

Evaluation Report



North Carolina

2002 – 2003



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EDSTAR included some graphics with most data outcomes, to help clarify and enhance understanding of the data.

If the data represents a ‘snapshot’ of the 2002–2003 participants, we included the following graphic:



If the data compares the SOS program in 2002–2003 with the program in 2000–2001, with possibly different participants, we included the following graphic:



If the data compares 2002–2003 SOS participants to data for them in previous years (longitudinal data for these students), we included the following graphic:



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Executive Summary

county to county and from site to site. SOS sites were given the autonomy for their program... programs based on what they determined would benefit the student community. During the 2001-2002 school year, all of the funding... offered homework assistance; 98% offered tutoring services such as reading; and 56% had a mentoring program.

Key Program Statistics

North Carolina's investment in SOS has not only paid for middle school students, it has brought out by other agencies. Their expertise has begun to... in surprising ways. The average... Reynolds/SOS partnership, which... Company, Stephen Strawsburg, vice president... The following is an overview of the major findings of EDSTAR's... of EDSTAR's... in two-parent households.

Background

The Support Our Students (SOS) initiative is an effort by the state of North Carolina to encourage quality after-school programs for students in both urban and rural communities. Administered by the North Carolina Department of Juvenile Justice and Delinquency Prevention, Support Our Students awards grants in the \$60,000 – \$250,000 range to non-profit, 501(c)(3) organizations to run quality after-school programs for students, most of whom are in grades 6–8. Now in its tenth year of operation, the state’s Support Our Students initiative was in 97 counties at the beginning of the 2002–2003 school year, and in 99 counties by the end of the year.

From September 2002 to June 2003, SOS programs across North Carolina served 15,190 students. In addition to serving participants during the school year, 69 counties provided services to a statewide total of approximately 3,000 youngsters during the summer months or when students in year-round schools were tracked out. In all, nearly 17,000 different students were served. This is a marked decline from last year, when 81 counties served approximately 10,000 students in the summer and 23,000 total. The decline in the number of children served was due to state budget cuts.

Program Motivation and Goals

Even children of middle-school age require adult supervision and guidance. Many early teens in North Carolina would have to fend for themselves after school if not for the SOS program or others like it. When children are left to their own devices, they have a tendency to make uninformed or poor decisions. Statistics indicate that most juvenile crime is committed between the hours of 2:00 p.m. and 6:00 p.m., the hours immediately following students’ release from school.¹

In a study of six after-school programs in North Carolina, the majority of study participants said that attending after-school programs helped them stay out of trouble.² Other studies show that children in after-school programs are two times less likely to use drugs and one third less likely to become teen parents. Teachers and parents report that children who attend after-school programs also develop better social skills and handle con-

In a study of six after-school programs in North Carolina, the majority of study participants said that attending after-school programs helped them stay out of trouble.²

flicts in more acceptable ways.³ Besides providing a safe haven for children, Support Our Students gives them a place where they have opportunities to learn and grow.

The specific goals of the SOS initiative, as outlined in the 1994 Crime Control Prevention Act, are as follows: to reduce juvenile crime, to reduce the number of young people who are unsupervised after school; to improve the academic performance and the attitude and behavior of youth participants; to meet the physical, intellectual, emotional, and social needs of young people; to involve community volunteers; and to improve the coordination of existing resources and enhance collaboration between agencies.⁴

Although these goals remained constant, SOS activities varied from county to county and from site to site. SOS sites were given the autonomy to create programs based on what they determined would benefit the students in their community. The programs are run by diverse groups, including Boys and Girls' Clubs, YMCA/YWCAs, faith-based groups, community councils, and school systems. During the 2002–2003 school year, all of the county programs offered homework assistance; 98% offered tutoring in math and English or reading; and 56% had a mentoring program.

Key Program Statistics

During the 2002–2003 school year, data for 222 SOS sites in 97 counties showed they were open a total of more than 186,000 hours. During the school year, 1246 staff members and over 800 volunteers provided services to more than 15,000 students. The number of sites has increased steadily over the previous years, but declined about 10% this year due to reduction in funds because of the budget cut.

Overall, 50% of SOS participants were in middle school (grades 6–8); 30% were high school students; 20% were enrolled PreK-5. The average daily attendance for all 97 counties combined was 7584 students.

No Child Left Behind Act of 2001

On January 8, 2002, President George W. Bush signed the No Child Left Behind Act into law. The No Child Left Behind Act of 2001 (NCLB Act) embodies four key principles: stronger accountability for results, greater flexibility for states, school districts and schools in the use of federal funds, more choices for parents of children from disadvantaged backgrounds, and an emphasis on teaching methods that have been demonstrated to work. The act also places an increased emphasis on reading, enhancing the quality of our nation's teachers, and ensuring that all children in America's schools learn English.

The NCLB Act is designed to help all students meet high academic standards by requiring that states create annual assessments that measure what children know and can do in reading and math in grades 3 through 8. Data will be sorted for students by poverty levels, race, ethnicities, disabilities, and limited English proficiencies to ensure that no child – regardless of his or her background – is left behind. The NCLB act also requires states to develop plans with annual measurable objectives that will ensure that all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Districts and schools that do not make sufficient yearly progress toward state proficiency goals for their students will initially be targeted for assistance and then be subject to corrective action and ultimately restructuring. Schools that meet or exceed objectives will be eligible for “academic achievement awards.” Parents with children in schools that fail to meet state standards for at least two consecutive years may transfer their children to a better-performing public school, including a public charter school, within their district. The district must provide transportation. Students from low-income families in schools that fail to meet state standards for at least three years are eligible to receive supplemental services – including tutoring, after-school services, and summer school. The act also provides students the choice to attend a safe school within their district if they attend persistently dangerous schools or are the victim of a violent crime while in their school.

In addition to the above accountability and assessment requirements under Title I, Part A, of the NCLB Act, there are several other initiatives within the act that provide additional funding to ensure that all aspects of education are properly supported and funded. Some of these initiatives include:

- Reading First (Title I, Part B, Subpart I): a funding source to provide instructional programs and materials, assessments, and professional development grounded in scientifically based reading research.
- Early Reading First (Title I, Part B, Subpart 2): a program to prepare young children to enter kindergarten with the language, cognitive, and early reading skills necessary for reading success.
- William F. Goodling Even Start Family Literacy (Title I, Part B, Subpart 3): provides low-income families with integrated literacy services for parents and their young children (ages birth through 7) to break the cycle of poverty and illiteracy.
- Improving Literacy Through School Libraries (Title I, Part B, Subpart 4): providing children with access to up-to-date school library materials, technologically advanced school library media centers, and professionally certified school library media specialists.
- Education of Migratory Children (Title I, Part C): support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves.
- Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk (Title I, Part D): provides financial assistance to educational programs for youths in state-operated institutions or community day programs, as well as locally operated correctional facilities.
- Advanced Placement (Title I, Part G): designed to increase the number of low-income students participating in AP classes and taking AP tests by helping to pay test fees for low-income students in AP classes and expanding access to AP classes through increased teacher training and other activities.
- School Dropout Prevention (Title I, Part H): assists schools with dropout rates above their state average to implement effective dropout prevention and reentry efforts.

These are just a sample of many Title I initiatives funded through the NCLB Act. Each individual initiative has set measurement criteria for compliance with the portion of the NCLB Act supporting the funding of that initiative. Some of these criteria overlap with measurable objectives of Title I, Part A, the core initiative to ensure a quality education to all children. Some criteria are distinct to the

section of the NCLB Act and would not be reported under Title I, Part A. Not all schools will receive funding under each of these acts. It is likely, however, that all states will receive funding under most, if not all, of these initiatives.

NCLB & SOS

Thanks to the implementation of the Support Our Students program in the early 1990s, North Carolina is now in a position to utilize SOS to help bring our state into compliance with the No Child Left Behind requirements.

With 98% of SOS programs already offering tutoring in Math and Reading, North Carolina public schools clearly have a tremendous resource to draw upon, outside of the classroom, to aid in raising middle school students' performance in Math and Reading to meet NCLB standards. Middle schools may well be able to target certain students who are experiencing difficulty in Math or Reading for inclusion in their local SOS program. Teachers would easily be able to monitor the progress of these students who are receiving SOS tutoring via their in-class work.

In light of the NCLB initiative, full funding of the SOS program will be crucial for North Carolina. Fully-funded, fully-staffed, SOS programs may prove to be the saviors of certain school districts that may otherwise fail to comply with NCLB goals. The penalties for such failures will prove costly and disruptive.

We need to have resources, especially in our Hispanic program. Because of the No Child Left Behind ruling, these students are under tremendous pressure to pass tests, when they are far behind in their language development. In Yancey County, the after school program is key to helping these youth succeed. We also need more continual funding, so we don't have to find other funds all the time.

- Yancey County SOS

Overview of Major Findings

The following is an overview of the major findings of EDSTAR's evaluation of the SOS program in school year 2002–2003.

Participant Demographics

- SOS programs served approximately the same number of males and females. Student participants came from a variety of racial backgrounds.
- 59% of all SOS participants were eligible for free or reduced-price lunch.
- On days when students were not attending an SOS program, 30% of the elementary school children and 56% of the middle school children were usually not supervised by an adult.

Student Perceptions and Behavior

There were some impressive and very encouraging results of participation in the SOS program. Students reported overwhelmingly that they enjoyed school more, completed more homework, and would recommend the program to a friend.

- On a student survey, 42% of the respondents said that they liked school more than they did before starting the SOS program—roughly *seven times* more than those who said they liked school less than they did before joining SOS. More than 75% would recommend the program to a friend.
- More than a third (35%) of students surveyed said they completed their homework during SOS, but didn't believe they would have completed it if not there.
- The percentage of middle school SOS participants receiving out-of-school suspensions decreased as compared to their previous year in school (from 8% to 7%), as did the percentage of in school suspensions.
- Classroom teachers reported that 36% of participants had improved behavior in math class throughout this school year, and 35% had improved behavior in English/Language Arts classes.

More than a third (35%) of students surveyed said they completed their homework during SOS, but didn't believe they would have completed it if not there.

Proficiency and Grade Levels

- At the beginning of the year, about one third of participants were not proficient in reading at their grade level as measured by the 2002 North Carolina End-of-Grade (EOG) reading tests.
- At every grade except sixth, SOS participants' mean EOG reading scale-score improvements exceeded the state's improvement goals.
- At eighth grade, the mean EOG math scale-score improvement exceeded the state's improvement goals, and at every grade, Hispanic participants' mean EOG math scale-score improvement exceeded the state's improvement goals.
- The percentages of students who scored at grade-level proficiency increased in both reading and math, with the most dramatic increase in reading—from 66% at grade level to 80%.
- The SOS programs with the greatest increases in percentages of participants who scored at grade-level proficiency (24% or more increase) on EOG reading tests were in the following counties:
 - Rockingham
 - Cumberland
 - Gates
 - Bertie
 - Randolph
 - Duplin
- The SOS programs with the greatest increases in percentages of participants who scored at grade-level proficiency (20% or more increase) on EOG math tests were in the following counties:
 - Macon
 - Scotland
 - Wayne
 - Pamlico
 - Cleveland
 - Mecklenburg
- SOS is helping to close the gap between minority and majority student achievement in North

At eighth grade, the mean EOG math scale-score improvement exceeded the state's improvement goals, and at every grade, Hispanic participants' mean EOG math scale-score improvement exceeded the state's improvement goals.

Carolina. Minority SOS participants made significantly greater improvements than White students in both math and reading.

- Combining all minority groups and comparing their EOG scale-score gains with those of White students showed that minority SOS participants made nearly twice the gains of White students.
- Hispanic participants made the greatest gains in EOG scale scores, followed by African Americans.
- Classroom teachers reported that almost 60% of participants improved their grades in English and/or math.

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Financial Information

SOS programs were able to creatively fund their programs, and received a large amount of help from their communities and from outside sources.

- In addition to hiring paid staff, nearly all counties used volunteers. Hiring tutors (at \$15/hour) instead of using volunteers would have cost SOS more than \$1.4 million for the school year. The value of in-kind contributions (donated use of school facilities, transportation, etc.) was estimated to be over \$2.5 million.
- Many counties raised additional operating revenue for their programs. Additionally, 69% of the program directors reported that they used the evaluation reports provided by DJJDP for accountability to other funding sources, obtaining a total of more than \$4.6 million.
- The average program served students at a cost in SOS dollars of \$1.90 per hour, which has decreased by \$1.00 from last year. Thus, despite funding cuts, SOS program directors found ways to stretch what funding they did receive.

Additional Benefits for North Carolina

After nine years of funding, SOS has begun to offer some unexpected benefits to the state. North Carolina's investment in SOS has not only paid its return in academic and social benefits for middle school students, it has also produced a group of experienced service providers whose expertise is now recognized and sought out by other agencies. Their expertise has begun to enhance the after-school care system itself in surprising ways.

No benefit has been more unexpected than the opportunity North Carolina school systems now have to utilize SOS to help meet the goals articulated by the Federal Government's No Child Left Behind initiative. SOS programs throughout the state are perfectly positioned to aid in raising student achievement in Math and Reading. Middle school students have been improving their grades in Math and English (Reading) for years thanks to the tutorial attention they've received through their local SOS programs.

Given the requirements for student achievement in Math and Reading imposed by NCLB, it's reasonable to conclude that North Carolina would've had to invent SOS, or some program very much like it, right now, in order to help students who need tutoring beyond the classroom

In the spring of 2002, the vice president of public issues of the R.J. Reynolds Company, Stephen Strawsburg, contacted Carole Yardley, executive director of YMCA Community Outreach Services (which includes the Forsyth, Davie, and Stokes SOS programs). In 1993 R.J. Reynolds had developed a "Right Decisions/Right Now" public service program for school guidance counselors. Its goal was to provide schools with materials that could help discourage students from smoking and help them make sound decisions, independent of peer pressure. R.J. Reynolds had become interested in expanding the program to after-school program sites such as those administered by SOS. Mr. Strawsburg approached Ms. Yardley about the possibility of implementing it at her SOS sites. R.J. Reynolds funded the initial phases of the proposal for \$19,500, with subsequent phases to be considered for funding as the initial phases are completed. Under the leadership of Ms. Yardley, SOS directors from 10 counties have reviewed and revised the curriculum materials and developed appropriate staff-training materials. This joint program not only represents a valuable corporate-public sector partnership, but its curriculum introduces the concept of "asset building" as the foundation of the materials. Tentatively entitled "Youth at Promise" (as opposed to youth at risk), the new curriculum will be a brief, concise enrichment program that addresses such topics as values, responsibility, decision making, peer pressure, conflict resolution, parental involvement, and community service.

in Math and Reading. With SOS in place and functioning effectively for years, it is only a matter of the State Legislature fully funding SOS, so that it can be a viable teaching adjunct for North Carolina school districts.

Overview of Evaluation

85% of our program's participants are maintaining a C or better grade average.

- Currituck County SOS

Three SOS students were recognized in the local newspaper for academic achievement. One student received a full scholarship to play football at UNC.

-- New Hanover County SOS

We had a student who was constantly failing his spelling tests. We worked with him, and at the end of the year, he passed spelling with a B.

- Cleveland County SOS

Goals and Methodology

This evaluation is designed to accomplish three primary goals: 1) Describe who was served and how they benefited from services; 2) Identify practices that resulted in desired outcomes for children; and 3) Provide information that can be used to improve programs.

To accomplish these goals, evaluators analyzed a variety of data, including demographic descriptions of participants, school absences, academic outcomes, standardized North Carolina End-of-Grade achievement test scores and survey data.

All of the data in this report are for 2002–2003 participants. Data labeled for prior years are comparison data for the same students in prior years—not data for SOS programs in prior years. More detailed information on how SOS programs performed in prior years can be found in the Support Our Students Evaluation Reports for 1999–2000, 2000–2001, and 2001–2002 at www.edstar.org/reports.html.

Evaluators gathered information on the structures of various SOS programs and the implementation of curricula by interviewing and surveying the 97 county program directors from whom the data were available.⁵ Both the telephone interviews and the Web-based surveys were completed in the spring of 2003. The surveys and interviews helped evaluators identify the specific activities offered by each county program as well as the hours of operation and average daily attendance at all the sites. Also, the evaluation team collected information regarding volunteers and the degree to which each program succeeded in securing other grants and assistance from collaborating agencies.

The evaluators also surveyed the SOS students. From this survey, the evaluators learned what SOS participants valued most in an after-school program, as well as students' perceptions of their specific SOS programs and staff.

Rationale for the SOS Program

In many communities across the nation, parents have an urgent need for quality after-school programs.

Adult Supervision

Today's increasing number of two-income families and single-parent families has resulted in fewer parents at home between the end of the school day and the early evening, between 2:00 p.m. and 6:00 p.m. As previously noted, during this unsupervised period of time, a large number of pre-teens and teenagers are involved in delinquent acts, or are victims of criminal acts. An analysis of the FBI's National Incident-Based Reporting System revealed that violent crimes by juveniles crest between 3:00 and 4:00 p.m., a peak that occurred on school days only.⁶

According to the United States Department of Education, as many as 28 million children have parents who work outside the home.⁷ In 69% of all married-couple families with children ages 6–17, both parents work outside the home; in 79% of single-mother families and 85% of single-father families with children ages 6–17, the custodial parent is working.⁸ This can leave a large gap between parents' work schedules and their children's school schedules.

In a survey of SOS participants, EDSTAR found that on days when students were not attending an SOS program, approximately 13% of program participants rarely or never had adult supervision after school, and 19% had supervision only sometimes. Eighteen percent of the students who usually did not have adult supervision after school typically attended SOS at least five days per week. Fifty-three percent attended four days per week.

Supervision occurred less frequently for middle school students than it did for elementary school students. On days when students were not attending an SOS program, 30% of elementary school children and 56% of middle school children usually were not supervised by an adult.

Over the years, psychologists, criminologists, educators, and others have learned many lessons about leaving children unsupervised and vulnerable. For example, an American Psychological

Association study showed that eighth grade students who care for themselves 11 or more hours a week are at twice the risk of substance abuse (alcohol, tobacco, and marijuana) as are those who are supervised after school.⁹

In North Carolina, the National Centers for Disease Control and Prevention surveyed 2,227 middle school students and found that over half these boys and girls had consumed alcohol, 53% had smoked cigarettes, 17% had smoked marijuana, 25% had considered suicide, and 10% had attempted suicide. At least 20% of the boys in the survey had access to a gun.¹⁰

These percentages are even higher for high school students. However, research indicates that the best way to prevent at-risk, high-school-age youths from committing delinquent acts or dropping out of school is to address problems at the elementary or middle school level.¹¹

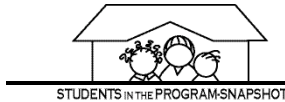
Academic Assistance

Recent studies have noted the positive effect after-school programs have on grades and behavior of participants. In one study, researchers attributed participants' improved test scores to program activities designed to build their self-esteem.¹² The most effective ways to influence at-risk middle school students is individualized assistance with academic skills, leadership-building experiences, and one-on-one counseling to build self-esteem and achieve success in school. Field trips and cooperative recreational activities also help improve social skills.

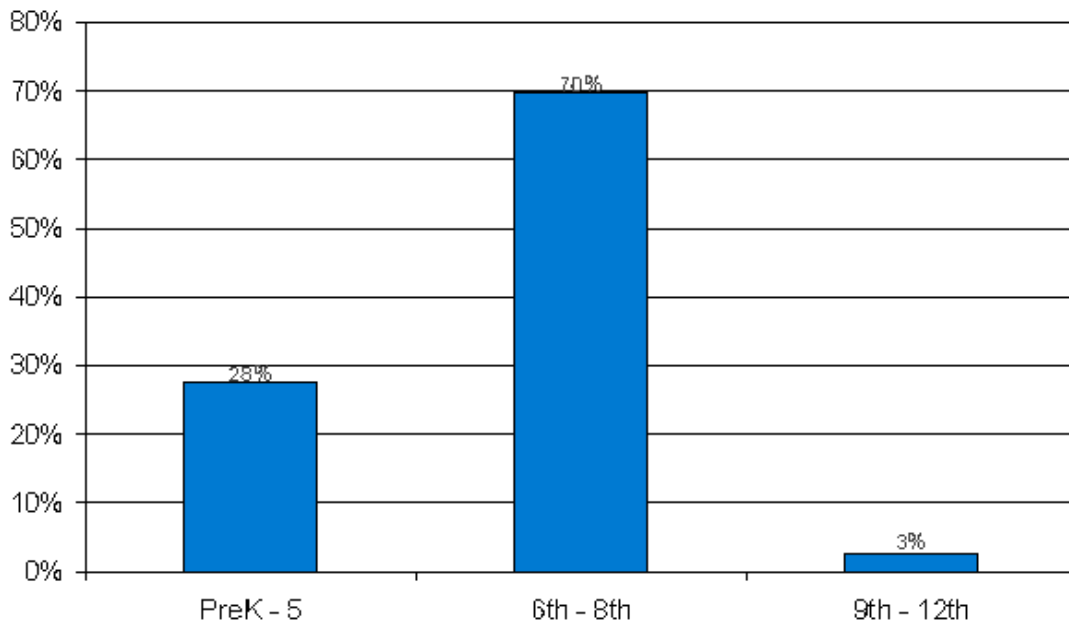
Many SOS participants benefit not only from after-school supervision, but from the academic support they receive. Studies in various parts of the country have found positive effects of after-school programs on participants' grades. The recent legislation that requires students to pass the North Carolina EOG tests in grades 3, 5, and 8 underscores the need for academic support and tutoring for students. Most SOS programs provide one-on-one tutoring and teach students good study habits.

Description of Participants

Overall, SOS programs served approximately the same number of males and females. The majority of participants were in grades 6–8.



Grade Level of Participants



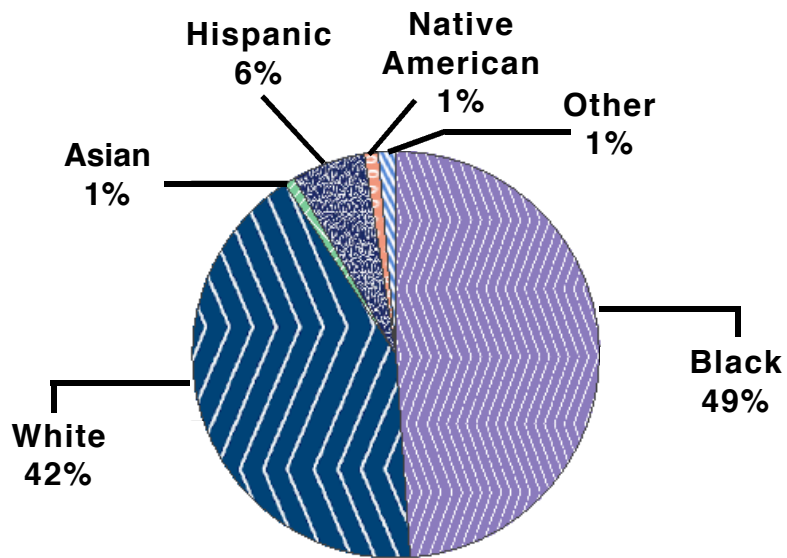
About a third of the students were registered for services five days per week, and about half the program participants were registered to attend SOS sessions four days per week. Only about a fifth of the participants were scheduled to attend SOS for fewer than four days per week.

Racial Diversity

The following chart shows that the program served a racially diverse group of students.



Racial Diversity



Socio-Economic Diversity

About 59% of SOS participants were eligible for free or reduced-price lunch. However, in 48% of the counties, more than two thirds of participants were eligible. The following table shows the socio-economic diversity for SOS participants across counties.



STUDENTS IN THE PROGRAM SNAPSHOT

Percentage of SOS participants who were eligible for reduced-price lunch.	Number of Counties
0% - 20%	2
21% - 40%	17
41% - 60%	23
61% - 80%	31
81% - 100%	25

Home Living Situation

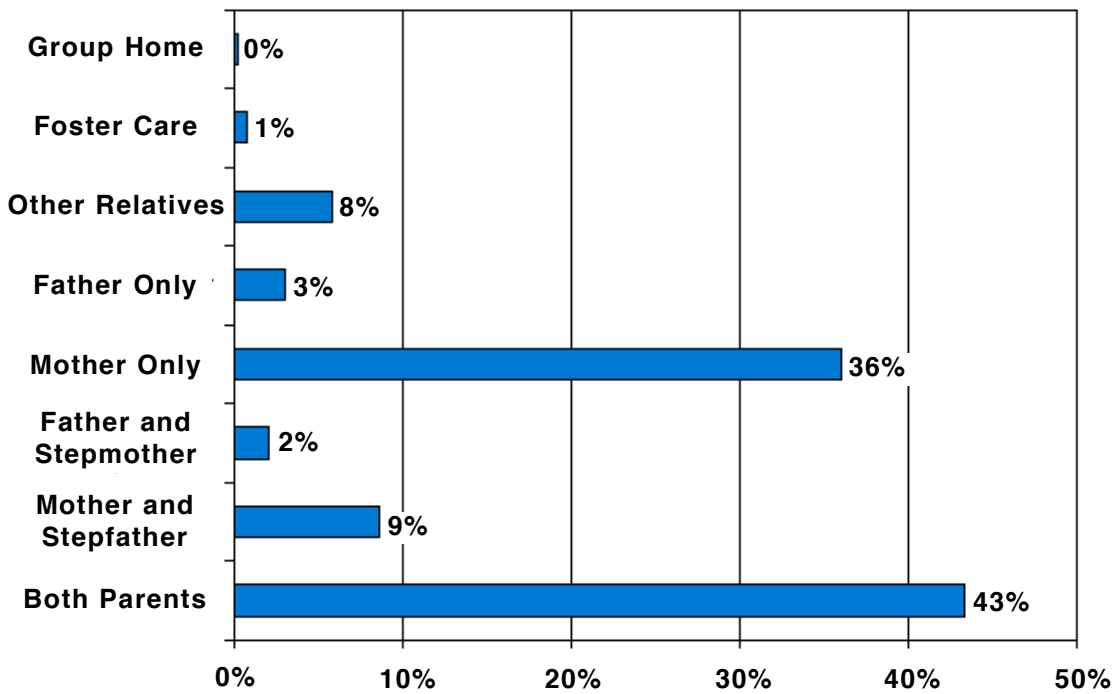
The percentage of SOS participants who lived in single- and two-parent households varied from county to county as well. Overall, 57% of the participants lived in single-parent households. Three counties – Davie, Union and Yancey — had 80% or more of students living in two-parent households; 11 counties had 20% or less students living in two-parent households.



Percentage of SOS participants living with both parents	Number of Counties
0% - 20%	11
21% - 40%	39
41% - 60%	39
61% - 80%	5
81% - 100%	3



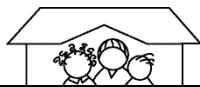
With Whom Participants Reside



Academic Attributes of Participants and Their Parents

Two thirds of all North Carolina SOS participants were reading at or above grade level at the beginning of the 2002–2003 school year (as measured by the 2001 North Carolina EOG reading tests).

Across counties, the academic achievement levels of SOS participants varied greatly, as the following table illustrates.



STUDENTS IN THE PROGRAM-SNAPSHOT

Percentage of SOS participants who were reading <i>below</i> grade level before the 2002 – 2003 school year	Number of Counties
0% - 20%	0
21% - 40%	1
41% - 60%	30
61% - 80%	27
81% - 100%	42

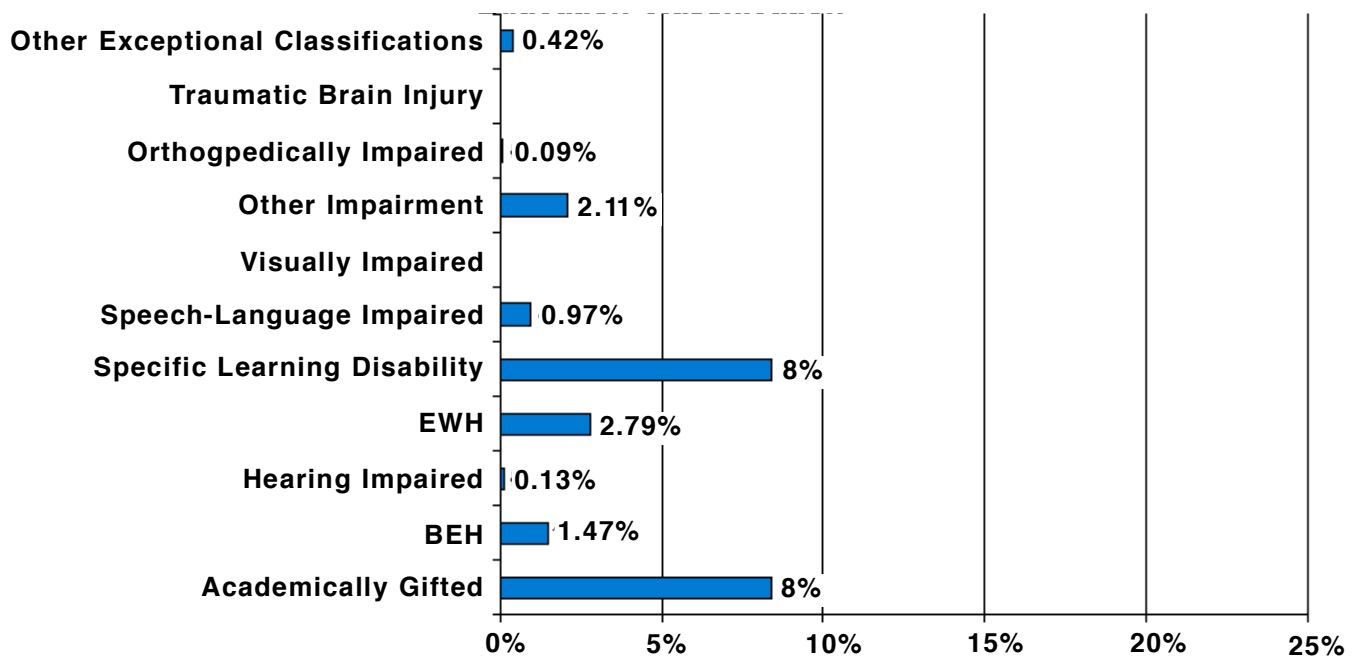
Overall, 20% of the participants' parents had formal education beyond high school; 68% of parents were high school graduates; and 12% did not finish high school. Parents' education varied from county to county.

About 12% of the students had a learning disability or an emotional or physical handicap, and 8% were academically gifted.



STUDENTS IN THE PROGRAM-SNAPSHOT

Percentages of Participants with Special Education Classification



Program Goals and Structure

If students misbehaved, "Peer Court" would decide what their consequences would be. This method worked well, as any student could be assigned to Peer Court. When students have been, or know they could be, in a position of authority, they tend to behave better, knowing they need to set a good example. Well-behaved students were rewarded with tickets to sports and cultural events.
- Mecklenburg County SOS

The program includes both a rewards and punishment system. The three strike procedure, with both warnings and written notices sent to parents, is used to address misbehavior. Incentives, such as having an Ice Cream Social or a sock hop dance, are offered to reward good behavior..
- Ashe County SOS

We had our third annual silent auction, where we auction off furniture students repainted and work donated by local artists and galleries. This event was fully catered with a cash bar. Tickets and SOS t-shirts were sold at the door. We had about 150 people show up for the event. We raised \$2,400 for our program, donating 5% to a student-chosen organization in town. This was over \$1,400 more than last year.
-Buncombe County SOS

Jackson County SOS students were involved in a Community Kitchen, where they stocked shelves, cleaned, served, and held a yearly fundraiser to buy food, which they prepared and served. The students were also involved with a nursing home, where they each "adopted" a grandparent, whom they visited and played games with and sent cards to. They also had a party with the elderly people in the nursing home.

All county program directors sought to achieve the overall goals of the SOS program as outlined in the 1994 Crime Control Prevention Act, but directors differed on what they stressed and how they chose to accomplish the goals. Although all of the programs sought to improve academic performance and provide a safe, drug-free environment, many counties also sought to modify students' behavior and self-esteem through behavior modification programs, one-on-one mentoring, pregnancy prevention programs, drug and alcohol awareness programs, conflict resolution discussion groups, career skills seminars, and special activities designed to improve social skills and leadership skills. Also, some counties expanded their goals to provide hot meals, health education, cultural awareness, avenues for community service, and other enrichment activities.

Program Characteristics

The size of county SOS programs ranged from over 1,000 students served (in both Durham and Orange Counties) to about 50 students served (in each of 13 rural counties). The number of sites also varied from county to county; 44% of counties had just one site, while three counties (Brunswick, Mecklenburg and Watauga) had 10 or 11 sites.



Number of Sites	Number of Counties
1	39
2	25
3 - 4	14
5 - 8	7
9 - 11	4

About two thirds (64%) of the participants attended the program at least 30 days, and were therefore considered “regular attendees.” Students who attended fewer days were not expected to have measurable outcomes that could be attributed to the program. In 16 counties, more than 90% of the participants were regular attendees.

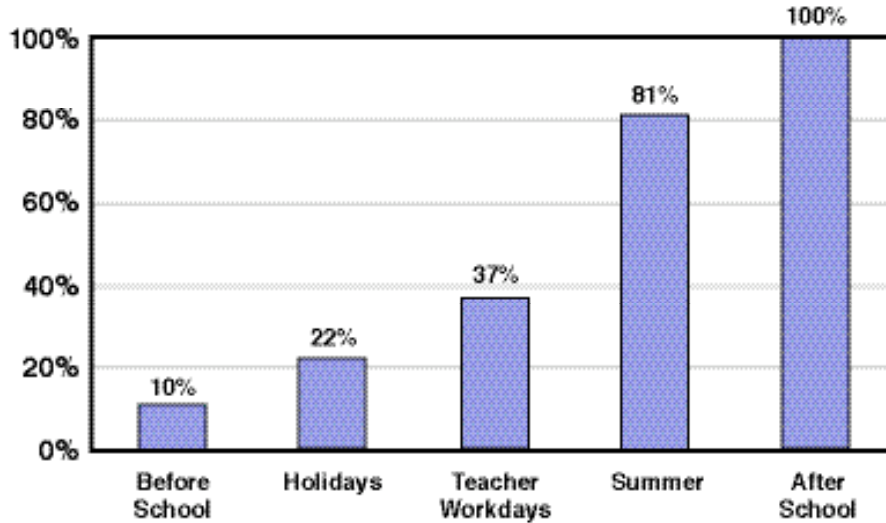
Most of the counties had specific attendance requirements and served only regular attendees. Programs used incentives such as SOS bucks and field trips to encourage students to attend as often as possible. Most of the students were enrolled four or five days per week.

Most sites were school-based, while some were located outside the schools. These community-based sites were in Boys & Girls Clubs, YMCAs, a YWCA, various 4-H Cooperative Extension facilities, community centers, recreation centers, resource centers, learning centers, churches, a religious-based outreach center, a housing authority building, and a childcare center. School-based sites often had a ready supply of teachers who could serve as tutors, access to computers and audio/video equipment, plenty of desks, and fewer transportation issues. On the other hand, some community-based sites could offer more diverse recreational opportunities, such as swimming and table tennis.

All of the programs served participants after school or in the evening. In addition, some counties served participants at other times. The following chart shows the percentages of counties that served children at times other than after school on school days.



When Participants Were Served
(n=98)



Some county SOS programs offered services more days and hours than did others. Statewide, 222 SOS sites in 97 counties were open a total of more than 186,000 hours. The number of sites has increased steadily over the previous years, but declined about 10% per year.

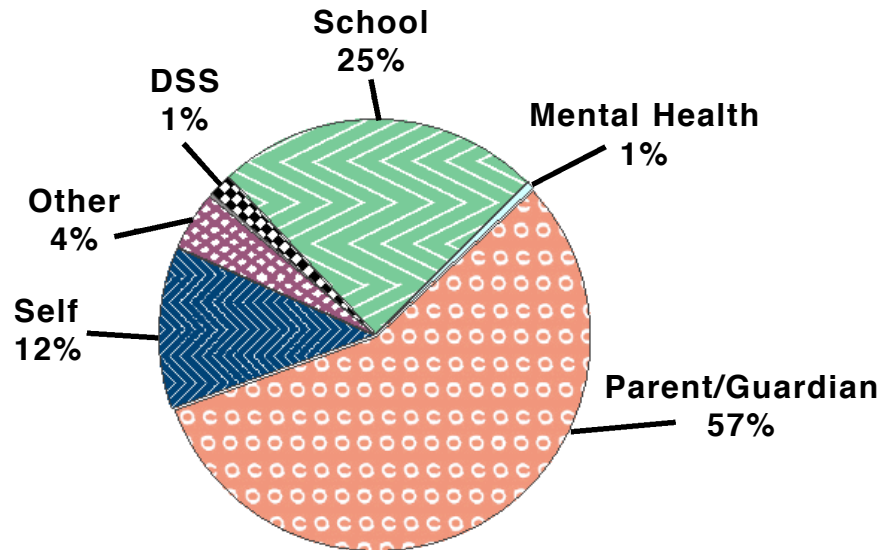
In addition to serving participants during the school year, 68 counties provided services to a statewide total of approximately 8,000 youngsters during the summer months or when students in year-round schools were tracked out. In all, nearly 17,000 different students were served. This is a marked decline from last year, when 81 counties served approximately 10,000 students in the summer and 23,000 total. This decline was due to the decrease in funds.

Referral to SOS

The majority of students were enrolled in the program by their parent(s) or guardian. In some cases, school staff knew of students who would benefit and referred them to the program. Almost 12% of participants referred themselves. The following chart shows how students learned of the program and became involved.



Who Referred Students to SOS



Curriculum and Activities

According to a report on after-school programs by the U. S. Department of Education and the U.S. Department of Justice, good after-school programs include a variety of enriching activities that complement the school day.¹³ SOS programs sought to achieve their goals through a variety of activities, including homework assistance, one-on-one tutoring, mentors, computer use, mini-courses on a variety of life-skills topics, games, field trips, and other activities. The following table shows the responses by SOS students surveyed about what activities they think are most important in an after-school program such as SOS.



Percentage of Student Survey Response	
Activity	Students indicated that this is important
Homework assistance	68%
Tutoring in math or science	48%
Tutoring in English or reading	43%
Mentoring	28%
Arts and crafts	54%
Clubs	50%
Sports	59%
Television or videos	47%
Playing games	68%
Using a computer	64%
Field trips	73%
Community service	35%

*Other activities included guest speakers, career awareness, counseling, and cultural events.

See chart on following page

Still other activities included golf lessons, gymnastic lessons, chorale, health education, career exploration, teen court, a Young Entrepreneur Program, teen discussion groups, quilting, and fabric art, as well as African cultural dance, song, and mask making. Classes included pregnancy prevention, drug and alcohol prevention, character development, dance, diversity training, global awareness, African drumming, cooking, martial arts, drill team, relaxation/stress management, team building, and leadership. Some students also used the time in SOS to take makeup tests, visit the school library, practice band instruments, participate in parades, entertain at local festivals and functions, and be tutored in Spanish, computers, and a variety of school subjects.

In the EDSTAR student survey, when program participants were asked to identify characteristics of an ideal after-school program, more students chose homework assistance than any other category. As one can see from the following table, 35% of the students surveyed were able to finish their homework before going home from the SOS program, and reported *they probably wouldn't have if not in the program*.



STUDENTS IN THE PROGRAM-SNAPSHOT

	I don't get my homework done	I finish my homework during SOS, but otherwise wouldn't	I would get my homework done either way
Which best describes you?	5%	35%	60%

Academic Assistance

Sites offered a variety of types of academic assistance, including one-on-one tutoring, group assistance and supervision, enrichment activities to support what the students were learning, and time to complete homework. The Department of Juvenile Justice and Delinquency Prevention made available training in the North Carolina Standard Course of Study to help staff plan activities that support the curriculum. Although homework assistance was offered in all counties, it was not offered at all sites; 23% of sites did not offer homework assistance.

Computer Use

Student survey responses indicated that two thirds of participants used computers in the SOS program. According to interviews with program staff, many of these students don't have computers at home, and this was their only access to computers.



STUDENTS IN THE PROGRAMS SNAPSHOT

	Often	Once in a while	Rarely or never
<i>How often do you use computers in your after-school program?</i>	27%	40%	33%

EDSTAR found that students tend to use computers and the Internet more in programs that have secured enough machines to make them available to participants at all of their sites. Program participants accessed the Internet once a week or more in over 50% of the county SOS programs where computers were available at all sites. However, in county SOS programs where computers were not available at all sites, only 19% of the surveyed directors indicated that participants accessed the Internet more than once per week.

Behavior Modification

Approximately 80% of the SOS county programs used some kind of behavior modification system in their curriculum. Some examples of how SOS staff members attempted to modify program participants' behavior include the following:

- Students were asked to sign behavioral contracts.
- Group meetings were held to resolve issues.
- The time students could spend on computers and at recess was extended for good behavior.
- Courses in martial arts were taught to instill self-confidence and responsibility.
- Students were rewarded with certificates for improving grades or behavior.
- Points or tokens, often called “SOS bucks” or “club bucks,” were issued to students for positive attitude and behavior. Once a week or month, depending on the program, students could use the points or tokens to purchase items at an SOS “store” or to shop at an SOS auction.
- Students with regular attendance who remained on task and completed assignments were invited to weekly pizza parties; students who made academic gains or were on the honor roll were invited to bowling parties every six weeks; and students who

Vance County SOS students went to the LuLu Tech Circus in Raleigh, an exposure to computers and gadgets. Students were exposed to cutting edge technology in the computer field. Students also participated in the Shaw University Gear-Up Day--a collaboration with Henderson Middle School (the other Vance County Middle School). Seventh and eighth graders visited Shaw University, toured the campus, attended science and drama classes directed toward the visiting students, a music presentation, and a football game. Students also attended the Gear-Up Kick-Off conference where Representative Bob Etheridge was the keynote speaker. SOS students and families attended the play Oliver. Some SOS students performed in the play. Students also experienced having dinner in Durham and attending the Collage African Dance Ensemble presentation. Some of the SOS dancers participated in a Dance Conference. The major emphasis from every field trip attended this year has been exposure. Many Vance County students had not been out of Vance County. Each field trip was an opportunity to expose students to enjoyable, educational opportunities they may not ever have experienced previously. Students and their families grew from their participation.

had good or improved academics and behavior throughout the year were invited to participate in an end-of-the-year trip to an amusement park such as Busch Gardens.

Field Trips

Trips that did not require extensive travel included visits to museums, plantations, hospitals, prisons, and factories. Other field trips included afternoon excursions to a bowling alley, skating rink, or shopping mall. A few students wrote that field trip experiences provided them with unique opportunities to learn a new skill or go places they would not otherwise be able to visit. In Davie County, SOS students went camping and learned basic survival skills in the wilderness; many became CITs (counselors in training). Gaston County SOS students went to Washington, DC, where they volunteered at local soup kitchens. They prepared food and served hundreds of needy people in the area, and toured the Holocaust Museum and various government facilities. Gaston's SOS students also took an end-of-summer trip to Myrtle Beach to relax and have fun.

One activity that many county directors and program participants deemed to be an important aspect of the SOS initiative was community service. Community service projects involved, among other things, reading to elderly residents of a nursing home, picking up trash, planting flowers, working at a food bank, or collecting donations for a rescue mission. In Buncombe County, students from the SOS program worked with organizations that aid women and children who are displaced due to domestic violence, prison, job loss, etc. The students interviewed clients and staff while volunteering with the organizations. The entire project was documented on video, as students interviewed, kept journals, and took photographs. Their final video documentary will be shown at local Rotary clubs.

Staff and Volunteers

Most SOS county directors have coordinated Support Our Students programs in their counties for more than two years.

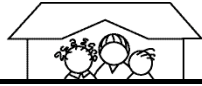
Number of Paid and Volunteer Staff

The number of staff members¹⁴ employed varied in each county program, as did the source of the money used to pay employees. The majority (67%) of the SOS county programs used at least one employee who was not paid with SOS funds. For example, Orange County used 50 staff members, but only 7 were paid with SOS funds; the additional staff members were paid by the Orange County Public School System, a collaborator of the SOS program. Across the state, a total of 1,246 individuals worked in SOS county programs in school year 2002–2003, but only about one half of these staff members were paid with SOS funds.

Ashe County 4-H SAC-SOS program is very proud of our program. Our program won the Volunteerism Award in Wilmington 2002 for most volunteers involved and most volunteer hours. Recently we acquired a new staff member, a 4-H Migrant Education Coordinator, Mr. Michael Kelleher. Mr. Kelleher assists with the Hispanic youth involved in School Age Care and Support Our Students Programs. We are very pleased to have this opportunity to serve these youth.

Student Perceptions of Staff and the SOS Program

More than three quarters of the students surveyed agreed with the statement, “The staff is friendly.” Students in elementary school were more inclined to agree with this statement than were middle school students. Only 1 student in 9 (12%) of those surveyed would not recommend the program to a friend.



	Strongly agree	Agree	No Opinion/ Neutral	Do not agree	Strongly disagree
The staff is friendly.	46%	33%	13%	4%	4%
The after-school program is fun.	48%	30%	13%	4%	5%
I would recommend the program to a friend.	47%	39%	12%	5%	7%

In addition to using paid staff, 93 county programs received the free labor of volunteers who tutored, supervised activities, presented special topics, and helped raise funds. Many volunteers came from organizations that performed community service, such as churches or the Junior League. The average number of volunteers in a week was nine; however, the range was large. While most counties had fewer than 10 volunteers per week, Ashe, Cleveland, Gaston, Rockingham, and Orange county SOS programs all had more than 40 volunteers per week. In an average week during the 2002–2003 school year, volunteers worked a total of 2,692 hours. If SOS had paid \$15 per hour for this labor, the annual (school year) cost would have been over \$1.4 million.

Program Funding and Cost

The 97 county SOS programs evaluated by EDSTAR all received funding from the Department of Juvenile Justice and Delinquency Prevention throughout the 2002–2003 school year. Grant awards ranged in size from \$60,000 to \$250,000 per year. Some counties received additional mini-grants for summer programs.

Because of volunteer labor, and additional sources of revenue, the cost per student per hour paid by the State of North Carolina through the Department of Juvenile Justice and Delinquency Prevention to provide after-school services for one student was \$1.90. Orange County's 8¢ per student per hour was the lowest cost in the state; the highest was \$11.57 in Rowan County. The average program served students at a cost, in SOS dollars, of about \$1.90 per hour, which was about \$1.10 less than the state average for the 97 SOS county programs in operation throughout school year 2000–2001. In general, counties with the lowest costs per student made the greatest use of in-kind donations and obtained more non-SOS grant monies. Orange County SOS, for instance, obtained 51% of its funding from non-SOS sources. All of the programs provided homework assistance, cultural activities, and character-building activities. Many programs also provided one-on-one tutoring, and tutors were trained in the NC Standard Course of Study. Evaluators checked the price of private tutoring for school-age children in North Carolina, and the price ranged from \$20 to \$37 per hour. So, even the most expensive cost per hour for SOS was far below the price of similar services—which the parents of most participants would not have been able to afford.

A total of 93 counties received additional, non-SOS funding from other grants and fundraising initiatives. These non-SOS grants came from such sources as the Americorp Fellowship Grant, Communities in Schools of North Carolina, the Governor's Crime Commission, JC Penny Golden Rule Grant, Learn and Serve America, the Mary Babcock Reynolds Foundation, the North Carolina Department of Social Services, Philip Morris—Positive Youth Development Initiative, RJR Foundation Grant, Safe Schools—Healthy Students, Teen Pregnancy Prevention Initiative Grant, United Way, and the US Department of Education's 21st Century Community Learning Center grant. The additional revenue of \$6.4 million substantially increased the financial resources of the state's SOS initiative.

Aside from non-SOS grants, additional fundraising also came from soliciting contributions through bake sales, garage sales, and other creative products and events.

A substantial number (43%) of the county SOS programs charged a fee for services. This fee ranged from a one-time \$5.00 registration fee to \$6.00 per day. All of the SOS county programs that charged a fee for services offered full scholarships to students who qualified. In some of the counties that offered full scholarships, partial scholarships were also available.

The value of in-kind contributions was estimated at \$2–3 million per year. In-kind contributions included free use of school facilities, utilities, computer and audio/video equipment, and transportation. Some school districts (such as the Orange County School District) even paid the salaries of site coordinators and other SOS staff members.

Collaboration With Outside Agencies

SOS county programs collaborated with hundreds of agencies across the state to enhance the curriculum and improve the quality of the service provided. Collaborators included police departments, food banks, school systems, arts councils, libraries, US Department of Education 21st Century Community Learning Centers, North Carolina Juvenile Crime Prevention Council, North Carolina Department of Social Services, health departments, North Carolina Cooperative Extension Services (4-H), YMCAs, YWCAs, Boys and Girls Clubs, Girl Scouts, housing authorities, United Way, Lions Club, museums, municipal governments, Governor's Crime Commission, Red Cross, Communities in Schools, area universities, local churches, Mother Read Program, Governor's One on One Program, the North Carolina Department of Mental Health, Learn and Serve America, Adolescent Enrichment Council, Hospice, and the March of Dimes.

A good relationship with the local school districts was a critical factor in the success of SOS county programs. For many SOS county programs, another important collaboration was with Juvenile Crime Prevention Councils.

Evaluation Outcomes

We have one elementary school student who is quite amazing. He loves to write plays and organize various clubs within the after-school programs. He has written and directed several small plays this year.

—SOS Director Brunswick County

We had a student who was constantly failing his spelling tests. We worked with him, and at the end of the year, he passed spelling with a B. -

Cleveland County

One third of our students made the honor roll. -

Beaufort County

Several students were experiencing difficulty completing homework assignments. After spending time in the program, they've been completing their homework assignments. Recently, several students have approached me saying they need help with their studies and asked if they could join the program. The SOS Program is gaining a reputation as a place to go to succeed in school.

- Duplin County success story.

Academic Achievement Results

End of Grade Scores

NC EOG scores were examined to determine the following: 1) whether SOS participants improved their EOG scores; 2) whether grade-level differences were observed; 3) whether more students scored at or above grade level; 4) whether demographic factors affected improvement; and 5) whether participants continued to improve over time. The results showed that in every grade except sixth, students made greater academic improvement than goals set by the state in reading, and eighth grader participants made greater improvements than the goals set by the state in math; more students scored at grade level or above; and students who participated multiple years made steady progress, at a constant rate, each year. This academic progress may be because participants were supervised, had homework assistance, had one-on-one tutoring if needed, and were fed healthy snacks—as opposed to being unsupervised and alone after school, as many students reported they would be without SOS. Teachers also reported improvements in course grades and behavior.

EOG Score Improvement

North Carolina EOG scale-score results were analyzed by grade level for SOS participants to compare their reading improvement against state EOG improvement goals. These analyses showed that for middle school participants who attended SOS at least 30 days, the average improvement in all grades except sixth exceeded the year-over-year EOG improvement goals set by the NC Department of Public Instruction. In math, the EOG improvement exceeded the goals of the NC DPI for eighth grade participants.

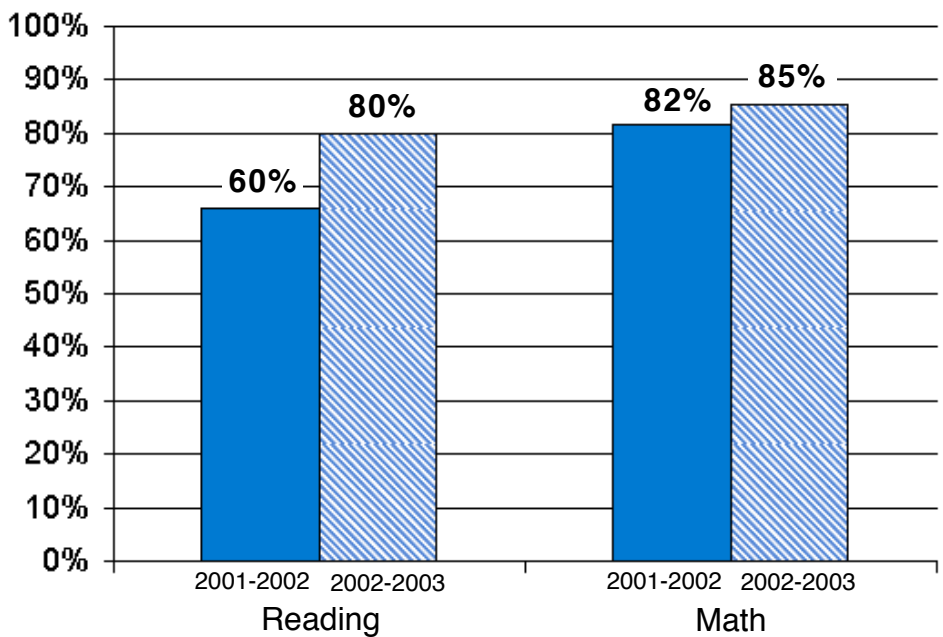
Students Scoring at Grade-Level Proficiency

Evaluators analyzed EOG results to determine whether more SOS participants scored at grade-level proficiency at the end of the 2002–2003 school year compared with the previous year. The following charts show that the percentages of students who scored at grade-level proficiency increased in both math and reading.



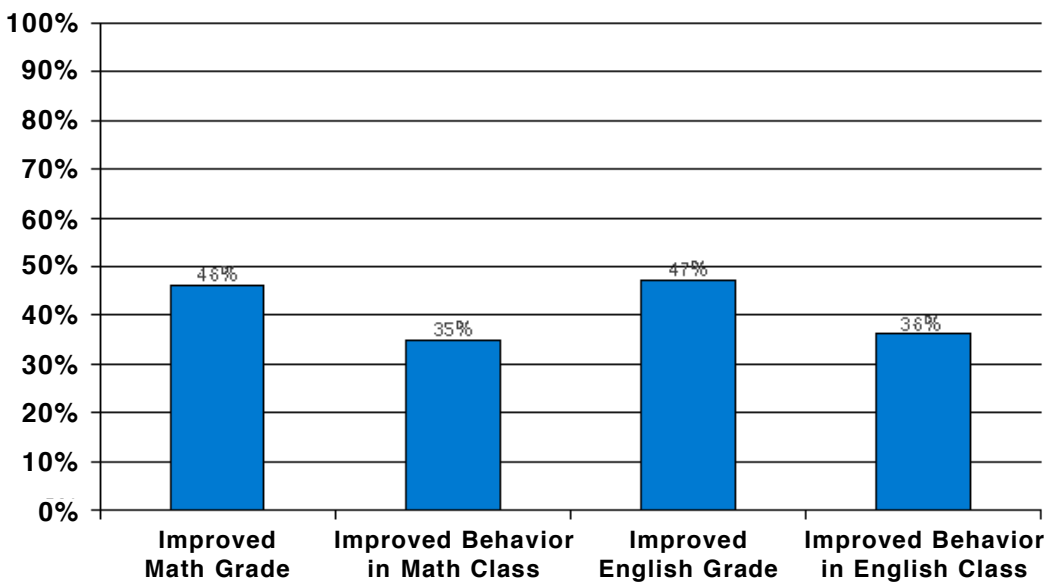
SAME STUDENTS OVER TIME

Percentage scoring at Grade Level or Above on EOG



SAME STUDENTS OVER TIME

Percentages of Students For Whom Classroom Teachers Reported Improvement From Mid Term to the End of the Year



The SOS programs with the greatest increases in percentages of participants who scored at grade-level proficiency (20% or more increase) on EOG reading were in the following counties:

- Alamance
- Scotland
- Pamlico
- Rockingham
- Cumberland
- Gates
- Bertie
- Randolph

The SOS programs with the greatest increases in percentages of participants who scored at grade-level proficiency (20% or more increase) on EOG math were in the following counties:

- Macon
- Scotland
- Wayne
- Pamlico
- Mecklenburg

Demographic Groups

SOS is helping to close the gap between minority and majority student achievement in North Carolina. Minority SOS participants made significantly greater improvements than White students in both math and reading.

Hispanic and African American participants made greater gains in EOG scores compared with every other ethnic group. This was statistically significant ($p < .0001$). This was true overall, and when controlling for other factors, such as baseline achievement levels and risk factors.

Combining all minority groups and comparing their EOG reading scale-score gains with those of White students showed that minority SOS participants made nearly twice the gain of White students.

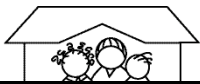
Hispanic participants made the greatest gains in EOG math scores, followed by African Americans. These differences were statistically significant ($p < .01$), but not nearly as great as the differences observed in reading scores.

As found in previous years, the average yearly improvement in EOG scores for students participating in SOS was almost half a proficiency level.

How Much Does SOS Help With Schoolwork?

Of the homework assistance offered at SOS, math and English tutoring seems to offer the greatest benefit to students. The large percentage of students who reported that the assistance was helpful in reading may suggest that more appropriate, targeted assistance in that area may be especially helpful. In any given subject, less than 20% of students responding said that homework assistance was “no help.”

The following table summarizes students' perceptions of homework assistance:



How much does homework assistance help in...	Helps a lot	Helps some	Helps a little	No help
<i>Math</i>	48%	26%	14%	12%
<i>Work habits</i>	42%	27%	14%	17%
<i>Other subjects</i>	39%	29%	16%	16%
<i>Reading/language arts</i>	42%	28%	15%	15%

Elementary school students tended to give more credit to the SOS program for helping them academically than did middle school students.

Classroom teachers reported that more than 60% of the regularly attending participants improved their grade in English and/or math.

Behavioral Outcomes

Potentially as important as any other measure is changes in students' behavior and their perception of school. The SOS program has some particularly noteworthy results in this area, as detailed in the following sections.

Changes in Participants' Feelings Towards School

On the survey, 42% of students surveyed indicated that their feelings about school had changed during the year (since joining SOS). Within this subgroup of students whose opinions about school had changed, the percentage of students who said they liked school more than they did before enrolling in SOS was roughly seven times greater than the percentage of students who said they liked school less than before the program started. This is a tremendous result for any school-related program, independent of all the other positive news for SOS.

Suspension Data

The percentage of middle school SOS participants receiving out-of-school suspensions decreased as compared to their previous year in school (from 8% to 7%), as did the percentage of in-school suspensions. As children get older, they generally receive more suspensions for behavior, not fewer, since stricter standards are applied to older students—so any decrease is especially noteworthy.

Program Highlights

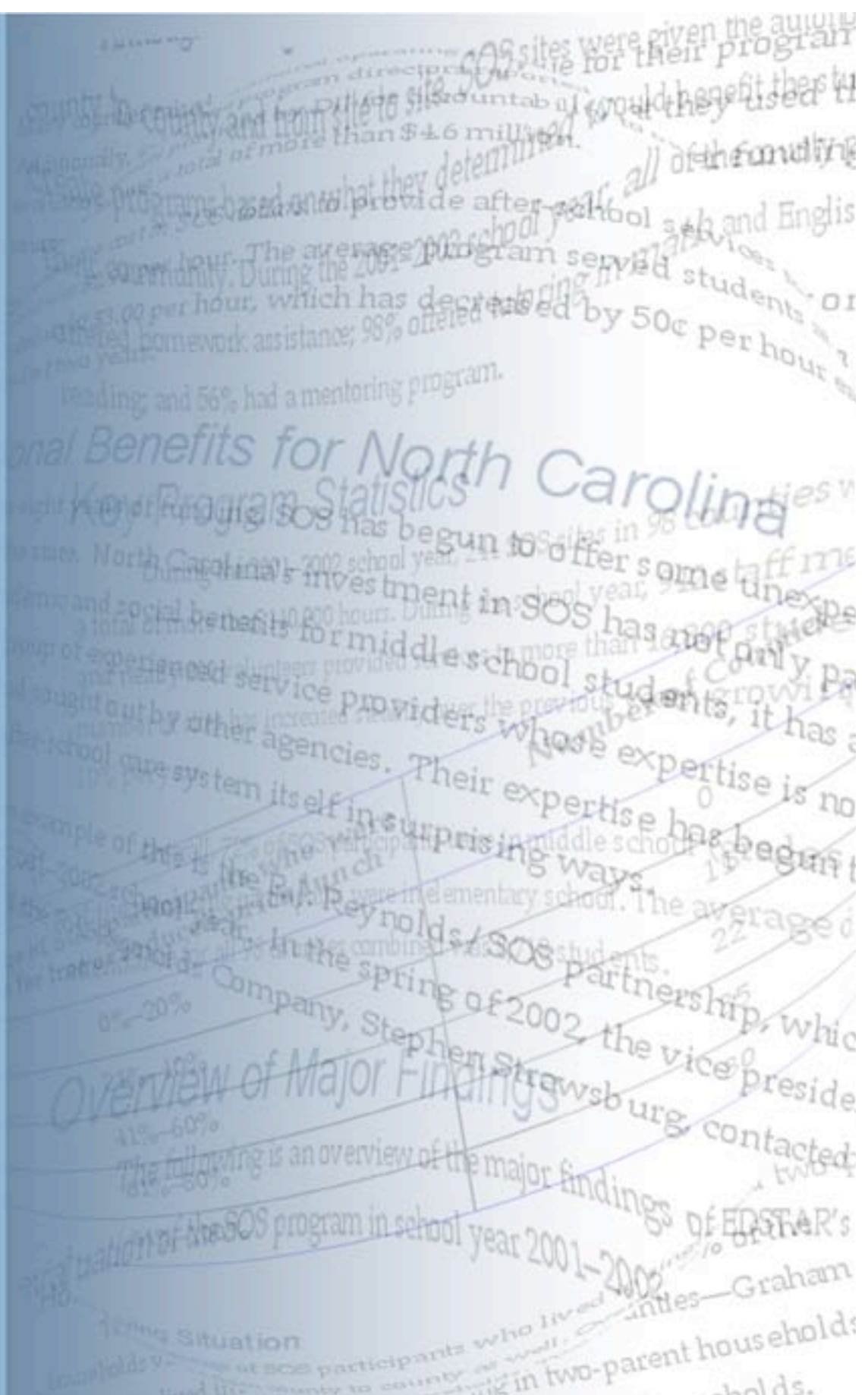
We have had a great year and have watched the children grow, both individually as well as together. I think the student that comes to mind is a young man in our Monday Program. He is very shy and struggles in social situations. He is one who has little interaction with anyone throughout the day, students and teachers alike. In fact, the first day he came to Monday Club, he sat in the back and fell asleep. It was interesting. We noticed that he never missed a meeting or a field trip. He always came by to check to see if any activity plans had changed. But still he would sit quietly in the back of the room. We are now in the eighth month of our program. He is still quiet but he will speak up when he has an opinion. The other students encourage him to become involved. He feels at home with his SOS family. Just last week he joined in with the rest of the boys for a basketball game. This is not the first time I have seen students establish friendships for the first time as a result of being in SOS.

– Greene County success story.

More than three quarters (78%) of the students who were surveyed by EDSTAR agreed with the statement, “The after-school program is fun.” Similarly, approximately three fourths (77%) of the students surveyed agreed with the statement, “I would recommend the program to a friend.” When students were asked in an open-ended question to identify the best thing about SOS, more students identified homework assistance and academic help than any other category.

As in previous years, male students who took the EDSTAR survey were more than three times as likely as female respondents to indicate that the best thing about SOS was sports, games, or the opportunity to use a gymnasium. Consistent with previous years, elementary students also tended to value homework assistance and academic help more than middle school students did. Middle school students reported on surveys that they enjoyed SOS because it was a fun place where they could be with their friends.

Recommendations



Although most of the SOS county programs are achieving their goals, and anyone would agree that the SOS staff is doing a remarkable job, there are always ways to improve a program. Following are some specific recommendations by EDSTAR based on its analysis of the available data.

Document effective practices. Given the variability in the outcomes among the county SOS programs, EDSTAR recommends that the Department of Juvenile Justice and Delinquency Prevention expand the evaluation to include determining which program components are effective. Currently, the evaluation is primarily structured for general accountability and does not include documenting details of program components that would make it possible to relate outcomes to services. For example, the evaluation could include determining whether programs are using curriculum with students, and if so, what kind---then relating this information to outcomes. Not a lot of research exists regarding effective practices in after-school programs. The SOS program would be an ideal program for doing such research.

Wish lists. EDSTAR asked SOS Directors across the state to submit a wish list that addressed the specific needs of their various programs. More funding was the most persistent need. This is hardly surprising, given the funding cuts imposed by the State Legislature on the SOS program in 2003. Increased funding, of course, would enable SOS programs to address a host of issues, such as acquiring a bus or van, computers, cameras, educational supplies, textbooks, a television, a VCR. Many directors expressed a need for more space or, conversely, the need to fund more staff so that they can expand into available physical facilities. Some wishes don't require an infusion of cash, as with the repeated desire to acquire more volunteer help. A need that may be statewide is the ongoing search for Hispanic volunteers to help Hispanic children with their reading skills. Given the rapidly growing Hispanic population in North Carolina, and the reading initiative imposed by No Child Left Behind, our state must find a way to dramatically increase the number of SOS tutors fluent in English and Spanish.

Provide science and technology enrichment. North Carolina is going to begin testing science proficiency. The No Child Left Behind initiative mandates testing, beginning in 2007, at least once in each of the three grade spans (3-5) (6-9) (10-12). Many of the rural counties do not have sufficient resources or teachers for high quality science teaching. SOS programs should begin planning how they might support students to help them learn science. SOS might consider collaborating with North Carolina State University's The Science House, which provides outreach to public schools in

North Carolina to support science teaching. They might also look to The Burroughs Wellcome Fund, which funds science enrichment programs for North Carolina middle school minority students. State-level SOS staff should consider sharing the program's successful academic results with agencies that support science enrichment, and offer to collaborate and accept their support in the future. This would help the "trickle-down" of science enrichment to county-level programs.

Collaborate with schools to offer special reading services during the after-school program. EDSTAR has analyzed some of the data for schools that have collaborated with after-school programs to provide special reading services for low performing students during this time instead of pulling them from class. Not only does this lower or remove the social stigma of receiving these services, but students then do not miss class time to receive the services. Analyses of reading progress made by students served during after-school time compared with students in the same schools who were served during school time showed that those served after school made more improvement in their EOG reading scores. The difference was statistically significant, and was true for students overall, but the subgroups of students receiving free/reduced-price lunch and minority students made the greatest gains after school, as compared with comparable students served during school.

Add program elements to help sixth graders. There is some evidence that one reason for lack of success with improving sixth graders' achievement may be the transition to middle school. Educators have documented that sixth and ninth grade students have difficulty with the transition to a new school, and this often causes problems unique to these grades. SOS staff could add program components designed to help sixth graders with this difficult transition.

Seek out other funding sources. SOS staff could try to find additional grants to obtain the funds they need to offer more activities. SOS has evidence that it is a successful program, is cost effective, and a much-needed service. Directors should more actively seek funds, using the high level of accountability and proven success to attract more funders.

1. For references and resources regarding juvenile crime, see <http://www.ncjrs.org/>, the Justice Information Center Web site, maintained by the National Criminal Justice Reference Service.
2. Gordon Whitaker, Executive Summary for After-School Program Handbook: Strategies and Effective Practices, The University of North Carolina at Chapel Hill Center for Urban and Regional Studies, November 1998.
3. An-Me Chung, After-School Programs: Keeping Children Safe and Smart. The US Department of Education, p. 1, June 2000.
4. North Carolina's Crime Control and Prevention Act of 1994, General Statutes, Article 3, Chapter 143 B.
5. Some SOS county programs are headed by executive directors, while others are headed by program directors. In this report we used the term "county director" to identify the person responsible for program implementation in each county.
6. Howard N. Snyder and Melissa Sickmund, Juvenile Offenders and Victims: 1999 National Report, National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, p. 64, September 1999.
7. An-Me Chung, After-School Programs: Keeping Children Safe and Smart. The US Department of Education, p. 1, June 2000.
8. Bureau of Labor Force Statistics, Employment Characteristics of Families, Table 4., "Families with own children: Employment status of parents

by age of youngest child and family type, 2000-01 annual averages," US Department of Labor, 2001.

9. American Psychological Association, *Violence and Youth: Psychology's Response*, Vol. 1: Summary Report of the American Psychological Association Commission on Violence and Youth, Washington, DC, 1993.

10. North Carolina State Department of Public Instruction, Division of Accountability Services/Research, "Middle School Risk Behavior: 1995 Survey Results," Raleigh, NC, 1996.

11. Thomas P. Rugg, "Middle School Students at Risk: What Do We Do with the Most Vulnerable Children in American Education?" *Middle School Journal*, vol. 24, no. 5, (May 1993), pp. 10-12.

12. J.G. Ross, et. al., *Journal of Community Psychology*, OSAP special issue, "1992 The Effectiveness of an after-school program from primary grade latchkey students on precursors of substance abuse," pp. 22-38, 1992.

13. U.S. Department of Education and the U.S. Department of Justice, *Working for Children and Families: Safe and Smart After-School Programs*, p. 3, April 2000.

14. The statistics in this section of the report pertain to number of staff members, not staff positions. The number of staff positions was often less than the number of staff members, as sometimes two or more staff members would be responsible for one staff position.

Authors

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General Information

County	Fiscal Agent	Headquarters	Number of Sites
Alamance	E Bynum Education Center	Burlington	1
Alexander	East Alexander Middle School	Hiddenite	1
Alleghany			1
Anson	Anson County Schools	Wadesboro	1
Ashe	Ashe Co. 4-H SOS Program	Jefferson	5
Avery	W.A.M.Y. Community Action, Inc.	Boone	1
Beaufort	Boys & Girls Club of Beaufort Co.	Washington	2
Bertie	Bertie County YMCA	Windsor	1
Bladen	Zara Betterment Corp.	Council	6
Brunswick	Comm. In Schools of Brunswick Co.	LeLand	10
Buncombe	YWCA of Asheville	Asheville	3
Burke	Blue Ridge Community Action	Lenoir	2
Cabarrus	Cabarrus County Center	Concord	4
Caldwell	The Education Foundation, Inc.	Lenoir	2
Camden	Camden Education Foundation	Camden	1
Carteret	Coastal Community Action, Inc.	Beaufort	1

General Information

County	Fiscal Agent	Headquarters	Number of Sites
Caswell	Partnership for Children	Yanceyville	1
Catawba	City of Hickory	Hickory	1
Chatham	Mary Neal Child Care Center	Pittsboro	2
Cherokee	Power Partners	Andrews	3
Chowan	Chowan Middle School SOS	Tyner	1
Clay	Black & Gold Inc.	Hayesville	1
Cleveland	Communities in Schools	Shelby	2
Columbus	Columbus County Services	Tabor City	1
Craven	Youth Vision, Inc.	New Bern	1
Cumberland	National Assoc. of Alumni and Friends, Inc.	Fayetteville	2
Currituck	Currituck 4-H	Currituck	2
Dare	4-H and Youth Foundation	Manteo	2
Davidson	J. Smith Young YMCA	Lexington	4
Davie	Davie Family YMCA	Mocksville	1
Duplin	Education Foundation	Kenansville	1
Durham	Durham Public Schools	Durham	9

General Information

County	Fiscal Agent	Headquarters	Number of Sites
Edgecombe	Community Enrichment Org.	Tarboro	4
Forsyth	YMCA of Greater Winston-Salem	Winston-Salem	2
Franklin	Franklin County Schools Foundation	Louisburg	1
Gaston	Boys & Girls Club	Gastonia	2
Gates	Central Middle School SOS	Gatesville	1
Graham	Stecoah Valley Center	Robbinsville	2
Granville	Oxford Business and Professional Chains	Oxford	5
Greene	NC Coop. Ext.	Snow Hill	3
Guilford	YWCA of Greensboro	Greensboro	10
Halifax	St. Paul Baptist Church	Enfield	4
Harnett			
Haywood	Haywood County Schools Foundation	Waynesville	1
Henderson	Boys & Girls Clubs of Henderson Co.	Hendersonville	1
Hertford	Hertford County 4-H	Winton	1
Hoke	Just started again in March 2002	Raeford	
Hyde	Hyde County Schools	Swan Quarter	1

General Information

County	Fiscal Agent	Headquarters	Number of Sites
Iredell	Communi-Care	Statesville	
Jackson	Jackson County Public Schools	Sylva	3
Johnston	Selma Middle School	Selma	2
Jones	Youth Vision, Inc.	New Bern	2
Lee	Get Smart	Sanford	1
Lenoir	Young Women's Outreach Center	Kinston	2
Lincoln	Lincoln Communities in School	Lincolnton	4
Macon	Support Our Students	Franklin	2
Madison	SOS 4-H Discovery Program	Marshall	1
Martin	Bertie, Martin, Washington, CDC	Jamesville	1
McDowell	McDowell Arts & Crafts Associate	Marion	2
Mecklenburg	YWCA of the Central Carolinas	Charlotte	10
Mitchell	NC Cooperative Extension Service	Bakersville	4
Montgomery	Neighborhood Youth Leadership Inc.	Southern Pines	3
Moore	Neighborhood Youth Leadership Inc.	Southern Pines	1
Nash	St. James Baptist Church	Rocky Mount	2

General Information

County	Fiscal Agent	Headquarters	Number of Sites
New Hanover	Family Services of Lower Cape Fear	Wilmington	1
Northampton	Choanoke Area Development Assoc., Inc.	Rich Square	1
Onslow	Jacksonville Commons Middle School	Jacksonville	1
Orange	Communities in Schools of Orange County	Hillsborough	8
Pamlico	Education Foundation	Bayboro	1
Pasquotank	Economic Improvement Council	Edenton	1
Pender	Gospel Truth Mission Church	Maple Hill	1
Perquimans	Perquimans 20/20	Hertford	1
Person	Cooperative Extension Service	Roxboro	2
Pitt	Boys & Girls Club	Greenville	3
Polk	Stuart & Margaret L. Forbes Foundation, Inc.	Columbus	1
Randolph	Randolph/Asheboro YMCA	Asheboro	1
Richmond	Leak Street Alumni	Rockingham	1
Robeson	Communities in Schools	Lumberton	2
Rockingham	Communities in Schools	Pembroke	4
Rowan	Rowan County Youth Service Bureau	Salisbury	2

General Information

County	Fiscal Agent	Headquarters	Number of Sites
Rutherford	Rutherford County Schools	Forest City	3
Sampson	Goldsboro Development District	Roseboro	2
Scotland	National Association for University Women	Laurinburg	
Stanly	Neighborhood Youth Leadership Inc.	Southern Pines	2
Stokes	The YMCA of Greater Winston-Salem	Winston-Salem	1
Surry	Surry Arts Council	Mount Airy	1
Swain	Swain County Schools		2
Transylvania	Western Carolina Community Action	Brevard	2
Tyrrell	Tyrrell Action Group, Inc.	Columbia	1
Union	East Monroe Elementary School	Monroe	1
Vance	Vance County Public School Foundation	Henderson	3
Wake	Wake County 4-H Youth Development	Raleigh	9
Warren	Warren Service Corps	Warrenton	1
Washington	Windows On The World CDC	Roper	1
Watauga	Watauga Youth Network	Boone	11
Wayne	Wayne County 4-H	Goldsboro	2

General Information

County	Fiscal Agent	Headquarters	Number of Sites
Wilkes	Wilkes County Cooperative Extension	Wilkesboro	1
Wilson	Wayne Co. Youth Outreach Program	Goldsboro	1
Yadkin	Yadkin County Schools	Yadkinsville	8
Yancey	Yancey County 4-H	Burnsville	2
NC SOS			235

County SOS Directors Wished for...

Alamance	We need a new building, an outdoor gym, and more funds.
Alexander	We would like to attend the SOS Spring Conference.
Alleghany	We need more curriculum and enrichment activities to keep the students entertained. We are trying to get set up with the JAM (Junior Appalachian Musicians) Program, but we need extra funds for instruments and payroll for instructors. We want to broaden the students' education to make it well rounded.
Anson	We need more money.
Ashe	Our programs would love to have more staff, to better serve youth and increase our youth outreach. We would like to have more activity directors so more opportunities could be offered; new experiences for students and more hands-on activities. Transportation is a real issue because our county is so rural and some students don't have the opportunity to stay for the activities. We would really like to offer buses to take students to designated sites within the county (closer to home or a shuttle service that will do the same concept).
Avery	We need a larger space. We are so packed together. It's hard for some students to concentrate with so much going on. We did get to use the computer lab for the first time this year, but only for a few students at a time. I would like a newer computer and internet access in our SOS room.
Beaufort	We need a new gym floor and a new building for more space.
Bertie	We would like support from our local YMCA in regards to facilities that we could use for our SOS program. I also wish that we did not have to pay for transportation for our program. It is extremely expensive and we have always provided transportation for our students.
Bladen	We would like more money for student field trips, and more software for the computer. We would also like more money to upgrade staff salaries and provide staff development money to help staff return to college to earn their degrees.
Brunswick	We are always in need of additional funding to help with our transportation issues and to help us service more students within the county.
Buncombe	Internet access and more funding.
Burke	We would like clothes baskets for students to place their coats and book-bags in, a CD player, a karaoke machine, and clown costumes (a rest home is being built beside our school and we would like to dress as clowns and prepare skits for the patients). Also, we would like computers. We have access to the school's computers but would like to have computers within our program areas that we can use on a daily basis.

County SOS Directors Wished for...

Cabarrus	We are still striving to market our program so that more of those who can benefit with the many things we offer can become involved. Of course, not having to be anxious about yearly funding is only a dream.
Caldwell	We need more space, and more cooperation from county administration staff. I feel that some help could come from SOS, with more positive and more visible participation from the SOS staff. Could we have a training or seminar for school administrative people? I know that it is the site coordinator's job to advertise the accomplishments of the program, but as we are trying to "blow our own horns," could it be possible to have more back up from the state SOS staff in some way?
Camden	We need more space.
Carteret	We need more funding and more volunteers.
Caswell	We need additional funding and more volunteers.
Catawba	We need a mini bus. Transportation is a very big issue. We could do so much more community service if we had better transportation.
Chatham	
Cherokee	We need more money and the ability to provide transportation. We need to reach and serve more kids in our program.
Chowan	
Clay	We need an activity bus.
Cleveland	We need more money. I'd also like the staff to receive training in activities and behavior modification.
Columbus	We need new equipment in all areas: computers, cameras, and physical education supplies.
Craven	We need a van.
Cumberland	
Currituck	
Dare	We need more money for programming. The state budget cuts hit our county hard. We have had to modify our daily after-school program and will see a huge change in our eight-week summer camp because of the cuts. We continue to seek outside funding and are currently working towards getting more monetary support from our county government.

County SOS Directors Wished for...

Davidson	Because our sites are so far apart, another mini bus or van would help us provide more off-campus activities for our participants. We also could use some more computers to allow all of our students to make better use of study time.
Davie	We need more space. We'd also like to have a ropes course.
Duplin	Our SOS Program needs supplies, because this was an area we cut so we could hire the staff we felt necessary to provide the tutorial services our students needed.
Durham	With our funding being cut last year by nearly 30%, it will be difficult to serve all the students needing after- school services in Durham. We were fortunate to have the 21st Century grant, but next year will be the last year for that grant.
Edgecombe	The Community Enrichment Organization Support Our Students program needs storage cabinets to store supplies. We wish we had dedicated space at all sites. Moreover, the SOS staff has shown devotion and commitment beyond the small salaries they receive for compensation. Raises to staff members are overdue. Also, we need dedicated space in the schools, more access to computers, a van, and funding to compensate staff who have worked since 1994 without an increase in salaries.
Forsyth	We need more stable funding, and better cooperation with schools to obtain information and use of facilities.
Franklin	We need more Hispanic tutors who are multi-cultural to reach the Hispanic community.
Gaston	Our program would benefit most from a van or bus. We could offer more field trips and do more work in the community.
Gates	We need more money.
Graham	We need more trained staff and more training sessions.
Granville	We would like to have a TV and VCR.
Greene	If I had any wish on my list it would be for designated space. I love being housed in the schools and we have a fantastic working relationship. But it is difficult for everyone involved. Just because school dismisses at 2:50 doesn't mean the classrooms are available. Teachers have parent conferences, meetings in their classrooms, or simply need quiet time to catch up on lesson plans. Therefore, we don't have access to the room until 4:00 or later. In effect, we have 25-40 kids with no place to go if it rains. The teachers are in support of our program and, for the most part, try to be very accommodating. But it is hard for us to maintain a schedule, plan projects that require more than one hour of time, store belongings, or make it a fun and non-school-day-like environment.

County SOS Directors Wished for...

Guilford	Transportation costs continue to rise and funding for the program continue to be our biggest challenges. Due to program expansion, additional staff development training is now needed for new staff. I wish we had a mini-bus for each site and funding to support full-time staff for each site serving 50 students or more.
Halifax	We would like to be fully funded again and have more funds to buy some playground equipment, and complete the library that was started at the church for our summer students. We would love to have a van to provide transportation for the students during summer school.
Harnett	
Haywood	I wish I had a program for parents to work on parenting skills. Family participation is something we strive for, but is difficult to achieve. All parents are welcome to travel or attend any event or activity within our program, but few participate. We encourage our kids to identify problems, and work on solutions. When no solution is readily available, hold on to the solution and implement it whenever possible (in other words, break those negative cycles). We would like to include parents in these same type of learning skills. While we may not see the results of our efforts immediately, it is our goal for our participants to see and realize the positive impacts of being in Kids In Action, our SOS program.
Henderson	We need more funding, more transportation for students, and better computer software to prepare students for EOG testing.
Hertford	We would like to have computers of our own with Internet service, a place to call our own, and better parent involvement.
Hoke	
Hyde	We would like two or three computers for students to use. Our students are not allowed to use the school's computer labs.
Iredell	
Jackson	We need closer cooperation from the busy faculty in order to better direct the students' work activities. Also, we need more financial support.
Johnston	
Jones	Additional money to cover student activities and a van for transportation.
Lee	We need more money than our current funding.

County SOS Directors Wished for...

Lenoir	Our program needs more money, staff, and more computers to serve our existing students and reach more youth. We would also like to have a brand new bus to transport our students, especially on field trips.
Lincoln	We desperately need transportation. Our only real obstacle in maximizing the attendance for the program is limitations in transporting the students home.
Macon	We would like to have several 15-passenger vans to make transportation more efficient.
Madison	We need a permanent classroom or location. We currently use the school cafeteria, or (during the wrestling season) the upstairs foyer. Our biggest concern for next year is funding for salaries and transportation.
Martin	We would like more space.
McDowell	We would like a 15-passenger van or bus for transportation, a central building for program site, and computers for student use.
Mecklenburg	We wish we had more resources, part time staff and transportation to service more students. Our county needs quality after-school and summer camp programs geared for middle school students. We have the experience and desire to meet this gap in service. Also, we need better computers.
Mitchell	We need our own facility.
Montgomery	We would like to have funding to provide ongoing summer reading enrichment programs and rising sixth grade and ninth grade orientation summer programs. Sixth and ninth grade students have the most difficult time being successful in school, and an orientation gives them a boost to get off to a good start. SOS is also looking for funding to provide ballet, keyboard, and martial arts classes after school with area instructors. Also, we need more transportation. A van would really help.
Moore	We need transportation services, funded by the schools, that could serve SOS students living on rural roads.
Nash	Our program needs money to increase the number of instructors for our students. One school is overflowing with students and not enough teachers are available to do small group tutorials. Better software is also needed to further enrich our students in reading and math.
New Hanover	We need more money and resources.
Northampton	We need more funding for local summer camps and to help provide consistent, positive activities for SOS students.
Onslow	We need more funds. Our lack of funds limits the scope of our field trips.

County SOS Directors Wished for...

Orange	We would like more money for field trips and other student incentives.
Pamlico	We need a large grill for cookouts. We also need more staff development.
Pasquotank	We would like a community building that we could frequent from time to time to do activities. We also need more money for transportation.
Pender	I wish we had a van or bus. It would solve our transportation problem.
Perquimans	We would like more community volunteers.
Person	We need volunteers, more money, transportation, text books, and materials for learning.
Pitt	At two of our three sites, our facilities and equipment are very old and worn. We are working on developing new sites, but that will take a while to accomplish. We would like to get new equipment for the game rooms, such as pool tables and table games to help with the social recreation areas of the sites. We also need school supplies and other incentives for our home-work assistance program (Power Hour). This can include games, school supplies, snacks, and other items that the students can earn for the points they accumulate for completing their homework correctly. Other needs include funding for snacks, gas for the vehicles that transport the members from school each day and on field trips. We can always use more volunteers to work with the Power Hour program and other activities.
Polk	We would love to have our own Vans to use for outings. I'd also like additional funding to be able to offer a summer program.
Randolph	We need more games and more supplies.
Richmond	We would like more money so that our salaries would attract teachers to help with tutoring needs. We especially need tutors who can help the students meet test objectives.
Robeson	We would like more volunteers and mentors.
Rockingham	We would like the means to accommodate all students who want to be in the SOS program.
Rowan	
Rutherford	We are going to use the Food Bank to aid us in the purchase of nutritious snacks.
Sampson	We need more funds.

County SOS Directors Wished for...

Scotland	
Stanly	We need additional funds to expand to other sites in Stanly County.
Stokes	Our program needs to be able to provide transportation home in the afternoon and to and from our summer program.
Surry	As our program has increased by 50% since the program began, additional funding would be helpful. We now serve the 6th grade, in addition to grades 7 and 8. Middle school students from other schools often request to participate, but we have been unable to expand our services due to limited funding.
Swain	We would like more money to fund more positions, supplies, and trips. I wish we had our own room or building in which to meet.
Transylvania	We need money and dedicated space.
Tyrrell	
Union	We need extra funds.
Vance	We would like more volunteers. We need more flexibility within our space. It is good to be located within a school. However some of the reluctance to allow certain things hinders the director's ability to try certain projects. Having to be mobile does challenge creativity, yet it can be limiting.
Wake	The budget at East Wake Middle School was cut due to the state's budget cut. The program needs an increase in funding. The program wants to meet the needs of the students with adequate staffing and more volunteers. I wish I had adequate funding for the program. Also, we would like additional funds to make site coordinator positions full time positions with benefits. A full time position could focus more on innovative and quality programming opportunities. It would also ensure reduced turnover in staff. Furthermore, our major need is funds to support more staff. The biggest influence we have on our students is mentoring them with role models. Finally, we need additional support for our Hispanic community High School Program.
Warren	We would like to have our own building for our SOS Program. We also need computers and transportation.
Washington	Other than additional funding, we need more volunteers.
Watauga	I would like to solicit more funds from local businesses to increase our scholarship fund. I would also like to recruit volunteers with regular schedules and background checks that can serve as potential staff members. We also need more space within the school buildings, and the freedom to use the space to its fullest potential. Increased funding from additional grants and foundations would allow us to reduce our fees.

County SOS Directors Wished for...

Wayne	We need more funding.
Wilkes	We need more money.
Wilson	We need more money. For the size and juvenile delinquent rate in Wilson County, we need at least the State average of funds to operate the Program effectively.
Yadkin	Our dream would be to have a dedicated space that we did not have to share with band, music, art classes, etc, so that we could leave our room set-up appropriately for our program.
Yancey	We need to have resources, especially in our Hispanic program. Because of the No Child Left Behind ruling, these students are under tremendous pressure to pass tests, when they are far behind in their language development. In Yancey County, the after school program is key to helping these youth succeed. We also need more continual funding, so we don't have to find other funds all the time.

Staffing

County	Number of employees paid with SOS money	Total number of employees	Number of volunteers used in an average week	Annual (36 weeks) value of volunteer's time (at \$15 per hour)
Alamance	6	8	8	\$51,300
Alexander	6	8	0	\$0
Alleghany	5	5	5	\$5,400
Anson	20	20	4	\$4,320
Ashe	4	18	40	\$19,440
Avery	2	3	3	\$21,600
Beaufort	5	11	4	\$32,400
Bertie	6	8	2	\$6,480
Bladen	7	13	10	\$67,500
Brunswick	8	38	2	\$5,400
Buncombe	2	5	2	\$2,160
Burke	2	7	1	\$1,080
Cabarrus	6	11	10	\$15,120
Caldwell	3	4	4	\$8,640
Camden	5	6	1	\$1,620
Carteret	4	19	7	\$10,800
Caswell	6	6	1	\$1,080

Staffing

County	Number of employees paid with SOS money	Total number of employees	Number of volunteers used in an average week	Annual (36 weeks) value of volunteer's time (at \$15 per hour)
Catawba	2	5	12	\$68,040
Chatham	5	9	2	\$2,160
Cherokee	3	3	2	\$1,620
Chowan	15	38	2	\$2,160
Clay	6	12	6	\$6,480
Cleveland	10	13	45	\$27,000
Columbus	5	5	4	\$2,700
Craven	6	6	4	\$6,480
Cumberland	5	5	10	\$10,000
Currituck	5	9	3	\$1,620
Dare	4	7	1	\$3,780
Davidson	6	10	12	\$32,400
Davie	6	8	1	\$1,620
Duplin	9	9	1	\$1,080
Durham	40	72	35	\$28,080
Edgecombe	8	8	20	\$27,000
Forsyth	17	28	8	\$4,860

Staffing

County	Number of employees paid with SOS money	Total number of employees	Number of volunteers used in an average week	Annual (36 weeks) value of volunteer's time (at \$15 per hour)
Franklin	2	2	1	\$2,160
Gaston	9	24	49	\$35,640
Gates	1	4	10	\$5,940
Graham	6	9	6	\$8,100
Granville	3	3	0	\$0
Greene	8	8	4	\$32,400
Guilford	17	32	14	\$31,320
Halifax	18	20	11	\$9,180
Harnett				
Haywood	4	4	6	\$6,480
Henderson	9	12	6	\$21,384
Hertford	10	10	1	\$1,620
Hoke				
Hyde	10	11	2	\$10,800
Iredell				
Jackson	3	5	10	\$6,480
Johnston	4	4	3	\$3,240

Staffing

County	Number of employees paid with SOS money	Total number of employees	Number of volunteers used in an average week	Annual (36 weeks) value of volunteer's time (at \$15 per hour)
Jones	5	5	3	\$3,240
Lee	0	5	2	\$4,320
Lenoir	4	6	12	\$162,000
Lincoln	7	13	12	\$8,640
Macon	2	6	4	\$25,920
Madison	3	4	10	\$13,500
Martin	4	7	1	\$540
McDowell	6	6	1	\$4,860
Mecklenburg	6	20	25	\$13,500
Mitchell	10	13	5	\$18,900
Montgomery	22	34	4	\$6,480
Moore	9	11	2	\$4,320
Nash	11	11	3	\$5,400
New Hanover	2	8	4	\$16,200
Northampton	3	10	25	\$27,000
Onslow	16	16	9	\$4,320
Orange	7	50	46	\$39,420

Staffing

County	Number of employees paid with SOS money	Total number of employees	Number of volunteers used in an average week	Annual (36 weeks) value of volunteer's time (at \$15 per hour)
Pamlico	0	6	3	\$3,240
Pasquotank	3	10	10	\$48,600
Pender	7	10	10	\$21,600
Perquimans	14	17	16	\$25,920
Person	7	8	1	\$1,080
Pitt	18	18	15	\$16,200
Polk	7	7	5	\$3,240
Randolph	7	5	4	\$1,080
Richmond	5	7	4	\$8,100
Robeson	4	5	7	\$12,037
Rockingham	9	12	40	\$70,200
Rowan	2	2	2	\$2,700
Rutherford	7	8	5	\$5,940
Sampson	4	4	2	\$3,240
Scotland				
Stanly	12	16	5	\$3,240
Stokes	4	4	3	\$2,160

Staffing

County	Number of employees paid with SOS money	Total number of employees	Number of volunteers used in an average week	Annual (36 weeks) value of volunteer's time (at \$15 per hour)
Surry	3	5	6	\$13,500
Swain	3	6	8	\$10,800
Transylvania	7	8	7	\$3,834
Tyrrell				
Union	19	100	20	\$10,800
Vance	6	6	5	\$10,800
Wake	18	27	20	\$11,070
Warren	3	18	3	\$4,050
Washington	4	4	5	\$12,960
Watauga	1	33	35	\$47,520
Wayne	2	8	2	\$2,700
Wilkes	3	32	2	\$4,320
Wilson	5	5	12	\$64,800
Yadkin	8	38	4	\$6,480
Yancey	3	7	10	\$24,300
NC SOS	665	1246	834	\$1,471,235

Cost per Student per Hour

County	SOS Grant	Percent of budget from outside SOS (excluding fees)	Cost/student/hour in SOS dollars	Total hours all sites were open in an average week during the school year
Alamance	\$70,000	0%	\$2.00	17
Alexander	\$70,000	24%	\$1.43	14
Alleghany	\$75,000	0%	\$1.96	16
Anson	\$65,000	2%	\$1.34	14
Ashe	\$65,000	80%	\$0.15	158
Avery	\$75,000	28%	\$2.13	23
Beaufort	\$75,000	72%	\$0.10	96
Bertie	\$75,000	0%	\$3.12	12
Bladen	\$99,000	35%	\$0.82	81
Brunswick	\$81,000	79%	\$0.33	169
Buncombe	\$75,000	0%	\$1.66	53
Burke	\$65,000	47%	\$0.70	48
Cabarrus	\$65,000	47%	\$1.30	62
Caldwell	\$75,000	41%	\$1.63	34
Camden	\$75,000	0%	\$5.00	12

Cost per Student per Hour

County	SOS Grant	Percent of budget from outside SOS (excluding fees)	Cost/student/hour in SOS dollars	Total hours all sites were open in an average week during the school year
Carteret	\$75,000	82%	\$1.07	17
Caswell	\$75,000	0%	\$4.34	14
Catawba	\$75,000	0%	\$2.53	17
Chatham	\$65,000	30%	\$3.37	28
Cherokee	\$81,000	14%	\$1.53	53
Chowan	\$74,500	17%	\$0.94	16
Clay	\$75,000	73%	\$1.70	14
Cleveland	\$75,000	44%	\$1.40	29
Columbus	\$74,666	47%	\$1.96	23
Craven	\$74,666	6%	\$2.10	17
Cumberland	\$75,000	0%	\$0.00	40
Currituck	\$70,000	30%	\$2.79	20
Dare	\$65,000	16%	\$0.81	45
Davidson	\$75,000	23%	\$2.17	70
Davie	\$75,000	3%	\$4.42	15

Cost per Student per Hour

County	SOS Grant	Percent of budget from outside SOS (excluding fees)	Cost/student/hour in SOS dollars	Total hours all sites were open in an average week during the school year
Duplin	\$75,000	0%	\$2.29	8
Durham	\$159,830	29%	\$0.38	149
Edgecombe	\$75,000	67%	\$2.99	34
Forsyth	\$237,000	38%	\$1.14	45
Franklin	\$70,000	3%	\$2.99	11
Gaston	\$75,000	89%	\$0.99	54
Gates	\$65,000	45%	\$1.93	9
Graham	\$65,546	4%	\$0.87	33
Granville	\$65,000	0%	\$2.20	44
Greene	\$64,926	47%	\$0.96	59
Guilford	\$189,101	57%	\$1.60	95
Halifax	\$75,000	0%	\$0.72	41
Harnett	\$65,000			
Haywood	\$70,000	5%	\$1.31	45
Henderson	\$75,000	0%	\$0.24	27

Cost per Student per Hour

County	SOS Grant	Percent of budget from outside SOS (excluding fees)	Cost/student/hour in SOS dollars	Total hours all sites were open in an average week during the school year
Hertford	\$75,000	0%	\$2.42	11
Hoke	\$75,000	no data	no data	
Hyde	\$75,000	0%	\$2.20	14
Iredell	\$95,000	no data	no data	no data
Jackson	\$66,400	15%	\$6.32	41
Johnston	\$75,000	47%	\$1.98	29
Jones	\$65,000	1%	\$3.42	27
Lee	\$75,000	0%	\$0.64	23
Lenoir	\$80,000	0%	\$1.43	30
Lincoln	\$91,000	74%	\$2.01	68
Macon	\$75,000	0%	\$3.17	32
Madison	\$65,000	12%	\$1.05	14
Martin	\$95,000	37%	\$1.70	18
McDowell	\$75,000	10%	\$5.11	27
Mecklenburg	\$230,000	82%	\$1.20	258

Cost per Student per Hour

County	SOS Grant	Percent of budget from outside SOS (excluding fees)	Cost/student/hour in SOS dollars	Total hours all sites were open in an average week during the school year
Mitchell	\$85,000	2%	\$2.60	55
Montgomery	\$75,000	4%	\$1.10	45
Moore	\$75,000	14%	\$3.17	16
Nash	\$75,000	47%	\$4.17	23
New Hanover	\$75,000	65%	\$0.73	20
Northampton	\$75,000	8%	\$2.25	14
Onslow	\$75,000	1%	\$1.17	10
Orange	\$70,000	51%	\$0.08	135
Pamlico	\$75,000	0%	\$0.98	14
Pasquotank	\$75,000	1%	\$1.98	17
Pender	\$75,000	6%	\$2.67	17
Perquimans	\$75,000	0%	\$2.31	7
Person	\$64,800	16%	\$2.34	27
Pitt	\$213,986	48%	\$0.71	39
Polk	\$75,000	0%	\$1.02	14

Cost per Student per Hour

County	SOS Grant	Percent of budget from outside SOS (excluding fees)	Cost/student/hour in SOS dollars	Total hours all sites were open in an average week during the school year
Randolph	\$70,000	0%	\$0.83	27
Richmond	\$75,000	44%	\$2.04	11
Robeson	\$75,000	0%	\$2.52	27
Rockingham	\$81,000	0%	\$1.52	63
Rowan	\$75,000	20%	\$11.57	23
Rutherford	\$75,000	0%	\$1.74	36
Sampson	\$75,000	47%	\$3.22	27
Scotland	\$75,000	0%	\$5.25	12
Stanly	\$75,000	12%	\$1.23	30
Stokes	\$65,000	38%	\$1.67	14
Surry	\$75,000	0%	\$0.75	17
Swain	\$75,000	44%	\$1.56	28
Transylvania	\$75,000	3%	\$0.72	31
Tyrrell	\$75,000	0%	\$0.96	15
Union	\$95,000	0%	\$0.22	59

Cost per Student per Hour

County	SOS Grant	Percent of budget from outside SOS (excluding fees)	Cost/student/hour in SOS dollars	Total hours all sites were open in an average week during the school year
Vance	\$70,000	0%	\$8.01	15
Wake	\$249,990	44%	\$0.73	90
Warren	\$75,000	4%	\$2.66	10
Washington	\$75,000	47%	\$2.41	18
Watauga	\$60,000	47%	\$0.74	201
Wayne	\$74,609	57%	\$1.70	24
Wilkes	\$65,272	82%	\$0.16	28
Wilson	\$66,500	15%	\$1.06	23
Yadkin	\$65,000	38%	\$0.77	47
Yancey	\$65,000	22%	\$1.95	27
NC SOS	\$8,264,962	44%	\$1.90	3803



Gender and Race

County	Percent Female	Percent Female	Percent African American	Percent White	Percent Other
Alamance	45%	55%	98%	2%	0%
Alexander	42%	58%	19%	65%	15%
Alleghany	55%	45%	0%	92%	8%
Anson	62%	38%	94%	6%	0%
Ashe	49%	51%	1%	92%	7%
Avery	45%	55%	4%	90%	6%
Beaufort	44%	56%	95%	3%	2%
Bertie	65%	35%	97%	3%	0%
Bladen	52%	48%	68%	28%	5%
Brunswick	51%	49%	17%	77%	6%
Buncombe	53%	48%	44%	54%	3%
Burke	51%	49%	3%	96%	1%
Cabarrus	44%	56%	33%	60%	7%
Caldwell	65%	35%	73%	26%	1%
Camden	37%	63%	40%	60%	0%
Carteret	42%	58%	36%	58%	5%
Caswell	53%	48%	40%	53%	8%



Gender and Race

County	Percent Female	Percent Female	Percent African American	Percent White	Percent Other
Catawba	42%	58%	96%	4%	0%
Chatham	49%	51%	45%	7%	48%
Cherokee	65%	35%	1%	91%	7%
Chowan	53%	47%	75%	23%	1%
Clay	41%	59%	0%	100%	0%
Cleveland	45%	55%	28%	70%	3%
Columbus	49%	51%	98%	0%	2%
Craven	50%	50%	100%	0%	0%
Cumberland	40%	60%	100%	0%	0%
Currituck	70%	30%	14%	83%	2%
Dare	41%	59%	5%	90%	5%
Davidson	45%	55%	32%	61%	6%
Davie	42%	58%	6%	42%	52%
Duplin	41%	59%	15%	45%	40%
Durham	53%	47%	75%	16%	10%
Edgecombe	37%	63%	82%	14%	4%
Forsyth	47%	53%	64%	26%	9%



Gender and Race

County	Percent Female	Percent Female	Percent African American	Percent White	Percent Other
Franklin	48%	52%	52%	31%	17%
Gaston	61%	39%	92%	8%	0%
Gates	62%	38%	79%	21%	1%
Graham	49%	51%	1%	89%	10%
Granville	45%	55%	42%	56%	2%
Greene	43%	57%	66%	30%	4%
Guilford	60%	40%	79%	14%	6%
Halifax	48%	52%	91%	1%	8%
Harnett	100%	0%	100%	0%	0%
Haywood	41%	59%	5%	95%	0%
Henderson	48%	52%	35%	31%	34%
Hertford	59%	41%	94%	5%	1%
Hoke					
Hyde	48%	52%	78%	16%	5%
Iredell					
Jackson	54%	46%	0%	46%	54%
Johnston	59%	41%	40%	26%	35%



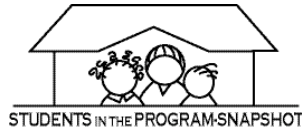
Gender and Race

County	Percent Female	Percent Female	Percent African American	Percent White	Percent Other
Jones	45%	55%	100%	0%	0%
Lee	48%	52%	96%	3%	1%
Lenoir	64%	36%	90%	8%	2%
Lincoln	43%	57%	19%	75%	6%
Macon	38%	62%	0%	91%	9%
Madison	45%	55%	0%	97%	3%
Martin	51%	49%	85%	9%	6%
McDowell	35%	65%	3%	91%	6%
Mecklenburg	54%	46%	90%	1%	9%
Mitchell	57%	43%	0%	99%	1%
Montgomery	58%	42%	66%	11%	23%
Moore	57%	43%	72%	26%	2%
Nash	52%	48%	88%	12%	0%
New Hanover	45%	55%	73%	20%	8%
Northampton	43%	57%	97%	3%	0%
Onslow	56%	44%	57%	26%	17%
Orange	46%	54%	32%	52%	16%



Gender and Race

County	Percent Female	Percent Female	Percent African American	Percent White	Percent Other
Pamlico	51%	49%	72%	25%	3%
Pasquotank	63%	37%	99%	1%	0%
Pender	37%	63%	100%	0%	0%
Perquimans	56%	44%	50%	49%	1%
Person	56%	44%	62%	38%	0%
Pitt	47%	53%	85%	13%	2%
Polk	58%	42%	12%	86%	2%
Randolph	50%	50%	15%	79%	6%
Richmond	58%	42%	100%	0%	0%
Robeson	55%	45%	4%	0%	96%
Rockingham	55%	45%	37%	57%	7%
Rowan	61%	39%	56%	33%	11%
Rutherford	65%	35%	30%	69%	1%
Sampson	61%	39%	76%	24%	0%
Scotland	56%	44%	78%	14%	8%
Stanly	44%	56%	76%	21%	3%
Stokes	60%	40%	12%	88%	0%



Gender and Race

County	Percent Female	Percent Female	Percent African American	Percent White	Percent Other
Surry	52%	48%	23%	66%	10%
Swain	48%	52%	0%	76%	24%
Transylvania	48%	52%	8%	88%	5%
Tyrrell	39%	61%	92%	0%	8%
Union	50%	50%	50%	10%	41%
Vance	48%	52%	82%	14%	4%
Wake	49%	51%	40%	56%	5%
Warren	46%	54%	89%	9%	2%
Washington	43%	57%	93%	7%	0%
Watauga	50%	50%	2%	94%	4%
Wayne	51%	49%	88%	11%	1%
Wilkes	45%	55%	5%	93%	2%
Wilson	63%	37%	94%	6%	0%
Yadkin	49%	51%	8%	88%	4%
Yancey	40%	60%	3%	23%	74%
NC SOS	50%	50%	49%	42%	9%



Demographic Information

County	Percent of participants who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
Alamance	25%	52%	40%	16%	8%
Alexander	58%	59%	22%	20%	6%
Alleghany	71%	61%	30%	13%	9%
Anson	30%	88%	29%	5%	0%
Ashe	74%	38%	60%	10%	24%
Avery	45%	90%	7%	30%	3%
Beaufort	23%	86%	28%	16%	5%
Bertie	14%	99%	33%	3%	10%
Bladen	42%	78%	34%	8%	2%
Brunswick	47%	46%	43%	16%	7%
Buncombe	46%	45%	41%	24%	4%
Burke	57%	22%	41%	19%	14%
Cabarrus	47%	34%	45%	23%	10%
Caldwell	0%	81%	12%	5%	3%
Camden	40%	63%	40%	13%	6%
Carteret	47%	57%	42%	24%	12%



Demographic Information

County	Percent of participants who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
Caswell	25%	51%	32%	19%	6%
Catawba	17%	70%	30%	17%	9%
Chatham	62%	90%	50%	30%	10%
Cherokee	41%	71%	41%	11%	22%
Chowan	28%	73%	13%	20%	1%
Clay	42%	93%	51%	7%	2%
Cleveland	35%	58%	23%	23%	3%
Columbus	19%	90%	12%	20%	0%
Craven	18%	66%	46%	12%	5%
Cumberland	11%	84%	38%	8%	4%
Currituck	48%	36%	27%	21%	11%
Dare	36%	20%	48%	16%	8%
Davidson	40%	31%	53%	14%	9%
Davie	87%	31%	62%	8%	0%
Duplin	58%	68%	21%	20%	3%
Durham	36%	44%	58%	16%	21%



Demographic Information

County	Percent of participants who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
Edgecombe	17%	88%	12%	18%	0%
Forsyth	28%	85%	45%	11%	8%
Franklin	58%	48%	44%	10%	10%
Gaston	18%	86%	22%	12%	7%
Gates	73%	60%	44%	15%	9%
Graham	50%	52%	31%	15%	4%
Granville	55%	33%	52%	10%	9%
Greene	38%	67%	26%	28%	5%
Guilford	36%	69%	31%	22%	7%
Halifax	35%	85%	30%	15%	6%
Harnett	0%	0%			
Haywood	54%	52%	52%	10%	10%
Henderson	34%	90%	33%	17%	2%
Hertford	46%	71%	39%	23%	15%
Hoke					
Hyde	35%	87%	19%	24%	4%



Demographic Information

County	Percent of participants who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
Iredell					
Jackson	38%	57%	28%	21%	8%
Johnston	49%	100%	27%	13%	5%
Jones	30%	88%	42%	13%	8%
Lee	25%	85%	25%	16%	5%
Lenoir	21%	82%	27%	7%	2%
Lincoln	32%	32%	54%	20%	7%
Macon	28%	50%	43%	10%	7%
Madison	52%	69%	26%	22%	14%
Martin	57%	80%	17%	9%	9%
McDowell	41%	36%	43%	14%	10%
Mecklenburg	14%	71%	42%	24%	8%
Mitchell	49%	76%	46%	14%	10%
Montgomery	40%	74%	14%	17%	6%
Moore	32%	72%	25%	46%	4%
Nash	56%	64%	35%	22%	5%



Demographic Information

County	Percent of participants who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
New Hanover	43%	78%	33%	13%	1%
Northampton	40%	94%	39%	17%	0%
Onslow	44%	58%	24%	21%	1%
Orange	60%	36%	73%	13%	30%
Pamlico	31%	73%	27%	18%	13%
Pasquotank	36%	88%	32%	8%	8%
Pender	38%	100%	21%	29%	4%
Perquimans	46%	70%	33%	9%	3%
Person	16%	59%	29%	30%	0%
Pitt	25%	77%	26%	19%	1%
Polk	60%	34%	38%	17%	9%
Randolph	41%	30%	38%	13%	2%
Richmond	40%	76%	28%	16%	0%
Robeson	61%	39%	63%	8%	17%
Rockingham	38%	66%	20%	27%	1%
Rowan	33%	63%	31%	6%	0%



Demographic Information

County	Percent of participants who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
Rutherford	39%	55%	29%	14%	5%
Sampson	28%	78%	29%	11%	3%
Scotland	44%	81%	19%	23%	4%
Stanly	30%	65%	33%	23%	6%
Stokes	54%	44%	35%	10%	13%
Surry	46%	51%	35%	17%	11%
Swain	50%	57%	37%	18%	10%
Transylvania	49%	35%	44%	17%	14%
Tyrrell	30%	71%	24%	0%	10%
Union	81%	72%	19%	10%	7%
Vance	38%	60%	38%	23%	17%
Wake	58%	39%	54%	21%	8%
Warren	48%	80%	25%	12%	0%
Washington	31%	79%	14%	28%	0%
Watauga	56%	31%	66%	23%	20%
Wayne	35%	41%	41%	2%	7%



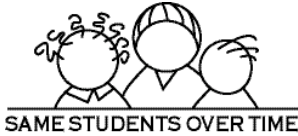
Demographic Information

County	Percent of participants who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
Wilkes	54%	41%	42%	12%	9%
Wilson	20%	82%	39%	5%	4%
Yadkin	52%	34%	45%	20%	12%
Yancey	96%	83%	7%	21%	7%
NC SOS	43%	59%	37%	16%	8%



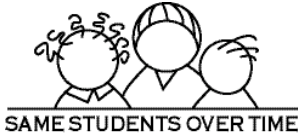
Academic Outcomes-EOG

County	Percentages of 2002–2003 participants who scored at grade level or better in...			
	Math		Reading	
	2001-2002	2002-2003	2001-2002	2002-2003
Alamance	66%	83%	58%	80%
Alexander	85%	76%	62%	70%
Alleghany	96%	97%	91%	94%
Anson	69%	58%	58%	70%
Ashe	91%	98%	86%	94%
Avery	86%	89%	91%	89%
Beaufort	84%	88%	66%	76%
Bertie	71%	88%	50%	78%
Bladen	84%	84%	62%	75%
Brunswick	85%	91%	76%	86%
Buncombe	81%	85%	76%	85%
Burke	93%	93%	87%	86%
Cabarrus	82%	87%	75%	85%
Caldwell	78%	79%	70%	86%
Camden	93%	87%	79%	93%
Carteret	81%	84%	77%	84%



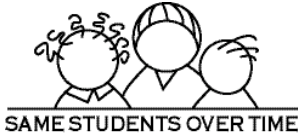
Academic Outcomes-EOG

County	Percentages of 2002–2003 participants who scored at grade level or better in...			
	Math		Reading	
	2001-2002	2002-2003	2001-2002	2002-2003
Caswell	63%	72%	48%	63%
Catawba	68%	83%	55%	57%
Chatham				
Cherokee	98%	94%	87%	94%
Chowan	67%	73%	43%	61%
Clay	94%	96%	90%	91%
Cleveland	66%	92%	73%	80%
Columbus	75%	61%	55%	61%
Craven	78%	93%	71%	80%
Cumberland	89%	93%	53%	78%
Currituck	91%	90%	90%	93%
Dare	93%	90%	89%	94%
Davidson	90%	95%	85%	95%
Davie	73%	92%	79%	92%
Duplin	64%	87%	50%	92%
Durham	72%	79%	68%	80%



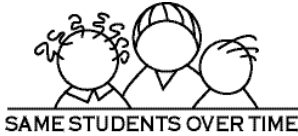
Academic Outcomes-EOG

County	Percentages of 2002–2003 participants who scored at grade level or better in...			
	Math		Reading	
	2001-2002	2002-2003	2001-2002	2002-2003
Edgecombe	56%	65%	46%	58%
Forsyth	69%	81%	60%	73%
Franklin	69%	81%	65%	77%
Gaston	80%	86%	63%	79%
Gates	89%	98%	72%	99%
Graham	93%	93%	88%	90%
Granville	89%	87%	76%	88%
Greene	72%	72%	57%	65%
Guilford	70%	84%	57%	76%
Halifax	82%	84%	71%	75%
Harnett	86%	90%	75%	81%
Haywood	78%	95%	69%	85%
Henderson	91%	96%	80%	87%
Hertford	76%	74%	55%	62%
Hoke				
Hyde	81%	75%	59%	77%



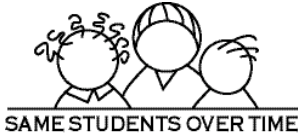
Academic Outcomes-EOG

County	Percentages of 2002–2003 participants who scored at grade level or better in...			
	Math		Reading	
	2001-2002	2002-2003	2001-2002	2002-2003
Iredell	71%	72%	57%	58%
Jackson	81%	88%	73%	79%
Johnston	90%	83%	80%	78%
Jones	76%	96%	63%	61%
Lee	77%	83%	64%	72%
Lenoir	83%	78%	64%	81%
Lincoln	85%	86%	68%	78%
Macon	80%	95%	89%	96%
Madison	86%	84%	82%	79%
Martin	81%	84%	67%	85%
McDowell	89%	93%	91%	90%
Mecklenburg	67%	97%	60%	75%
Mitchell	86%	87%	81%	89%
Montgomery	69%	66%	48%	64%
Moore	81%	92%	65%	78%
Nash	79%	82%	64%	76%



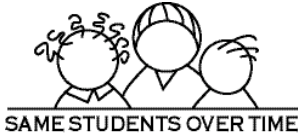
Academic Outcomes-EOG

County	Percentages of 2002–2003 participants who scored at grade level or better in...			
	Math		Reading	
	2001-2002	2002-2003	2001-2002	2002-2003
New Hanover	74%	85%	55%	67%
Northampton	90%	83%	61%	72%
Onslow	87%	88%	76%	86%
Orange	84%	95%	80%	80%
Pamlico	71%	95%	56%	79%
Pasquotank	63%	75%	49%	79%
Pender	72%	74%	61%	75%
Perquimans	86%	84%	63%	82%
Person	87%	92%	59%	76%
Pitt	82%	87%	68%	78%
Polk	90%	91%	84%	89%
Randolph	66%	87%	52%	89%
Richmond	80%	77%	59%	76%
Robeson	91%	93%	73%	87%
Rockingham	67%	70%	51%	75%
Rowan	78%	81%	67%	75%



Academic Outcomes-EOG


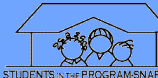
County	Percentages of 2002–2003 participants who scored at grade level or better in...			
	Math		Reading	
	2001-2002	2002-2003	2001-2002	2002-2003
Rutherford	81%	92%	73%	84%
Sampson	79%	96%	67%	77%
Scotland	59%	80%	45%	68%
Stanly	84%	80%	75%	74%
Stokes	65%	79%	78%	81%
Surry	95%	93%	78%	95%
Swain	79%	86%	73%	86%
Transylvania	99%	96%	91%	86%
Tyrrell	73%	85%	63%	60%
Union	91%	93%	71%	75%
Vance	69%	74%	70%	77%
Wake	82%	83%	78%	75%
Warren	66%	72%	50%	73%
Washington	43%	56%	35%	37%
Watauga	92%	94%	89%	95%
Wayne	74%	96%	69%	87%





Academic Outcomes-EOG

County	Percentages of 2002–2003 participants who scored at grade level or better in...			
	Math		Reading	
	2001-2002	2002-2003	2001-2002	2002-2003
Wilkes	93%	98%	87%	91%
Wilson	80%	89%	68%	87%
Yadkin	86%	94%	80%	80%
Yancey	91%	92%	81%	80%
NC SOS	82%	85%	66%	80%



Roster Information

 Program Over Time				 Students in the Program Snapshot			
County	2000-2001 Roster Count	2001-2002 Roster Count	2002-2003 Roster Count	Rank by Size: "1" is largest	Number of Regular Attendees 2001-2003	Average Daily Attendance 2002-2003	Percent of participants with more than 1 year in SOS 2002-2003
Alamance	61	62	55	81	49	35	22%
Alexander		87	113	39	101	40	21%
Alleghany		55	76	68	68	50	0%
Anson	118	112	112	40	55	50	22%
Ashe	243	198	432	9	138	189	50%
Avery	29	50	49	87	30	18	73%
Beaufort	573	468	486	4	100	165	91%
Bertie	73	67	72	70	64	58	60%
Bladen	324	325	279	13	273	187	46%
Brunswick	121	406	458	7	144	163	32%
Buncombe	215	107	80	63	72	60	16%
Burke	80	130	122	34	107	52	33%
Cabarrus	113	139	101	49	90	36	30%
Caldwell		87	85	59	43	77	45%
Camden		68	62	77	27	24	42%
Carteret	60	98	130	30	114	85	26%



Roster Information

 Program Over Time				 Students in the Program Snapshot			
County	2000-2001 Roster Count	2001-2002 Roster Count	2002-2003 Roster Count	Rank by Size: "1" is largest	Number of Regular Attendees 2001-2003	Average Daily Attendance 2002-2003	Percent of participants with more than 1 year in SOS 2002-2003
Caswell		88	40	91	25	30	8%
Catawba	63	196	55	81	44	30	44%
Chatham	104	72	157	24	141	129	8%
Cherokee	108	132	94	52	76	58	52%
Chowan	150	148	158	23	142	65	44%
Clay		110	102	47	60	35	44%
Cleveland		113	117	35	36	94	13%
Columbus	49	77	53	84	48	40	66%
Craven	140	134	66	73	66	51	58%
Cumberland	63	71	57	79	51	46	58%
Currituck	57	124	83	61	43	40	27%
Dare	25	89	111	42	52	39	37%
Davidson	69	82	62	77	60	51	31%
Davie		41	31	97	27	24	29%
Duplin		44	130	30	117	27	18%
Durham	1049	1246	1052	2	639	473	31%



Roster Information

 Program Over Time				 Students in the Program Snapshot			
County	2000-2001 Roster Count	2001-2002 Roster Count	2002-2003 Roster Count	Rank by Size: "1" is largest	Number of Regular Attendees 2001-2003	Average Daily Attendance 2002-2003	Percent of participants with more than 1 year in SOS 2002-2003
Edgecombe	230	199	93	53	81	69	37%
Forsyth	243	378	288	12	259	40	22%
Franklin		109	65	75	65	34	9%
Gaston	82	110	88	55	79	80	30%
Gates	121	119	117	35	117	36	14%
Graham	90	166	142	27	54	50	35%
Granville	159	149	105	46	51	74	36%
Greene	55	102	107	43	30	49	35%
Guilford	268	291	235	14	172	137	19%
Halifax	166	274	322	11	104	103	42%
Harnett							
Haywood		51	37	93	33	16	24%
Henderson	168	314	356	10	218	132	56%
Hertford		89	86	58	40	34	30%
Hoke	104	0			0	0	0%
Hyde		76	79	64	71	25	41%



Roster Information

 Program Over Time				 Students in the Program Snapshot			
County	2000-2001 Roster Count	2001-2002 Roster Count	2002-2003 Roster Count	Rank by Size: "1" is largest	Number of Regular Attendees 2001-2003	Average Daily Attendance 2002-2003	Percent of participants with more than 1 year in SOS 2002-2003
Iredell	152	188					
Jackson	68	108	124	33	21	84	58%
Johnston	116	133	81	62	50	46	38%
Jones	165	56	44	90	44	41	0%
Lee	83	126	163	22	97	30	51%
Lenoir	53	47	115	38	86	64	30%
Lincoln	87	93	84	60	50	43	33%
Macon	56	60	47	88	35	32	51%
Madison	100	96	143	26	55	45	29%
Martin	139	190	97	51	87	24	48%
McDowell	45	65	34	96	34	33	35%
Mecklenburg	107	133	232	15	221	123	53%
Mitchell	379	132	74	69	35	28	51%
Montgomery	175	149	142	27	122	132	32%
Moore	91	68	47	88	45	45	15%
Nash	58	132	50	86	45	34	14%



Roster Information

 Program Over Time				 Students in the Program Snapshot			
County	2000-2001 Roster Count	2001-2002 Roster Count	2002-2003 Roster Count	Rank by Size: "1" is largest	Number of Regular Attendees 2001-2003	Average Daily Attendance 2002-2003	Percent of participants with more than 1 year in SOS 2002-2003
New Hanover	74	60	40	91	24	22	35%
Northampton	87	96	77	66	68	32	32%
Onslow	258	234	198	18	190	45	32%
Orange	1051	1401	1680	1	540	899	39%
Pamlico		169	178	20	78	43	51%
Pasquotank	63	63	70	71	58	40	9%
Pender	63	56	52	85	43	25	73%
Perquimans	243	230	150	25	100	70	43%
Person	84	69	64	76	57	32	41%
Pitt	495	597	484	5	191	48	71%
Polk		170	171	21	101	55	40%
Randolph		29	98	50	88	12	3%
Richmond	89	87	102	47	91	60	53%
Robeson	81	74	69	72	63	60	42%
Rockingham	115	141	106	45	72	71	17%
Rowan	80	119	37	93	16	35	22%

Roster Information

 Program Over Time				 Students in the Program Snapshot			
County	2000-2001 Roster Count	2001-2002 Roster Count	2002-2003 Roster Count	Rank by Size: "1" is largest	Number of Regular Attendees 2001-2003	Average Daily Attendance 2002-2003	Percent of participants with more than 1 year in SOS 2002-2003
Rutherford	219	159	112	40	72	57	19%
Sampson	43	77	78	65	53	74	48%
Scotland	65	51	36	95	32	29	78%
Stanly		101	125	32	112	63	22%
Stokes	0	201	90	54	81	74	10%
Surry	127	139	186	19	52	45	31%
Swain		92	107	43	63	70	21%
Transylvania	100	192	210	17	60	34	30%
Tyrrell		79	66	73	59	54	67%
Union	147	192	227	16	227	110	41%
Vance		61	56	80	50	30	30%
Wake	430	746	717	3	408	333	37%
Warren	80	110	87	56	78	25	0%
Washington	63	72	54	83	54	45	0%
Watauga	46	124	138	29	94	125	22%
Wayne	327	335	116	37	80	80	37%

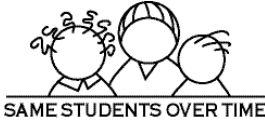
Roster Information

 Program Over Time				 Students in the Program Snapshot			
County	2000-2001 Roster Count	2001-2002 Roster Count	2002-2003 Roster Count	Rank by Size: "1" is largest	Number of Regular Attendees 2001-2003	Average Daily Attendance 2002-2003	Percent of participants with more than 1 year in SOS 2002-2003
Wilkes	398	462	463	6	178	187	41%
Wilson	100	97	87	56	75	70	25%
Yadkin	465	449	448	8	412	281	63%
Yancey		77	77	66	61	45	51%
Total during school year	12,840	16,829	15,733		9,584	7,584	38%



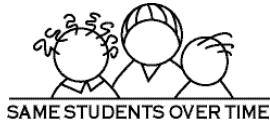
Academic Outcomes-Course Grades

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose grades improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Alamance						
Alexander						
Alleghany	68%	0%	32%	82%	0%	18%
Anson	28%	46%	26%	28%	46%	26%
Ashe	60%	39%	1%	56%	43%	2%
Avery	23%	27%	50%	59%	18%	23%
Beaufort	29%	61%	10%	20%	71%	9%
Bertie						
Bladen	87%	12%	2%	82%	16%	1%
Brunswick	54%	45%	1%	59%	40%	2%
Buncombe	16%	81%	3%	14%	81%	5%
Burke	35%	57%	8%	48%	44%	8%
Cabarrus	40%	50%	10%	67%	27%	7%
Caldwell	64%	22%	14%	58%	20%	22%
Camden	66%	15%	19%	69%	13%	18%
Carteret	42%	51%	7%	30%	53%	17%



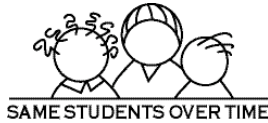
Academic Outcomes-Course Grades

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose grades improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Caswell	33%	56%	11%	39%	56%	6%
Catawba	43%	35%	22%	48%	35%	17%
Chatham	45%	55%	0%	45%	55%	0%
Cherokee	76%	14%	10%	60%	24%	16%
Chowan						
Clay	18%	65%	18%	22%	67%	11%
Cleveland	74%	19%	6%	84%	15%	2%
Columbus	54%	29%	17%	68%	30%	2%
Craven	79%	18%	3%	70%	23%	8%
Cumberland						
Currituck	22%	73%	5%	19%	78%	2%
Dare	37%	63%	0%	28%	69%	4%
Davidson						
Davie	10%	61%	29%	19%	71%	10%
Duplin	36%	54%	10%	41%	54%	5%
Durham	42%	35%	23%	37%	37%	26%



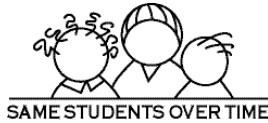
Academic Outcomes-Course Grades

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose grades improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Edgecombe	60%	30%	10%	72%	23%	5%
Forsyth	18%	55%	27%	32%	51%	17%
Franklin	0%	75%	25%	25%	75%	0%
Gaston						
Gates	64%	35%	1%	82%	17%	1%
Graham	32%	56%	11%	24%	60%	15%
Granville	38%	49%	13%	42%	40%	17%
Greene	39%	29%	32%	43%	37%	20%
Guilford	43%	50%	7%	47%	44%	9%
Halifax	50%	24%	26%	46%	30%	24%
Harnett						
Haywood	14%	86%	0%	11%	89%	0%
Henderson	25%	60%	16%	27%	59%	14%
Hertford	59%	2%	39%	68%	9%	23%
Hoke						
Hyde	21%	56%	23%	38%	55%	7%



Academic Outcomes-Course Grades

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose grades improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Iredell						
Jackson	25%	71%	4%	21%	75%	4%
Johnston	60%	19%	21%	44%	48%	8%
Jones	89%	9%	2%	89%	7%	5%
Lee	44%	53%	2%	47%	51%	2%
Lenoir	33%	58%	9%	34%	63%	3%
Lincoln	48%	39%	13%	61%	30%	9%
Macon	43%	55%	2%	43%	55%	2%
Madison	62%	31%	7%	58%	33%	9%
Martin						
McDowell	21%	79%	0%	38%	56%	6%
Mecklenburg	33%	54%	14%	35%	53%	13%
Mitchell	91%	9%	0%	81%	16%	3%
Montgomery	59%	12%	29%	50%	19%	32%
Moore	46%	51%	3%	43%	46%	11%
Nash						



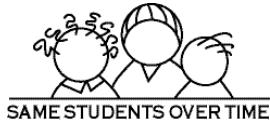
Academic Outcomes-Course Grades

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose grades improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
New Hanover	90%	10%	0%	53%	47%	0%
Northampton	97%	1%	1%	97%	3%	0%
Onslow						
Orange	34%	57%	8%	30%	60%	10%
Pamlico	90%	10%	0%	88%	12%	0%
Pasquotank	26%	54%	20%	14%	76%	10%
Pender	56%	44%	0%	54%	46%	0%
Perquimans	30%	59%	12%	41%	48%	12%
Person						
Pitt						
Polk	44%	54%	1%	35%	59%	7%
Randolph	57%	43%	0%	51%	49%	0%
Richmond						
Robeson	55%	42%	3%	40%	52%	7%
Rockingham	52%	36%	13%	62%	32%	6%
Rowan						



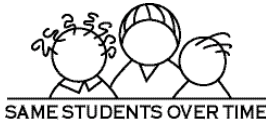
Academic Outcomes-Course Grades

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose grades improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Rutherford	40%	41%	20%	47%	41%	12%
Sampson	33%	60%	6%	38%	58%	4%
Scotland	100%	0%	0%	100%	0%	0%
Stanly						
Stokes	23%	77%	0%	16%	83%	1%
Surry	50%	19%	31%	59%	19%	22%
Swain	46%	39%	15%	37%	39%	24%
Transylvania	31%	55%	14%	19%	67%	14%
Tyrrell	74%	18%	8%	74%	15%	11%
Union	80%	10%	10%	65%	35%	0%
Vance	63%	12%	25%	56%	28%	16%
Wake	20%	64%	17%	18%	66%	16%
Warren	91%	9%	0%	73%	25%	2%
Washington	21%	63%	16%	20%	64%	16%
Watauga	41%	41%	18%	34%	53%	13%
Wayne	42%	44%	13%	37%	44%	19%



Academic Outcomes-Course Grades

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose grades improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Wilkes						
Wilson	76%	24%	0%	63%	37%	0%
Yadkin	48%	46%	6%	42%	50%	8%
Yancey	89%	8%	3%	92%	7%	1%
NC SOS	47%	41%	12%	46%	43%	11%



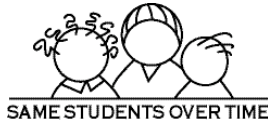
Behavioral Outcomes-Classroom Teacher Reported

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose behavior improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Alamance						
Alexander						
Alleghany	68%	32%	0%	82%	18%	0%
Anson	28%	42%	30%	28%	41%	31%
Ashe	41%	57%	3%	28%	69%	3%
Avery						
Beaufort	2%	91%	7%	2%	89%	9%
Bertie						
Bladen	80%	18%	2%	76%	23%	1%
Brunswick	31%	58%	10%	31%	58%	11%
Buncombe	22%	54%	24%	32%	49%	19%
Burke	18%	72%	10%	25%	65%	10%
Cabarrus	10%	70%	20%	27%	60%	13%
Caldwell	48%	38%	13%	48%	43%	9%
Camden	89%	5%	6%	90%	6%	3%
Carteret	19%	77%	4%	24%	72%	3%



Behavioral Outcomes-Classroom Teacher Reported

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose behavior improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Caswell	28%	69%	3%	17%	72%	11%
Catawba	52%	22%	26%	52%	22%	26%
Chatham	64%	36%	0%	64%	36%	0%
Cherokee	61%	27%	12%	49%	43%	8%
Chowan						
Clay	8%	77%	15%	19%	76%	5%
Cleveland	24%	68%	8%	31%	61%	8%
Columbus	26%	64%	9%	21%	64%	15%
Craven	89%	8%	3%	86%	8%	6%
Cumberland						
Currituck	22%	72%	6%	22%	71%	7%
Dare	31%	65%	4%	31%	67%	2%
Davidson						
Davie	6%	84%	10%	16%	74%	10%
Duplin	10%	82%	8%	8%	85%	7%
Durham	36%	50%	15%	31%	55%	14%



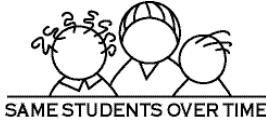
Behavioral Outcomes-Classroom Teacher Reported

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose behavior improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Edgecombe	62%	34%	3%	63%	32%	4%
Forsyth	8%	80%	12%	9%	81%	10%
Franklin	33%	67%	0%	0%	100%	0%
Gaston						
Gates	59%	40%	1%	65%	35%	0%
Graham	27%	71%	2%	27%	71%	2%
Granville	30%	54%	16%	29%	52%	20%
Greene	15%	84%	1%	15%	80%	5%
Guilford	30%	66%	3%	39%	57%	3%
Halifax	30%	67%	2%	24%	74%	3%
Harnett						
Haywood	8%	89%	3%	8%	89%	3%
Henderson	20%	68%	12%	23%	68%	9%
Hertford	38%	44%	19%	12%	80%	8%
Hoke						
Hyde	6%	90%	4%	10%	75%	15%



Behavioral Outcomes-Classroom Teacher Reported

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose behavior improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Iredell						
Jackson	25%	75%	0%	21%	79%	0%
Johnston	42%	50%	8%	33%	56%	10%
Jones	93%	7%	0%	89%	9%	2%
Lee	44%	53%	2%	47%	51%	2%
Lenoir	7%	87%	6%	10%	87%	3%
Lincoln	20%	66%	14%	20%	64%	16%
Macon	49%	49%	2%	43%	55%	2%
Madison	45%	51%	4%	44%	53%	4%
Martin						
McDowell	12%	82%	6%	18%	82%	0%
Mecklenburg	28%	64%	9%	25%	64%	12%
Mitchell	60%	40%	0%	54%	41%	5%
Montgomery	30%	55%	14%	32%	55%	12%
Moore	46%	51%	3%	46%	51%	3%
Nash						



Behavioral Outcomes-Classroom Teacher Reported

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose behavior improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
New Hanover	100%	0%	0%	100%	0%	0%
Northampton	97%	1%	1%	97%	1%	1%
Onslow						
Orange	21%	72%	7%	19%	75%	6%
Pamlico	74%	16%	10%	74%	16%	10%
Pasquotank	23%	73%	4%	11%	84%	4%
Pender	63%	37%	0%	69%	31%	0%
Perquimans	59%	29%	13%	71%	24%	5%
Person						
Pitt						
Polk	49%	50%	1%	35%	60%	5%
Randolph	8%	92%	0%	8%	92%	0%
Richmond						
Robeson	40%	60%	0%	42%	58%	0%
Rockingham	28%	69%	3%	24%	64%	11%
Rowan						



Behavioral Outcomes-Classroom Teacher Reported

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose behavior improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Rutherford	23%	67%	10%	25%	64%	11%
Sampson	10%	85%	4%	13%	85%	2%
Scotland	100%	0%	0%	100%	0%	0%
Stanly						
Stokes	29%	71%	0%	29%	71%	0%
Surry	7%	92%	2%	5%	93%	2%
Swain	47%	48%	5%	44%	50%	6%
Transylvania	19%	63%	17%	24%	63%	14%
Tyrrell	73%	26%	2%	76%	23%	2%
Union	100%	0%	0%	100%	0%	0%
Vance	79%	11%	11%	75%	9%	16%
Wake	31%	61%	8%	28%	61%	10%
Warren	30%	68%	2%	24%	70%	6%
Washington	87%	13%	0%	87%	13%	0%
Watauga	27%	64%	9%	18%	75%	7%
Wayne	19%	81%	0%	16%	81%	3%



Behavioral Outcomes-Classroom Teacher Reported

County	Percentage of the 2002–2003 regular attending (at least 30 days) program participants whose behavior improved, stayed the same, or decreased					
	English			Math		
	% Improved	% Unchanged	% Decreased	% Improved	% Unchanged	% Decreased
Wilkes						
Wilson	71%	28%	1%	65%	35%	0%
Yadkin	35%	59%	6%	34%	60%	6%
Yancey	70%	30%	0%	74%	23%	3%
NC SOS	36%	57%	7%	35%	59%	7%