in arrest rates for violent crimes, are 59% more likely to be arrested as a juvenile, and are 30% more likely to commit a violent crime.

Child abuse is largely underreported. Researchers suggest that for every one case of child abuse and maltreatment reported, at least two cases go unreported. National statistics on child abuse and maltreatment are as follows:

- Every 10 seconds a child is abused or raped.
- 61,000 reports to Child Protective services per week (6 per minute)
- Of 1.5 million runaways 85% are fleeing some form of abuse
- Only 10% of abusers do not know their abuser well

“For every one case of child abuse and maltreatment reported, at least two cases go unreported.”

Mentors assist in combating problems of child abuse by improving relationships with caregivers. Mentors may provide assistance to both children and parents in crisis by providing a stable support system of adults and reducing isolation. Greater degrees of social-emotional development found in mentored youth help support a communicative bond between parent and child. Mentors also assist in providing families with protective factors and access to resources that help families to effectively resolve conflict and deal with problems. In addition, mentors may act as avenues for identifying child abuse and maltreatment in order to ensure early and appropriate intervention.

Support for Children in Foster Care

Researchers suggest youth mentors for children in foster care improve relationships with families, mental health outcomes, academic functioning, peer relationships, placement outcomes, and life satisfaction. Foster children with mentors are less likely than those without to participate in delinquent activities, be arrested, and experience homelessness. Foster children with mentors are also more likely to graduate high school or obtain a GED and have better attachments with peers than foster children without mentors.

Lowering the Teen Pregnancy Rate

Over 60% of high school students in the U.S. report having sex by the time they graduate high school. Teenage pregnancy is an important public health issues and may have detrimental consequences to both mother and child. Children born to teenage parents are more likely than children born to women over the age of 20 to have lower birth weights, increased infant mortality, an increased rate of child hospitalization, less supportive home environments, and poorer cognitive functioning. Teenage mothers are more likely than mothers over the age of 20 to

become socially isolated, have mental health problems, and fewer educational and career opportunities.

Choices regarding choices to have sex or abstain or use contraception or condoms may be influenced by many factors. Risk factors are factors that encourage one or more behaviors that may lead to teen pregnancy or contraction of sexually transmitted diseases (STDs). Protective factors are factors that discourage one or more behaviors that may lead to teen pregnancy or contraction of STDs, and promote behaviors that might prevent them, such as using contraception or condoms.

Risk Factors

- Poverty
- Limited maternal educational achievement
- Being born to a parent under the age of 20
- Single-parent households
- Living in a home with frequent family conflict
- Early sexual activity
- Early use of alcohol or drugs
- Poor self-esteem
- Lack of goals for the future
- Poor school performance
- Being the victim of sexual abuse

Protective Factors

- Open communication regarding contraception use
- Parental support and healthy family dynamics
- Positive attitudes toward condom use
- Peer use of condoms
- Accurate knowledge of sexual health, HIV infection, STDs, and pregnancy

Currently, there is a gap in the literature regarding effectiveness of mentoring on teen pregnancy prevention. There is, however, some evidence to suggest mentoring can be an effective sexual health intervention. Mentoring has been shown to have a positive impact on many risk factors associated with teen pregnancy including poor self-esteem, mistrust of others, lack of assertiveness, lack of life goals, and lack of perceived choices. Some key areas that mentoring may assist in thwarting teen pregnancy include modeling, carrying positive messages about sexual health, and opportunities to develop secure attachments with a trusted adult.

Researchers on effectiveness of mentoring of teen parents suggest mentoring relationships support greater educational and career achievement than non-mentored teen parents. Teen parents who were mentored also showed increases in infant knowledge, fewer child hospitalizations, reduction in child abuse potential, increased commitments to breastfeeding, reduced feelings of distress and loneliness, and fewer repeat pregnancies. Although mentoring

does not have adequate support in the literature to show reduction in initial pregnancies, mentoring is supported in its roles in preventing secondary pregnancies and increased educational attainment.

Reduces Gang Involvement

In 2006, a National Longitudinal Survey of Youth determined 8% of youth belonged to a gang at some point between the ages of 12 and 17. Youth report the following reasons for entering into a gang: 1) for protection, 2) for fun, 3) for respect, 4) for money, and 5) because a friend was in a gang. Individual risk factors of gang involvement include antisocial behavior, alcohol and drug use, mental health problems, victimization, and negative life events. Family risk factors include weak family structures, such as single-parent households or households with a substance-using adult, poverty, inability for parents to encourage growth and development due to lack of education, attitudes that condone violence, child abuse or neglect, and family involvement in gangs. School factors include greater levels of school victimization, self-reported violence, poor student-teacher relationships, and punishment systems not well received by students and parents. One of the strongest predictors of gang involvement is associations with peers who engage in delinquent behavior. Associations with aggressive peers and rejection of peers are two important predictors of gang involvement. Community risk factors of gang involvement include a greater level of criminal activity, a large number of criminally-involved individuals within a neighborhood, minimal level of community attachment, and lack of feelings of belonging and value within the community.

Stricter drug laws such as the “three strikes law” have led gangs to target youth, as juveniles receive lighter sentences than adults. The allure of money and drugs may easily attract youth. Interesting to note, most gang members are high school drop-outs, and gang membership is attractive to youth that live in poverty or are affected by unemployment and low paying jobs. The National Youth Gang Center recommends seeking outside help if a youth is not talking with parents. Protective factors against gang-related activities include supervision of children’s activities, getting children involved in positive supervised activities, parental involvement in education, self-esteem building, and engagement with positive role models.

Three important strategies for thwarting youth gang involvement include interventions at the individual level, such as mentoring programs, with at-risk youth, family interventions, and school and community intervention. Mentoring has been found to prevent youth gang involvement by engaging positive youth development. Additionally, mentoring has been used as a key strategy for gang intervention. The Center for the Advancement of Mentoring highlights key problem areas for gang-affiliated youth to include academic underachievement, limited adult support or engagement, experience with violence or abuse, and restricted availability to mental health services.

Reduces Substance Abuse

Juvenile rates of alcohol and drug use in the United States is a substantial problem. In 2014, an estimated 1.3 million youth between the ages of 13 and 17 suffered from a substance abuse disorder (approximately 5% of this population).

Alcohol statistics:

- 68% of 12th graders have tried alcohol
- 37.4% of 12th graders drank in the last month
- 23.5% of 10th graders drank in the last month

Among high schoolers, within the month they were surveyed:

- 35% drank some alcohol
- 21% binge drank
- 22% rode in someone's car who'd been drinking
- 10% drove after drinking

Marijuana Statistics

- 35.1% of 12th graders have smoked marijuana in the past year
- 21.3% of 12th graders have smoked marijuana in the last 30 days
- 16.6% of 10th graders have smoked marijuana in the last 30 days
- 6% of 12th graders say they use marijuana every day
- 81% of 12th graders say it would be easy to get marijuana
- Only 32% of 12th graders feel that regular marijuana use is harmful

Other popular substances used include:

- Amphetamines
- Adderall
- Opioid painkillers
- Synthetic marijuana
- Tranquilizers
- Cough medicine
- Vicodin
- Hallucinogens
- OxyContin
- Sedatives
- Ecstasy (MDMA)
- LSD

- Cocaine
- Ritalin
- Inhalants
- Salvia

Nearly one quarter of all high school students use substances before graduation. Risk factors for substance abuse include early aggressive behavior, lack of parental supervision, peer substance abuse, drug availability, and poverty. Researchers indicate youth are more susceptible to substance abuse problems when exposed to several risk factors. Protective factors for substance abuse include self-control, parental monitoring, academic competency, anti-drug use policies, and community attachment. One important component of reducing the risk of substance abuse and addiction is to increase protective factors and reduce risk factors.

Few studies have evaluated the effects of mentoring on alcohol and drug use, leaving a significant gap in the literature. A 2013 systematic review of mentoring programs data and its effectiveness on drug and alcohol use yielded evidence of less alcohol and drug use by mentored youth. One of the most significant factors impacting effectiveness of mentoring relationships in reducing alcohol and drug use was that the relationship lasted for one year or longer. Youth in mentoring relationships for one year or longer report lower alcohol and drug use, higher levels of self-worth, higher levels of perceived social acceptance and academic competence, better relationships with parents or guardians, and placed more value on school. Mentor programs may impact usage through interventions which influence quality of peer relationships. Mentees may develop better relational skills as a result of the mentor relationship leading to more pro-social peer relationships. Furthermore, the mentor relationship may deliver emotional support translating to greater self-worth (associated with lower use of substances) and messages regarding dangers of drug and alcohol use.

Improves Mental Health

Mentor relationships are employed by a number of different programs used to assist youth with mental health challenges. Mentors may act in a helping capacity to help youth avoid negative behaviors, identify and combat depression and anxiety, and support adaptive coping strategies. In some instances, mentors may support youth in treatment initiation and de-stigmatization. Mentors assist with monitoring youth in order to keep them safe and ensure treatment progress. Mentors address suicidality by offering an opportunity to feel valued by a caring adult.

In 2016, the National Mentoring Resource Center conducted a review of research on the effectiveness of mentoring on youth with mental health challenges. The review concluded positive impacts of mentoring, especially for youth in relationships with a high degree of structure, relationships directed toward facilitating better mental health functioning for youth, and with children and adolescents diagnosed with Attention Deficit Hyperactivity Disorder. Youth with mental health challenges engaging in mentoring programs have a greater degree of

engagement in mental health services and in academic performance. Youth with significant symptoms benefit more from mentoring programs, and formal mentoring programs have a much greater impact than informal mentorships. Additionally, in cases of mental health challenges, mentoring relationships decreased the degree of stress on caregivers and enhanced youth's trust and affect regulation processes.

Reduces Juvenile Delinquency

An analysis of research conducted in 2005 found that mentoring may assist in reduction of recidivism rates of juvenile offenders under certain conditions. Findings from ten studies identified a wide range of factors that may influence recidivism and promote a successful transition for juvenile offenders. These factors include perception of internal control, positive peer influence, and high quality of the program. One study found that development of mentor relationships prior to release was a critical component of a successful and high quality program meeting this need. A second meta-analysis on mentoring and juvenile offending identified a reduction in recidivism of 4-11%. Effectiveness of mentoring programs on juvenile offenders was most robust when it was a component of a comprehensive approach to helping offenders make successful transitions.

Supports Career Development and Employability

Mentoring relationships are an effective strategy for supporting youth career development. A meta-analysis of 73 mentoring programs identified that mentoring can improve youth's behavioral, social, emotional, and academic outcomes. Mentoring relationships may set the stage for ongoing development of both internal and external assets needed for achieving potential. Mentoring relationships increase career engagement and workforce development in the following ways: 1) skill building, 2) continued academic engagement and achievement, and 3) development of soft skills, such as interpersonal skills, professionalism, and time management.

Many mentor programs focus on academic achievement and career exploration and development. Mentors may assist youth in addressing personal and professional challenges and enhance skills for career-readiness. Mentors may allow for shadowing or act as role models for identity development. In addition, mentors may assist with tasks such as resume and cover letter writing and perform mock interviews.

Recent projections of future career opportunities predict 35% of careers will require at least a bachelor's degree and 30% requiring some college. As aforementioned, mentors play a vital role in increasing school attendance and engagement. Some notable barriers to youth employment include deficiencies in literacy and numeracy skills, current or potential disconnection from academics, substance abuse, and difficult home life. Researchers estimate 17% of youth are disconnected from school and career options. Skill-based mentor programs and apprenticeships are especially helpful in addressing life and vocational skills which are critical to success in today's economy.

Best Practices of Structured Mentoring

Research on successful mentoring programs, including those that receive federal funding, suggests that success is often found within a strong infrastructure that facilitates caring relationships. Creation of a strong infrastructure includes important activities to include training mentors, supporting and supervising mentoring relationships, collecting data on youth outcomes, and creating strategies for sustainability. Screening processes allow for programs to identify mentors most likely to make and keep time commitments and value the importance of trust within the relationships built. Studies also suggest orientation and training are key components to ensure mentors and mentees share a common understanding of the role and develop realistic expectations of what can be accomplished with the relationship.

Support and supervision of mentor/mentee matches assist with challenges that may hinder the relationship from sustainability over a desired period. Research suggests relationships that end abruptly or before the designated length of time can create new problems with youth. This may be due to feelings of abandonment, self-blame, rejection, or unfulfilled expectations of a deepening relationship. Longer mentoring relationships, especially those lasting over 12 months, have been associated with increased health and social benefits for youth. Youths mentored for less than three months were often worse off than non-mentored controls. Mentoring relationships that fail or end prematurely are one variable linked with a mentor program's failed objectives and unintended negative effects. Successful mentoring programs work to devise a structure conducive to maintaining long-lasting relationships through support, training, and mutually-enjoyable activities.

Successful mentoring programs utilize strategies to retain support of current funders and consistently solicit financial backing from new sources. Evaluation of mentoring services and participating youth are important facets of a successful program. Findings can be utilized and disseminated to potential funders and participants.

In 2011, a mentoring program meta-analysis was conducted of 73 mentoring programs using evaluations published between 1999 and 2010. Each program had developed objectives to promote positive youth outcomes by facilitating relationships between youth under 18 years old and adult mentors. Programs varied in format but all contained a comparison group of youth who did not participate in a mentoring relationship. This meta-analysis found positive outcomes across categories including but not limited to academics, attitudes and motivation, social skills and interpersonal relationships, and psychological and emotional status. The analysis pointed to several factors that influenced the effectiveness of programs: 1) pre-existing difficulties, such as delinquent behavior or significant environmental risk; 2) programs serve greater portion of males; 3) mentors' educational or occupational backgrounds were well-matched to program goals; and 4) mentors and youth were paired based on mutual interests, such as career interests; mentors serve as advocates and teachers to provide guidance ensuring overall well-being.

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Appendix A

Mentoring Collaborative Partners

Partner Type	Collaborative Partner	Contact	Email
Mentoring Organization Partners	Big Brother/Big Sister	LaMont Sullivan	sullivanl@bbbsupstate.com
	Fostering Great Ideas Mentoring	David White	david.white@fgi4kids.org
		Hope Woford	hope.woford@fgi4kids.org
	Goodwill Goodguides	Alecia Brewster	abrewster@goodwillsc.org
		Asha Mayfield	amayfield@goodwillsc.org
	Mentor Upstate	Jennifer Medlock	jennifer@mentorupstate.org
	Momentum Bike Clubs	David Taylor	dtaylor@clemson.edu
	Pendleton Place	Ethan Johnstone	ejohnstone@pendletonplace.org
	Urban League of The Upstate	Travis Reeder	treeder@urbanleagueupstate.org
Angie Anderson-Moton		aanderson@urbanleagueupstate..org	
Latinos United	Elvia Pacheco-Flores	elviapacheco@ymail.com	
Collaborative Partners Needing Mentors	Cura Foundation	Ed Winkler	ed.winkler@curafoundationsc.org
	Department of Juvenile Justice	Crystal Noble	Crnobl@scdjj.net
	GRAVITY (Greenville Police Dept.)	Yvonne Davis	ydavis@greenvillesc.gov
	Greenville County Juvenile Detention Facility	Mark Caligaris	mcaligaris@greenvillecounty.org
	Greenville County Schools	Whitney Hanna	whanna@greenville.k12.sc.us
		TJ Rumler	tjrumler@greenville.k12.sc.us
		Rob Rhodes	rrhodes@greenville.k12.sc.us
	Phoenix Center	Spencer Beeson	sbeeson@phoenixcenter.org
Upstate Fatherhood Coalition	Kelly Walker	kellywalker252003@yahoo.com	
Collaborative Resource Partners	Better U Connect	Samson Baldwin	better.u17@gmail.com
	Boys Scouts - Blue Ridge Council	Mike Butler	mike.butler@scounting.org
	Caine Halter YMCA	Lee Keels	lkeels@ymcagreenville.org
		Reagan Thompson	rthompson@ymcagreenville.org

Circle of Friends Network	George Singleton	george@ucfgreenville.org
Communities in Schools	Kim Mahaffey	kmahaffey@cisgreenville.org
	Megan Remaley	mremaley@cisgreenville.org
Frazee Center	Kenny Gilliland	ksgilliland@gmail.com
Girl Scouts of South Carolina	Kim Hutzell	khutzell@gssc-mm.org
	Anne Smith	asmith@gssc-mm.org
	Gabi Santos	gsantos@gssc-mm.org
GOAT (Great Outdoor Adventure Trips)	Mary Neel McClintock	Maryneel@goattrips.org
Greenville Library Systems	Lisa Sauerbrey	lsauerbrey@greenvillelibrary.org
Greenville Literacy Association	Jocelyn Slaughter	slaughter@greenvilleliteracy.org
Just Say Something (formerly Greenville Family Partnership)	Stacey Ashmore	stacey@gfpdrugfree.org
	Carol Reeves	carol@gfpdrugfree.org
Mill Village Farms	Stella Huey	stella@millcommunity.org
Neighborhood Focus	Keith Groce	kgroce@neighborhoodfocus.org
New Spring Church	Pastor Lee McDermott	leemcd@newspring.cc
	Matt Martin	matt.martin@newspring.cc
	Dalton Coker	dalton.coker@newspring.cc
Outstanding Youth Awards	Brittney Brackett	outstandingyouthawards@gmail.com
Pathway to Prosperity	Fran Minyard	fran@pathway2prosperity.org
Salvation Army Boys and Girls Club (Kroc Center)	Mike Burdine	mike.burdine@uss.salvationarmy.org
St. Mathews Baptist Church	Youth Pastor Brandon Burton	officerburton@gmail.com
Sustaining Way	Katie Michalovic	katie.michalovic@sustainingway.com
The Equipping Center	Jasmine Reese	jastreese@gmail.com
United Way of Greenville	Suzanne Gardner	sgardner@unitedwaygc.org
	Jokeitha Seabrook	jseabrook@unitedwaygc.org

	Upstate Circle of Friends	George Singleton	george@ucfgreenville.org
	White Plains Baptist Church	Pastor Ernest Burgess	evburgessjr@yahoo.com

Appendix B

Letter of Support for Greenville County Mentoring Collaborative

Dear Greenville Mentoring Collaborative Partners:

The vision of the Greenville Mentoring Collaborative is that every youth in Greenville County has the supportive mentor/relationships they need to develop into thriving and productive adults.

Our mission is to help Greenville County mentoring organizations and their partners increase capacity and effectiveness by:

1. Seeking and providing funding
2. Developing collaborative resources, training, and marketing and
3. Researching, developing, and training in best practices

We are asking each of our partners to sign this letter of support. By signing this letter you are agreeing and committed to:

- Allowing the Greenville County Collaborative to list your organization's name as a collaborator and supporter with our Collaborative.
- Working with the Greenville Mentoring Collaborative to develop a strategic plan for Greenville County addressing the need for youth mentoring.
- Participate in focus groups and surveys that will be used to identify community needs and gaps in services, education and awareness.
- Having a representative attend monthly scheduled Greenville Mentoring Collaborative meetings.

If your organization is in agreement to the above, please complete, sign and email this paper to Jennifer Medlock at jennifer@mentorupstate.org.

Name of Organization	Date
Organizational Contact Name (Printed)	Organizational Contact Signature

If you have questions or need additional information, please feel free to contact us.

Thank you for supporting the Greenville County Mentoring Collaborative and its efforts to impact and improve youth outcomes.

The Greenville County Mentoring Collaborative facilitators
Alecia Brewster, Chauncey Beaty, Jennifer Medlock, Mark Caligaris, and Emily Williams
Email: jennifer@mentorupstate.org Phone: 864-915-3087

Appendix C

Drop-Out Rate by Greenville County School 2016-2017

School District	High School	Drop-outs	Enrollment	Drop-out Rate
GREENVILLE COUNTY SCHOOL DISTRICT	Berea High	62	1039	6
GREENVILLE COUNTY SCHOOL DISTRICT	Blue Ridge High	23	1105	2.1
GREENVILLE COUNTY SCHOOL DISTRICT	Carolina Academy (High)	46	740	6.2
GREENVILLE COUNTY SCHOOL DISTRICT	Eastside High	20	1479	1.4
GREENVILLE COUNTY SCHOOL DISTRICT	Greenville Senior High Academy	42	1445	2.9
GREENVILLE COUNTY SCHOOL DISTRICT	Greer High	39	1213	3.2
GREENVILLE COUNTY SCHOOL DISTRICT	Wade Hampton High	32	1740	1.8
GREENVILLE COUNTY SCHOOL DISTRICT	Hillcrest High	57	2160	2.6
GREENVILLE COUNTY	J. L. Mann High Academy	40	1909	2.1

SCHOOL DISTRICT				
GREENVILLE COUNTY SCHOOL DISTRICT	Mauldin High	26	2361	1.1
GREENVILLE COUNTY SCHOOL DISTRICT	Riverside High	15	1741	0.9
GREENVILLE COUNTY SCHOOL DISTRICT	Southside High	41	740	5.5
GREENVILLE COUNTY SCHOOL DISTRICT	Travelers Rest High	71	1176	6

Appendix D

Lawful and Unlawful Absences in Greenville County

Lawful Absences

- Absences caused by a student's own illness and whose attendance in school would endanger his or her health or the health of others. Verified by a statement from a physician within two (2) days of the student's return to school. Absences for chronic or extended illness will be approved only when verified by a physician's statement.
- Absences due to an illness or death in the student's immediate family verified by a statement from the parent within three (3) days of the student's return to school.
- Absences due to a recognized religious holiday of the student's faith when approved in advance. Such requests must be made to the principal in writing.
- Absences for students whose parents/guardians are experiencing a military deployment. A principal may grant up to five days of excused absences provided that 1) the absence is preapproved, 2) the student is in good standing, 3) the student has a prior record of good attendance, and 4) missed work is completed and turned in within the school's allotted time period.
- Absences due to activities that are approved in advance by the principal. This would include absences for extreme hardships. Such approval should be prearranged when possible.

Unlawful Absences

- Absences of a student without the knowledge of his or her parents.
- Absences of a student without acceptable cause with the knowledge of his or her parents.
- Suspension is not to be counted as an unlawful absence for truancy purposes.

Appendix E

Income Limit Requirements for Free or Reduced School Lunch in Greenville County

Household size	Annual	Monthly	Twice per month	Every two weeks	Weekly
1	21,978	1,832	916	846	423
2	29,637	2,470	1,235	1,140	570
3	37,296	3,108	1,554	1,435	718
4	44,955	3,747	1,874	1,730	865
5	52,614	4,385	2,193	2,024	1,012
6	60,273	5,023	2,512	2,319	1,160
7	67,951	5,663	2,832	2,614	1,307
8	75,647	6,304	3,152	2,910	1,455
For each additional family member, add	7,696	642	321	296	148

Appendix F

Greenville County Mentor Collaborative Organizational Assessment

Organizational Information Survey and Needs Assessment	
Organization Name	
Contact Name	
Contact Email Address	
Contact Work Phone	
Contact Cell Phone	
Organization Vision	
Organization Mission	
Organization Address	
Collaborative's Definition of Mentoring:	Mentoring takes place between young persons (mentees) and older more experienced persons (mentors) who are acting in a non-professional helping capacity to provide relationship based support that benefits one or more areas of the mentees development (National Mentoring Partnership). Best practices indicates the mentoring relationship should last a minimum of 1 year.

Your organization's definition of mentoring and the minimum duration of the mentor/mentee relationship							
Do you provide one on one mentoring?	Yes _____ No _____						
Do you provide group mentoring?	Yes _____ No _____						
Annual Statistics on Youth Served by your organization (sorted by zip code by school)							
School Name	Type	Zip Code of School Addresses	Number of Unique Youth Served				
			Elementary (5 to 10)	Middle School (11 to 13)	High School (14 -18)	Post High School (19 to 26)	Total Served Annually
AJ Whittenberg Elementary	E	29601					
Greenville High Academy	H	29601					
Augusta Circle Elementary	E	29605					
Blythe Academy Elementary	E	29605					
Robert E Cashion Elementary	E	29605					
Thomas E Kerns Elementary	E	29605					
Adult Education Life Long Learning	H	29605					
Southside High	H	29605					
Hughes Academy	M	29605					
East North Street Academy Elementary	E	29607					
Greenbrier Elementary	E	29607					
Sara Collins Elementary	E	29607					
Sterling School Charles Townes Gifted Center Elementary	E	29607					
Washington Center Elementary	E	29607					

Greenville Early College	H	29607					
JL Mann Academy	H	29607					
Washington Center	H	29607					
Beck International Academy	M	29607					
Dr. Phinnize J Fisher Middle	M	29607					
Greenville Academy	M	29607					
Greenville Early College	M	29607					
Langston Charter	M	29607					
Sterling School Charles Townes Gifted Center Elementary	M	29607					
Washington Center Elementary	M	29607					
Cherrydale Elementary	E	29609					
Stone Academy Elementary	E	29609					
Summit Drive Elementary	E	29609					
Wade Hampton High	H	29609					
League Academy	M	29609					
Sevier Middle	M	29609					
Alexander Elementary	E	29611					
Hollis Academy Elementary	E	29611					
Welcome Elementary	E	29611					
Westcliffe Elementary	E	29611					
Carolina Hig	H	29611					
West Greenville School	H	29611					
Tanglewood Middle	M	29611					
West Greenville School	M	29611					
Lake Forest Elementary	E	29615					
Mitchell Road Elementary	E	29615					
Pelham Road Elementary	E	29615					
Armstrong Elementary	E	29617					
Berea Elementary	E	29617					
Duncan Chapel Elementary	E	29617					
Monaview Elementary	E	29617					

Berea High	H	29617					
Berea Middle	M	29617					
Lakeview Middle	M	29617					
Fountain Inn Elementary	E	29644					
Buena Vista Elementary	E	29650					
Woodland Elementary	E	29650					
Riverside High	H	29650					
Riverside Middle	M	29650					
Chandler Creek Elementary	E	29651					
Crestview Elementary	E	29651					
Skyland Elementary	E	29651					
Blue Ridge High	H	29651					
Greer High	H	29651					
Blue Ridge Middle	M	29651					
Greer Middle	M	29651					
Mauldin High	H	29662					
Fork Shoals Elementary	E	29669					
Grove Elementary	E	29673					
Sue Cleveland Elementary	E	29673					
Woodmont High	H	29673					
Woodmont Middle	M	29673					
Plain Elementary	E	29680					
Ralph Chandler Middle	M	29680					
Bell's Crossing Elementary	E	29681					
Bethel Elementary	E	29681					
Bryson Elementary	E	29681					
Mauldin Elementary	E	29681					
Monarch Elementary	E	29681					
Oakview Elementary	E	29681					
Rudolph Gordon Elementary	E	29681					
Simpsonville Elementary	E	29681					
Slater Marietta Elementary	E	29681					
Hillcrest High	H	29681					
Bryson Middle	M	29681					
Hillcrest Middle	M	29681					
Mauldin Middle	M	29681					

Rudolph Gordon School	M	29681					
Brook Glenn Elementary	E	29687					
Brushy Creek Elementary	E	29687					
Mountain View Elementary	E	29687					
Paris Elementary	E	29687					
Taylor's Elementary	E	29687					
Tigerville Elementary	E	29687					
Eastside High	H	29687					
Northwood Middle	M	29687					
Ellen Woodside Elementary	E	29689					
Gateway Elementary	E	29690					
Heritage Elementary	E	29690					
Travelers Rest High	H	29690					
Northwest Middle	M	29690					
		Total Served					
Total Mentees by Race							
White							
Black							
Hispanic							
Asian							
Total							
Total Mentees by Gender							
Male							
Female							
Total							
Total Number of current mentors _____							
Number of current mentors by age Under 30 _____ 31-50 _____ 51+ _____ Total _____							
Number of current mentors by race: White _____ Black _____ Hispanic _____ Asian _____ Total _____							
Number of current mentors by gender: Male _____ Female _____ Total _____							
Rate the following needs 1 to 5 with 1 being your organization's top need							
Funding _____							
Marketing/ Build Awareness of Program _____							
Mentor Recruitment and Retention _____							

Mentee Recruitment and Retention _____	
Share best practices/knowledge with other mentoring organizations _____	
Comment on your top 3 choices	
Top Choice 1	
Choice 2	
Choice 3	
Identify other areas of need not listed above.	
Provide information regarding your mentor recruitment practices.	
Provide information regarding your mentee referral practices.	
Any other comments that may help the collaborative address your organizational needs?	

Types of Funding your Organization Receives (Yes or No)	
Single Donors	Yes _____ No _____
Local Funding Organizations	Yes _____ No _____
Local Businesses	Yes _____ No _____
State Funding Organizations	Yes _____ No _____
State Businesses	Yes _____ No _____
National Funding Organization	Yes _____ No _____
National Businesses	Yes _____ No _____

Greenville
County
Mentoring
Collaborative

Supporting Youth Through Mentoring