



REAL
CHAMPIONS

METRICS FOR

GROWTH



AT A GLANCE

DOUBLED!

In three years (2021-2024), the program size of Real Champions, Inc. has increased to **twice its original size**.

DIVERSITY!

We have both **rural and urban pilot projects** in full operation.

GRADES! In 2023, **93%** of Real Champions' students were promoted to the next grade level.

PRESENCE! In 2023, we had permission for the Advocate Mentors to physically be in the classroom for **75%** of our students.

CONNECTION!

It only took five months (January to May 2021) to guarantee that **100%** of our first cohort of students were connected to the virtual classroom during the pandemic and registered for in-person classes the following academic year.

GROWTH!

We currently (as of March 2024) have **43 children on our waitlist** who have been approved for enrollment and are waiting for an Advocate Mentor and an additional **36 children who have been referred** to our program but not yet vetted.

ADVOCACY!

We now integrate advocacy and mentorship in our day-to-day and strategic program operations more than ever before. This is the result of the following statistical changes that we observed for students enrolled in Real Champions between 2021 and 2023:

- **750% increase** in reported cases of food insecurity;
- **200% increase** in reported cases of housing insecurity and displacement cases (including 3 children being removed from their homes and placed in state custody);
- **1400% increase** in necessary resource acquisition, including clothing, home supplies, shoes, books, and more.



IN DETAIL

LOOKING FORWARD

Annual impacts for our students are as follows:

Every year, each child engages in at least one **community service project** to learn the value of leadership.

Each child has an **academic advocate** who meets monthly with teacher(s) and parent(s) or legal guardian(s) in order to ensure the best possible academic outcomes. This totals to 12+ (at least one per month) meetings focused on academic success.

Each child has **access to 10+ unique learning opportunities** during the year in order to widen his or her horizons and expectations for the future.

These include museum visits, ice skating, and exposure to new restaurants/food.

Each child has a **professional advocate**, who assists the family in navigating the complex barriers they face to success, including food insecurity, clothing insecurity, and housing insecurity.

End of Program impacts for our students are as follows:

1. Students will complete high school, or its nationally recognized equivalent.
2. Students will be college, career, and/or military ready.
3. Students will be socially and emotionally healthy through 12+ years of social-emotional development, access to needed mental health support, and leadership growth opportunities.
4. Students will be civic and community minded and will participate in community service projects, volunteering with local and/or national organizations, and giving back to others.



LOOKING BACKWARDS

Mentees:

- Program launched with 24 mentees in one county;
- We currently have 51 children in two counties;
- 43 students on the waitlist;
- 36 students on the referral list.

Participating Schools:

- Placement of Advocate Mentors with mentees in 12 South Carolina schools;
- 11 of the schools we service are Title 1 (the one school that is not the child transferred into it after entering the program);
- Details by county:
 - **Charleston County**
 - ▶ MOU with Charleston County School District.
 - ▶ Strong working relationship with Compass Collegiate Academy.
 - **Jasper County**
 - ▶ Service in 4 schools in Jasper County.
 - ▶ MOU with Royal Live Oaks Academy.
 - **Beaufort County:** Pending MOA with Beaufort County School District.

Grades/Academic Growth

2020-2021

We hired our first cohort of Advocate Mentors in September 2020 and began working with the children in Jasper County in January 2021 during the COVID-19 pandemic. Some of the barriers faced included a lack of access to internet or reliable transportation to reach the designated hotspots and lack of support for parents as they navigated these new circumstances. Many of our parents were essential workers and were not home to help their children with schoolwork. Those who were home often struggled with the pace or type of work assigned to students, which caused tense relationships between the student, parent, and teacher.

- **When we launched in January 2021, 67% of the students were not connected to the virtual classroom. By May 2021, 100% of our students had access to their virtual classroom again and were registered for school the following year.**

2022

The following year (2021-2022 school year), we began partnering with Royal Live Oaks Academy. This partnership was crucial to our work as it demonstrated how the most significant growth for children occurs when partnerships between schools and Real Champions are committed and holistic. It is under these circumstances that Advocate Mentors are able to provide the most effective in class support to students. The team at Royal Live Oaks Academy relentlessly advocated for the growth and support of all students enrolled at this school. It was—and continues to be—an honor to partner with this school.

- RCI created and implemented release of information forms so that Advocate Mentors could obtain grades directly from the schools for that school year and in subsequent school years.
- **Advocate Mentors were in the classroom with 54% of mentees working directly and collaboratively with teachers on goals for academic growth.**

2023

In 2023, we recognized that even though we had access to the classroom for the majority of our students, their grades during the school year did not always align with actual academic ability. Advocate Mentors focused on developing teacher-parent connections and student completion of assigned work, test preparation, and achievement in the classroom.

- **93% of RCI students were promoted to the next grade level.**
- **Advocate Mentors were able to be in the schools with 75% of our students.**

2024

We began collecting not only grades but also I-Ready and MAP test scores to compare data on our students to national statistics and averages and to ensure that we offer students the most robust support possible.

- **66% of RCI students were not on grade level in reading.**
- **83.3% of RCI students were not on grade level in math.**

Social and Emotional Learning Goals: Please see the report included on page 7.

Advocacy Growth

Between 2021 and 2024, Advocate Mentors have worked closely with families on a wide range of advocacy projects, including: food insecurity, displacement of children or entire family from home, and resource scarcity (clothing, mattresses, books, etc.). **Percentage increases are staggering for these advocacy projects and demonstrate the value of long-term mentorship in promoting a child's long-term stability. As families trust Advocate Mentors more fully, they share more of their needs, which impact the child's care and outcomes.**

Between 2021 and 2024, we documented the following:

- 58 cases of food insecurity: a 750% increase in need from 2021-2023;
- 17 cases of housing displacement:
 - 200% increase from 2021-2023.
 - including 3 children being removed from their home and placed in state custody.
- 17 cases of resource scarcity and subsequent acquisition through advocacy: a 1400% increase from 2021-2023.

LOOKING DEEPER

Consistency:

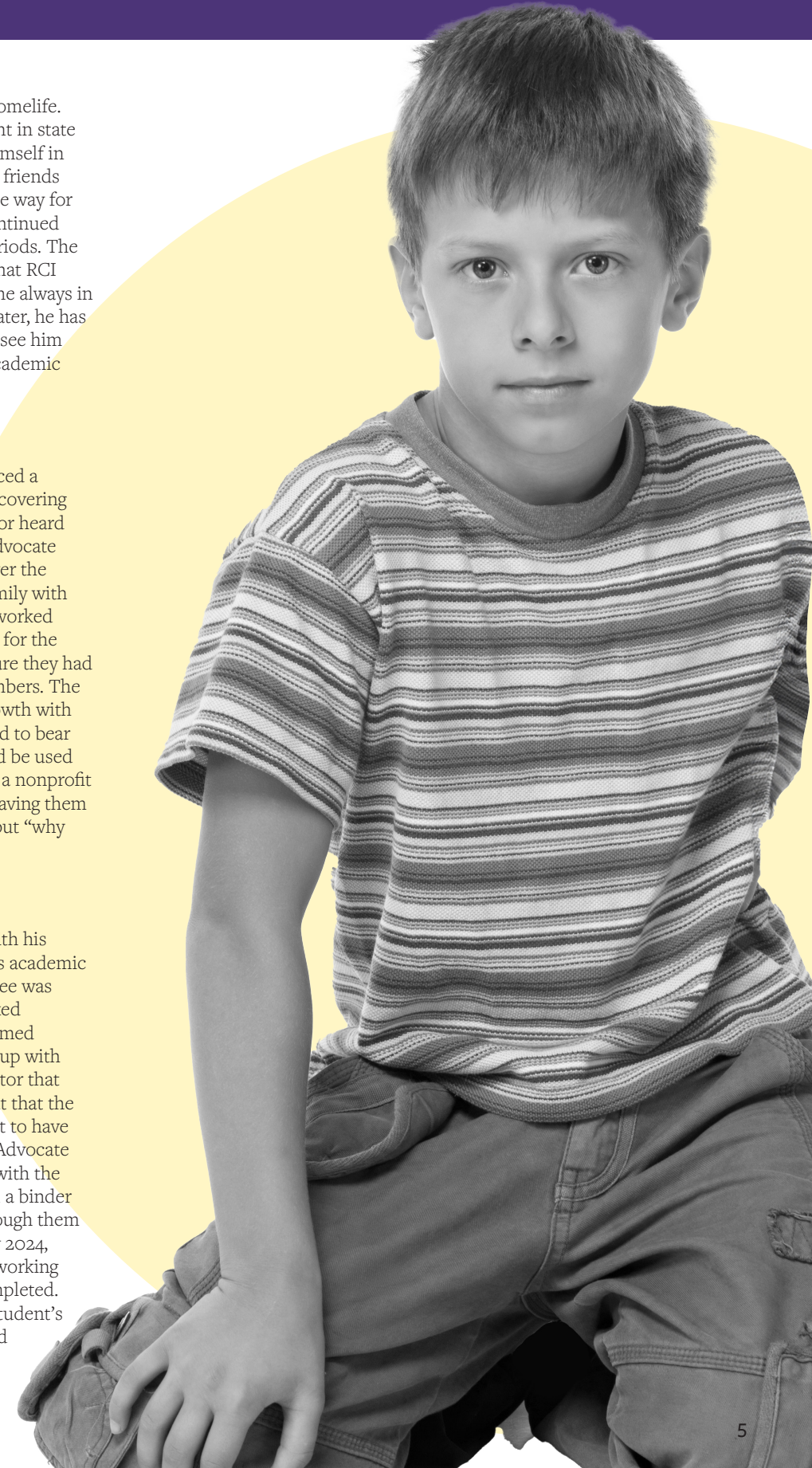
One RCI student experienced an extremely volatile homelife. This resulted in his removal from home and placement in state custody. Over the course of the next year, he found himself in three different homes with new families, schools, and friends each time. Even though it meant a 45-minute drive one way for his Advocate Mentor to spend time with him, they continued to meet consistently throughout these transitional periods. The barriers this child faced required resources beyond what RCI could provide, yet what we could provide was someone always in the child's corner—and he knew this. Now, two years later, he has been adopted, and his Advocate Mentor continues to see him every single week. This year, for the first time in his academic career, he received a report card with all A's.

Advocacy:

A nine-year-old girl enrolled in our program experienced a horrific accident that left her with third degree burns covering a large portion of her body. When her Advocate Mentor heard that she was being airlifted to another hospital, the Advocate Mentor drove nearly 2 hours to be with the family. Over the next few months, the Advocate Mentor helped the family with complex medical paperwork for various procedures, worked with the school and family to set up at-home learning for the student, and partnered closely with the family to ensure they had access to necessary mental health support for all members. The Advocate Mentor has celebrated every moment of growth with her mentee, listened when the emotions were too hard to bear alone, and helped her see the ways this accident could be used to help others around her. This mentee wants to start a nonprofit for others who have experienced traumatic injuries leaving them with hair loss and facial scars “when she gets older,” but “why wait?” was what her Advocate Mentor asked!

Academics:

In October 2023, one of the Advocate Mentors met with his mentee's teacher to get an assessment of the mentee's academic performance. The Advocate Mentor felt that his mentee was already very behind but did not know why. They worked on homework together diligently, and the student seemed interested in the subjects but was still unable to keep up with his peers. The teacher explained to the Advocate Mentor that the entire class was working on 3rd Grade material but that the mentee still needed to complete the 2nd Grade packet to have a proper foundation for his current schoolwork. The Advocate Mentor agreed and asked the teacher to provide him with the needed supplies. The next week, the teacher gave him a binder with over 200 worksheets and asked him to work through them with his mentee. Between October 2023 and February 2024, the Advocate Mentor spent time beyond homework, working through the “packet” with his mentee until it was completed. The teacher has noticed a huge improvement in the student's performance, the mentee's confidence has soared, and we know there is nothing he cannot overcome.





Hope:

“What do you want to be when you grow up?” “I don’t want to grow up.” We hear this answer over and over from our children. This is not an admission of simplistic wonder but rather confession of their fear for the future. Often, the child has only seen examples of growing up that include high school pregnancy, incarceration, and low-wage jobs with no hope of advancement. These are all concerns we heard from our students this year. Our Advocate Mentors are dedicated not only to helping the students achieve a grade but also to giving them a clear vision of how many wonderful opportunities exist with the proper support and a little hard work. Students have visited the Southeast Wildlife Expo in Charleston, the aquarium, the fire department, the state courthouse, a basketball game at USCB, and various other businesses in our area as they explore this wide world for themselves. The key is that they are not doing it alone.

LOOKING CLOSER

You can expect to see annual data in these 10 key areas for the 2024-2025 school year and in subsequent academic years:

- Grades
- I-Ready and/or MAP test scores
- Attendance
- Hours spent in school with the child
- Hours spent out of school with the child
- Social and Emotional Growth
- Advocacy cases
- Parent meetings
- Teacher meetings
- Experiences provided to children

STATUS UPDATE AND ANNUAL RATINGS REPORT FOR JASPER & CHARLESTON COUNTY

Jasper County

As of July 7, 2023, 20 out of 22 children enrolled in the Jasper County Real Champions, Inc. mentoring program were screened by RCI Advocate Mentors using the DESSA pre-assessment and post-assessment tool provided through the Aperture Education System. RCI Advocate Mentors conducted pre-assessment screeners for 20/22 mentees in this group in August 2022; RCI Advocate Mentors administered the post-assessments for this group in June and July 2023. Roughly a 10-month time frame exists between the two reporting terms. 2 of the 22 children enrolled in the Jasper County Real Champions, Inc. mentoring program are excluded from this report because both did not undergo a DESSA pre-assessment screener in August 2022.

The Aperture Education System reports scores on the DESSA assessments in the following ranges:

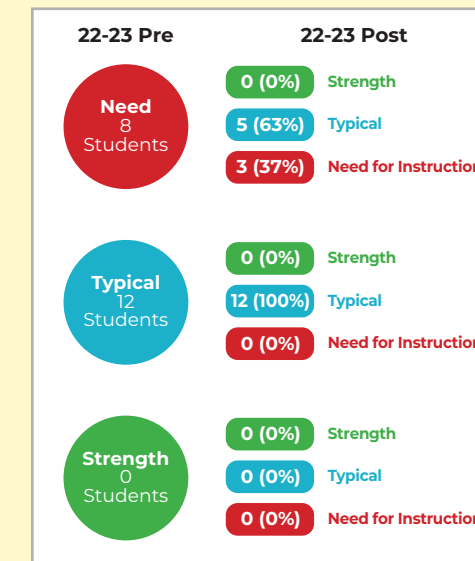
- Strength range:** T-score of 60 and above
- Typical range:** T-score of 41 to 59
- Need for Instruction range:** T-score of 40 or below

Low scores (T-scores of 40 and below) indicate a child has a “need for instruction” in his or her overall social and emotional competence. Children with scores in this range can be considered at risk (vulnerable) for exhibiting or developing social-emotional problems. Aperture Education recommends that a plan be developed and implemented to assist the children in this range in developing these essential skills. Aperture Education describes T-scores that fall between 41 and 59 inclusive as typical. High scores (T-scores of 60 and above) are referred to as strengths.

7 of the 20 children administered the DESSA pre-assessment screener by RCI Advocate Mentors in this group exhibited a Social-Emotional Total (SET) T-score in the “Need for Instruction” range. 13 of the 20 children administered the pre-assessment in this group exhibited a Social-Emotional Total (SET) T-score in the “Typical” range. 0 of the 20 children administered the pre-assessment in this group exhibited a Social-Emotional Total (SET) T-score in the “Strength” range.

Annual Review: Jasper County Student Movement*

The image below illustrates where mentees in the Jasper County program have changed in descriptive range from the first rating window to second rating window (between the pre-assessment and post-assessment).



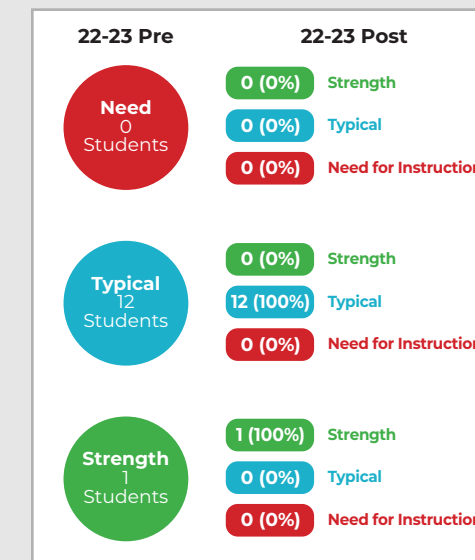
Charleston County

As of July 7, 2023, 13 out of 22 children enrolled in the Charleston County Real Champions, Inc. mentoring program were screened by RCI Advocate Mentors using the DESSA pre-assessment and post-assessment tool provided through the Aperture Education System. RCI Advocate Mentors conducted pre-assessment screeners for 13/22 mentees in September 2022, October 2022, and December 2022; the RCI Advocate Mentors administered the post-assessment for this group in June and July 2023. Roughly, a 6-to-9 month time frame exists between the two reporting terms. 7 of the 22 children enrolled in the Charleston County Real Champions, Inc. mentoring program are excluded from this report because they did not undergo a pre-assessment screener in August 2022. 2 of 22 children enrolled in the Charleston County Real Champions, Inc. mentoring program are excluded from this report because they did not have post-ratings recorded in the Aperture Education System.

0 of the 15 children administered the DESSA pre-assessment screener exhibited a Social-Emotional Total (SET) T-score in the “Need for Instruction” range. 14 of the 15 children administered the pre-assessment screener exhibited a Social-Emotional Total (SET) T-score in the “Typical” range. 1 of the 15 children administered the pre-assessment exhibited a Social-Emotional Total (SET) T-score in the “Strength” range.

Annual Review: Charleston County Student Movement*

The image to the right illustrates where mentees in the Charleston County program have changed in descriptive range from the first rating window to the second rating window (between the pre-assessment and post-assessment).



*Although the majority of mentees in both programs showed a “Typical” T-score after assessment, this statistic must be read as formative, rather than summative, and demonstrates the critical importance of continued mentorship. Results tracked in 2022-23 follow 3+ years (in the case of Jasper County) or 12+ months (in the case of Charleston County) of advocacy and mentorship to develop children’s social-emotional competencies. Moreover, “Need” T-scores for individual SEL competencies can be included in an overall “Typical” T-scores. Finally, the reality for vulnerable children is one of constant change and disruption, which significantly impacts their social-emotional stability in any given moment. Assessment programs such as the Aperture Education System are not equipped to capture these kinds of immediate fluctuations.

HOW WE ARE DIFFERENT

WE START EARLIER

Our mentees start with a full-time Advocate Mentor in kindergarten or first grade.

WE GO DEEPER

We focus on all areas of growth a child needs to succeed.

WE STAY LONGER

Our Advocate Mentors stay with their mentees until they graduate high school.



LOCATION

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