

North Carolina Department of Juvenile Justice
and Delinquency Prevention

Support Our Students Program
Annual Evaluation Report

House Bill 1473 S.L. 2007-323 Section 18.4

March 1, 2008

**ANNUAL EVALUATION OF COMMUNITY PROGRAMS
SUPPORT OUR STUDENTS PROGRAM**

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ANNUAL EVALUATION OF COMMUNITY PROGRAMS SUPPORT OUR STUDENTS PROGRAM

EXECUTIVE SUMMARY

The Department of Juvenile Justice and Delinquency Prevention offers the 2006-2007 Support Our Students Program Annual Evaluation Report in accordance with House Bill 1473, Session Law 2007-323, Section 18.4, Annual Evaluation of Community Programs. This statutory provision requires that the Department evaluate the degree to which participation in the Support Our Students Program has resulted in a reduction of court involvement among juveniles.

EDSTAR, Inc. conducted the evaluation activities that informed this report. EDSTAR, Inc. is a North Carolina, woman-owned evaluation corporation. EDSTAR, Inc. provided standard record-keeping tools to Support Our Students grant funded programs to ensure integrity of the data. These included software files for recording program rosters, program attendance, staff information, and service hours. EDSTAR, Inc. also conducted web-based surveys of grant funded program staff and of youth served in the grant funded programs. EDSTAR, Inc. collaborates with the North Carolina Department of Public Instruction, which provides longitudinal academic data and demographic descriptions of the youth served in grant funded programs for the purposes of evaluating this program. EDSTAR, Inc. has served under contract with the Department as the independent evaluator for the Support Our Students Program since 1999.

The report is organized into three sections to include a description of the program, services, and recipients of services, an analysis of the measures of program performance, and recommendations for improving services.

(1) A description of the program, services, and recipients. Section One of the Support Our Students Program annual evaluation report contains a brief history of the Support Our Students Program, including legislative references and statutory goals of the program. The administration and funding structure of the program are also discussed. Support Our Students services, including those required, and to whom the services are provided are included in this section.

The Support Our Students Program service delivery model is detailed to include the minimum requirements for service delivery of grant funded programs and a description of the youth served during FY 2006-2007. During FY 2006-2007, the Department awarded grant funds to 95 grant programs to provide after school services in 95 counties. A total of 14,722 youth were served in after school activities. Parents and schools constituted the primary referral sources to the grant funded programs at 57 percent and 31 percent, respectively with latch key status as the primary reason for youth referral to the grant funded programs. Nearly three quarters (72 percent) of the youth served were latch key, which, according to research provided indicates that these students would be at risk of untoward or criminal activity if the grant funded programs did not provide them with a place to go after school where adults can supervise them.

(2) Meaningful Measures of Program Performance. Section Two of the Support Our Students Program annual evaluation report discusses the process and outcome performance measures as they relate to the legislative goals of the Support Our Students Program. This section offers a logic model framework, including process and outcome evaluation as the basis for measuring the effectiveness of the services during FY 2006-2007. This section demonstrates that the grant funded programs met or exceeded expectations in its six goals and prevention priorities.

Findings in this section indicate that the percentage of youth served who scored at or above grade level increased 3 percentage points in both reading and math (from 80 percent to 83 percent in reading, and from 79 percent to 82 percent in math). Youth served who had scored below grade level before entering Support Our Students grant funded programs benefited greatly academically, with 40 percent of the youth scoring a full level higher after one year of participation, and 60 percent scoring a level higher after two years of participation in Support Our Students grant funded programs. Youth served who were at risk of dropping out of school in ninth grade stayed in school and did not

dropout at a significantly higher rate than students in a control group who had the same risk factors. Course grades in math rose for nearly half of the students. Student surveys indicated that homework help was the favorite activity of the youth served. Many students acknowledged that they appreciated the kind staff members in their grant funded programs. Student surveys also indicated that the students felt safer in their grant funded program than they did during the regular school day, that bullying takes place less, and that the Support Our Students grant funded program staff seems to like them better than their regular school teachers. All of these factors can contribute to better academic performance, behavior, and overall well-being, which may reduce the number of dropouts and juvenile delinquency in the communities involved.

(3) Recommendations for improving services. In Section Three of the Support Our Students Program annual evaluation report, EDSTAR, Inc. offers recommendations for improving the services provided by the Support Our Students grant funded programs, as well as research to support the recommendations. The recommendations center around three primary areas: (1) strengthen grant funded program referral process to recruit more youth with academic and behavioral risk factors; (2) increase professional development among grant funded after school program staff; and (3) increase the days of operation required by grant funded programs.

The first recommendation is to recruit more youth who have academic and behavioral risk factors that place them at risk for juvenile delinquency. Most of the youth served during FY 2006-2007 were already performing at grade level in both reading and math. Although both of these rose slightly, the research indicates that youth who are not performing at grade level can benefit significantly from after school programs like the Support Our Students Program. It is recommended that grant funded programs strengthen the youth referral process to include criteria for enrollment based on identified academic and behavioral factors known to place youth at risk for involvement in the juvenile justice system. These criteria include, but are not limited to, youth who are performing below grade level, are truant or have poor attendance at school, and demonstrate patterns of in-school or out-of-school suspensions. Similarly, grant funded programs must strengthen community collaborations with schools, law enforcement, and juvenile court to provide youth referrals based on academic and behavioral risk factors.

The second recommendation focuses on increasing professional development among grant funded program staff. Grant funded programs should ensure that the necessary organizational supports are in place to promote effective staff practices. Training, technical assistance, and other professional development opportunities need to be in place to assist grant funded program staff in aligning services for the youth served and to identify and use curriculum appropriate for the youth's academic, behavioral, and social levels. The Department also informs this recommendation to include a review of resource requirements needed for grant funded programs to have the capacity and funding available to offer competitive salaries for grant funded program staff.

The third recommendation includes increasing the number of days of operation to a minimum requirement of five days per week so that programs will operate Monday through Friday during the school year. This would reduce the number of hours latch key youth served may spend unsupervised after school, thus preventing juvenile crime and other untoward activities.

The fourth and final recommendation seeks to change the statutory provision governing Support Our Students grant award eligibility. North Carolina General Statute 143B-152.4 limits eligibility for Support Our Students grants awards community or neighborhood based 501c(3) not-for-profit organizations or a consortium consisting of one or more local 501c(3) not-for-profit organizations and one or more local school administrative units. The Department recommends that the statutory provision governing eligibility of Support Our Students grant awards be expanded to include community based, public or private non-profit, tax exempt organization, school system, or local government agency. This change to legislation will better ensure that the Department is building capacity to reach additional youth by funding the most qualified providers of services across the state.

ANNUAL EVALUATION OF COMMUNITY PROGRAMS SUPPORT OUR STUDENTS PROGRAM

DESCRIPTION OF THE PROGRAM, SERVICES, AND RECIPIENTS

The first section of the Support Our Students Program¹ annual evaluation report serves to provide a description of the program to include information on the services provided and the recipients of services. Toward this end, this section begins by offering the historical context for the Support Our Students Program, including legislative references and statutory goals of the program. The funding structure and processes the Department of Juvenile Justice and Delinquency Prevention utilizes to administer the Support Our Students Program funds is also discussed. A description of the Support Our Students service delivery model and standards required by the grant funded programs is provided and the recipients of services during FY 2006-2007 are highlighted in terms of several demographic profiles including gender, grade, race, socioeconomic status, living situation, reasons for referral and sources of referral.

Historical and Research Contexts for the Support Our Students Program

The Support Our Students Program was created in 1994 through North Carolina General Statute 143B 152.1-152.9 as an initiative by former Governor James Baxter Hunt, Jr. to provide after school programming for school age children² in North Carolina. The intent of the program is to rally community support for its youth, and to prevent juvenile delinquency and crime by providing alternative, constructive activities during timeframes when many youth would otherwise be without supervision.

The Department of Juvenile Justice and Delinquency Prevention was established in July 2000 as the first cabinet level agency to focus on juvenile justice issues and at risk youth in the state of North Carolina. Since 2000, the Department has administered the Support Our Students Program. The Department's mission is to promote public safety and juvenile delinquency prevention, intervention, and treatment through the operation of a seamless, comprehensive juvenile justice system that provides the most effective services to youth and their families at the right time in the most appropriate settings.

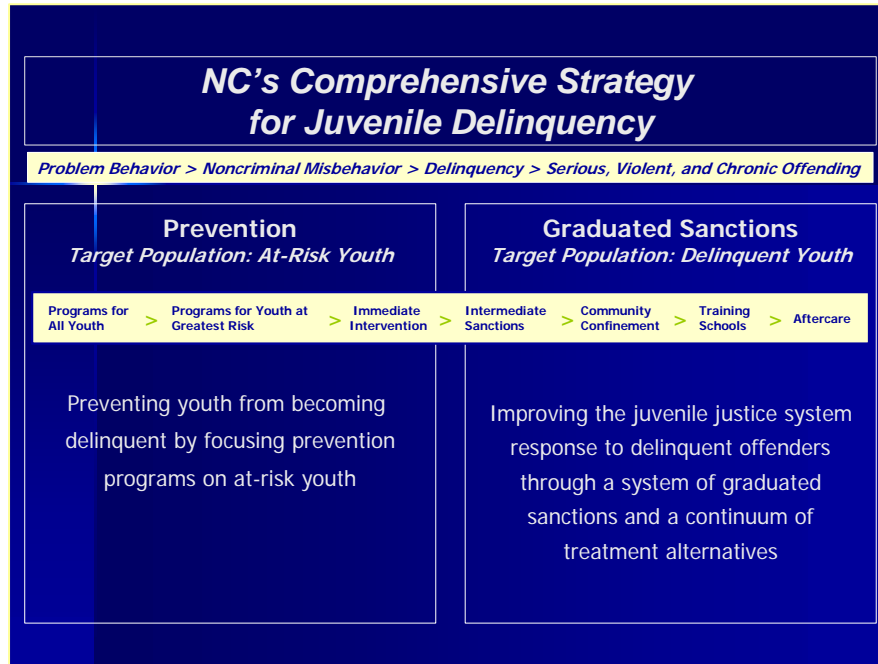
In fulfilling this mission, the Department works to provide the state of North Carolina with a Comprehensive Strategy that helps prevent and reduce juvenile crime and delinquency. The Comprehensive Strategy (see Figure 1-1) is a system for responding proactively to juvenile delinquency and crime as well as a framework that provides the Department with a practical method for evaluating its juvenile justice and delinquency prevention programs against best

¹ The Support Our Students Program refers to the funding initiative as administered by the Department of Juvenile Justice and Delinquency Prevention. Support Our Students grant funded programs refers to programs awarded grant funds by the Department. Support Our Students sites indicates places in which services are provided during after school hours within Support Our Students grant funded programs, such as schools and community-based organizations.

² School Age Children are defined in N.C.G.S 143B-152.1 as youth in grades kindergarten through grade nine.

practices. It focuses to strengthen families, promote delinquency prevention, support core social institutions, intervene effectively and immediately when delinquent behavior occurs, and to identify and control the small group of serious, violent and chronic juvenile offenders in local communities.

Figure 1-1: Comprehensive Strategy



At the front end of the continuum, delinquency and early intervention prevention programs are resources for preventing and reducing the onset of juvenile delinquency. Prevention and early intervention program offerings are grounded in the principles of risk and protection wherein a continuum of prevention strategies is needed to offset major risk factors in individual, family, peer, school and community domains. This prevention continuum includes interpersonal skill building and tutoring as two of nine effective service categories³ for prevention and court supervised delinquency programs (Lipsey, Howell, & Tidd, 2007).

Since its formation in 1994, the Support Our Students Program has evolved as a statewide after school program that serves youth at risk⁴ for involvement in the juvenile justice system. In accordance with North Carolina General Statute 143B-152, there are six primary goals of the Support Our Students Program. The six legislative goals are listed below:

³ Interpersonal skill building and tutoring are two of several service categories found within the Support Our Students grant funded program offerings.

⁴ At Risk Youth are defined as youth possessing a wide range of personal, familial, social or academic circumstances wherein the propensity for school failure or involvement in anti-social activities without intervention to reduce risk factors increases. These youth had not been adjudicated delinquent or undisciplined, but demonstrated many of the risk factors that are strong predictors of delinquent behavior.

- (1) Reduce the number of students who are unsupervised after school, otherwise known as latch key children;⁵
- (2) Improve the academic performance of students participating in the programs;
- (3) Meet the physical, intellectual, emotional, and social needs of the students participating in the program and improve their attitudes and behavior;
- (4) Improve the coordination of existing resources and enhance collaboration so as to provide services to school-aged children effectively and efficiently;
- (5) Reduce juvenile crime in local communities served by the program;
- (6) Recruit community volunteers to provide positive adult role models for school-aged children and to help supervise after-school activities.

Description of the Program: Support Our Students Program Administration and Funding Structure

In FY 2006-2007, the North Carolina General Assembly appropriated \$8,660,939 million to the Department of Juvenile Justice and Delinquency Prevention to fund Support Our Students grant programs for the provision of after school services to school aged youth placed at risk for involvement in the juvenile justice system. In accordance with North Carolina General Statute 143B-152.5, proposals to provide these after school services were solicited by the Department through a Request for Proposal and competitive grant process.

Through the grant process, the Department awarded single grants in counties to 501(c)(3) non-profit organizations to deliver Support Our Students grant programs. Grant programs were selected for funding based on factors, which included, but were not limited to, the applicant's ability to:

- Demonstrate the need for after school services for school age youth to include community risk factors and how the proposed program will offset the risk factors that place youth at risk for juvenile delinquency;
- Target and serve youth in fourth through eighth grade with academic and behavioral factors that place them at risk for juvenile delinquency⁶;
- Utilize research/evidence based practices and strategies for quality after school programming;
- Recruit, screen, train, and retain qualified staff and volunteers;
- Demonstrate creative use of local resources to provide for comprehensive, collaborative delivery of services to youth by public and nonpublic agencies;
- Serve youth during summer months in a structured program that includes activities to promote competencies in math and reading skills;
- Offer services to youth and families at no cost for participation; and

⁵ Latch key is defined as any youth unsupervised at home without someone who is eighteen years or older to provide supervision to the youth.

⁶ While youth in grades kindergarten through grade nine are eligible to receive services, the Department places priority on services targeting youth in grade four through grade eight.

- Demonstrate ability to manage state funds in accordance with principles of sound internal accounting controls.

The Department awards funds ranging from \$69,130 to \$212,123 for a one-year period with the option to renew funding for the grant program for two additional one-year periods. Department funds can be used to support the full operational costs of the Support Our Students grant funded programs. In accordance with Chapter nine of the North Carolina Administrative Code, expenditures of grant funds must be in accordance with the Cost Principles outlined in the Office of Management and Budget Circular A-87 and A-122. Determination of allowable costs is subject to the Department’s discretion as a function of the budget approval process. The Support Our Students grant awards are direct charge grants only. Administrative overhead and/or indirect costs charged by the grant funded programs must be for actual costs related to the services approved under contract with the Department and cannot be used for general administrative expenses of the organization awarded the grant funds. The Department reviews the administrative/indirect costs for reasonableness during the budget review process and reserves the right to approve, not approve, or require adjustments to the rates proposed.

The current funding structure applies budgetary caps on salary, fringe benefits, and contracted personnel expenditures at 75 percent of the total grant award. Similarly, equipment and fixed asset purchases are limited to 13 percent of the total grant award, with vendor bid processes required for these purchases costing \$1,000 or more.

Within ranges of Department funding, grant funded programs are required to maintain compliance with minimum enrollment standards. *Enrollment* in the Support Our Students grant funded programs refers to youth having completed enrollment forms with parent/caregiver permission to participate in services and who attend the grant funded program at least one day during the fiscal year. Figure 1-2 outlines the enrollment standards at each level of funding.

Figure 1-2: Minimum Enrollment Standards for Grant Funded Programs

Grant Amount	Minimum Number of Youth Required To Be Served
\$40,000 - \$50,999	30
\$51,000 - \$60,999	40
\$61,000 - \$75,999	50
\$76,000 - \$90,999	65
\$91,000 - \$100,999	80
\$101,000 - \$150,999	120
\$151,000 - \$200,999	150
\$201,000- \$300,999	225

In FY 2006-2007, the Department awarded funds for a total of 95 grant funded programs for the operation of Support Our Students after school services in 95 of 100 counties.⁷ Appendix A further depicts the award of grant funds by organizations and counties served.

Description of the Program: Support Our Students Service Delivery Model and Requirements

The Support Our Students Program service delivery model is designed for grant funded programs to serve at risk youth in grades kindergarten through grade nine through the provision of structured after school services. The service delivery model includes minimum standards and operational requirements for the grant funded programs. A description of minimum core standards and requirements follows and serves as a foundation for discussion in Section Two as to how the services delivered by grant funded programs correlated with measures of program effectiveness. Appendix B provides a full description of the Support Our Students Administrative Requirements for Program Operations.

Target Population and Enrollment Standards

The Support Our Students Program service delivery model requires that grant funded programs target youth grades kindergarten through grade nine who are most at risk for involvement in the juvenile justice system. Grant funded programs are required to establish a referral process for program services. Referral and enrollment to the Support Our Students grant funded programs must be based on risk factors in the individual, family, peer, school and community domains known to place youth at risk for juvenile delinquency. Referral sources include, but are not limited to, parents/caregivers, juvenile court, law enforcement, community organizations, social services, and the Juvenile Crime Prevention Councils.

As noted earlier, all grant funded programs are required to maintain compliance with minimum enrollment standards based on the total amount of the grant award received by the Department. At minimum, youth must be enrolled and be served a minimum of one day in the grant funded program in order for the youth to be reported to the Department as a youth served. In addition to this minimum enrollment standard, grant funded programs are required to maintain documented processes for how youth are enrolled and withdrawn from the grant funded programs.

In addition to minimum enrollment standards and referral sources, grant funded programs are required to report to the Department and to EDSTAR, Inc. on a monthly and year to date basis the enrollment data including the number of hours of direct services provided to youth each day, hours of operation for each grant funded program site, roster of youth served, daily attendance and average daily attendance of the youth served. *Average daily attendance* refers to the total number of youth in attendance each day in the program in relation to the number of days the grant funded program operated during the month. Grant funded programs are required to maintain daily attendance records of all youth served in the program during the fiscal year. Attendance

⁷ There were 5 counties wherein applications for services either were not received by the Department or were not recommended for funding based on the competitive grant review process.

records must be maintained by each grant funded program and in accordance with confidentiality laws.

Frequency and Intensity of Services

The Support Our Students Program service delivery model requires grant funded programs to provide at least four days per week of after school services for at least three hours per day or five days of programming for at least two and half hours per day. This equates to 11 to 12 hours of direct service hours of programming per week for all youth served by the grant funded programs. *Direct service* refers the activities delivered to the youth during grant funded program operating hours and excludes transportation time of youth to and from the grant funded program sites. Grant funded programs are required to serve youth at least one day during the fiscal year and youth are considered regular attendees of the grant funded program when they are served a minimum of 30 days during the fiscal year.

Alignment of Services to Demonstrated Needs

National research indicates that developing programming with intentionality is one indicator of a quality after school program (Harvard Family Research Project, 2006). In accordance with this principle, not only are grant funded programs required to target the youth for services who are most at risk for involvement in the juvenile justice system, but the activities delivered within each of the components of the grant funded programs are required to be planned and delivered intentionally or, in other words, in accordance with the needs of the youth referred for services. *Components* of services refer to the broad categories of services offered to youth such as academics, character education and social skills education, and purposeful recreation, and enrichment activities.

Grant funded programs are required to maintain documentation as to how the services align with the needs of the youth referred for after school services. This service plan is designed to outline how each component of services provided by the grant funded program is designed to offset the known risk factors for which the youth was referred for services. This documentation serves to ensure that grant funded programs are offering services in accordance with the academic, behavioral, or social needs of the youth so as to promote the necessary assets and protective factors that help to offset the factors that place youth at risk for involvement in the juvenile justice system.

Components and Documentation of Service Delivery

The Support Our Students Program service delivery model is designed to afford grant funded programs the flexibility to design the services in accordance with the needs of the youth served. Grant funded programs, however, are required to design the services across a broad range of components to include academics, character and social skills education, purposeful recreation, and enrichment activities. The activities delivered within these components must also address the Department's Support Our Students Program prevention priorities which include, but are not limited to: school drop out prevention, gang violence prevention, teenage pregnancy prevention, and delinquency prevention.

Grant funded programs are encouraged to utilize research and evidence based curricula in the delivery of services in these areas. *Evidence based curricula* are resources that have been rigorously tested for reliability and validity and have been proven effective in addressing and meeting the intended educational goals for which the curricula are designed. Utilization of evidence based curricula further supports grant funded programs in delivering services in a planned manner.

Regardless of the curricula or resources used in the delivery of services, all grant funded programs are required to maintain documentation of services delivered to youth by way of daily or weekly schedules, monthly activity calendars and activity plans. At minimum, activity plans must outline the title of activity, description of the activity and its purpose, the curriculum or resource used in the delivery of the activity and instructions for activity completion.

Parent and Community Involvement

The Support Our Students Program service delivery model requires continuous involvement of the parents/caregivers of the youth served and community partners during the development and implementation of the grant funded program.

During the competitive grant award process, applicants for Support Our Students Program funding are required to detail how the proposed program will develop, implement and maintain strong family connections. Applicants must describe how the families of the youth to be served were involved in developing the services to be delivered to the youth as well as strategies the proposed program will use to include families in the planning of the program activities throughout the fiscal year. Once awarded funding, grant funded programs must document these efforts as well as the communication processes utilized with parents/caregivers about the activities being delivered and progress concerning their youth while served by the grant funded program.

Similarly, given that a variety of sources are utilized to obtain youth referrals to the program, grant funded programs are required to maintain memoranda of understanding and/or memoranda of agreements with all collaborative partners. These documents serve to outline the deliverables the grant funded program and the partner agree to provide to each other in order to ensure successful implementation of the grant funded program.

Staffing and Volunteer Management

Grant funded programs are required to have documented recruitment, hiring, management, and training plans for all staff and volunteers assigned to work with the grant funded program. Processes for staffing the grant funded program include documentation of written policies and procedures concerning recruitment and selection of staff and volunteers. Grant funded programs are required to conduct annual criminal background screenings of all staff and volunteers. Policies and procedures concerning criminal background screenings must include the types of screenings utilized by the grant funded program (i.e. local, state, national), procedures pertaining to candidates with evidence of criminal background histories, and frequency of checks for staff and volunteers if conducted more frequently than the required annual minimum. Grant funded

programs must also conduct Department of Motor Vehicle checks for any staff responsible for providing transportation to youth.

Grant funded programs are also required to maintain low staff-to-student ratios as well as documentation of staff and volunteer training requirements and training plans. At minimum, full-time grant funded program staff are required to receive eight hours of professional development in youth development topics each year and part time grant funded program staff are required to receive four hours per year of professional development.

Health and Safety Standards

Support Our Students grant funded programs must adhere to health and safety standards for all sites wherein services are delivered to youth. Grant funded programs must maintain written policies and procedures regarding the safety and security of the youth during all activities as well as maintain current fire, health and safety inspections for every site wherein services are delivered. Similarly, emergency preparedness and crisis management plans must be current with emergency procedures posted and visible to all youth served and grant funded program staff. Grant funded programs are required to conduct emergency evacuation drills with all youth and document the practice drill activities.

At least one member of the grant funded program staff responsible for delivery services to youth each day must be certified in CPR and First Aid. Additional safety precautions include the requirement that grant funded programs maintain documentation of persons authorized to pick up the youth each day with assurances that the youth is not released to the care of any person without such authorizations.

Recipients of Services: Support Our Students Grant Funded Programs

Support Our Students grant funded programs are required to serve school age youth in grades kindergarten through grade nine who are at risk for involvement in the juvenile justice system. For purposes of this discussion, recipients of services are defined as youth served and are comprised of youth who were enrolled in or dropped from the grant funded program during the fiscal year. An *enrollment* to the grant funded program occurs when a youth has a completed enrollment form with parent/caregiver permission to participate in services and the youth attends at least one day during the fiscal year. A *drop* from the grant funded program occurs when the youth is withdrawn or removed from the grant funded program.

Descriptions of the youth served are illustrated and reported in Figure Four through Figure Eleven in terms of the following demographic profiles: Gender, grade, race, socioeconomic status, living situation, reasons for referral and source of referral. Appendix C provides demographic information by grant funded program.

During FY 2006-2007, 95 Support Our Students grant funded programs served a total of 14,722 youth in 95 counties. As depicted in Figure 1-3 and Figure 1-4, Support Our Students grant funded programs served the same number of males and females. Of these youth, 63 percent were

in grades six through grade eight, 36 percent in grades kindergarten through grade five, and 1 percent of youth served were in the ninth grade.

Figure 1-3: Youth Served by Gender

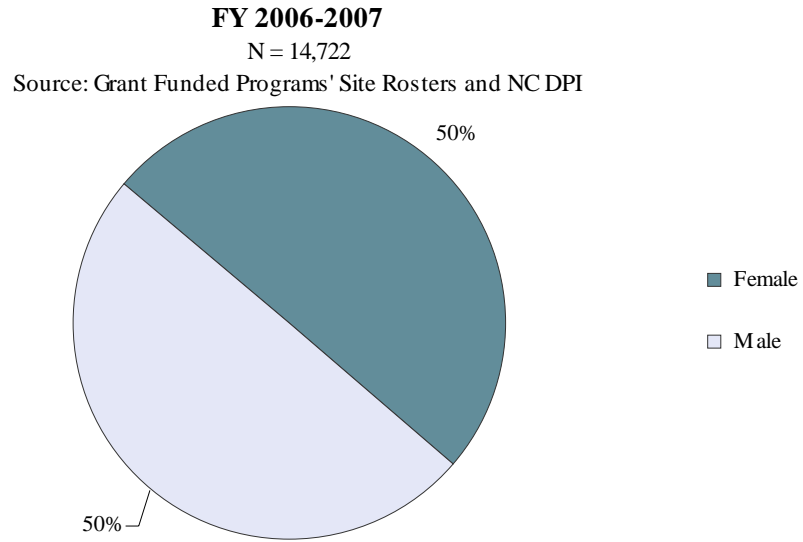
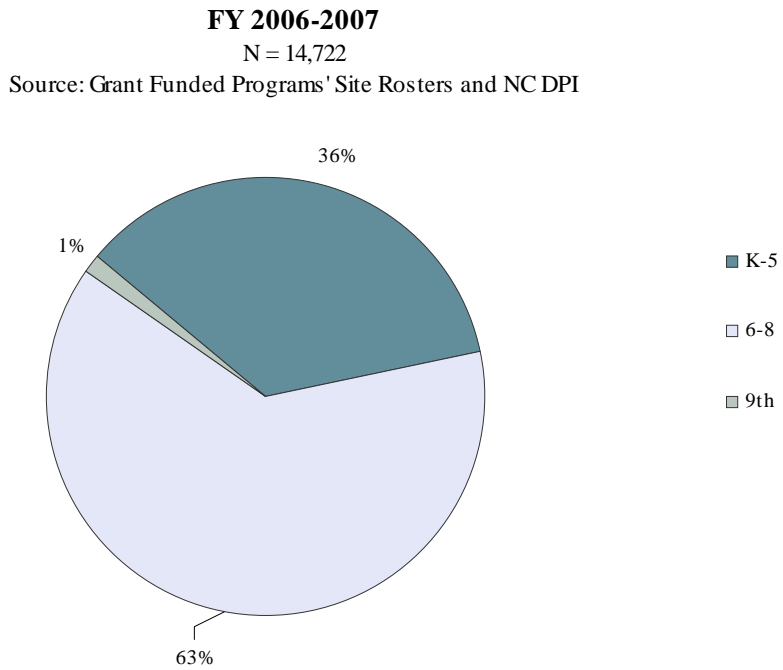


Figure 1-4: Youth Served by Grade Level

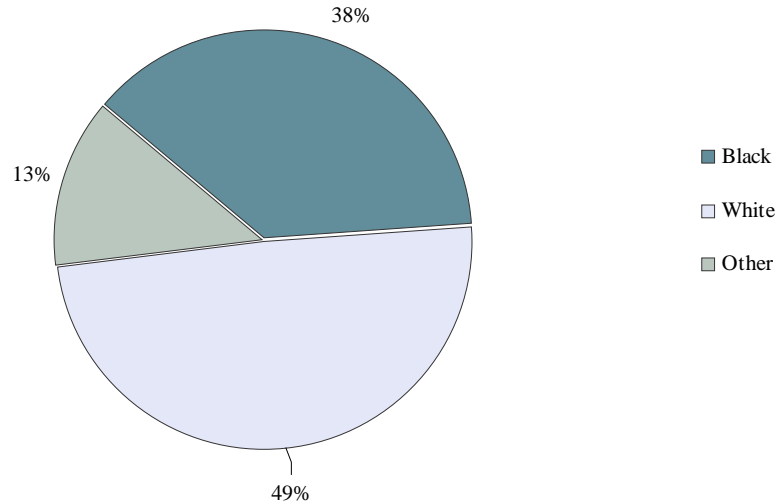
Source: 2006-2007 Grant Funded Programs' Youth Rosters and NC Department of Public Instruction



Racial diversity among youth served in grant funded programs is reflected below in Figure 1-5. Nearly half or 49 percent of the youth served were White, and 38 percent were African American. Three grant funded programs served exclusively African American youth.

Figure 1-5: Youth Served by Race

FY 2006-2007
N = 14,722
Source: Grant Funded Programs' Site Rosters and NC DPI



As depicted in Figure 1-6, data show that the majority of the youth served were economically disadvantaged, and had other factors putting them at risk. Specifically, 60 percent of the youth served were eligible for free or reduced-price lunch. In 79 of the 95 grant funded programs, more than 50 percent of the youth served were eligible for free or reduced-price lunch.

Figure 1-6: Socioeconomic Status of Youth Served

FY 2006-2007
N = 14,722
Source: NC DPI

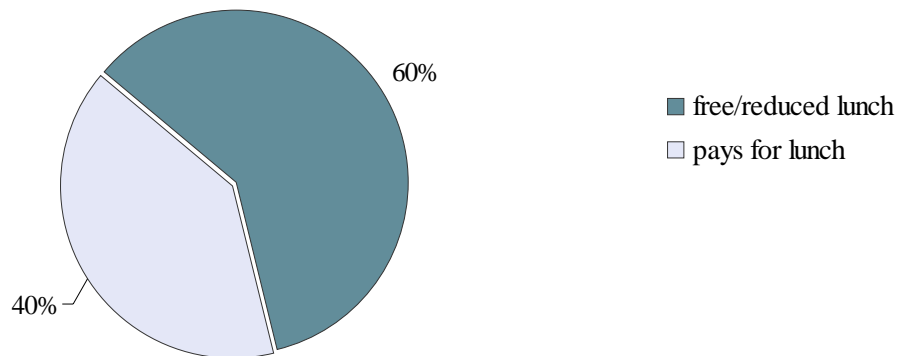


Figure 1-7 shows that approximately 14 percent of the youth served were identified as individuals with learning and behavioral disabilities and were eligible for special education services.

Figure 1-7: Special Education Status of Youth Served

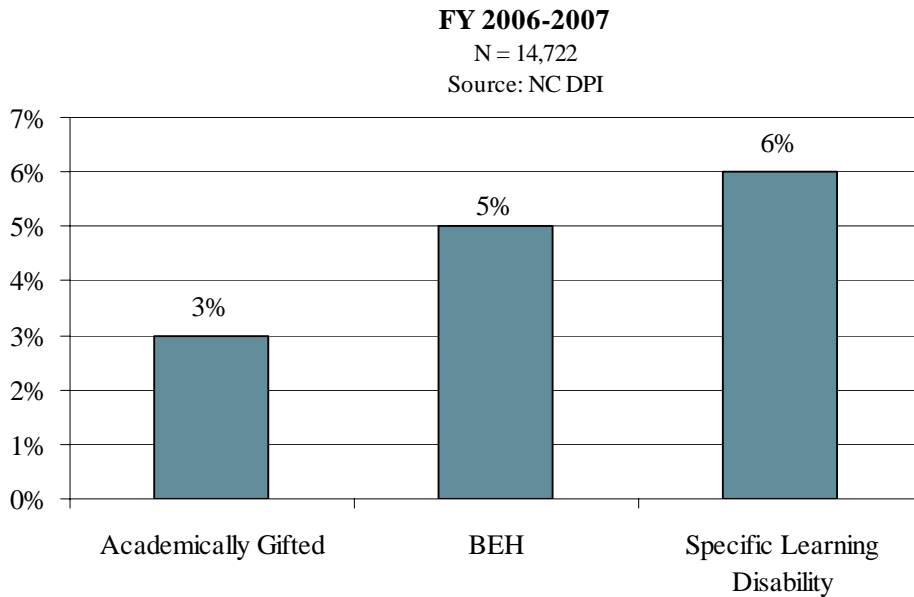
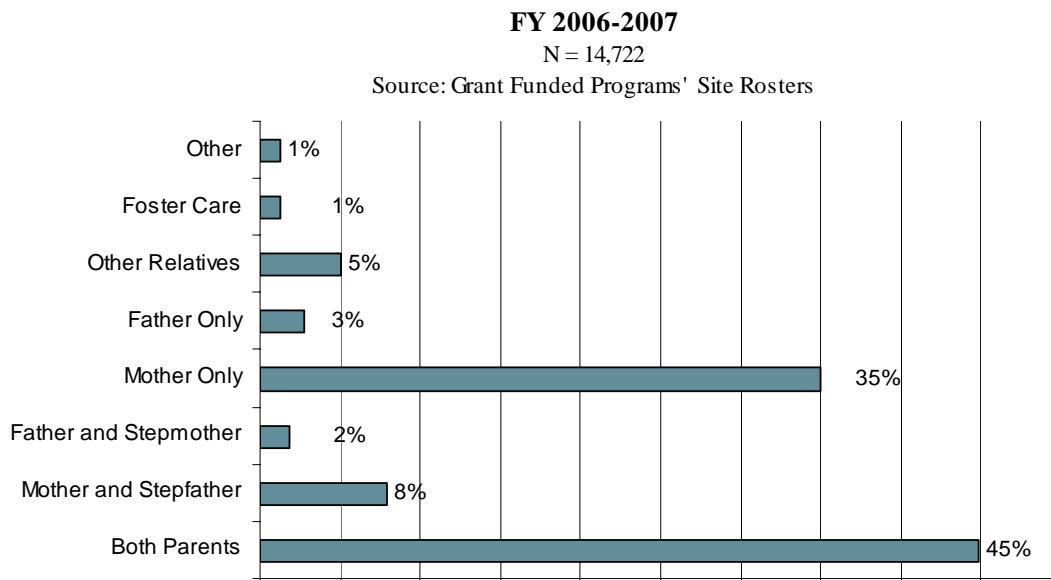


Figure 1-8 illustrates that 35 percent of the youth served in FY 2006-2007 lived with a single mother while 45 percent of the youth served lived in a two-parent household.

Figure 1-8: Living Situation of Youth Served

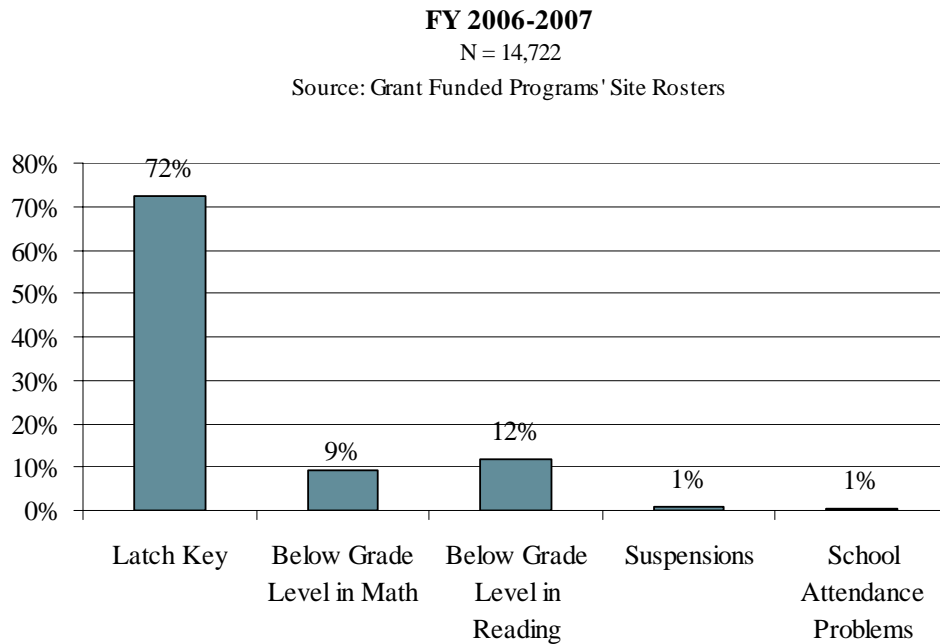


Of the 14,722 youth served in FY 2006-2007, nearly all were identified as youth at risk. These youth had not been adjudicated delinquent or undisciplined, but demonstrated many of the risk

factors that are strong predictors of delinquent behavior. Exposure to such risks as family conflicts and disruption, community drug and alcohol uses, academic failures, early and persistent behavioral problems in school and the presence of gangs correlate to high rates for juvenile delinquency. Fewer than one percent of youth (.02 percent) served by the Support Our Students grant funded programs had some contact with a Department of Juvenile Justice and Delinquency Prevention Court Services district office and were diverted into programming or penetrated the juvenile justice system.

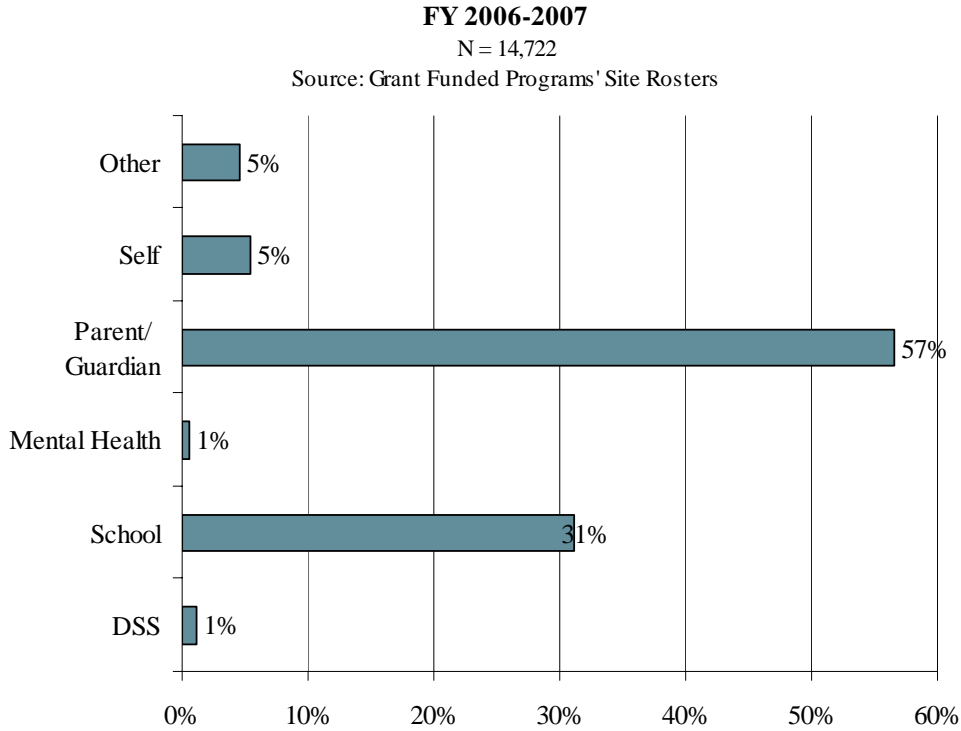
In FY 2006-2007, 72 percent of the youth were referred to the grant funded programs because they were considered to be latch key youth, and 21 percent of the youth were referred for performing below grade level in math and reading. School administrators, counselors, teachers, parents, the Department of Social Services, Juvenile Crime Prevention Councils, mental health advocates, and law enforcement served as several of the referral sources for the grant funded programs. In FY 2006-2007, parents served as the largest referral source and comprised 57 percent of the referral sources among all youth served during the fiscal year. Schools served as the second largest referral source at 31 percent. Figures 1-9 and 1-10 illustrate the referral reason and referral source data among youth served.

Figure 1-9: Youth Served by Referral Reason⁸



⁸ Referral reason data were unavailable for 5% of youth served.

Figure 1-10: Youth Served by Referral Source



Summary and Conclusion

Section One of the Support Our Students annual evaluation report provides historical context for the establishment of the Support Our Students Program and introduces the Comprehensive Strategy and the six legislative goals of the Support Our Students Program in preventing juvenile delinquency. An overview of the administration and funding structure of the Support Our Students Program is included and highlights that the Department awarded grant funds to 95 grant programs to provide after school services in 95 counties during FY 2006-2007.

The Support Our Students Program service delivery model is detailed to include the minimum requirements for service delivery of grant funded programs and a description of the youth served during FY 2006-2007. A total of 14,722 youth were served in after school activities. Nearly all of the youth served by the grant funded programs were identified as at risk youth with less than one percent (.02 percent) of the youth having had juvenile justice involvement at the time of enrollment in the grant funded programs. Parents and schools constituted the primary referral sources to the grant funded programs at 57 percent and 31 percent, respectively with latch key status as the primary reason for youth referral to the grant funded programs at 72 percent.

ANNUAL EVALUATION OF COMMUNITY PROGRAMS SUPPORT OUR STUDENTS PROGRAM

MEANINGFUL MEASURES OF PROGRAM PERFORMANCE

The second section of the Support Our Students Program annual evaluation report concentrates on the meaningful measures of program performance and the degree to which the Support Our Students Program is meeting these measures.

As required by House Bill 1473, Session Law 2007-323, Section 18.4, Annual Evaluation of Community Programs, the Department of Juvenile Justice and Delinquency Prevention focuses its attention in evaluating the degree to which the participation in the Support Our Students Program has resulted in a reduction of court involvement among juveniles as one outcome measure of program effectiveness. This section also examines the effectiveness of the Support Our Students grant funded programs in meeting the legislative goals of Support Our Students Program as defined by North Carolina General Statute 143B-152 and as introduced in Section One of this report.

For purposes of discussion, this section reports the following process and outcome measures of program performance during FY 2006-2007:

- (1) Number of Community Volunteers Recruited to Help Supervise After School Activities
- (2) Reductions in the Number of Latch Key Youth
- (3) Improvement in Academic Performance
- (4) Improvement in Attitudes and Behaviors at School
- (5) Reductions of Court Involvement among Juveniles

This report introduces a logic model framework and process and outcome evaluation as two approaches by which EDSTAR, Inc. examines and reports the effectiveness of the Support Our Students grant funded programs in each of the measures noted above. A logic model is included to facilitate understanding of the Support Our Students Program flow of operations and how the planned activities delivered by the grant funded programs lead to effects of participation. This model is then followed by a description of the process and outcome evaluation approach utilized by EDSTAR, Inc. that examines how the grant funded programs performed in relation to the Support Our Students Program legislative goals and the statutory provision concerning reduction of court involvement among juveniles.

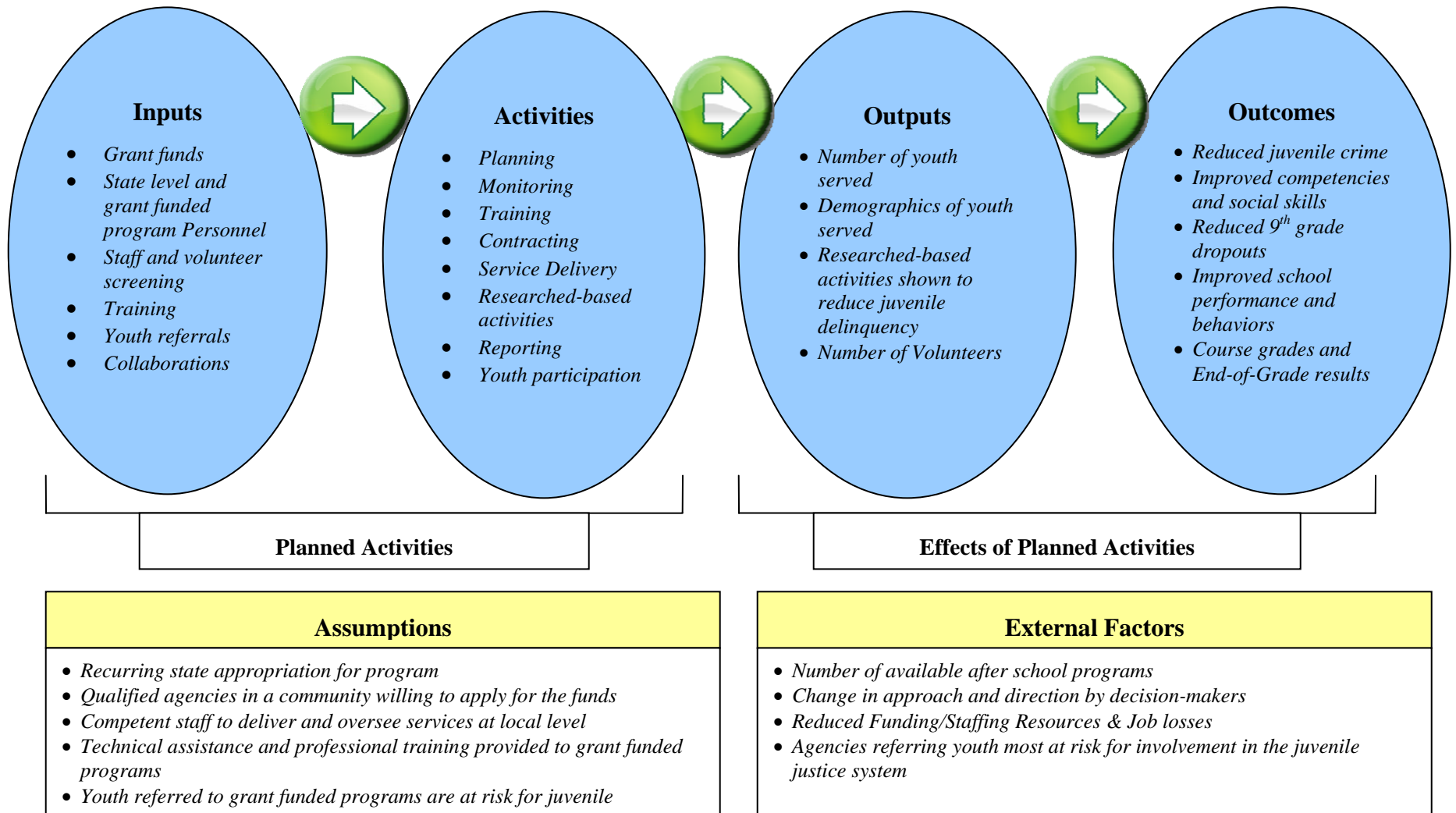
Support Our Students Program Performance: A Logic Model

A logic model is a framework that outlines the inputs, activities, outputs, and outcomes in order to promote understanding of the operations and anticipated outcomes of a program. The logic model for the Support Our Students Program (see Figure 2-1) provides a map to reach important outcome goals and serves as a systematic and visual method to present the perceived relationships among the resources to operate the grant funded programs, the activities to be delivered, and the intended changes or results for the youth, families, and communities.

Figure 2-1: LOGIC MODEL

Program title: Support Our Students Program

Situation Statement: In FY 2006-2007, 14,722 youth were served in the Support Our Students grant funded programs. The Support Our Students program is a prevention program designed to prevent youth from involvement in the juvenile justice system. Youth in grades K-9 are served in grant funded after school programs, and provided with services designed to increase their success in school. The Department allocates over \$8.6 million annually for Support Our Students grant funded after school programs in local communities throughout the state.



The model offers that there are a number of assumptions inherent to the success of the grant funded program operations including the availability of recurring funding, the importance of prevention programming and need for after school services to offset known risk factors and the interest and capacity of qualified organizations to deliver services. The inputs include resources dedicated to or consumed by the grant funded programs such as funding, funding requirements, staff, training, knowledge, and plans. Activities are the organized events, strategies, processes, and techniques that comprise the Support Our Students Program service methodology ranging from service delivery, planning, training, contracting, monitoring, evaluation, and reporting. Outputs are the direct products of grant funded program activities and are usually measured in terms of the volume of work accomplished. Outputs are intended to lead to desired outcomes for participants or populations. Outcomes are the benefits or changes for individuals or populations during or after participating in the program activities.

As with the assumptions, external factors can impact the successful operation of the grant funded programs. For example, in response to No Child Left Behind legislation, school systems are increasingly interested in supporting after school programs that serve to provide solely academic and tutorial services to youth. The Support Our Students grant funded programs are required to offer a range of services that include academic support but also other components such as character education and enrichment activities. Failure of school systems to recognize the importance of providing services across academic and social domains may impact a Support Our Students grant funded program from reaching its goals. In addition, the continued success of grant funded programs to reach youth who are most at risk for involvement in the juvenile justice system requires the continued receipt of youth referrals for academic and behavioral risk factors. Without strong collaborations from school systems, law enforcement and juvenile court, the grant funded programs will be unsuccessful in meeting the needs of this vulnerable population.

According to the logic model framework, if the assumptions are intact, the inputs and activities are in place, and external factors mitigated, then achievement of outputs and outcomes can be met or exceeded. The logic model assists in providing an evaluation framework by which to assess the overall effectiveness of the grant funded programs in terms of outputs generated from service delivery and outcomes associated with longer term impacts of the services, such as reductions in juvenile crime.

Process Evaluation: Description of Services Delivered by Grant Funded Programs and Output Measures of Program Performance

EDSTAR, Inc. utilized process evaluation as one approach by which to examine and report the effectiveness of the Support Our Students grant funded programs. Process evaluation focuses on what services were provided and how those services were delivered. Its purpose is to (1) describe how the grant funded programs were implemented; (2) document and analyze the implementation of these programs; and (3) assess whether strategies were implemented as planned and whether expected outputs were produced.

In using the logic model framework with process evaluation as one basis for evaluation, the planned activities delivered by the grant funded programs resulted in the achievement of several outputs or evidence that service delivery occurred in relation to the legislative goals of Support Our Students Program. Included in this discussion is a description of the services, or planned

activities, delivered by the grant funded programs to include a report on the following output measure of program performance in relation to North Carolina General Statute 143B-152:

- (1) Number of community volunteers recruited to help supervise after school activities

EDSTAR, Inc. developed web-based surveys to administer to grant funded program staff and youth to obtain information about services provided. The youth survey was administered by the grant funded programs to capture from the youth served what they most valued about the program, what impact they thought the program had on them, and how they described the services they received. A copy of youth survey instrument is included in Appendices F. EDSTAR, Inc. also created standard record-keeping procedures for recording volunteer logs and collected these monthly. EDSTAR, Inc. required all Support Our Student grant funded programs to provide data regarding rosters, attendance, staff, hours of operation, and activities provided to youth served. Grant funded program staff and the youth served were also provided opportunities to provide anecdotal narratives about successes within their grant funded programs.

Description of Services Delivered by Grant Funded Programs

During FY 2006-2007, the Department of Juvenile Justice and Delinquency Prevented funded 95 Support Our Students grant programs serving youth in 95 of 100 North Carolina Counties. A total of a 14,722 youth were served at 202 Support Our Students grant funded program sites. Of these sites, 63 percent of the sites were community based organizations and 37 percent of the sites were school based.

As introduced in Section One of this report, grant funded programs are required to target the youth for services who are most at risk for involvement in the juvenile justice system as well as to provide activities aligned with the needs of those youth. While the Support Our Students Program service delivery model is designed to afford grant funded programs the flexibility to design the services in accordance with the needs of the youth served, grant funded programs are required to design the services across a broad range of components to include academics, character education and social skills development, purposeful recreation, and enrichment activities.

During FY 2006-2007, the activities common to the grant funded programs included homework assistance, math and reading tutoring, study skills, arts (including music and dance), sports and games, technology and computer use, community service, cultural and social activities, health and nutrition skills, developmental skills, fieldtrips, and character education.

Figure 2-2 shows categories of activities offered within the required components of the Support Our Students Program service delivery model and the percentages of grant funded programs that offered these services.

Figure 2-2: Description of Services Offered by Grant Funded Programs

Source: EDSTAR Administered Grant Funded Program Director Survey

Services Offered	% of Grant Funded Programs Offering Services
Academics	
Homework Assistance	99%
Math Tutoring	93%
Language Arts Tutoring	97%
Study Skills	74%
Character Education and Social Skills Development	
Character Education	94%
Youth Development (e.g., communications/life skills)	99%
Mentoring	66%
Purposeful Recreation⁹	
Healthy Snacks/Meals	99%
Health/Nutrition Education	96%
Sports/Cooperative and Competitive Games	95%
Enrichment	
Fieldtrips	99%
Cultural Activities/Social Studies	98%
Community Service	96%
Art/Music/Dance/Theatre	95%
Technology/Computers	90%
Service to Adults	71%

Several examples of the types of activities offered by the grant funded programs within the required components of the Support Our Students Program service delivery model are highlighted below.

Academics

As depicted in Figure 2-2, 99 percent of the grant funded programs provided homework assistance as a component of service delivery with 93 percent and 97 percent of the grant funded programs offering math and language arts tutoring, respectively. Programs which offer a variety of activities that include academic and social activities have been shown to positively affect student academic achievement (Hammond & Reimer, 2006.) Research indicates that students who are not reading at grade level will benefit greatly from one-on-one tutoring. To significantly

⁹ Includes physical activity and nutrition for youth served.

improve student reading achievement, a student should spend from 45 to 210 hours on reading instruction in the program. To significantly improve student math achievement, a student should spend from 45 to 100 hours on math instruction in the program (Hammond & Reimer, 2006). It is more effective to have students read story or chapter books and talk about what they know as opposed to reading primers and completing reading exercises. Researching along with writing and constructing and solving problems in math and science are practices essential to develop higher order skills and to sustain academic achievement. (Darling-Hammond, 2007). Support Our Students grant funded programs reported using curriculum packages, such as Successful Education, Kids Around the World, Destination Math, and Destination Reading as well as other computer programs geared toward academic achievement.

Research indicates that if academic components of an after school program are to be aligned with the school curriculum, qualified instructors should teach in the after school programs whenever possible. The most efficient strategy is to hire the regular teachers from the school (Fashola, 1998). Teacher expertise is the single most important measurable predictor of student achievement, and accounts for 40 percent variance in student test scores (Darling-Hammond, 2007). More than two thirds (137 of 202, or 68 percent) of grant funded programs reported aligning their academic components to the North Carolina Standard Course of Study. In FY 2006-2007, 35 percent of grant funded program staff included classroom teachers. Classroom teachers help students align the lessons and support activities.

EDSTAR, Inc. required grant funded programs to administer surveys to a sample of youth served in the grant funded programs. Nearly 3,000 or 20 percent, of the youth served responded to the student survey. Of the 3,000 survey responses, 56 percent of the youth indicated homework help was the most enjoyable activity which far surpassed field trips at 37 percent of the youth responses. On open-ended questions, youth served also reported appreciation in getting help with their homework, and many indicated they were able to keep up with their school work because of it.

“It’s helping me understand stuff a lot easier. The people in this after school program care a lot about my grades and it is getting to my heart that I need to do better.” **Sharice, Age 12, Edgecombe County**

Character Education and Social Skills Development

As shown in Figure 2-2, 94 percent and 99 percent of grant funded programs delivered character education and social skills development activities, respectively, to target prevention priorities such as gang violence and juvenile delinquency prevention, as well as to promote communication and life skills among youth served.

Grant funded programs utilized curricula designed to specifically address gang prevention and bullying, such as Gang Resistance is Paramount (GRIP), and other conflict resolution curricula, such as Second Step: A Violence Prevention Curriculum. Outside agencies, such as local police departments or DARE officers were invited to discuss drug use, gang membership, and delinquency with the youth served. The grant funded programs also used a variety of curricula for social and cultural programs. These included No Standing Around in My Gym!, Connect With Music, The Outrageous Outdoor Games Book, and curricula provided by YMCAs and Boys and Girls Clubs.

Purposeful Recreation

Fun, physical activities for youth have been proven to improve both confidence and self-esteem (U.S. Department of Health and Human Services, 2000). Other specialized activities offered such as sewing, drama, and chess help students develop skills and make creative use of free time (Fashola, 1998).

Figure 2-2 shows that 95 percent of grant funded programs offered recreation through sports and games. Student surveys indicated that most found the physical activities in their after school programs to be enjoyable. These activities included sports (team and individual), dancing, martial arts, bowling, skating, and swimming. For purposes of this report, activities related to health and nutrition are included in the discussion of this component. Figure Two demonstrates that 99 percent of the grant funded programs offered healthy snacks and/or meals to the youth served and 96 percent of the grant funded programs provided health and nutrition education.

Enrichment Activities

In addition to academic, character education and social skills development, and purposeful recreation, grant funded programs offered a variety of enrichment activities during FY 2006-2007. As shown in Figure 2-2, 99 percent of grant funded programs offered field trips and 96 percent of the grant funded programs offered community service learning as categories of activities within the enrichment component of the Support Our Students service delivery model. Field trips combined a fun activity with an educational experience. During FY 2006-2007, students visited local farms, mine shafts, amusement parks, museums, planetariums, and sporting events. Some field trips were conducted out of state to national points of interest. Trips to local plays and concerts, festivals and fairs were also common.

One study conducted by the Corporation for National Community Service (2006) found that young people who volunteer for a community service for a semester or more are more likely to believe they can make a difference in their community. Best results come from programs that allow young people to plan their activities and reflect, in addition to participating. These young people are more optimistic about their futures. When young people participate in community services, it not only offers them the opportunity to connect with their community and feel as if they can make a positive impact, it also allows the community to see the volunteer youth as assets to the community rather than liabilities or risks. Most organizations which benefit from young volunteers do so by the services provided and by the infusion of energy and inspiration (Afterschool Alliance, 2005). Among the Support Our Students grant funded programs, 35 percent of the youth served by grant funded programs reported in the student survey that they enjoyed performing community service activities. During FY 2006-2007, the community service activities for the grant funded programs were diverse to include youth visits to homes for the elderly, beautifying school property or a local community site. Other activities included working at food banks, collecting canned food, collecting and sorting clothes for local thrift shops, participating in walk-a-thons for different charities, “adopting” families that have fallen on misfortune, and sending cards to service members fighting in the Middle East.

Output performance measure (1): Number of Community Volunteers Recruited to Help Supervise After School Services

North Carolina General Statute 143B-152 outlined the recruitment of community volunteers to serve as adult role models for youth and to help supervise after school services as one of six legislatively mandated goals of the Support Our Students Program. Research indicates that positive social connections to adults in educational settings promote intellectual engagement and psychological well being of youth (National Academies, 2005). Additionally, the U.S. Department of Justice recognizes positive adult role models as a strengthening protective factor to reduce risk factors for juvenile delinquency (n.d.). In addition to providing specialized services, adult volunteers reduce the ratio of staff to students. According to research, for children over six years old, the staff-to-student ratio in after school programs should be between 1:10 and 1:15, if possible (U.S. Department of Education, 2000).

During FY 2006-2007, Support Our Students grant funded programs recruited 1,876 volunteers to provide support to after school services. These volunteers contributed almost 70,000 hours of support to the grant funded programs statewide¹⁰. Appendix D provides volunteer data per each grant funded program.

Outcome Evaluation: Impacts of Planned Activities in Grant Funded Programs

The process evaluation conducted by EDSTAR, Inc. documented the planned activities and outputs achieved by the Support Our Students grant funded programs. Using the logic model framework once again as a guide, the activities and outputs of the grant funded programs lend support that the after school activities provided by the grant funded programs correlated to positive outcomes.

As required by House Bill 1473, Session Law 2007-323, Section 18.4 Annual Evaluation of Community Programs, the Department of Juvenile Justice and Delinquency Prevention is required to evaluate the degree to which participation in the Support Our Students Program has resulted in a reduction of court involvement among juveniles. EDSTAR, Inc. utilized outcome evaluation to examine the degree to which the planned activities delivered by the programs resulted in a reduction in juvenile crime. EDSTAR, Inc. also used outcome evaluation to determine the impacts or changes for the youth served in the grant funded programs in relation Support Our Students goals as outlined in North Carolina General Statute 143B-152.

Included in this discussion are reports on the following four outcome measures of program effectiveness:

- (1) Reduction in the Number of Latch Key Youth
- (2) Improvement in Academic Performance

¹⁰ The value of volunteer hours is computed at \$15 per hour. This formula is used by Department of Public Instruction when reporting the value of volunteers as per regulations of federal grants.

- (3) Improvement in Attitudes and Behaviors at School
- (4) Reduction of Court Involvement Among Juveniles

For analyses of improvements in academic performance and behavior at school, EDSTAR, Inc. collaborated with the North Carolina Department of Public Instruction to obtain longitudinal data for the youth served in grant funded programs. Rosters of the youth served were provided electronically by EDSTAR, Inc. to the North Carolina Department of Public Instruction. These files were merged with student data, then confidential identifying information was removed and the files were returned to EDSTAR, Inc. for analyses. This multi-step process was used to ensure compliance with confidentiality requirements. County information remained in the file so that outcomes could be analyzed overall and specifically by grant funded program. These data were used to describe students demographically, and to measure improvements in school achievement and behavior. In addition to the youth survey, EDSTAR, Inc. developed a survey to be administered to grant funded programs staff (see Appendix G). This survey was used, in part, for grant funded program staff to collect data from teachers regarding course grade improvements and changes in classroom behavior among the youth served.

In addition to looking at outcomes for youth served as a whole, EDSTAR, Inc. also examined outcomes for youth served who were most academically at risk, and who were most at risk of dropping out of school and compared their outcomes with control group students. To do this, EDSTAR, Inc. conducted a factor analysis using longitudinal data from two years of North Carolina ninth graders. Comparing students who dropped out in ninth grade to those who did not, the best predictors for dropping out of school in ninth grade were determined. The best predictors of ninth grade dropouts were students with poor math skills (as measured by North Carolina End-of-Grade math tests), long-term suspensions, or retained in grade. Other dropout predictors, such as poor reading skills, were highly correlated with these three predictors and did not benefit the prediction model. Students who were predicted to dropout in ninth grade by those factors were identified. Of the students predicted to dropout, youth served in the Support Our Students grant funded programs were matched with a control group. Outcomes for students who participated one and two years in the Support Our Students grant funded programs were compared with those students in the control groups.

Outcome performance measure (1): Reduce the Number of Latch Key Children

As noted in Section One, nearly three-fourths (72 percent) of the 14,722 students served in FY 2006-2007 were latch key children. An analysis of the FBI's National Incident-Based Reporting System revealed that violent crimes by juveniles crest on school days between 3:00 pm and 4:00 pm, and stays higher than average until 7:00 pm. In fact, juveniles are six times more likely to commit violent crimes between 3:00 pm and 7:00 pm on school days than they are to commit them from 10:00 pm to 6:00 am when curfews are often enforced. Accordingly, communities that want to reduce crime are better served by after school programs than imposed curfews (Snyder & Sickmund, 1999).

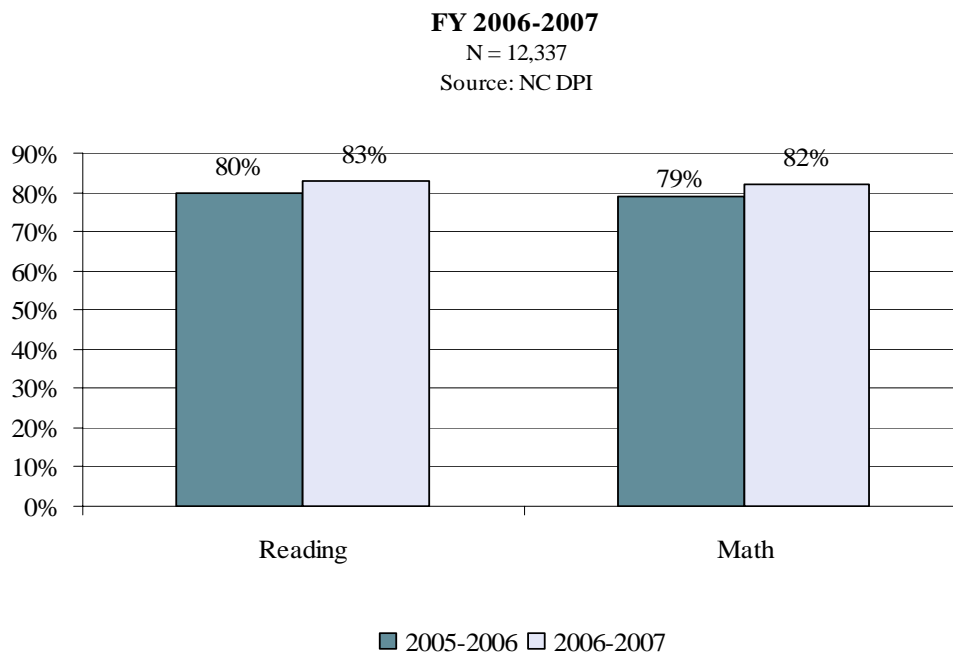
In addition to preventing violent crimes, after school programs can reduce the risk of other unsavory behavior. Teens who participate in after school activities, particularly during 3 pm and 6 pm, are more than three times less likely to use marijuana than teens who are left unsupervised

(4 percent compared to 14 percent). These teens also received better grades, skipped school less often, watched less television, and spent less time playing video games (Ericson, 2001). Teens who attend after school programs are also less likely to engage in sexual activity (After School Alliance, 2004). From 2001 through 2003, nearly 32 percent of 12- to 17-year-olds engaged in violent behavior (U.S. Department of Health and Human Services, 2006). Research also suggests students can be identified as being at risk for dropping out as early as grade four or grade six (Achieve, Inc., 2007). By providing a place for youth to attend after school, the Support Our Students grant funded programs may be preventing untoward—and even criminal—behavior

Outcome performance measure (2): Improvement in Academic Performance

Both reading and math End-of-Grade scores improved overall for youth served in the Support Our Students grant funded programs. As Figure 2-3 indicates below, the percent of students scoring at or above grade level from FY 2005-2006 to FY 2006-2007 rose from 80 percent to 83 percent in reading, and from 79 percent to 82 percent in math. Overall, youth served in 50 of the 95 grant funded programs showed an overall improvement in reading scores. Sixteen grant funded programs could boast percentage point increases of 10 or more in numbers of students at or above grade level. Appendix E provides academic performance results by grant funded program.

Figure 2-3: Students Scoring at or Above Grade Level



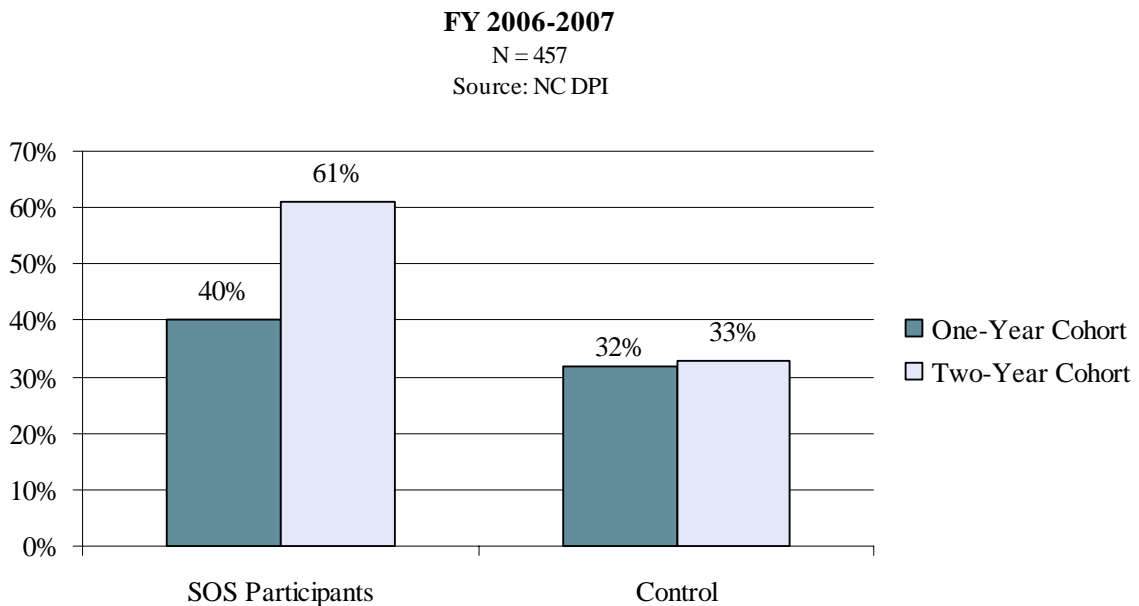
The greatest increase in math achievement was in Edgecombe County, where the percentage of students who scored at or above grade level on their math End of Grade test rose 8 percentage points, from 80 percent to 88 percent. In 58 of 95 grant funded programs, the percentage of students who scored at or above grade level in math rose an average of 3 percentage points. In the other 8 grant funded programs which showed improvement, all rose 5 percentage points.

The Edgecombe county grant funded program director reported that they work very closely with the school system to recruit students most in need of academic support. They also have experienced staff who have been trained to work with students to provide academic support. During FY 2006-2007, the Edgecombe County grant funded program focused on homework assistance. This grant funded program worked closely with teachers to monitor how the youth served were performing in school and to align services with the needs. Additionally, the grant funded program reported have very little staff turnover.

The large increase in End-of-Grade tests in Edgecombe County was due in part to the efforts to recruit students who were most academically at risk. EDSTAR, Inc. looked at a sample of youth served across all grant funded programs who scored below grade level on their End-of-Grade tests compared to a control group who were not served to investigate whether in general, the most academically at risk students are making significant gains or whether the Edgecombe program was unique in serving the needs of these youth.

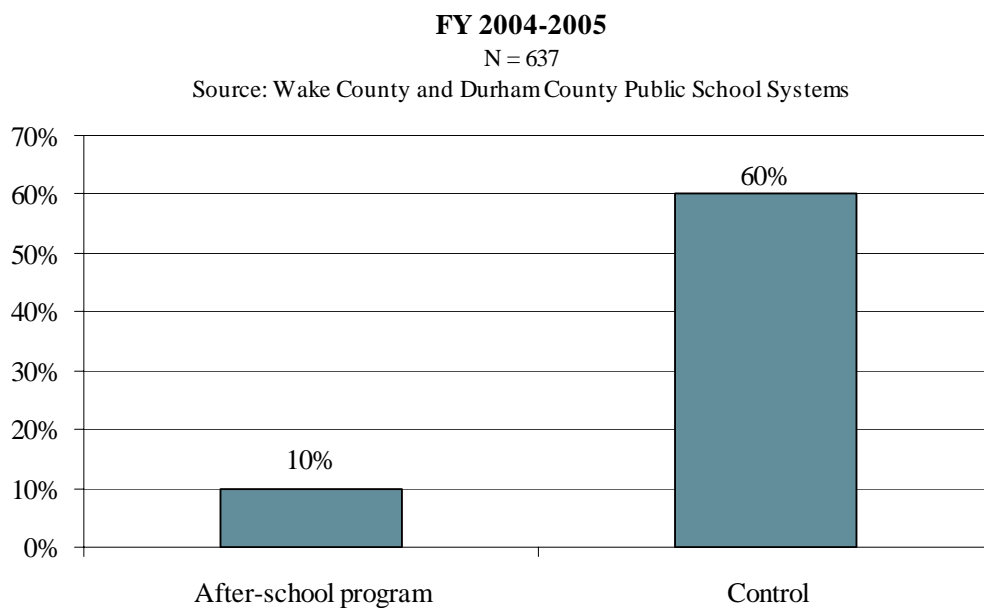
As shown in Figure 2-4, Support Our Students grant funded programs are very effective at raising reading achievement of students who were reading below grade level before participating in general. The percentage of youth served for one year was 8 percentage points higher than the control group's percentage. Nearly two thirds of students (61 percent) served for two years improved their End-of-Grade scores, while only one third (33 percent) of the control group did so. The latter results were statistically significant at $p < .01$. These results indicate that most Support Our Students grant funded programs help raise the academic achievement of students who are at academic risk of school failure.

Figure 2-4: Percentage of Students Reading Below Grade Level (Level I & II) Who Increased Reading End-Of-Grade scores



EDSTAR, Inc. also examined data to determine whether the grant funded programs helped to reduce the risk factors that lead to dropping out in ninth grade. Youth served from FY 2004-2005 were used for this comparison so that longitudinal data showing who eventually dropped out of school in ninth grade could be used. Comparing students who were predicted to dropout in ninth grade who participated in the Support our Students grant funded programs as eighth graders to a control group that did not, at risk youth served by the Support our Students grant funded programs dropped out at a significantly lower rate, as shown in Figure 2-5. Youth in both the served group and control group were considered to be at risk based on having one or more of three factors found to contribute to dropping out: retention in a grade, failure of 8th grade algebra, or a long-term suspension.

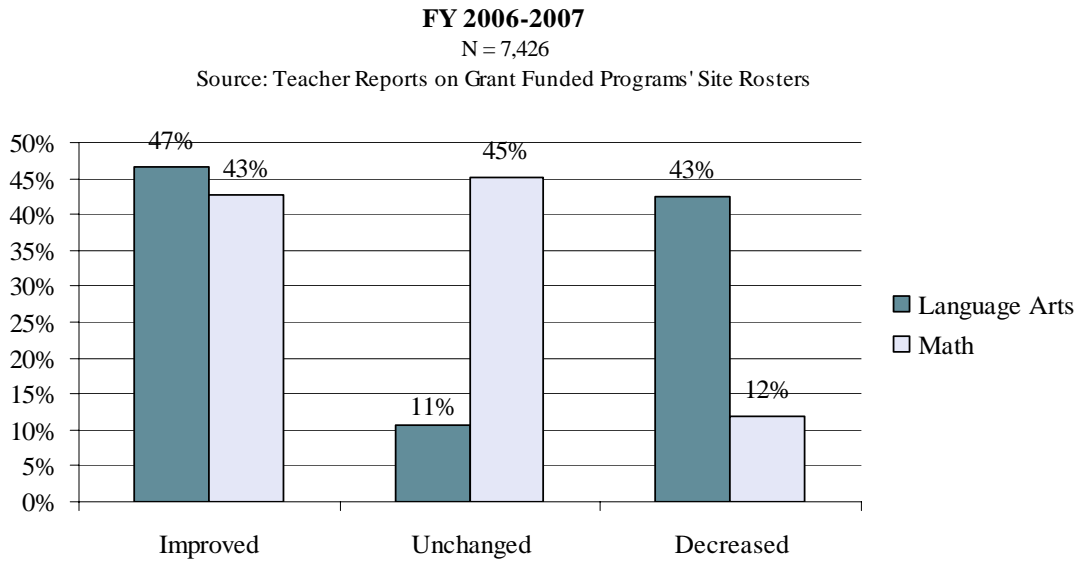
Figure 2-5: At-Risk Youth Who Dropped Out in Ninth Grade



Course grades

Another measure of academic performance is course grades. Data on course grades in Language Arts and Math were available for 63 of the Support Our Students grant funded programs. All of the course grades were from youth served who were considered regular attendees. Figure 2-6 shows that nearly half of youth served improved their math grades; however, as indicated, nearly half of the students saw a decline in their Language Arts grades. Although teachers reported that Language Arts grades declined for nearly half of the youth, youth were academically proficient in this area at time of referral to the grant funded programs and were still performing above grade level despite the decline. EDSTAR, Inc. hypothesizes that North Carolina is re-norming the End-of-Grade reading test and teachers may have become stricter in grading so as to prepare for the new End of Grade reading.

Figure 2-6: Improvement in Course Grades among Youth Served



Student Surveys

According to a study that focused on student motivation to learn, students said they are most motivated if they have a teacher who they believe cares about them (Kerr, 2005). The student surveys administered to youth served in the grant funded programs contained several statements regarding how they perceived teachers and people in their grant funded program felt about them. Nearly all of the students believed that the people in their after school program cared about how well they did in school, while a much smaller percentage believed their classroom teachers liked them. This shows the Support Our Students grant funded program staff are providing youth with caring, positive adult relationships that they may be lacking in their regular school, which could make a difference academically.

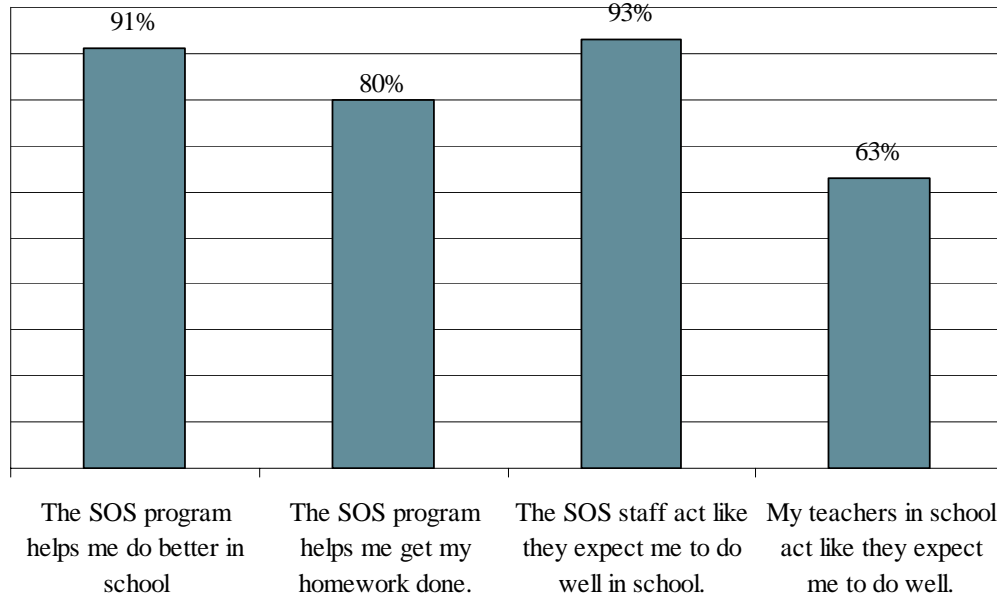
As indicated in Figure 2-7 below, responses from the youth served in the grant funded programs indicated that nearly all of the students have confidence in their academic ability and believe they can get good grades.

Figure 2-7: Student Survey Responses Regarding Academics

FY 2006-2007

N = 10,337

Source: EDSTAR Administered Student Survey



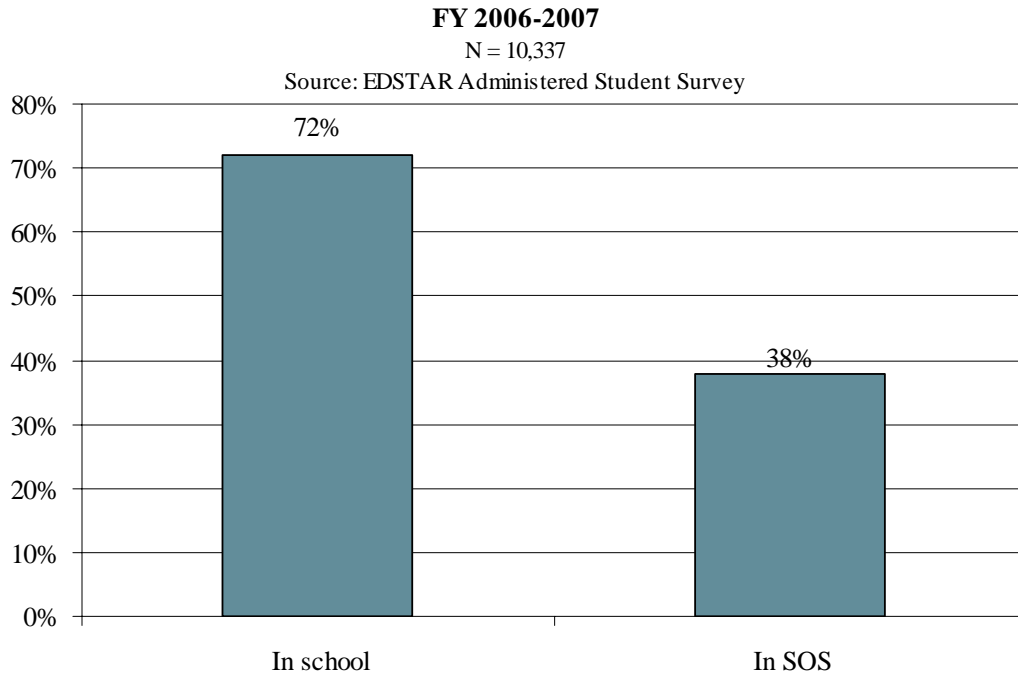
Outcome performance measure (3): Improvement in Attitudes and Behavior at School

The variety of activities offered in the Support Our Students grant funded programs contribute to the physical, intellectual, emotional, and social needs of the youth served. Fun physical activities, tutoring and homework help, caring adults, and social activities make the grant funded programs well-rounded programs to help youth meet all their needs. In addition to the 35 percent of grant funded program staff members who were regular classroom teachers, 27 percent of the staff had received training to specifically work with youth.

The student survey also provided insight into how well the Support Our Students grant funded programs were able to meet these needs. The survey included statements specifically about the after school program, with some identical statements about school in general to offer EDSTAR, Inc. a comparison. For example, youth served were asked to respond to “The rules *in my school* are applied fairly,” and “The rules *in my after school program* are applied fairly.” Many more youth felt the rules in the grant funded programs were applied fairly than in their schools.

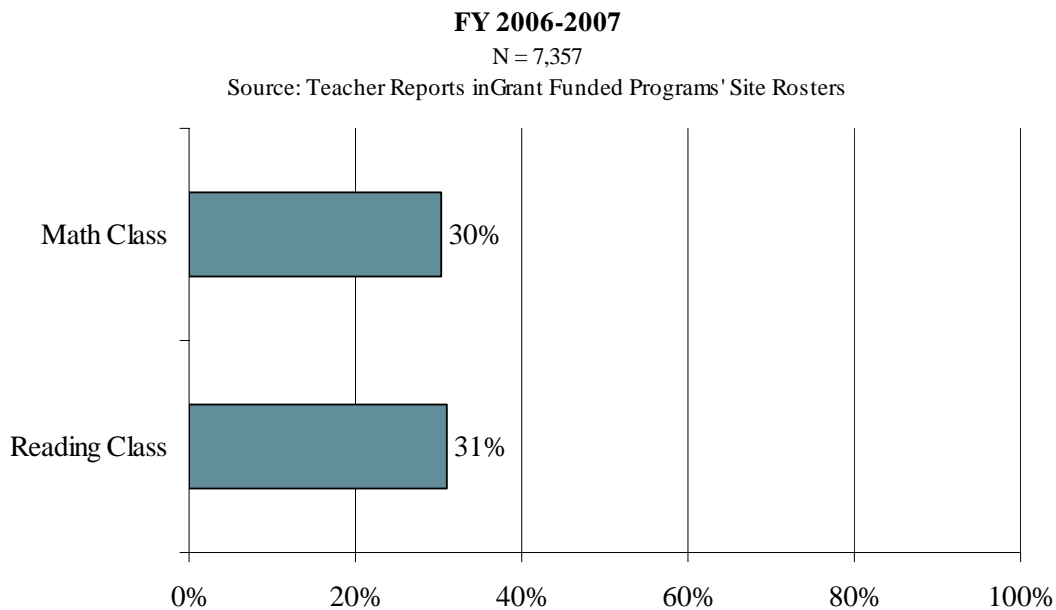
Youth were also asked to respond to several questions concerning bullying. Two questions on the youth survey were directly related to bullying in school and in their grant funded after school program and results for school bullying were alarmingly higher than after-school bullying. In the Support Our Students grant funded programs more than half of the youth responded that bullying was not a problem. Figure 2-8 below illustrates this data.

Figure 2-8: Youth Served Who Reported Bullying to be a Problem



EDSTAR, Inc. collected data from the grant funded programs' staff regarding the classroom teachers opinions of the youth served and whether classroom behavior changed. Teachers reported that about a third of the youth served had improved behavior in both math and reading classes, as indicated in Figure 2-9.

Figure 2-9: Teacher-reported Improved Classroom Behavior



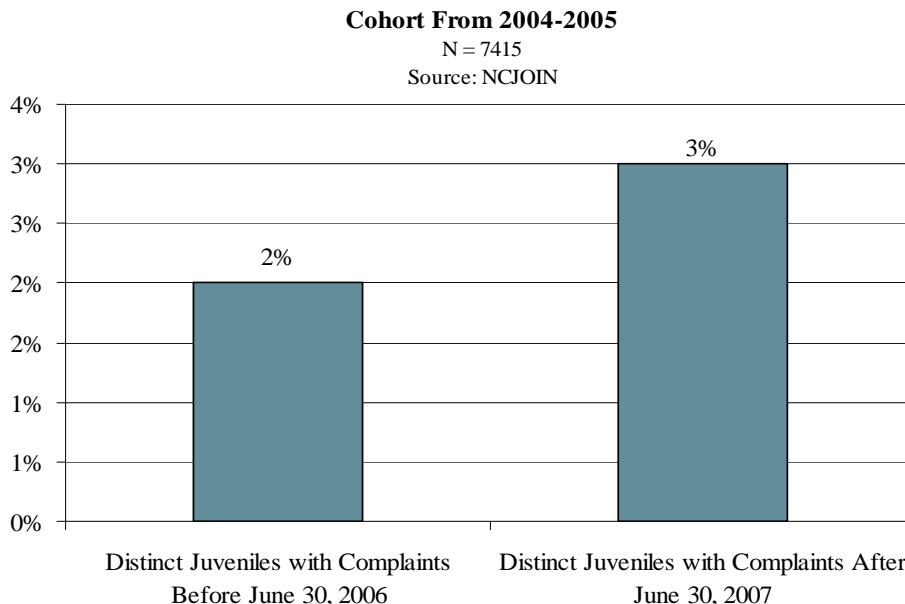
Outcome performance measure (5): Statutory Provision - Reduction of Court Involvement among Juveniles

As required by House Bill 1473, Session Law 2007-323, Section 18.4 Annual Evaluation of Community Programs, the Department of Juvenile Justice and Delinquency Prevention is required to evaluate the degree to which participation in the Support Our Students Program has resulted in a reduction of court involvement among juveniles. As noted in Section One of this report, the intent of the program is to rally community support for its youth, and to prevent juvenile delinquency and crime by providing alternative, constructive activities during timeframes when many youth would otherwise be without supervision. The Support Our Students grant funded programs are after school programs that serve youth at risk for involvement in the juvenile justice system. Due to its legislative intent to serve as a prevention service, less than 1 percent of the youth served in FY 2006-2007 were court involved at the time of enrollment in the grant funded programs. As a prevention program, services provided by the grant funded programs seek to develop assets in youth served so that they do not later become court involved.

In order to respond to this statutory provision required by House Bill 1473, EDSTAR, Inc. examined a FY 2004-2005 cohort of youth served in Support Our Students grant funded programs so as to track court involvement for one and two years after being served. For this analysis, EDSTAR, Inc. collaborated with the Department of Juvenile Justice and Delinquency Prevention to use two data sources: the North Carolina Juvenile On-Line Information Network (NC-JOIN) and the Client Tracking Database. NC-JOIN is a secure web-based application that manages the Department's confidential juvenile information regarding complaints, court actions, activities involving the supervision of juveniles under the jurisdiction of the Department, as well as information regarding admissions and supervision of detailed juveniles and juveniles in Youth Development Centers.

As depicted in Figure 2-10, longitudinal data for the FY 2004-2005 cohort of youth served showed that only 2 percent of the youth were court involved one year later, and only 3 percent were involved two years later.

Figure 2-10: Court Involvement among Youth Served in Grant Funded Programs



Providing adult supervision during the “dangerous hours,” as termed by law enforcement, can prevent youth from perpetrating crimes and from being victims of crimes. In addition to the supervision, the curricula and activities provided by the Support Our Students grant funded programs also teach youth about proper behavior and consequences of untoward behavior. Academic activities allow youth to perform better in school, which can reduce stress and contribute to the overall well-being of youth served.

Summary and Conclusion

Section Two of the Support Our Students Program annual evaluation report discusses the process and outcome performance measures as they relate to the legislative goals of the Support Our Students Program. The Support Our Students grant funded programs are serving as an effective prevention program in keeping at risk youth from involvement in the juvenile justice system. Although it is impossible to know how many youth served might have become involved in the juvenile justice system had they not been provided with grant funded program services, research clearly indicates that the services delivered by the grant funded programs, especially to latch key youth, may be preventing many of them from becoming involved in criminal and other unsavory activities.

During FY 2006-2007, nearly all of the youth served were at risk youth with less than 1 percent of the youth having court involvement at the time of enrollment in the grant funded programs. Longitudinal data for a cohort of youth served showed that only 2 percent of the youth were court involved one year later, and only 3 percent were involved two years later. This result speaks to the effectiveness of the Support Our Students Program as a prevention program for at-risk youth.

Anecdotal evidence from the youth served and staff within the grant funded programs indicate that many of the youth served in FY 2006-2007 exhibited less aggressive behavior and found a sense of belonging in the grant funded programs. Research has shown that the academic components of the grant funded programs have improved the grades of the youth served. The study that EDSTAR, Inc. performed on drop outs also showed that the youth who had risk factors for dropping out and who also were served in the grant funded programs were far less likely to drop out of school than were students with the same risk factors in a control group. The Support Our Students grant funded programs are most effective at raising academic achievement for youth who are performing below grade level.

ANNUAL EVALUATION OF COMMUNITY PROGRAMS SUPPORT OUR STUDENTS PROGRAM

RECOMMENDATIONS FOR IMPROVING SERVICES

The third section of the Support Our Students Program annual evaluation report offers recommendations for improving services. The first three recommendations for improving services are provided by EDSTAR, Inc. to the Department of Juvenile Justice and Delinquency Prevention and were informed by process and outcome evaluation conducted by EDSTAR, Inc., its review of current research on factors to improve quality after school programming, and practices that could improve outcome measures in meeting the Support Our Students Program legislatively mandated goals and prevention priorities. The final recommendation is provided by the Department

(1) Strengthen Grant Funded Program Referral Process to Recruit Youth with Academic and Behavioral Risk Factors. As discussed in Section One of this report, grant funded programs are required to have a referral process for recruiting youth who are most at risk for involvement in the juvenile justice system. During FY 2006-2007, 57 percent of the youth served were referred by parents/caregivers with 72 percent of these youth referred due to having a lack of supervision at home during the after school hours. The evaluation report also indicates that only 9 percent and 21 percent of the youth served by grant funded programs were referred due to below grade level performance in math and reading, respectively, and only 1 percent of youth served were referred for behavioral risk factors such as school suspensions and school attendance problems.

In FY 2006-2007, 79 percent and 80 percent of the youth served in grant funded programs were performing at grade level in math and reading, respectively, at the time of enrollment in the grant funded programs. Although both of these percentages rose three points, EDSTAR, Inc. evaluation showed that after school programs like Support Our Students can significantly help students who are performing below grade level. Research also shows that failing or falling behind in school is a common factor that causes teens to join gangs (Snyder & Sickmund, 2006).

It is recommended that grant funded programs strengthen the youth referral process to include criteria for enrollment based on identified academic and behavioral factors known to place youth at risk for involvement in the juvenile justice system. These criteria include, but are not limited to, youth who are performing below grade level, are truant or have poor attendance at school, and demonstrate patterns of in-school or out-of-school suspensions. Similarly, grant funded programs must strengthen community collaborations with schools, law enforcement, and juvenile court to provide youth referrals based on academic and behavioral risk factors.

(2) Increase Professional Development among Grant Funded Program Staff. Current research about the quality of care in after school settings identifies staff management practices as important indicators of quality after school programs (Bodilly & Beckett, 2005). Specifically, the hiring and retaining of educated staff coupled with ongoing professional development and training opportunities are aspects of program quality linked with positive youth outcomes. While grant funded programs are required to detail staff and volunteer management plans at the time of application for Support Our Students grant funding, the Department does not standardize

in policy the minimum staff qualifications or educational levels of grant funded program staff. This is intentional so as to afford grant funded programs the flexibility and autonomy to make staff management decisions in accordance with local needs and resources. However, grant funded programs should ensure that the necessary organizational supports are in place to promote effective staff practices. Training, technical assistance, and other professional development opportunities need to be in place to assist grant funded program staff in aligning services for the youth served and to identify and use curriculum appropriate for the youth's academic, behavioral, and social levels. Professional development should also include awareness of the North Carolina Standard Course of Study curriculum objectives, curriculum topics for each grade level, and instructional techniques. Grant funded program staff should also be trained in methods for working with small group instruction and tutoring individual students.

As previously discussed, research states that if academic components of an after school program are to be aligned with the school curriculum, qualified instructors should teach in the after school programs whenever possible (Fashola, 1998). According to this research, instructors who themselves have mastered the curricular material and who are skilled in communicating about it are the most qualified to help students learn. During FY 2006-2007, 35 percent of the grant funded program staff statewide were classroom teachers. For those grant funded programs interested in utilizing classroom teachers within the after school programs, one strategy to explore in partnership with the local school systems to hire the regular teachers from the school to work in a leadership role with non-teaching grant funded program staff as they help youth with academic development. Grant funded programs interested in this model may find more information from the U.S. Department of Education which recommends allowing school teachers to stagger their work day so as to participate in after school programs. This strategy not only induces more teachers to become staff members, they are more likely to stay in the program as well (2000).

The Department also informs this recommendation to include a review of resource requirements needed for grant funded programs to have the capacity and funding available to offer competitive salaries for grant funded program staff. As noted in Section One of this report, the Department currently assigns a 75 percent cap on the personnel expenditures charged to the total grant award. The Department is exploring options to reassign personnel caps to be placed only on administrative personnel costs so as to allow grant funded programs more flexibility to hire and retain programmatic staff at competitive salary levels. In addition, an increase in at least 3 Department level positions are required in order to perform monitoring, training and technical assistance activities to support the grant funded programs in the development and delivery of services to youth and families.

(3) Increase Days of Operation. The Support Our Students grant funded programs provide a much needed service for latch key children; however, more could be done to improve services toward this goal. Grant funded programs are required to operate four to five afternoons after school each week. Many current grant funded programs operate fewer than five afternoons per week, which increases the likelihood that youth served are likely return to homes without adult supervision on the afternoons when services are not being provided. If grant funded programs were required to operate Monday-Friday, latch key youth would not be vulnerable on days when grant funded programs are not in service. Transportation times could be included in the

mandatory times of operation if the students remain under adult supervision. The research overwhelmingly indicates that the after school hours are dangerous for youth during this time because of their lack of supervision. Research also indicates that parents are better able to work and keep their jobs when their children participate in after school programs, which has been shown to reduce poverty levels (Afterschool Alliance, 2004).

(4) Change Statutory Provision Governing Support Our Students Grant Award Eligibility. North Carolina General Statute 143B-152.4 limits eligibility for Support Our Students grants awards community or neighborhood based 501c(3) not-for-profit organizations or a consortium consisting of one or more local 501c(3) not-for-profit organizations and one or more local school administrative units. The Department recommends that the statutory provision governing eligibility of Support Our Students grant awards be expanded to include community based, public or private non-profit, tax exempt organization, school system, or local government agency. While the current legislation promotes the award of grant funds at the neighborhood and community based levels, it has limited larger local and county governments including school systems to apply directly for Support Our Students after school funding. This change to legislation will better ensure that the Department is building capacity to reach additional youth by funding the most qualified providers of services across the state.

Summary and Conclusion

In Section Three of the Support Our Students Program annual evaluation report, EDSTAR, Inc. offers recommendations for improving the services provided by the Support Our Students grant funded programs, as well as research to support the recommendations.

The recommendations center around four primary areas: (1) strengthen grant funded program referral process to recruit youth with academic and behavioral risk factors; (2) increase professional development among grant funded after school program staff; (3) increase the days of operation required by grant funded programs; and (4) change the statutory provision governing Support Our Students grant award eligibility.

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**ANNUAL EVALUATION OF COMMUNITY PROGRAMS
SUPPORT OUR STUDENTS PROGRAM**

**APPENDIX A
ORGANIZATIONS FUNDED IN FY 2006-2007**

County Served	Grantee Organization Name	2006-2007 Grant Funding Allocation
Alamance	Mosaic Rural Wellness Center	\$68,630
Alexander	No grantee in 2006-2007	\$70,830
Alleghany	NC Cooperative Extension, Ashe County Center	\$76,500
Anson	Anson County Partnership for Children	\$72,330
Ashe	NC Cooperative Extension, Ashe County Center	\$75,830
Avery	W.A.M.Y. Community Action, Inc.	\$72,830
Beaufort	Boys & Girls Club of Beaufort County	\$78,000
Bertie	No grantee in 2006-2007	\$78,500
Bladen	Zara Betterment Corporation	\$97,500
Brunswick	Communities in Schools of Brunswick County	\$81,900
Buncombe	YWCA of Asheville	\$75,300
Burke	Blue Ridge Community Action, Inc.	\$76,330
Cabarrus	Cabarrus County 4-H Foundation, Inc.	\$71,130
Caldwell	Caldwell County Chamber of Commerce	\$75,500
Camden	Camden County Education Foundation	\$75,000
Carteret	Boys & Girls Club of Coastal Carolina	\$74,900
Caswell	Caswell County Partnership for Children	\$76,000
Catawba	Catawba County United Way	\$71,280

County Served	Grantee Organization Name	2006-2007 Grant Funding Allocation
Chatham	Chatham Coalition for Adolescent Health	\$71,800
Cherokee	Power Partners, Inc.	\$83,000
Chowan	Chowan Educational Foundation, Inc.	\$77,000
Clay	Black & Gold, Inc.	\$75,000
Cleveland	Communities in Schools of Cleveland County, Inc.	\$76,000
Columbus	Columbus County Services Management, Inc.	\$78,000
Craven	Youth Vision, Inc.	\$83,900
Cumberland	Fayetteville Urban Ministry	\$76,450
Currituck	North Carolina Cooperative Extension	\$80,000
Dare	Dare County 4-H & Youth Foundation	\$75,330
Davidson	J. Smith Young YMCA	\$76,450
Davie	YMCA of Northwest North Carolina	\$69,130
Duplin	Duplin County Education Foundation	\$75,000
Durham	Child Care Services Association	\$189,130
Edgecombe	The Community Enrichment Organization	\$87,000
Forsyth	YMCA of Northwest North Carolina	\$212,030
Franklin	NCCE, Franklin Co.	\$69,130
Gaston	Boys & Girls Club of Greater Gaston	\$77,500
Gates	Gates County Extension Service	\$73,830
Graham	Stecoah Valley Arts, Crafts & Educational Center	\$77,530
Granville	NC Cooperative Extension, Granville County Center	\$73,730
Greene	NC Cooperative Extension, Greene County Center	\$73,278

County Served	Grantee Organization Name	2006-2007 Grant Funding Allocation
Guilford	YWCA of Greensboro	\$179,130
Halifax	Together Transforming Lives, Inc	\$79,500
Harnett	NC Cooperative Extension, Harnett County Center	\$71,330
Haywood	Haywood County Schools Foundation	\$74,730
Henderson	Boys & Girls Clubs of Henderson County	\$74,300
Hertford	NC Cooperative Extension, Hertford County 4-H	\$75,000
Hoke	Hoke County Cooperative Extension, Hoke County 4-H	\$71,000
Hyde	Davis High Ventures Corporation	\$71,830
Iredell	Iredell-Statesville Community Enrichment Corporation	\$97,300
Jackson	North Carolina Community Foundation	\$75,830
Johnston	Johnston County Education Foundation - SAVVY	\$78,300
Jones	Youth Vision, Inc.	\$71,830
Lee	Boys & Girls Club of Sanford/Lee County, Inc.	\$75,900
Lenoir	Young Women's Outreach Center	\$80,500
Lincoln	Communities in Schools of Lincoln County	\$90,430
Macon	Macon Program for Progress	\$77,000
Madison	Communities in Schools of Madison County, Inc.	\$72,330
Martin	No grantee in 2006-2007	\$85,330
McDowell	McDowell Arts Council	\$78,000
Mecklenburg	Athletes United For Youth	\$187,046
Mitchell	NC Cooperative Extension, Mitchell County 4-H	\$88,000
Montgomery	Neighborhood Youth Leadership Inc.	\$76,000

County Served	Grantee Organization Name	2006-2007 Grant Funding Allocation
Moore	NC Cooperative Extension, Moore Center 4-H	\$74,300
Nash	St. James Baptist Church	\$74,900
New Hanover	Family Services of Lower Cape Fear, Inc.	\$78,300
Northampton	Choanoke Area Development Association of NC, Inc.	\$77,500
Onslow	Onslow County 4-H, NC Cooperative Extension	\$75,450
Orange	Communities in Schools of Orange County	\$95,630
Pamlico	Pamlico County Education Foundation	\$70,830
Pasquotank	Economic Improvement Council, Inc.	\$77,000
Pender	No grantee in 2006-2007	\$76,000
Perquimans	Perquimans 20/20 Vision Coalition, Inc.	\$77,500
Person	NC Cooperative Extension, Person County Center	\$70,190
Pitt	Boys & Girls Club of Pitt County	\$187,070
Polk	Stuart and Margaret L. Forbes Foundation, Inc.	\$75,000
Randolph	Randolph - Asheboro YMCA	\$70,280
Richmond	Leak Street Alumni	\$76,500
Robeson	Communities in Schools of Robeson County	\$79,500
Rockingham	United Way of Rockingham County	\$86,000
Rowan	Rowan County Youth Services Bureau, Inc.	\$79,450
Rutherford	Rutherford Arts Council	\$81,000
Sampson	Goldsboro District Development Corporation	\$78,500
Scotland	National Association of Univ. Women- Laurinburg Branch	\$79,500
Stanly	Stanly Support Our Youth	\$76,500

County Served	Grantee Organization Name	2006-2007 Grant Funding Allocation
Stokes	Unlimited Success, A Division of Partnership for Drug-Free NC	\$75,330
Surry	Surry Arts Council	\$80,500
Swain	Southwestern Community College Foundation	\$76,500
Transylvania	Communities in Schools of Transylvania County	\$78,000
Tyrrell	Tyrrell Action Group, Inc.	\$76,500
Union	Union County Community Arts Council	\$83,300
Vance	Vance County Public School Foundation	\$71,830
Wake	Wake County Cooperative Extension, 4-H Youth Development	\$211,123
Warren	Warren Family Institute	\$76,500
Washington	No grantee in 2006-2007	\$81,500
Watauga	Western Youth Network	\$78,900
Wayne	Rebuilding Broken Places, CDC	\$80,500
Wilkes	NC Cooperative Extension, Wilkes County 4-H	\$74,330
Wilson	Smart Choices for Youth, Inc.	\$74,730
Yadkin	Yadkin County Partnership for Children	\$74,730
Yancey	Yancey County 4H	\$74,830

ANNUAL EVALUATION OF COMMUNITY PROGRAMS SUPPORT OUR STUDENTS PROGRAM

APPENDIX B SUPPORT OUR STUDENTS ADMINISTRATIVE REQUIREMENTS FOR PROGRAM OPERATIONS

Introduction

This document contains the core administrative requirements needed to administer the Support Our Students (SOS) grant awarded by the North Carolina Department of Juvenile Justice and Delinquency Prevention (Department or DJJDP). Grantees must comply with all requirements set forth herein as well as to the terms and conditions of the executed contract with the Department, SOS Overarching Policy, and North Carolina General Statutes and North Carolina Administrative Code.

The failure by a Grantee to comply with any provision within all requirements shall constitute, in the sole discretion of the Department, sufficient cause to revoke the contract pursuant to G.S. 143B-152.3(7). The Department can suspend payment of SOS funds to any Grantee pending compliance by the Grantee with these requirements. All provisions within these requirements shall be interpreted in the sole discretion of the Department.

A primary role of the Community Grants Program Coordinator is to provide technical assistance to Grantees to help program maintain compliance with state laws and policies. Grantees should contact the Community Grants Program Coordinator with any questions regarding policies and procedures.

This document supersedes all prior revisions and is effective July 1, 2007. The requirements are subject to change at the discretion of the Department and/or changes in state or federal laws/policies.

Requirements

1) Finance and Accounting Requirements

Each Grantee is responsible for adhering to reporting requirements as outlined in North Carolina General Statute 143C-6-21-23 and North Carolina Administrative Code- Chapter 09.

2) Allowable Uses of State Funds

In accordance with 09 NCAC 03M.0201, expenditures of State funds by any Grantee shall be in accordance with the Cost Principles outlined in the Office of Management and Budget (OMB) Circular A-87 and A-122. If the grant funding includes federal sources, the Grantee shall ensure adherence to the cost principles established by the Federal Office of Management and Budget.

Determination of allowable costs is subject to the Department's discretion as a function of the budget approval process. The SOS grant is a direct charge grant only. Administrative Overhead and/or Indirect Costs charged to the SOS grant must be for actual costs related to the SOS grant and cannot be used for general administrative expenses of the organization. The Department shall review the administrative/indirect costs for reasonableness during the budget review process and shall reserve the right to approve, not approve, or require adjustments to the rates proposed.

3) SOS Budget Caps

a) Salaries

- i. Total salaries, fringe benefits and contracted personnel **cannot exceed 75% of the total approved budget.**

- b) Physical Plant/Real Property
 - i. Cost and associated financing, **equal to or greater than 4%** of the total approved budget or related to existing facilities or the construction of replacement facilities require prior Department approval.
 - ii. Grantees shall not incur said costs in a piece meal fashion in order to avoid the 4% limit.
 - iii. Failure to acquire prior approval may result in the disallowance of said cost from SOS disbursement.
 - iv. Any request for approval for rehabilitation or renovation exceeding the 4% cap must have a clear and concise justification related to program needs.
- c) Travel Subsistence
 - i. Providers' maximum allowable cost for travel subsistence cannot exceed the state per diem rates State per diem rates can be found at the NC Office of State Budget and Management website: <http://www.osbm.state.nc.us>
- d) Equipment
 - i. See Section (4) (b) below.

4) Property/Equipment Controls

Property/equipment purchased with SOS funds are the property of the Department.

- a) Property/equipment is defined as anything that has a useful life of more than one year and valued at \$350.00 or more.
- b) Grantees' total cost for the purchase of equipment **shall not exceed thirteen percent (13%)** of the total approved budget.
- c) For equipment costing \$350 or greater, equipment controls and procedures must include the following:
 - i. Description and location of the equipment, program assigned identification number, manufacturer, serial number, acquisition date and cost.
 - ii. **SOS Equipment List** must be submitted on August 31st for the fiscal year end June 30th.
 - iii. Equipment shall be assigned a control number in the accounting records and shall be tagged individually with a permanent identification number.
- d) Procedures shall be implemented which ensure that adequate insurance coverage is maintained on all equipment. A review of coverage amounts shall be conducted at the discretion of the Department.
- e) Grantees shall use a competitive bidding process in order to purchase or lease equipment valued **\$1,000 or more**. Grantees must receive at least three written competitive bids **prior to purchase** and maintain in program files.
 - i. Grantees shall explore cost differentials between leasing and purchasing of said equipment and shall choose the least expensive alternative.

f) Fixed Asset Disposition

Title to equipment costs of \$350 or more acquired by the Grantee with SOS funds shall vest in the Grantee, subject to the following conditions:

- i. The Grantee shall use the equipment only in the project or program for which it was acquired as long as needed.
- ii. When equipment is no longer needed for the original project or program or if operations are discontinued, the Grantee shall not dispose of such equipment. The Grantee shall notify the Department and be required to submit an itemized equipment list to the Department within 30 days. The Department shall then determine procedures for the disposition of said equipment.
- iii. Failure to comply may result in withholding of funds equal to the value of the equipment or legal action as determined by the Department.
- iv. When acquiring replacement equipment, the Grantee may use equipment purchased through any SOS project or program as trade-in against replacement equipment or may sell said equipment and use the proceeds to offset the costs of replacement equipment. All transactions shall be subject to prior written approval of the Department.

5) Transportation

- a) Grantees shall use a competitive bidding process in order to purchase or lease vehicles valued **\$1,000 or more**. Grantees must receive at least three written competitive bids prior to purchase and maintain in program files.
- b) Youth Transportation
 - i. A daily log detailing the use of vehicles for SOS youth transport shall be maintained by the Grantee and include the following information:
 1. Date
 2. Origination/Destination
 3. Beginning and end mileage
 4. Driver name and initials
 - ii. The daily log must be approved at minimum on a monthly basis by the Program or Executive Director.
 - iii. Daily transportation log shall be maintained for any SOS youth transport, regardless of source of funds for vehicle purchase/use.
 - iv. The vehicle need not be purchased with DJJDP funds; any transport of SOS youth is required to be logged.

6) Payroll/Personnel

- a) Grantees shall maintain a documented process of hiring employees and placing volunteers
- b) Grantees shall maintain written personnel policies and written job descriptions

- c) Payroll records shall be maintained for each SOS employee to substantiate the staffing cost reported to the SOS program. Records must include:
 - i. Timesheets or attendance records
 - ii. employee's classification, hours worked, rate of pay and the functional area to which the employee was assigned and actually worked
 - iii. Completed application for employment and resume
 - iv. Information pertaining to the hiring date and rate of pay, including a new hire letter
 - v. Signed, written job descriptions
 - vi. Criminal background check/screening
 - vii. Copy of driver's license
 - viii. Copies of at least two (2) professional references
 - ix. Performance appraisals
 - x. Acknowledgement of receipt of personnel policies/employee handbook
 - xi. Certificates of completion to authenticate compliance with SOS training requirements

- d) Individual files for all volunteers must be maintained. At minimum, records should include:
 - i. Time sheets/attendance logs
 - ii. Completed application
 - iii. Criminal background check/screening
 - iv. Copy of driver's license
 - v. Copies of at least two (2) professional references
 - vi. Signed, written description of volunteer work

- e) If an employee performs duties in more than one cost center, the Grantee shall maintain specific records in order to allocate salary and wage cost to the appropriate cost center.

7) Subcontract/Subgrant Agreements

- a) All Grantees who utilize outside contractors to provide services must obtain a written contract from the subcontractor, which states qualifications, service to be provided, hourly rate and duration of the agreement.

- b) Expenditure of funds for subcontracted/subgranted with a cost greater than \$1,000 must be submitted for prior approval to the Department.
- c) A written approval shall be prepared by the Department. The expenditure of funds for subcontract/subgrant services shall not be considered approved until which time the Grantee receives written notification of approval from the Department.
- d) Grantee may be required to revert expended funds for services should Grantee fail to obtain prior Department approval for the expenditure for funds for subcontracted/subgranted services.
- e) Grantees shall be responsible for insuring that all subcontractors/subgrantees operate in compliance with all terms and conditions of the executed contract and Federal Certifications, SOS Requirements for Program Operations, N.C. General Statute 143C-6-23 and the North Carolina Administrative Code-Chapter 09.

8) SOS Reporting Requirements

A. Financial Reports

1) Budget Sheet

- a) Each Grantee shall include appropriate budget information in its application for an SOS grant or contract renewal.
- b) The budget should reflect the projected annual operating cost for a one year period, and include preparation worksheets.
- c) Budgets are not deemed to be appropriately filed unless they are properly prepared and contain authorized signatures of preparer, Program Director and a member of Board of Directors.
- d) All budget sheets must be accompanied with a **Budget Narrative** that shows calculation of and justification for of all expenditure allocations.
 - i. Budget narratives submitted without calculation and justification of allocations may be returned to the Grantee for recompletion.

2) Budget Revisions

- a) Grantees shall be permitted to revise the SOS approved budget up to \$500.00 per line item without prior approval from the Department.
- b) Grantees must continue to adhere to budgetary cap requirements
- c) Final Cost Reports due August 31st must be accompanied by a description to support all line item adjustments made to the original approved contract budget that were less than \$500.00 per line item.
- d) Revisions \$500 or more to any line item requires prior Department approval through the budget revision process
- e) Adjustments \$500 or more must be supported with clear description and basis for calculations. Adjustments \$500 or more to travel, salary and fringe benefit expenditures will be especially scrutinized. The Department has

established a quarterly schedule for budget revisions. Grantees shall not make revisions to approved budgets until which time the Department has provided formal written approval.

- f) Budget revisions requiring Department approval shall be submitted in accordance with the following schedule: October 1, January 15, April 15 and June 1
 - g) Budget revision forms are due only when adjustments to the budget are \$500.00 or more per line item. Forms are not required if adjustments per line item are less than \$500.00 or if there are no revisions needed.
 - h) The Department reserves the right to not review or approve late submissions. Extensions to deadlines must receive prior written approval from the Department.
 - i) The Department shall review budget revision requests for approval within 10-15 business days of receipt of the request.
 - j) Changes to the budget made without obtaining prior Department approval may result in the Grantee's reversion of funds.
- 3) Cost Report:
- a) The cost report shall be submitted to the Department twice annually:
 - i. A cost report must be received on or before January 15th for the period of July 1st to December 31st.
 - ii. A final cost report must be received along with a detailed general ledger **on or before August 31st** for the period July 1 to June 30th.
 - b) Costs shall be reported in compliance with generally accepted accounting principles.
 - c) Cost reports prepared shall be certified for their compliance by the preparer of the report, the Grantee's Program Director and a member of the Board of Directors.
 - d) In the event the Department determines a cost report does not meet the requirement of the SOS program during a detailed review, the Grantee **shall have 30 days** of the said notification to submit a revised cost report or additional data.
 - i. The revised report shall be certified for compliance as indicated in (c) above.
 - e) If the revised report is not received within 30 days of notification the Grantee's payment for services may be suspended.

- f) In the event that the Grantee discovers that a report submitted is incomplete, inaccurate or incorrect, the Grantee shall immediately notify the Department that such error(s) exist. This Grantee shall submit a revised report or additional data within five business days.
- g) Cost reports must be received with original signatures on or before the required due dates. Faxed and emailed copies sent on the due date will not be accepted nor constitute compliance with the reporting requirement.

B. Field Trips

1) Out of State Field Trips

- a) Prior Department approval is required for out of state field trips involving SOS youth or on behalf of the SOS program. Whenever SOS youth are involved, this approval is required regardless of the source of funds used to expense the trip.
- b) A formal, written request must be submitted from the Grantee to the Department at least four (4) weeks prior to the trip. The request must include the following information:
 - i. a description of the trip's purpose and objectives
 - ii. timeframe and destination
 - iii. a description of how the trip aligns with SOS goals and Grantee's program plan
 - iv. mode of travel and accommodation information
 - v. number of youth participating and selection process of youth participants
 - vi. budget and budget narrative
 - vii. insurance coverage for participants
 - viii. documentation of parental approval
- c) It is also recommended that for all field trips, in or out of state, SOS programs have disclaimers in place for parents to sign so that any liability for such trips rests with the organization and not with the Department.

2) In State Field Trips

- a) Field trips conducted in-state do not require Department approval, but are subject to routine budget and monitoring reviews. As with out of state trips, the Department will assess overall budget, alignment with goals of the program, availability of the opportunity to youth, and overall appearance of trips as a function of routine program operation reviews.
- 3) As required in N.C.G.S. §143C-6-23, proper documentation in the form of invoices and/or receipts for all expenditures must be maintained for all trips, regardless if in or out of state.
- 4) Grantees shall exercise conservatism with expenditures and utilization of state per diem rates for hotels and meals.

- 5) Grantees must maintain documentation of the trip's program activities and enrichment opportunities in order to demonstrate justification that the trip aligned with the overall SOS program plan and goals.

C. Other Reporting Requirements

- 1) Grantees shall adhere to all reporting requirements as outlined in:
 - a) Attachment D of Contract: Contract Required Reporting and Mandatory Meetings/Trainings
 - b) SOS Overarching Policy: IP/SS1 Located at www.juvjus.state.nc.us
 - c) North Carolina General Statute 143C-6-23
 - d) North Carolina Administrative Code-Chapter 09
 - e) Other as determined by the Department or Office of the State Auditor
- 2) All reports must be submitted in original format and with original signatures where indicated. Faxed and emailed copies of reports that require signatures will not be accepted nor constitute compliance with the reporting requirement.

9) Payment Assurances

The Department shall pay each Grantee that furnishes the services in accordance with the approved contract and any amendments there to.

- a) In no case shall the payment for services exceed the amount of the most current contract from the SOS program.
 - i. Any payment in excess of executed contract amount shall be refunded to the Department.
- b) The state may withhold payments to Providers under the following circumstances:
 - i. If the state has an expectation that the Provider will not expend the total prospective amount for reasonable and allowable services, the state may, at its discretion, withhold a portion of each payment so as to avoid a large amount due back to the state.
 - ii. Failure to comply with reporting requirements
 - iii. Violation of any terms of the contract.

10) Disbursements

- a) All state disbursements are subject to cost principles
- b) Funds shall be disbursed in payments over a 12-month period based on the total approved contract amount.

- c) A statement of projected unexpended funds shall be filed with the Department by the 15th of April. This statement shall be prepared jointly by the program director and the Chairman of the Board of Directors.
- d) Projected unexpended funds for the remaining three months of the fiscal year not requested by the county may be reallocated to the SOS fund for use by other participating counties.
- e) Refund checks are requested with the final cost report.

11) Programmatic Administrative Requirements

- a) Each Provider must establish a written program plan designed to meet the needs of students in attendance.
- b) Each site must maintain program data to evaluate the overall success of its program and to periodically provide information to the SOS program as requested.
- c) All SOS programs must provide at least four days per week of after school programming of at least three hours per day or five days of programming of at least two and a half hours per day.
- d) A file must be established for each enrollee containing the following information:
 - i. referral documentation (source and reason)
 - ii. enrollment form
 - iii. emergency information
 - iv. emergency contacts
 - v. authorized individuals for student pick-up/drop off
 - vi. medical release forms
 - vii. educational information
 - viii. participant progress/regular updates
 - ix. documentation of family communication and participation
 - x. acknowledgement of program guidelines, code of conduct, and student rights.
- e) Grantees shall have a written outline of the philosophy; objectives and goals it is striving to achieve and are available for distribution to interested public.
 - i. The outline should include such topics as: experimental learning, academics, and community service.
- f) The Grantee shall ensure that one individual is responsible for administrative direction of the program at all times.
- g) There shall be written policies to protect the rights of students including student grievance procedures.
- h) Grantee is required to maintain calendar of activities with supporting daily or weekly activity plans to authenticate services delivered.

- i. Activity plans must include at minimum a title of activity, description of the activity, purpose/objective, reference source, and instructions for activity completion.
- i) Health and Safety
 - i. Grantees must maintain written policies/procedures regarding the safety and security of youth during all activities.
 - ii. Grantees must maintain current annual fire/health/safety inspections on file for each program site.
 - iii. Grantees must maintain current emergency preparedness plans
 - iv. Emergency procedures must be posted and visible. Grantee is required to maintain documentation of practice drill activities.
 - v. At least one staff member on site at all times must be certified in CPR/First Aid
 - vi. Grantee must maintain daily log authorizing parent/guardian pickup and or drop off for program participants.
- j) Enrollment Standards
 - i. Grantees are required to serve a minimum number of youth in accordance with approved grant funding amount.

Grant Amount	Minimum Number of Youth Required to Be Served
\$40,000 - \$50,999	30
\$51,000 - \$60,999	40
\$61,000 - \$75,999	50
\$76,000 - \$90,999	65
\$91,000 - \$100,999	80
\$101,000 - \$150,999	120
\$151,000 - \$200,999	150
\$201,000 - \$300,999	225

- ii. Failure to meet enrollment standards may result in reduction or suspension of funds or other Department action pursuant to executed contract terms and conditions (Average daily attendance standards are in the process of development).
- iii. Daily attendance records must be maintained for each month of program operation, including summer programming.
 - a. Records must be maintained at each program site and in accordance with confidentiality laws.
 - b. Records must authenticate monthly enrollment data reported to the Department.

12) Collaboration/Marketing

- a) Grantees shall maintain documentation of collaboration with agencies and businesses and to sustain growth and promote sustainability.
 - i. All partnerships for services should be documented with deliverables outlined (Memoranda of Understanding/Agreements)
- b) SOS marketing materials must contain SOS logo with reference of DJJDP as funding source/partial funding source.

13) Communication

- a) Grantees must maintain an operational computer, equipped with email and software sufficient to exchange information and complete recordkeeping requirements
- b) Grantees **must** have e-mail access.
 - i. Email correspondence shall serve as the primary mode of communication between the Department and Grantees.
- c) All changes to program sites, personnel, and contact information, including phone number, address, fax number, and email address, must be submitted to the Department within five (5) business days
 - i. Changes to Personnel: Grantees must submit a revised Personnel Itemization Form (C-5) to reflect changes to staff as reported on Personnel Itemization (C-5) submitted with contract agreement documents
 - ii. Changes to Contact Information: Grantees must submit any changes to contact information, including phone number, fax number, and email address on agency letterhead and signed by a key member of the organization's management.
 - iii. Changes to Program Services or Sites: Changes to the approved Program Plan B require **prior written approval** from the Department
 - a) Written request for approval shall be made on Grantee's letterhead and must indicate the proposed change, reason, timeline, and impact proposed change.
 - b) Submission of revised Program Plan B and related contract agreement documents, as applicable.
- d) Failure to receive information or adhere to reporting requirements due to malfunctioning computer equipment is the sole responsibility of the Grantee.

14) Professional Development

- A. Training Requirements
 - i. Permanent full-time direct program staff that work all year (approximately 8 months)- 8 hours
 - ii. Permanent direct program staff that work ½ year (approximately 4 months)- 4 hours
 - iii. Temporary staff- no requirements at this time
 - iv. Volunteers- no requirements at this time
 - v. Administrative staff-no requirements at this time
 - vi. Training hours must be acquired during the fiscal year, July 1 to June 30
- B. Training must be youth development focused and/or have direct impact on service provision. Recommended subject areas include CPR/first aid; blood borne pathogen containment; de-escalation of conflict; crisis intervention; minority sensitivity; and behavior management. Additional recommended training areas shall be provided by the Department upon request.

- C. Certificates of completion of required training hours must be maintained in each personnel or volunteer file.

15) Mandatory Functions

The Department will send a notice of mandatory functions to each Grantee throughout the contract period. Grantee attendance is a function of reporting requirements. Mandatory functions include but are not limited to:

- a. New provider orientation
- b. SOS Regional Meetings or Joint Community Grants Programs Regional Meetings
- c. DJJDP Community Grants Annual Training
- d. Any trainings/workshops as deemed necessary by DJJDP in order to ensure Grantee compliance with contract terms and conditions and applicable laws.

**ANNUAL EVALUATION OF COMMUNITY PROGRAMS
SUPPORT OUR STUDENTS PROGRAM**

**APPENDIX C
DEMOGRAPHIC PROFILE DATA BY GRANT FUNDED PROGRAM**

County	Percent of youth served 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	48%	63%	46%	4%	4%
Alexander					
Alleghany	52%	53%	41%	7%	1%
Anson	52%	84%	35%	14%	3%
Ashe	67%	51%	49%	14%	16%
Avery	33%	80%	38%	18%	5%
Beaufort	20%	66%	29%	17%	4%
Bertie					
Bladen	37%	59%	38%	8%	2%
Brunswick	53%	53%	38%	21%	2%
Buncombe	9%	66%	42%	36%	13%
Burke	54%	35%	34%	14%	8%
Cabarrus	no data	21%	54%	18%	11%
Caldwell	22%	88%	18%	10%	5%
Camden	64%	47%	47%	13%	1%
Carteret	no data	60%	10%	8%	2%

County	Percent of youth served 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	18%	78%	43%	17%	10%
Catawba	15%	81%	44%	13%	11%
Chatham	59%	61%	35%	15%	3%
Cherokee	44%	66%	33%	9%	10%
Chowan	24%	95%	9%	10%	2%
Clay	57%	49%	45%	13%	1%
Cleveland	46%	75%	28%	10%	0%
Columbus	34%	89%	21%	5%	2%
Craven	21%	76%	14%	22%	3%
Cumberland	12%	64%	45%	16%	0%
Currituck	55%	26%	37%	6%	3%
Dare	50%	33%	58%	24%	1%
Davidson	46%	29%	52%	8%	3%
Davie	39%	27%	58%	19%	6%
Duplin	67%	75%	21%	15%	1%
Durham	53%	50%	53%	12%	14%
Edgecombe	36%	78%	24%	7%	3%
Forsyth	47%	61%	41%	26%	10%
Franklin	no data	63%	23%	10%	10%

County	Percent of youth served who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
Gaston	36%	63%	27%	10%	2%
Gates	48%	61%	23%	14%	5%
Graham	48%	54%	37%	12%	14%
Granville	4%	67%	34%	7%	4%
Greene	64%	63%	38%	15%	5%
Guilford	27%	59%	56%	25%	13%
Halifax	no data	86%	24%	16%	4%
Harnett	44%	70%	27%	16%	5%
Haywood	47%	54%	46%	7%	2%
Henderson	30%	78%	36%	24%	7%
Hertford	35%	66%	66%	29%	14%
Hoke	no data	77%	12%	29%	1%
Hyde	25%	62%	13%	16%	2%
Iredell	no data	60%	14%	14%	2%
Jackson	52%	35%	69%	22%	15%
Johnston	37%	71%	20%	20%	1%
Jones	27%	87%	64%	17%	2%
Lee	20%	60%	10%	25%	3%
Lenoir	50%	85%	18%	11%	5%

County	Percent of youth served who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
Lincoln	no data	24%	62%	13%	8%
Macon	14%	79%	47%	3%	7%
Madison	56%	55%	47%	21%	15%
Martin					
McDowell	44%	51%	33%	10%	13%
Mecklenburg	22%	70%	28%	23%	3%
Mitchell	60%	65%	28%	23%	2%
Montgomery	59%	71%	31%	7%	0%
Moore	55%	54%	57%	13%	10%
Nash	22%	87%	31%	20%	4%
New Hanover	29%	83%	28%	17%	1%
Northampton	24%	86%	21%	3%	4%
Onslow	no data	54%	37%	16%	6%
Orange	59%	35%	63%	20%	19%
Pamlico	19%	52%	45%	14%	14%
Pasquotank	46%	78%	44%	6%	1%
Pender					
Perquimans	44%	67%	40%	14%	1%
Person	59%	37%	37%	15%	9%

County	Percent of youth served who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
Pitt	no data	72%	32%	11%	2%
Polk	55%	45%	44%	12%	13%
Randolph	53%	29%	53%	10%	13%
Richmond	12%	78%	37%	14%	5%
Robeson	48%	48%	52%	3%	9%
Rockingham	42%	66%	30%	18%	5%
Rowan	35%	64%	38%	9%	13%
Rutherford	50%	57%	19%	9%	1%
Sampson	36%	66%	44%	6%	3%
Scotland	33%	82%	49%	4%	6%
Stanly	29%	94%	34%	32%	1%
Stokes	63%	32%	41%	12%	12%
Surry	no data	43%	59%	14%	16%
Swain	27%	69%	44%	15%	8%
Transylvania	43%	45%	51%	9%	7%
Tyrrell	19%	82%	20%	12%	3%
Union	59%	89%	54%	13%	7%
Vance	34%	61%	38%	8%	15%
Wake	48%	34%	49%	16%	7%

County	Percent of youth served who live with both parents	Percent free/reduced lunch	Percent whose parents have education beyond high school	Percent special education (excluding gifted)	Percent gifted
Warren	48%	78%	23%	13%	2%
Washington					
Watauga	25%	50%	43%	32%	9%
Wayne	33%	75%	33%	12%	3%
Wilkes	59%	59%	45%	24%	11%
Wilson	31%	71%	41%	6%	3%
Yadkin	53%	33%	45%	18%	11%
Yancey	72%	54%	29%	26%	12%
NC Support Our Students	47%	62%	37%	11%	7%

**ANNUAL EVALUATION OF COMMUNITY PROGRAMS
SUPPORT OUR STUDENTS PROGRAM**

**APPENDIX D
VOLUNTEER RECRUITMENT DATA BY GRANT FUNDED PROGRAM**

County	Number of Volunteers	Value of Volunteer Hours
Alamance	4	\$1,433
Alexander		
Alleghany	5	\$3,645
Anson	31	\$6,645
Ashe	32	\$326,201
Avery	4	\$285
Beaufort	4	\$38,168
Bertie		
Bladen	11	\$4,315
Brunswick	3	\$975
Buncombe	11	\$3,079
Burke	1	\$450
Cabarrus		
Caldwell	40	\$3,915
Camden	17	\$5,243
Carteret	58	\$23,337

County	Number of Volunteers	Value of Volunteer Hours
Caswell	19	\$1,714
Catawba	2	\$210
Chatham	27	\$6,878
Cherokee	12	\$1,050
Chowan	23	\$7,613
Clay	20	\$8,764
Cleveland	60	\$50,689
Columbus	7	\$1,080
Craven	8	\$2,720
Cumberland	0	\$0
Currituck	0	\$0
Dare	8	\$2,138
Davidson	8	\$26,295
Davie	4	\$465
Duplin	0	\$0
Durham	58	\$6,499
Edgecombe	25	\$6,878
Forsyth	no data	no data
Franklin	0	\$0
Gaston	39	\$10,455

County	Number of Volunteers	Value of Volunteer Hours
Gates	10	\$4,493
Graham	10	\$4,650
Granville	no data	no data
Greene	0	\$0
Guilford	24	\$728
Halifax	No data	No data
Harnett	10	\$7,433
Haywood	6	\$12,195
Henderson	318	\$51,030
Hertford	5	\$225
Hoke	no data	no data
Hyde	4	\$422
Iredell	11	\$11,640
Jackson	12	\$720
Johnston	0	\$0
Jones	no data	no data
Lee	2	\$375
Lenoir	46	\$37,455
Lincoln	41	\$1,586
Macon	8	\$4,260

County	Number of Volunteers	Value of Volunteer Hours
Madison	11	\$6,218
Martin		
McDowell	9	\$540
Mecklenburg	27	\$32,466
Mitchell	6	\$3,083
Montgomery	14	\$11,040
Moore	2	\$240
Nash	17	\$3,113
New Hanover	74	\$7,523
Northampton	12	\$2,745
Onslow	18	\$37,770
Orange	32	\$8,018
Pamlico	0	\$0
Pasquotank	17	\$5,850
Pender		
Perquimans	3	\$4,020
Person	0	\$0
Pitt	no data	no data
Polk	20	\$2,213
Randolph	7	\$2,940

County	Number of Volunteers	Value of Volunteer Hours
Richmond	14	\$5,895
Robeson	7	\$40,005
Rockingham	157	\$42,116
Rowan	4	\$2,145
Rutherford	6	\$3,585
Sampson	8	\$7,215
Scotland	21	\$2,445
Stanly	0	\$0
Stokes	11	\$18,270
Surry	6	\$9,953
Swain	0	\$0
Transylvania	26	\$3,240
Tyrrell	9	\$1,335
Union	4	\$1,635
Vance	36	\$14,933
Wake	75	\$16,155
Warren	no data	no data
Washington		
Watauga	86	\$52,941
Wayne	2	\$30

County	Number of Volunteers	Value of Volunteer Hours
Wilkes	50	\$4,796
Wilson	25	\$2,880
Yadkin	12	\$1,354
Yancey	0	\$0
NC Support Our Students	1876	\$1,047,049

**ANNUAL EVALUATION OF COMMUNITY PROGRAMS
SUPPORT OUR STUDENTS PROGRAM**

**APPENDIX E
END-OF-GRADE TEST IMPROVEMENT BY GRANT FUNDED PROGRAM**

County	Percentages of 2006–2007 youth served who scored at grade level or better in...			
	Reading		Math	
	2005–2006	2006–2007	2005–2006	2006–2007
Alamance	74%	86%	88%	91%
Alexander				
Alleghany	87%	86%	91%	94%
Anson	68%	81%	81%	84%
Ashe	86%	86%	83%	86%
Avery	83%	81%	83%	86%
Beaufort	no data	no data	no data	no data
Bertie				
Bladen	77%	79%	94%	89%
Brunswick	83%	87%	72%	75%
Buncombe	85%	86%	78%	81%
Burke	87%	87%	79%	82%
Cabarrus	89%	91%	82%	85%
Caldwell	93%	91%	84%	83%
Camden	82%	91%	87%	86%
Carteret	no data	no data	no data	no data

County	Percentages of 2006–2007 youth served who scored at grade level or better in...			
	Reading		Math	
	2005–2006	2006–2007	2005–2006	2006–2007
Caswell	68%	71%	69%	68%
Catawba	66%	87%	79%	82%
Chatham	78%	87%	88%	91%
Cherokee	87%	52%	88%	91%
Chowan	74%	73%	68%	71%
Clay	88%	80%	81%	84%
Cleveland	78%	83%	77%	80%
Columbus	80%	82%	89%	92%
Craven	89%	87%	79%	82%
Cumberland	no data	no data	no data	no data
Currituck	96%	94%	95%	98%
Dare	80%	87%	89%	92%
Davidson	75%	85%	79%	82%
Davie	84%	57%	93%	96%
Duplin	73%	0%	85%	84%
Durham	73%	87%	84%	87%
Edgecombe	76%	86%	80%	88%
Forsyth	85%	82%	78%	81%
Franklin	no data	no data	no data	no data
Gaston	85%	87%	79%	82%

County	Percentages of 2006–2007 youth served who scored at grade level or better in...			
	Reading		Math	
	2005–2006	2006–2007	2005–2006	2006–2007
Gates	no data	no data	no data	no data
Graham	76%	86%	79%	82%
Granville	81%	82%	69%	72%
Greene	85%	90%	92%	91%
Guilford	74%	82%	79%	82%
Halifax	no data	no data	no data	no data
Harnett	76%	81%	89%	92%
Haywood	no data	no data	no data	no data
Henderson	84%	86%	81%	84%
Hertford	71%	80%	74%	77%
Hoke	62%	77%	92%	87%
Hyde	79%	86%	86%	89%
Iredell	64%	69%	68%	73%
Jackson	93%	87%	69%	72%
Johnston	85%	75%	80%	85%
Jones	no data	no data	no data	no data
Lee	77%	75%	81%	86%
Lenoir	79%	83%	76%	79%
Lincoln	89%	87%	95%	94%
Macon	93%	60%	80%	83%

County	Percentages of 2006–2007 youth served who scored at grade level or better in...			
	Reading		Math	
	2005–2006	2006–2007	2005–2006	2006–2007
Madison	88%	66%	86%	89%
Martin				
McDowell	86%	76%	77%	82%
Mecklenburg	74%	76%	71%	74%
Mitchell	65%	82%	77%	80%
Montgomery	70%	38%	85%	88%
Moore	no data	no data	no data	no data
Nash	91%	87%	80%	83%
New Hanover	87%	81%	75%	78%
Northampton	no data	no data	no data	no data
Onslow	84%	86%	85%	88%
Orange	83%	86%	85%	88%
Pamlico	97%	78%	87%	82%
Pasquotank	73%	87%	84%	83%
Pender				
Perquimans	74%	86%	86%	89%
Person	77%	80%	96%	91%
Pitt	77%	86%	79%	82%
Polk	81%	84%	93%	96%
Randolph	85%	84%	84%	87%

County	Percentages of 2006–2007 youth served who scored at grade level or better in...			
	Reading		Math	
	2005–2006	2006–2007	2005–2006	2006–2007
Richmond	no data	no data	no data	no data
Robeson	79%	62%	81%	84%
Rockingham	77%	46%	73%	76%
Rowan	73%	75%	75%	80%
Rutherford	69%	83%	83%	86%
Sampson	74%	87%	98%	97%
Scotland	86%	87%	83%	82%
Stanly	89%	75%	77%	82%
Stokes	86%	68%	79%	84%
Surry	no data	no data	no data	no data
Swain	85%	87%	83%	86%
Transylvania	87%	87%	94%	93%
Tyrrell	80%	86%	78%	81%
Union	68%	86%	95%	98%
Vance	85%	86%	91%	94%
Wake	80%	87%	84%	83%
Warren	77%	83%	78%	81%
Washington				
Watauga	78%	77%	81%	86%
Wayne	68%	86%	86%	89%

County	Percentages of 2006–2007 youth served who scored at grade level or better in...			
	Reading		Math	
	2005–2006	2006–2007	2005–2006	2006–2007
Wilkes	78%	87%	80%	79%
Wilson	72%	60%	81%	84%
Yadkin	82%	86%	83%	86%
Yancey	90%	83%	82%	85%
NC Support Our Students	80%	83%	79%	82%

**ANNUAL EVALUATION OF COMMUNITY PROGRAMS
SUPPORT OUR STUDENTS PROGRAM**

**APPENDIX F
STUDENT SURVEY**

© EDSTAR 2008

*North Carolina SOS Program Student Survey
2006-2007*

About You

1. What County are you in? _____

2. What grade are you in? _____

3. What is your gender? Male Female

4. What is your race?
 White African American/Black Hispanic/Latino
 Native American Other

5. Use the rating at the top for each question.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I expect to do well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my teachers like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The rules in my school are applied fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rules in this after-school program are applied fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do well in school, but teachers sometimes treat me like I don't.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The adults in the after-school program care about how well I do in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it much easier to learn things if they interest me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I normally feel comfortable and safe in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being in this after-school program has helped me at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Use the rating at the top for each question.

	Always	Usually	Sometimes	Rarely	Never
I can learn even the hardest work in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School is boring.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a hard time following the teacher's rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel good about myself when I do well in school.					
I complete my homework and turn it in on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The after-school programs helps me with getting my homework done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please answer these problems about bullying.

	Not a problem	Small problem	Medium problem	BIG problem
How big of a problem do you think bullying is at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How big of a problem do you think bullying is after-school, in this program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Answer each question for **SCHOOL** and for the **AFTER-SCHOOL PROGRAM**.

	Not at all	A little	Very Much
How much does bullying/teasing upset you AT SCHOOL ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much does bullying/teasing upset you AFTER SCHOOL ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much does bullying/teasing upset you AFTER SCHOOL ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much does bullying/teasing cause you worry or fear AFTER SCHOOL ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How much does bullying/teasing harm your grades AT SCHOOL ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much does bullying/teasing harm your grades AFTER SCHOOL ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------------------------------------------------------	-----------------------	-----------------------	-----------------------

9. Answer these questions about the **AFTER-SCHOOL PROGRAM**.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The after-school program helps me do better in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like the adults in the after-school program want to help me do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do well in school, but people in the after-school program treat me like I don't.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Always	Sometimes	Rarely	Never
If not in this program after school, I would be with an adult...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What is your favorite thing about being in this after-school program?

12. Please tell us about a field trip or favorite activity you have done in the after-school program this year.

**ANNUAL EVALUATION OF COMMUNITY PROGRAMS
SUPPORT OUR STUDENTS PROGRAM**

**APPENDIX G
GRANT FUNDED PROGRAM STAFF SURVEY**

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INTRODUCTION

EDSTAR has been working with school systems, non-profits, and other agencies to help them learn to make better use of data. This has included focus groups and surveys about what kinds of help people need. We have identified technology skills, lack of understanding about how to use data, beliefs that oppose using data, and lack of familiarity with the internet as obstacles to easily using data and benefiting from it's use. The following assessment is designed to gather information that will help us design trainings, lessons, and support as SOS programs move toward better use of data.

<i>Creating Data – collection forms</i>	Yes	I think so, but Not Sure	No	What??
1. I can create a form for recording information about services I provide, so that I have relevant information in a form that is easy to summarize.	1	2	3	4
2. I can create a paper forms and a procedure for collecting the data I need..	1	2	3	4
3. I can determine what data to collect to meet reporting requirements.	1	2	3	4
4. If I find that I have not collected the data I need for reporting I can estimate fairly accurately, so it is okay.	1	2	3	4
5. My programs' enrollment forms are designed to capture the data needed for reporting.	1	2	3	4

Types of Data —what it tells me	Yes	No
6. I know how to use my average daily attendance for planning how many staff to hire, what resources are needed, etc.	○	○
7. I use the SOS evaluation report to help me decide what academic support is appropriate for the participants.	○	○
8. I use EOG scores for my county to plan appropriate academic support for the students in my program.		

My general beliefs about meeting students' educational needs include:...	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students need family support to succeed in rigorous courses.	1	2	3	4
2. Students need organizational skills to learn content in classes.	1	2	3	4
3. Teachers can tell which students are likely to succeed and who is at risk of failure, so we don't need to use data.	1	2	3	4
4. High average (C+) students will do better if they enroll in more basic courses to learn the basics, rather than enroll in rigorous courses.	1	2	3	4
5. Low income has been shown to be associated with low achievement, so we should help low income students by providing academic support to remediate skills.	1	2	3	4
6. We should use data to decide who should enroll in rigorous courses and ignore social factors, such as parental support systems and family resources.	1	2	3	4
7. I rely more on my observations of students than data for deciding what they need to help them succeed.	1	2	3	4

<i>My general beliefs about meeting students' educational needs include:...</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
8. I believe that emotional well being is more important for students than challenging course work.	1	2	3	4
9. I believe I know what is best for my students...experience is better than data.	1	2	3	4

<i>Attitudes About Data</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I don't have time to collect and analyze data.	1	2	3	4
2. Collecting data is not worthwhile to me because I don't have a need for it.	1	2	3	4
3. I collect data for reporting requirements, but don't really need it to run the program.	1	2	3	4
4. I can estimate the summary data fairly accurately, so all the time spent collecting the detailed data is not really worth it.	1	2	3	4
5. Some agencies fear that data could be used against them, when things beyond their control may not look good in data.	1	2	3	4
6. I am not comfortable interpreting data.	1	2	3	4

Answer “**Yes**” if you are sure you have the knowledge and skills and are very comfortable; “**I think so, but Not Sure**” if you have somewhat of an understanding but not complete confidence; “**No**” if you understand the question and know you lack the skill or knowledge; and “**What??**” if not only do you not have the skill, but you do not understand what the question is asking.

Web and Email Use	Yes	I think so but Not Sure	No	What??
1. I use email to send and receive messages.	1	2	3	4
2. I know how to send attachments with emails.	1	2	3	4
3. I know how to retrieve and save attachments that I get through email.	1	2	3	4
4. I know whether I use a web-based email program or email software that is on my computer when I check my email.	1	2	3	4
5. I know how to bookmark websites that are important to me.	1	2	3	4
6. I know the difference between saving something on an internet server and saving something on my computer.	1	2	3	4
7. I know if I am accessing my computer or the internet.	1	2	3	4
8. I know how to find the history of where I’ve been on the internet.	1	2	3	4
9. I know what a download is.	1	2	3	4
10. When I download a file, I always save it before typing into it.	1	2	3	4

Technology	Absolutely	I think so, but Not Sure	No	What??
1. I know how to save a file in a place that I specify.	1	2	3	4
2. I know how to find the place I have specified for my files to be saved.	1	2	3	4
3. I know why specifying where my files are saved is important.	1	2	3	4
4. I organize my files in folders.	1	2	3	4
5. I know the difference between an application/program and a file.	1	2	3	4
6. I know what application/program is needed to open each of my files.	1	2	3	4
7. I know where to go to find my applications/programs	1	2	3	4
8. I know how to resize application windows so that they fit on my screen.	1	2	3	4
9. I know how to open multiple applications on my window at the same time.	1	2	3	4
10. I know how to tell whether or not I am typing in to a Read Only file.	1	2	3	4
11. I know what a file extension is.	1	2	3	4
12. I back up my files.	1	2	3	4
13. I use the Help function on the menu bar.	1	2	3	4
14. I know the difference between a menu and a tool bar.	1	2	3	4
15. I know how to copy and move files.	1	2	3	4
16. I know several ways to delete things.	1	2	3	4

Technology	Absolutely	I think so, but Not Sure	No	What??
17. I know the difference between and the advantages of <i>Save</i> and <i>Save As</i> .	1	2	3	4
18. I know how to “search” for files on my computer using the “search” function.	1	2	3	4
19. I know how to re-name a file.	1	2	3	4

Microsoft Excel – spreadsheets	Yes	I think so, but Not Sure	No	What??
1. I know what an Excel workbook is, as opposed to an Excel file.	1	2	3	4
2. I know how to tell whether I have a workbook with several pages in it, or a single page file.	1	2	3	4
3. I know how to add a name to the tab on a workbook page.	1	2	3	4
4. I know the file extension for Excel.	1	2	3	4
5. I know how to set the format for cells so that numbers are displayed as percentages, with or without decimals, as currency, general text, dates, etc.	1	2	3	4
6. I know how to create formulas in cells to summarize information in other cells.	1	2	3	4
7. I know how to set my page breaks to print where I want them.	1	2	3	4
8. I know how to repeat a header row when I print.	1	2	3	4
9. I can freeze part of the screen to keep the headings there as I scroll through data	1	2	3	4

Microsoft Excel – spreadsheets	Yes	I think so, but Not Sure	No	What??
on a page.				
10. When ##### appears in a cell I know what it means and what to do to fix it.	1	2	3	4
11. I know how to add rows or columns and how to adjust their size.	1	2	3	4
12. I know how to enter data into an Excel file.	1	2	3	4
13. I know how to read data into an Excel file.	1	2	3	4
14. I know how to select data, copy it, then paste it somewhere else.	1	2	3	4
15. I know how to wrap text in a cell so that it goes to the next line and is easy to read.				

Statistical Terms	Understand the meaning and could compute	Understand the meaning but couldn't compute	I have a feel for what it means	No Idea
1. Average	1	2	3	4
2. Expected Gain scores	1	2	3	4
3. Standard Deviation	1	2	3	4
4. Effect Size	1	2	3	4
5. Statistically Significant	1	2	3	4
6. Percent	1	2	3	4
7. Average Daily Attendance	1	2	3	4