



**Support Our Students Program
Annual Evaluation Report
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Linda Wheeler Hayes, Secretary

**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 2007-2008 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 evaluation corporation. EDSTAR, Inc. provided standard record-keeping tools to Support Our Students 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 program staff and of youth served in the 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 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 two sections. Section One includes a description of the program, services, and recipients of services and an analysis of the measures of program performance. During FY 2007-2008, the Department awarded grant funds to 92 programs to provide afterschool services in 92 counties. A total of 14,333 youth were served in afterschool activities. Parents and schools were the primary referral sources to the programs at 52 percent and 23 percent, respectively with latchkey status as the primary reason (39%) for youth referral to the programs. Twenty-nine percent (29%) of youth were referred for performing below grade level in math and reading. Although almost all of the over 14,333 youth served were identified as at-risk, less than two percent had juvenile justice involvement at the time of enrollment in the program.

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. Process and outcome evaluation serves as the basis for measuring the effectiveness of the services during FY 2007-2008. Several of these program outcomes are notable in this annual evaluation:

- (1) Although almost 40% of youth served were latchkey, only 1.3% were involved in the juvenile justice system at the end of FY 2007-2008.
- (2) Based on 4,203 student participants surveyed, 86% reported that the SOS program helped them do better in school and in completing homework.
- (3) Nearly half of youth served improved their math and language arts grades as a result of their SOS afterschool program.

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 provides a description of the program including 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 (hereinafter “Department”) utilizes to administer the Support Our Students Program funds are also discussed. A description of the Support Our Students service delivery model and standards required by the grant-funded programs is provided, and the programs for FY 2007-2008 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 afterschool programming for school-aged 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 time frames when many youth would otherwise be without supervision.

The Department has administered the Support Our Students Program since 2000. 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.

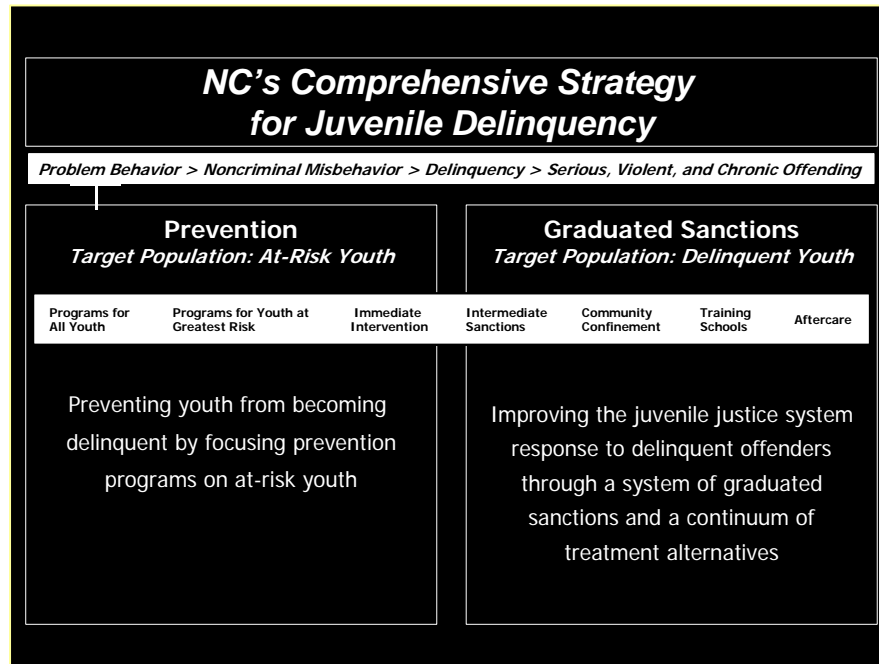
In fulfilling this mission, the Department works to provide the state of North Carolina with a comprehensive strategy that helps prevent and reduce juvenile crime and delinquency. The comprehensive strategy (see Figure 1-1) is a system for responding proactively to juvenile delinquency and crime as well as a framework that provides the Department with a practical method for evaluating its juvenile justice and delinquency prevention programs against best practices. It focuses on strengthening families, promoting delinquency prevention, supporting core social institutions, intervening effectively and immediately when delinquent behavior

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 programs refer to programs awarded grant funds by the Department. Support Our Students sites are places in which services are provided during afterschool hours within Support Our Students 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.

occurs, and identifying and controlling 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 offsetting 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.⁴

Since its formation in 1994, the Support Our Students Program has evolved as a statewide afterschool program that serves youth at risk⁵ 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 program offerings.

⁴ See Lipsey, M. W., Howell, J. C., & Tidd, S. T. (July 2007). *The Standardized Program Evaluation Protocol (SPEP): A Practical Approach to Evaluating and Improving Juvenile Justice Programs in North Carolina*, Final Evaluation Report. Nashville, TN: Vanderbilt University, Center for Evaluation Research and Methodology.

⁵ 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 increases without intervention to reduce risk factors. 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 latchkey children;⁶
- (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 afterschool activities.

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

In FY 2007-2008, the North Carolina General Assembly appropriated \$8,415,127 million to the Department to fund Support Our Students grant programs for the provision of afterschool 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 afterschool 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. Programs were selected for funding based on factors which included, but were not limited to, the applicant's ability to:

- Demonstrate the need for afterschool services for school-aged youth exhibiting 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 grades with academic and behavioral factors that place them at risk for juvenile delinquency⁷;
- Utilize research/evidence-based practices and strategies for quality afterschool 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
- Demonstrate ability to manage state funds in accordance with principles of sound internal accounting controls.

⁶ Latchkey is defined as any youth unsupervised at home without someone who is eighteen years or older to provide supervision to the youth.

⁷ 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.

The Department awards funds ranging from \$16,145 to \$212,030 for a one-year period with the option to renew funding for two additional one-year periods. Department funds can be used to support the full operational costs of the Support Our Students 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 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. As part of the budget review process, the Department reserves the right to approve, not approve, or require adjustments to proposed administrative/indirect cost rates.

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, programs are required to maintain compliance with minimum enrollment standards. *Enrollment* in the Support Our Students programs refers to youth completing enrollment forms with parent/caregiver permission to participate in services and attending the program at least one day during the fiscal year.

In FY 2007-2008, the Department awarded funds for a total of 92 programs for the operation of Support Our Students afterschool services in 92 of 100 counties.⁸ Eighty-three percent of programs met and/or exceeded enrollment standards at each level of funding as indicated in Figure 1-2 below (See Appendix A for grant awards by counties and organizations).

⁸ There were 8 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.

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

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

The Support Our Students Program service delivery model is designed for programs to serve at-risk youth in grades kindergarten through grade nine through the provision of structured afterschool services. The service delivery model includes minimum standards and operational requirements for the 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 programs correlated with measures of program effectiveness.

Target Population and Enrollment Standards

Programs are required to establish a referral process for program services for targeted youth populations. Referral and enrollment to the Support Our Students 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 Council programs.

All 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 program in order for the youth to be reported to the Department as a youth served. Support Our Students programs are required to maintain documented processes for how youth are enrolled and withdrawn.

In addition to minimum enrollment standards and referral sources, 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 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 program operated during the month. Daily attendance records on all youth served in the program during the fiscal year must be maintained by each program in accordance with confidentiality laws.

Frequency and Intensity of Services

The Support Our Students Program service delivery model requires programs to provide at least four days per week of afterschool services for at least three hours per day or five days of programming for at least two and a 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 programs. *Direct service* refers to the activities delivered to the youth during operating hours and excludes transportation time of youth to and from program sites.

Alignment of Services to Demonstrated Needs

National research indicates that developing programming with intentionality is one indicator of a quality afterschool program⁹. In accordance with this principle, not only are 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 programs are required to be planned and delivered intentionally 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, purposeful recreation, and enrichment activities.

Programs are required to maintain documentation as to how the services align with the needs of the youth referred. This service plan outlines how each component of services provided by the program offsets the known risk factors for which the youth was referred for services. This documentation serves to ensure that programs are offering services in accordance with the academic, behavioral, or social needs of the youth 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 programs the flexibility to design the services in accordance with the needs of the youth served; however, programs are required to develop 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

⁹ Harvard Family Research Project (2006). Issues and opportunities in out of school time evaluation. Report No. 9.

prevention, gang violence prevention, teenage pregnancy prevention, and delinquency prevention.

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.

Regardless of the curricula or resources used in the delivery of services, all 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 program.

To ensure parents/caregivers are engaged in the development and planning phases of youth services and program activities, programs must detail how strategies will be implemented to establish and maintain strong family connections throughout the fiscal year. Communication processes utilized by the program to substantiate these strategies with parents/caregivers must also be documented.

Similarly, 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 program and the partner agree to provide to each other in order to ensure successful implementation of the program.

Staffing and Volunteer Management

Programs are required to have documented recruitment, hiring, management, and training plans for all staff and volunteers assigned to work with the program. Processes for staffing the program include documentation of written policies and procedures for recruitment and selection of staff and volunteers. 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 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. Programs must also conduct Department of Motor Vehicle checks for any staff responsible for providing transportation to youth.

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 program

staff are required to receive eight hours of professional development in youth development topics each year, and part-time program staff are required to receive four hours per year of professional development.

Health and Safety Standards

Support Our Students programs must adhere to health and safety standards for all sites wherein services are delivered to youth. 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 program staff. Programs are required to conduct emergency evacuation drills with all youth and document the practice drill activities.

At least one member of the 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 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 programs are required to serve school-aged youth in grades kindergarten through 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 program during the fiscal year. An *enrollment* in the program occurs when a youth has a completed an 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 program occurs when the youth is withdrawn or removed from the grant program.

Demographic profiles of youth served are represented by gender, race, grade, socioeconomic status, living situation, reasons for referral and source of referral. During FY 2007-2008, 92 Support Our Students programs served a total of 14,333 youth in 92 counties.

Programs served the same number of males and females. The racial composition of youth served represented a diversified population: 44 percent were White, 42 percent were African-American, and the remaining 14% were classified as Other. Of these youth, 58 percent were in grades six through eight, 37 percent in grades kindergarten through five, and 5 percent of youth served were in the ninth grade. Forty percent of program youth served lived with in a two-parent home, while 35% percent of the youth served lived with a single mother or father only.

Of the 14,333 youth served in FY 2007-2008, 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 two percent of youth (1.2 percent) served by the Support Our

Students grant programs had some contact with a juvenile court and were diverted into programming or penetrated the juvenile justice system.

In FY 2007-2008, 39 percent of the youth were referred to the grant programs because they were considered to be latchkey youth, and 29 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 Council programs, mental health advocates, and law enforcement served as several of the referral sources for the programs. In FY 2007-2008, parents served as the largest referral source and comprised 52 percent of the referral sources among all youth served during the fiscal year. Schools served as the second largest referral source at 23 percent.

Summary

Section One of the Support Our Students annual evaluation report provides historical context for the establishment of the Support Our Students Program 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 92 grant programs to provide after school services in 92 counties during FY 2007-2008.

The Support Our Students Program service delivery model is detailed to include the minimum requirements for service delivery of programs and a description of the youth served during FY 2007-2008. A total of 14,333 youth were served in afterschool activities. Nearly all of the youth served by the programs were identified as at-risk youth with less than two percent (1.2 percent) of the youth having had juvenile justice involvement at the time of enrollment in the programs. Parents and schools constituted the primary referral sources to the programs at 52 percent and 23 percent, respectively with latchkey status as the primary reason for youth referral to the programs at 39 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 on 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 programs in meeting the legislative goals 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 2007-2008:

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

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 programs. Process evaluation focuses on what services were provided and how those services were delivered. Its purpose is to (1) describe how the 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 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 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 afterschool activities

EDSTAR, Inc. developed web-based surveys to administer to program staff and youth to obtain information about services provided. The youth survey was administered by the 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. Support Our Student programs were required to submit data regarding rosters, attendance, staff, hours of operation, and activities provided to youth served to EDSTAR. Program staff and youth served were also provided opportunities to provide anecdotal narratives about successes within their programs.

Description of Services Delivered by Grant-Funded Programs

During FY 2007-2008, the Department funded 92 Support Our Students programs serving youth in 92 of 100 North Carolina counties. A total of a 14,333 youth were served at 218 Summer Support Our Students program sites. Of these sites, 64% of the sites were community-based organizations and 36% were school-based. Appendix B provides statistical data programs per county to include days of operation, total youth served and average daily attendance.

As introduced in Section One of this report, 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 programs the flexibility to design the services in accordance with the needs of the youth served, 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 2007-2008, the activities common to the 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 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%
Academic Enrichment for High Achievers	75%
One-on-One Tutoring	92%
Character Education and Social Skills Development	
Character Education	92%
Decision Making	79%
Bullying Prevention	57%
Gang Awareness	55%
Purposeful Recreation¹⁰	
Health/Nutrition Education/Healthy Snacks/Meals	28%
Sports/Cooperative and Competitive Games	100%
Enrichment	
Field Trips	70%

Figure 2-3: Description of Staff Development Offered by Grant-Funded Programs

Source: EDSTAR Administered Program Director Survey

Services Offered	% of Grant Funded Programs Offering Services
Staff Development	
Bullying Prevention	57%
Gang Awareness	55%

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

¹⁰ Includes physical activity and nutrition for youth served.

Academics

As depicted in Figure 2-2, 99 percent of the programs provided homework assistance as a component of service delivery. Programs offering a variety of activities that include academic and social activities have been shown to have a positive effect on student academic achievement. Research indicates that students who are not reading at grade level will benefit greatly from one-on-one tutoring. To improve student reading achievement significantly, a student should spend from 45 to 210 hours on reading instruction in the program. To improve student math achievement significantly, a student should spend from 45 to 100 hours on math instruction in the program.¹¹

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 developing higher order skills and to sustaining academic achievement.¹² Support Our Students 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 afterschool program are to be aligned with the school curriculum, qualified instructors should teach in the afterschool programs whenever possible. The most efficient strategy is to hire the regular teachers from the school.¹³ Teacher expertise is the single most important measurable predictor of student achievement and accounts for 40 percent variance in student test scores.¹⁴ In FY 2007-2008, 68 percent of program staff included classroom teachers. Classroom teachers help students align the lessons and support activities.

EDSTAR, Inc. required programs to administer surveys to a sample of youth served in the programs. Nearly 4,200 or 29 percent, of the youth served responded to the student survey. Of the 4,200 survey responses, 79 percent of the youth indicated programs assisted them with homework. On open-ended questions, youth served also reported

“I love the help with my math. I can’t do it by myself sometimes.” **Eighth grade youth, Craven County**

¹¹ Hammond, C., & Reimer, M. (2006). Essential elements of quality after-school programs. Clemson, SC: National Dropout Prevention Center/Network. Retrieved February 17, 2008 at http://www.dropoutprevention.org/pubs/pdfs/Essential_Elements_of_Quality_AfterSchool_Programs.pdf

¹² Darling-Hammond, L. (2007). The flat earth and education: How America's commitment to equity will determine our future [Electronic Version]. *Educational Researcher*, 36, 318-334. Retrieved February 6, 2008 from http://www.aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3606/09edr07_318-334.pdf

¹³ Fashola, O. S. (1998). Review of extended-day and after-school programs and their effectiveness. Report no. 24. Retrieved February 6, 2008, from <http://www.csos.jhu.edu/crespar/techreports/report24.pdf>

¹⁴ Darling-Hammond, L. (2007). The flat earth and education: How America's commitment to equity will determine our future [Electronic Version]. *Educational Researcher*, 36, 318-334. Retrieved February 6, 2008 from http://www.aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3606/09edr07_318-334.pdf

appreciation in getting help with their homework, and many indicated they were able to keep up with their school work as a direct result.

Character Education and Social Skills Development

As shown in Figure 2-2, 92 percent of 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. Seventy-nine percent of programs promoted decision making and life skills among youth served.

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 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.

As depicted in Figure 2-3, more than half the programs provided staff with professional development on bullying and gang awareness at 57 percent and 55 percent, respectively for implementation into program service delivery for youth served. More than half the programs provided staff with professional development on gang awareness and bullying for implementation into their program service delivery model.

“The best thing about after school is that it keeps me off the streets and stops me from doing things that I am not supposed to do. It also helps me to better myself in many different ways.” **Eighth grade youth, Chowan County**

Purposeful Recreation

Fun, physical activities for youth have been proven to improve both confidence and self-esteem.¹⁵ Other specialized activities offered such as sewing, drama, and chess help students develop skills and make creative use of free time.¹⁶

Figure 2-2 shows that 100 percent of programs offered recreation through sports and games. Student surveys indicated that most found the physical activities in their afterschool programs to be enjoyable.

¹⁵ U.S. Department of Health and Human Services. (2000). CDC's Guidelines for School and Community Programs: Promoting Lifelong Physical Activity: Center for Disease Control and Prevention. Retrieved on line at http://www.cdc.gov/HealthyYouth/physicalactivity/promoting_health/pdfs/ppar_a05.pdf

¹⁶ Fashola, O. S. (1998). Review of extended-day and after-school programs and their effectiveness. Report no. 24. Retrieved February 6, 2008, from <http://www.csos.jhu.edu/crespar/techreports/report24.pdf>

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 were included in the discussion of this component. Figure 2-2 demonstrates that 29 percent of the programs offered healthy snacks and/or meals to the youth served and/or provided health and nutrition education.

“I really like ballet with Mrs. Willis and healthy cooking with Mrs. Tina.” **Sixth grade youth, Madison County**

Enrichment Activities

In addition to academic, character education and social skills development, and purposeful recreation, programs offered a variety of enrichment activities during FY 2007-2008. As shown in Figure 2-2, 70 percent of programs offered field trips 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 2007-2008, 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.

A study conducted by the Corporation for National Community Service 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.¹⁷ 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.¹⁸ Among the Support Our Students programs, 42 percent of the youth served by programs reported in the student survey that they enjoyed performing community service activities. During FY 2007-2008, the community service activities for the 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

¹⁷ Corporation for National Community Service. (2006). Educating for Active Citizenship: Service-Learning, School-Based Service, and Civic Engagement. Brief 2 in the Youth Helping America Series. Washington, DC. Retrieved February 5, 2008 at http://www.nationalservice.gov/pdf/06_0323_SL_briefing.pdf

¹⁸ Afterschool Alliance. (2004). 15 Million Youth Need Afterschool Programs, Demand High for Middle School Students, New Study Finds. Washington, DC. Retrieved on line on February 5, 2008 at http://www.afterschoolalliance.org/press_archives/America_3pm_May_19_2004.pdf

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 Afterschool 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 afterschool 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.¹⁹ The U.S. Department of Justice recognizes positive adult role models as a strengthening protective factor to reduce risk factors for juvenile delinquency.²⁰ 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 afterschool programs should be between 1:10 and 1:15, if possible.²¹

During FY 2007-2007, Support Our Students programs recruited approximately 1,900 volunteers to provide support to afterschool services. In addition, there were 65 full-time staff and 693 part-time staff to help supervise afterschool services.

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 programs. Using the logic model framework once again as a guide, the activities and outputs of the grant funded programs lend support that the afterschool activities provided by the programs correlated to positive outcomes.

As required by Session Law 2007-323, Section 18.4 Annual Evaluation of Community Programs, the Department 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 programs in relation to Support Our Students goals as outlined in North Carolina General Statute 143B-152.

¹⁹ National Academies. (2005). Engaging schools: Fostering high school students' motivation to learn. Retrieved February 6, 2008, from http://www7.nationalacademies.org/dbasse/Engaging_Schools_Report_Brief.pdf

²⁰ U.S. Department of Justice. (n.d.). Achieving the goals: Goal 1--All children in America will start school ready to learn. Retrieved February 22, 2008, from <http://www.ed.gov/pubs/AchGoal1/doj.html>

²¹ U.S. Department of Education. (2000). Working for children and families: Safe and smart after-school programs. Retrieved February 8, 2008, from <http://www.ed.gov/offices/OESE/archives/pubs/parents/SafeSmart/index.html>

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

- (1) Reduction in the Number of Latchkey Youth
- (2) Improvement in Academic Performance
- (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 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 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 programs staff. This survey was used, in part, for 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 data from two years of North Carolina ninth graders. The best predictors of dropping out of school in ninth were determined by comparing students who dropped out of school in ninth grade to those who remained in school. 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, but did not benefit the prediction model. Students who were predicted to drop out in ninth grade by those factors were identified. Of the students predicted to drop out, youth served in the Support Our Students programs were matched with a control group. Outcomes for students who participated one and two years in the Support Our Students programs were compared with those students in the control groups.

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

As noted in Section One, nearly one third (39 percent) of the 14,333 students served in FY 2007-2008 were latchkey children. This information is consistent with student survey results in which 30 percent of youth reported that if they were not in the program, often times they would not, or would never, have an adult with them afterschool. 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 afterschool programs than imposed curfews.²²

In addition to preventing violent crimes, afterschool programs can reduce the risk of other unsavory behavior. Teens who participate in afterschool 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.²³ Teens who attend after school programs are also less likely to engage in sexual activity.²⁴ From 2001 through 2003, nearly 32 percent of 12- to 17-year-olds engaged in violent behavior.²⁵ Research also suggests students can be identified as being at risk for dropping out as early as grade four or grade six.²⁶ By providing a place for youth to attend after school, the Support Our Students programs may be preventing untoward—and even criminal—behavior.

Outcome performance measure (2): Improvement in Academic Performance

Math End-of-Grade scores improved overall for youth served in the Support Our Students programs. Reading scores were not available for FY 2007-2008 as the new End-of-Grade reading test were re-scaled; however, of the 14,333 youth served, 83 percent scored at or above grade level proficiency in reading prior to enrollment.

The percent of students scoring at or above grade level from FY 2006-2007 to FY 2007-2008 rose from 61 percent to 63 in math. Overall, youth served in the 92 programs showed an overall improvement in math scores. Four could boast percentage point increases of 5 or more in

²² Snyder, H. N., & Sickmund, M. (2006). *Juvenile Offenders and Victims: 2006 National Report*. Washington DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Retrieved February 8, 2008 at <http://www.ojjdp.ncjrs.org/ojstatbb/nr2006/downloads/chapter3.pdf>

²³ Ericson, N. (2001). OJJDP Fact Sheet: The YMCA's Teen Action Agenda (No. FS-200114): U.S. Department of Justice; Office of Justice Programs; Office of Juvenile Justice and Delinquency Prevention. Retrieved on line on February 6, 2008 at <http://www.ncjrs.gov/pdffiles1/ojjdp/fs200114.pdf>

²⁴ Afterschool Alliance. (2004). 15 Million Youth Need Afterschool Programs, Demand High for Middle School Students, New Study Finds. Washington, DC. Retrieved on line on February 5, 2008 at http://www.afterschoolalliance.org/press_archives/America_3pm_May_19_2004.pdf

²⁵ U.S. Department of Health and Human Services. (2006). *The National Survey on Drug Use and Health Report*. Rockville, MD: Office of Applied Studies; Substance Abuse and Mental Health Services Administration (SAMHSA). Retrieved on line on February 6, 2008 at <http://www.oas.samhsa.gov/2k6/youthViolence/youthViolence.htm>

²⁶ Achieve Inc. (2007). *Closing the Expectations Gap 2007: An Annual 50-State Progress Report on the Alignment of High School Policies and Demands of College and Work*. Retrieved February 12, 2008, from <http://www.achieve.org/files/50-state-07-Final.pdf>

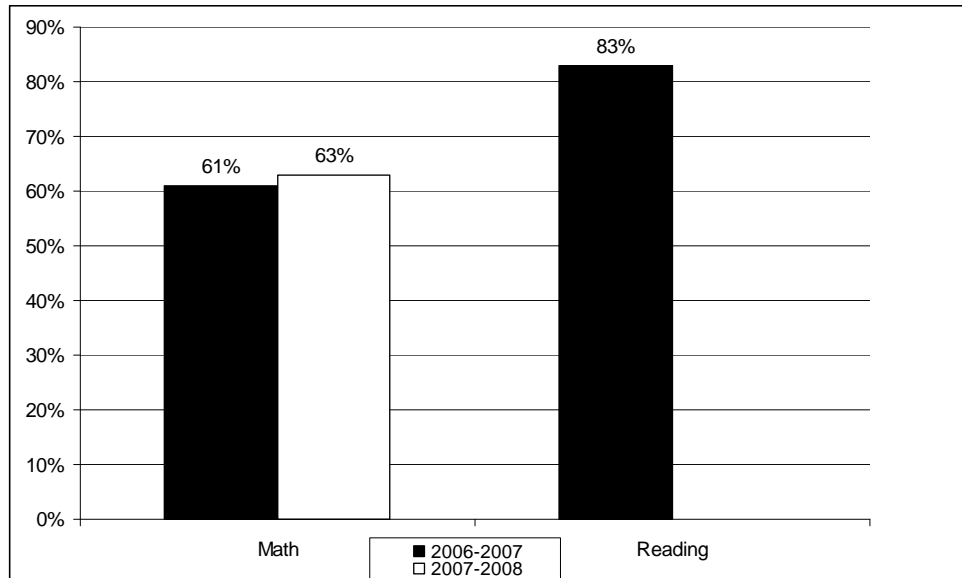
numbers of students at or above grade level. Appendix C provides academic performance results by program.

Figure 2-4: Students Scoring at or Above Grade Level

FY 2007-2008

N=10,033²⁷

Source: NC DPI



The greatest increase in math achievement was in Pitt County, where the percentage of students who scored at or above grade level on their math End of Grade test rose 17 percentage points, from 38 percent to 55 percent. In 56 of 92 programs, the percentage of students who scored at or above grade level in math rose an average of 3 percentage points. The Executive Director of the Pitt county program reported that “Power Hour” is a mandatory programming component that offers incentives to students to get homework completed and checked by staff before students depart for home.

Another factor contributing to the increase in math test scores may be the new site in North Greenville. The site served youth which had not been enrolled in an afterschool program prior to FY 2007-2008. The Pitt county program employed an Education Director who was able to work closely with the schools and parents to follow-up on students demonstrating poor performance in the subject as well as to provide individual tutoring. Program staff from the Durham county program which yielded a 10 percent increase in End-of-Grade math scores among youth served. Program staff reported that working closely with teachers and utilizing the same curriculum and software, Destination Math, as the school attributed to their significant rise in math scores.

²⁷ Standardized tests taken in grades 3-8 only; no reading scores available in 2007-2008 due to the development of a new reading test and different scoring system.

Course Grades

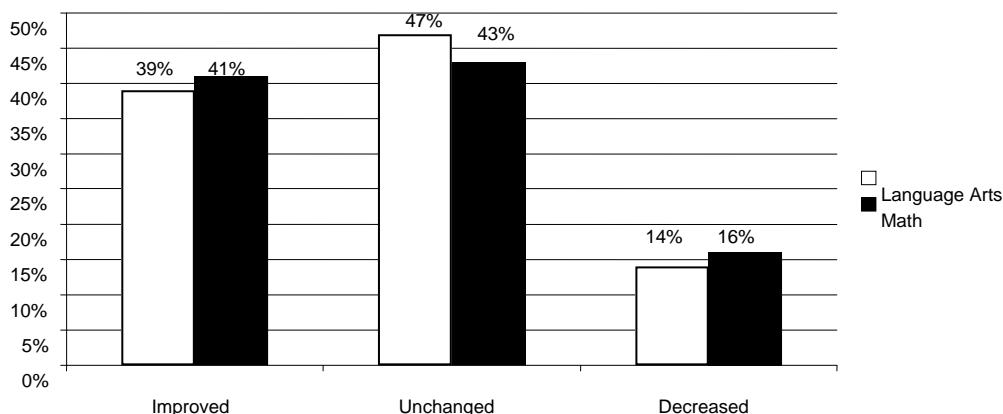
Another measure of academic performance is course grades. Data on course grades in Language Arts and Math were available for 77 of the Support Our Students programs. All of the course grades were from youth served who were considered regular attendees. Figure 2-5 shows that nearly half of youth served improved their math and language arts grades; however, as indicated, over 60% of the students saw no change or a decline in their language arts grades.

Figure 2-5: Improvement in Course Grades among Youth Served

FY 2007-2008

N=8,038

Source: Teacher Reports on Grant-Funded Programs' Site Rosters



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.²⁸ The student surveys administered to youth served in the programs contained several statements regarding how they perceived teachers and people in their program felt about them. Nearly all of the students believed that the people in their afterschool 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 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.

Responses from the youth served in the programs indicated that nearly all of the students have confidence in their academic ability and believe Support Our Students program staff have high

²⁸ Kerr, L. D. (2005). SKEP Motivation. Retrieved February 6, 2008, from http://wik.ed.uiuc.edu/index.php/SKEP_Motivation#Teachers.E2.80.99_Investment_in_Students

academic expectations for them. Of the 4, 203 students surveyed, 86 percent reported the Support Our Students program helped them to do better in school and 79 percent suggested the programs helped them in completing their homework. A vast majority of students, 93 percent, asserted that program staff acted like they expected them to do well in school. Students like to be challenged, and they appreciate teachers and adults who believe they are capable.²⁹

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

The variety of activities offered in the Support Our Students 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 programs well-rounded to help youth meet all their needs in addition to the 68 percent of program staff members who were regular classroom teachers.

The student survey also provided insight into how well the Support Our Students programs were able to meet these needs. The survey included statements specifically about the afterschool 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 afterschool program* are applied fairly.” Many more youth felt the rules in the programs were applied more 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 afterschool program and results for school bullying were alarmingly higher than after-school bullying. In the Support Our Students programs, more than half or 56 percent of the total 4,203 youth respondents stated that bullying was not a problem in the afterschool program, while 21 percent stated bullying was a problem in school.

EDSTAR, Inc. collected data from the programs’ staff regarding the classroom teachers’ opinions of the youth served and whether classroom behavior changed. Based on data from 8,038 teacher reports results yielded that about a fourth of the youth served, 28 percent had improved behavior in math, while two-thirds or 66 percent had improved behavior in language arts.

Outcome performance measure (4): Statutory Provision - Reduction of Court Involvement among Juveniles

As required by Session Law 2007-323, Section 18.4 Annual Evaluation of Community Programs, the Department 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

²⁹ Education Trust. (2006). Yes we can: Telling truths and dispelling myths about race and education in America. Retrieved November 28, 2007, from <http://www2.edtrust.org/NR/rdonlyres/DD58DD01-23A4-4B89-9FD8-C11BB072331E/0/YesWeCan.pdf>

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 programs are afterschool 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 2 percent of the youth served in FY 2007-2008 were court-involved at the time of enrollment in the programs. As a prevention program, services provided by the 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 2007-2008 cohort of youth served in Support Our Students programs so as to track court involvement prior to enrollment and at the end of service for FY 2007-2008. For this analysis, EDSTAR, Inc. collaborated with the Department 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.

Longitudinal data for the FY 2007-2008 cohort of 13,061 youth served showed that only 1.2 percent of the youth were court-involved prior to enrollment, and only 1.28 percent had a juvenile complaint at the end of FY 2007-2008.

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 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

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 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 program services, research clearly indicates that the services delivered by the programs, especially to latchkey youth, may be preventing many of them from becoming involved in criminal and other unsavory activities.

During FY 2007-2008, nearly all of the youth served were at-risk youth with less than 2 percent of the youth having court involvement at the time of enrollment in the programs. Longitudinal data for a cohort of youth served showed that only 1.28 percent of the youth were court-involved at the end of year. 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 programs indicate that many of the youth served in FY 2007-2008 exhibited less aggressive behavior and found a sense of belonging in the programs. Research has shown that the academic components of the programs have improved the grades of the youth served. The study that EDSTAR, Inc. performed on dropouts also showed that the youth who had risk factors for dropping out and who also were served in the 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 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**

**APPENDIX A
ORGANIZATIONS FUNDED IN FY 2007-2008**

County Served	Grantee Organization Name	2007-2008 Grant Funding Allocation
Alamance	Mosaic Rural Wellness Center	\$68,630
Alexander	Domestic Violence Resource Center of Alexander County, Inc.	\$70,830
Alleghany	Ashe Partnership for Children	\$76,500
Anson	Anson County Partnership for Children	\$72,330
Ashe	Ashe Partnership for Children	\$75,830
Avery	W.A.M.Y. Community Action, Inc.	\$72,830
Beaufort	Boys & Girls Club of Beaufort County	\$78,000
Bertie	Windows on the World E-CDC	\$39,250
Bladen	Zara Betterment Corporation	\$97,500
Brunswick	Communities in Schools of Brunswick County, Inc.	\$81,900
Buncombe	YWCA of Asheville	\$75,300
Burke	Blue Ridge Community Action, Inc.	\$76,330
Cabarrus	No 2007-2008 Grantee	
Caldwell	Communities in Schools of Caldwell County	\$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
Chatham	Chatham Coalition for Adolescent Health	\$71,800

County Served	Grantee Organization Name	2007-2008 Grant Funding Allocation
Cherokee	Power Partners	\$83,000
Chowan	Edenton-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, Inc.	\$76,450
Currituck	Currituck County Public Library Foundation	\$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	Care and Share of Franklin County	\$69,130
Gaston	Boys & Girls Club of Greater Gaston	\$77,500
Gates	Roanoke Economic Development, Inc.	\$73,830
Graham	Stecoah Valley Arts, Crafts & Educational Center	\$77,530
Granville	Granville Education Foundation, Inc.	\$73,730
Greene	Greene County Interfaith Volunteers, Inc.	\$73,278
Guilford	YWCA of Greensboro	\$179,130
Halifax	Together Transforming Lives, Inc.	\$79,500

County Served	Grantee Organization Name	2007-2008 Grant Funding Allocation
Harnett	Campbell University, Inc.	\$71,330
Haywood	Haywood County Schools Foundation	\$74,730
Henderson	Boys & Girls Clubs of Henderson County	\$74,300
Hertford	Hertford County Partnership for Children	\$75,000
Hoke	No 2007-2008 Grantee	
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	\$78,300
Jones	Youth Vision, Inc.	\$71,830
Lee	Boys & Girls Club of Sanford/Lee County	\$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	TRAC Enrichment Center, Inc.	\$85,330
McDowell	YMCA of Western NC	\$78,000
Mecklenburg	Athletes United For Youth	\$187,046
Mitchell	Graham Children's Health Services of Toe River	\$88,000
Montgomery	Neighborhood Youth Leadership Inc.	\$76,000
Moore	No 2007-2008 Grantee	
Nash	No 2007-2008 Grantee	
New Hanover	No 2007-2008 Grantee	

County Served	Grantee Organization Name	2007-2008 Grant Funding Allocation
Northampton	Choanoke Area Development Association of NC, Inc.	\$77,500
Onslow	No 2007-2008 Grantee	
Orange	Communities in Schools of Orange County	\$95,630
Pamlico	HeartWorks Children's Medical Home Mission	\$70,830
Pasquotank	Economic Improvement Council, Inc.	\$77,000
Pender	No 2007-2008 Grantee	
Perquimans	Perquimans 20/20 Vision Coalition, Inc.	\$77,500
Person	Community Connections Center, Inc.	\$70,190
Pitt	Boys & Girls Club of Pitt County	\$187,070
Polk	Polk County 4H & Youth 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	No 2007-2008 Grantee	
Scotland	National Association of University Women - Laurinburg Branch	\$79,500
Stanly	Stanly Support Our Youth	\$76,500
Stokes	Unlimited Success, A Division of Partnership for Drug-Free NC	\$75,330
Surry	Surry Arts Council	\$16,145
Swain	Southwestern Community College Foundation	\$76,500
Transylvania	Communities in Schools of Transylvania County	\$78,000

County Served	Grantee Organization Name	2007-2008 Grant Funding Allocation
Tyrrell	Tyrrell Action Group, Inc.	\$76,500
Union	Union County Community Arts Council	\$83,300
Vance	Vance County Public School Foundation	\$71,830
Wake	Mary E. Wilson Foundation	\$211,123
Warren	Warren Family Institute, Inc.	\$76,500
Washington	Windows on the World E-CDC	\$40,750
Watauga	Western Youth Network	\$78,900
Wayne	Rebuilding Broken Places, CDC	\$80,500
Wilkes	Wilkes Chamber of Commerce Foundation	\$74,330
Wilson	Smart Choices for Youth, Inc.	\$74,730
Yadkin	Smart Start of Yadkin County	\$74,730
Yancey	Graham Children's Health Services of Toe River	\$74,830

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

**APPENDIX B
SITE STATISTICS FY 2007-2008**

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Alamance	Alamance	186	622.5	78	15.2
Alexander	After 3	106	322	60	20.0
Alleghany	Piney Creek	154	628	130	40.7
Anson	Anson	128	391	99	39.3
Ashe	ACMS	131	523.5	372	66.8
Ashe	Blue Ridge	189	793.5	106	33.3
Ashe	Mt. View	186	808.5	153	65.3
Ashe	Westwood	177	772	231	91.5
Avery	Y01	167	501	65	17.4
Avery	Y02	176	537	17	6.9
Avery	CHS	5	40	10	10.0
Beaufort	BELH	186	782	30	10.2
Beaufort	Wash	184	940	38	21.2
Beaufort	BAGC	17	118	51	19.4
Bladen	BBM	91	273	14	7.5
Bladen	EAS	121	385	31	18.4

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Bladen	ETMS	113	363	97	48.9
Brunswick	Belville	207	850	88	29.0
Brunswick	Bolivia	189	633	28	14.8
Brunswick	Jessie	208	832	43	14.8
Brunswick	Leland	133	399	24	10.7
Brunswick	Lincoln	193	709	47	19.6
Brunswick	Shallotte	133	399	31	11.6
Brunswick	Southport	208	866	79	29.1
Brunswick	Supply	199	770	34	7.1
Brunswick	Union	193	709	42	17.1
Brunswick	VaWilliamson	194	712	30	10.1
Brunswick	Waccamaw	135	408	32	17.4
Buncombe	City	149	350	68	20.2
Burke	EBMS	159	477	50	36.8
Burke	LMS	163	560.5	48	30.3
Caldwell	GMS	126	462	49	16.5
Caldwell	WLMS	130	440.5	62	22.8
Camden	CMS	145	521.1	87	29.1
Carteret	BFT	177	907	91	36.2

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Carteret	MHC	183	963.5	129	58.3
Caswell	North	113	339.5	33	15.6
Caswell	Oakwood	129	392	46	23.9
Catawba	Jaycee Park	115	348	47	10.1
Chatham	TeenWorks	133	462	34	12.3
Cherokee	Andrews	153	459	56	30.5
Cherokee	Martins Creek	76	252	25	3.6
Cherokee	Murphy	154	462	32	9.4
Cherokee	Ranger	151	462	25	4.5
CHOWAN	Chowan Middle	102	316.3	72	35.3
Clay	Pathways	150	541.5	101	30.8
Cleveland	Casar	9	30	25	21.0
Cleveland	Elizabeth Elementary Homework Club	34	98	27	11.2
Cleveland	KMMS	74	255	42	9.6
Cleveland	Marion	119	321	59	13.9
Cleveland	Township	122	334	60	14.9
Cleveland	Washington	79	270	41	11.8
Columbus	TC MIDDLE SCH	124	389	70	54.1
Craven	Youth Vision	28	229	41	24.0

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Cumberland	Find-a-Friend	130	455.75	65	22.7
Currituck	CCMS	108	334	33	10.5
Currituck	MMS	112	379	64	15.2
Dare	YC	141	443	51	14.2
Davidson	Central Davidson Middle	189	637	29	17.3
Davidson	Charles Enland	195	816.5	14	8.1
Davidson	Lexington Middle School	180	594	16	5.1
Davie	North Davie	186	689.5	9	6.1
Davie	South Davie	191	689.5	16	9.4
Davie	YMCA	16	192	68	43.6
Duplin	BFG	90	296	119	54.5
Durham	BMS	109	242	76	56.7
Durham	CHE	110	888	87	51.7
Durham	CMS	109	262	100	53.4
Durham	GITHENS	109	242	64	32.9
Durham	LOWES GROVE	110	244	72	36.2
Durham	NEAL	108	242	42	17.1
Durham	RH	108	222	85	49.3
Edgecombe	MMS	103	309	31	8.7

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Edgecombe	Pattillo	83	249	36	18.5
Edgecombe	Pioneer CT	100	303	18	6.0
Edgecombe	Princeville Mont	100	300	24	11.3
Forsyth	Green Street	138	624	55	16.0
Forsyth	Ladeara	145	656	45	22.6
Forsyth	Northwest	173	716	67	43.1
Forsyth	Ledges	138	589	57	41.6
Franklin	CCMS	140	442	31	14.2
Franklin	TLMS	116	365.75	32	8.3
Gaston	Bessemer city	191	808	58	14.7
Gaston	West Gastonia	191	977	185	57.6
Gates	Central Middle	112	285	49	27.2
Graham	RMS	139	480.5	85	9.6
Graham	Stecoah	171	567	38	14.2
Granville	GC Hawley	53	170.5	23	11.8
Granville	MPI	54	170	37	27.8
Greene	GCMS	153	573	14	9.8
Greene	SHP	158	573	17	16.4
Greene	WG	175	634.5	22	16.4

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Guilford	Allen	176	451	34	18.6
Guilford	Aycock	178	456.5	27	14.3
Guilford	Eastern	178	453	9	5.6
Guilford	Guilford	187	563	54	22.4
Guilford	Jamestown	176	449.5	11	4.8
Guilford	Southern	176	456	17	8.1
Halifax	Brawley	85	255	84	22.0
Halifax	Eastman	11	66	43	41.1
Halifax	Enfield	94	282	45	22.5
Harnett	Coates-Erwin4H	34	166	36	11.0
Haywood	Kids in Action	100	297	64	17.1
Henderson	B&GC	262	762	268	116.1
Hertford	HCMS	90	230.25	63	19.6
Hyde	Hyde SOS	106	285	53	20.4
Iredell	Living Word	133	492	135	78.2
Jackson	CV	178	534	41	20.3
Jackson	SMH	124	447	12	3.2
Johnston	SAVVY	138	486.5	77	24.5
Jones	N/A	17	51	11	9.1

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Lee	Armory	184	849.5	10	6.1
Lee	O.T.	202	1022	77	35.0
Lenoir	St. Mark's	172	713	92	21.4
Lincoln	ELMS	181	543	36	11.3
Lincoln	LMS	181	543	18	5.4
Lincoln	NLMS	179	540	47	13.2
Lincoln	WLMS	181	543	22	6.3
Macon	Macon	179	537	49	18.5
Madison	Madison Middle School	136	433	252	48.5
Martin	Images of Hope	108	500	65	16.9
McDowell	East Jr.	153	602.5	47	17.7
McDowell	West Jr.	158	567	54	18.5
Mecklenburg	Plaza	127	688	16	6.0
Mecklenburg	ED	192	1124	61	33.6
Mecklenburg	GH	192	1082	111	41.0
Mitchell	Bowman	147	532	74	16.6
Mitchell	Buladean	101	278	39	15.4
Mitchell	Deyton	96	237.75	102	31.1
Mitchell	Gouge	30	105	51	19.1

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Montgomery	East	105	320	103	37.4
Montgomery	West	89	267	150	35.6
North Hampton	Garysburg	120	369	69	33.7
North Hampton	Creecy	109	361.5	98	36.8
Orange	Culbreth	121	405	89	55.2
Orange	Gravelly	119	366	101	23.6
Orange	McDougle	124	381	130	63.8
Orange	Phillips	123	359.25	132	34.2
Orange	Smith	125	289	146	69.3
Orange	Stanback	104	299	142	42.4
Orange	Stanford	104	210	304	62.3
Pamlico	Success	169	713.5	72	20.7
Pasquotank	ECMS	130	387	33	16.8
Pasquotank	RRMS	129	386	41	17.4
Perquimans	PCMS	160	320	101	33.6
Person	SOS NMS	120	366	47	10.9
Person	SOS SMS	121	363	35	20.6
Pitt	Ayden	184	972.5	189	66.7

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Pitt	B&G	205	1153	276	120.4
Pitt	North	211	1175	436	139.2
Polk	PCMS	130	459	396	68.3
Randolph	RMS	180	548	15	7.3
Randolph	SAMS	181	472	9	6.3
Randolph	SERMS	180	548	20	11.3
Randolph	UMS	179	543	12	7.0
Randolph	YMCA	16	192	35	20.4
Richmond	Leak St. Alumni	163	474	72	19.3
Richmond	Summer Site-1	6	48	44	34.3
Richmond	Falling Creek-summer site-2	6	48	52	41.7
Robeson	Pembroke Middle	83	271.5	65	55.4
Rockingham	Holmes	77	265	32	15.7
Rockingham	RCMS	92	291	30	12.3
Rockingham	Reidsville Middle	89	293.5	28	13.7
Rockingham	WRMS	86	304.5	33	16.3
Rockingham	Summer	2	17	3	3.0
Rowan	Knox Room 709	186	564	83	22.0
Rutherford	AC	57	169	16	7.4

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Rutherford	Arts	60	138	74	30.7
Rutherford	CM	37	115	11	17.1
Rutherford	RS	33	103	40	28.2
Scotland	Scotland County SOS	105	338.5	36	31.9
Stanly	AMS	44	132	32	10.8
Stanly	RCC	121	363	60	31.0
Stokes	Piney Grove MS	116	330	91	24.4
Stokes	Southeastern MS	116	348	50	17.7
Swain	Swain Middle School	185	523.62	108	41.2
Trans.	BMS SOS	131	393	38	17.3
Trans.	RMS SOS	128	390	37	10.9
Tyrrell	Tyrrell SOS	172	532	65	37.6
Union	Walter Bickett	107	379	134	58.2
Vance	SOS-Vance County	140	665	105	18.2
Wake	Carnage	39	123	23	9.5
Wake	Daniels	96	285	42	21.4
Wake	FV	69	206.5	41	19.4
Wake	FYI	18	86.9	40	18.8
Wake	Ligon	79	240	49	22.8

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Wake	Wake Forest	134	675	53	26.0
Wake	Zeblon	131	898	50	23.8
Warren	WCMS	102	341	130	13.9
Washington	Elem	48	171	60	47.0
Washington	High	38	156	20	15.0
Watauga	East	196	670	54	15.3
Watauga	West	197	664	26	10.0
Watauga	Summer	12	108	31	22.2
Wayne	Lincoln	207	672	52	29.1
Wayne	RBP	197	910	40	19.1
Wilkes	Boomer-Ferguson 4-H/sos	143	609	24	14.5
Wilkes	CBE	154	709	57	28.9
Wilkes	Central Middle	149	682	96	9.4
Wilkes	Mo. Falls	142	578	45	29.8
Wilkes	Mulberry	141	578.5	56	28.9
Wilkes	Roaring River	122	518	27	15.5
Wilkes	Ronda-Clingman	147	616	30	18.0
Wilkes	Mt. View	142	596.5	37	19.1
Wilson	Barnes	124	372	49	33.0

County	Site	Days of Operation	Total Hours Serving Youth	Total Youth Served	Average Daily Attendance
Wilson	Farmington Heights	124	463	77	18.3
Wilson	Vick	53	159	33	19.7
Yadkin	BES	21	210	50	29.3
Yadkin	CES	195	1286	29	18.8
Yadkin	EB	205	1392	57	33.7
Yadkin	FC	190	1317	69	32.4
Yadkin	FE	21	212	69	45.0
Yadkin	JES	206	1402	56	31.0
Yadkin	WY	205	1394	68	29.4
Yadkin	YES	210	1238	87	31.0
Yancey	Burnsville	80	240	75	48.0
Yancey	CRMS	102	318	44	10.0
Yancey	Summer Adventure	13	80	25	10.8

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

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

County	Percentages of 2007–2008 youth served who scored at grade level or better in...			
	Reading		Math	
	2006–2007	2007–2008 ³⁰	2006–2007	2007–2008
Alamance	73%	NA	75%	77%
Alexander	86%	NA	53%	61%
Alleghany	91%	NA	83%	78%
Anson	80%	NA	37%	40%
Ashe	94%	NA	73%	76%
Avery	71%	NA	46%	50%
Beaufort	63%	NA	45%	48%
Bertie	82%	NA	64%	66%
Bladen	85%	NA	71%	66%
Brunswick	86%	NA	70%	65%
Buncombe	75%	NA	61%	61%
Burke	82%	NA	87%	90%
Caldwell	76%	NA	48%	51%
Camden	83%	NA	57%	61%

³⁰ No reading scores available in 2007-2008 due to the development of a new reading test and different scoring system.

County	Percentages of 2007–2008 youth served who scored at grade level or better in...			
	Reading		Math	
	2006–2007	2007–2008 ³⁰	2006–2007	2007–2008
Carteret	88%	NA	65%	60%
Caswell	88%	NA	67%	66%
Catawba	55%	NA	41%	44%
Chatham	78%	NA	61%	60%
Cherokee	89%	NA	75%	70%
Chowan	69%	NA	52%	55%
Clay	94%	NA	64%	59%
Cleveland	67%	NA	61%	63%
Columbus	79%	NA	53%	55%
Craven	NA	NA	No Data	No Data
Cumberland	73%	NA	71%	71%
Currituck	78%	NA	43%	47%
Dare	93%	NA	79%	83%
Davidson	85%	NA	62%	61%
Davie	88%	NA	72%	76%
Duplin	89%	NA	67%	62%
Durham	78%	NA	53%	63%
Edgecombe	73%	NA	63%	63%
Forsyth	91%	NA	65%	60%
Franklin	74%	NA	39%	42%

County	Percentages of 2007–2008 youth served who scored at grade level or better in...			
	Reading		Math	
	2006–2007	2007–2008 ³⁰	2006–2007	2007–2008
Gaston	72%	NA	52%	56%
Gates	73%	NA	41%	45%
Graham	93%	NA	75%	78%
Granville	63%	NA	58%	61%
Greene	83%	NA	68%	67%
Guilford	81%	NA	62%	61%
Halifax	62%	NA	31%	34%
Harnett	75%	NA	71%	73%
Haywood	82%	NA	72%	74%
Henderson	90%	NA	67%	70%
Hertford	80%	NA	42%	45%
Hyde	73%	NA	59%	63%
Iredell	94%	NA	47%	42%
Jackson	93%	NA	69%	71%
Johnston	72%	NA	45%	48%
Jones	NA	NA	No Data	No Data
Lee	92%	NA	69%	71%
Lenior	84%	NA	71%	73%
Lincoln	83%	NA	60%	63%
Macon	72%	NA	48%	52%

County	Percentages of 2007–2008 youth served who scored at grade level or better in...			
	Reading		Math	
	2006–2007	2007–2008 ³⁰	2006–2007	2007–2008
Madison	83%	NA	62%	65%
Martin	64%	NA	62%	61%
McDowell	92%	NA	66%	69%
Mecklenburg	61%	NA	28%	30%
Mitchell	94%	NA	59%	61%
Montgomery	77%	NA	47%	50%
Northampton	81%	NA	83%	81%
Orange	84%	NA	54%	63%
Pamlico	80%	NA	57%	60%
Pasquotank	79%	NA	46%	45%
Perquimans	97%	NA	93%	97%
Person	72%	NA	57%	60%
Pitt	82%	NA	38%	55%
Polk	97%	NA	85%	88%
Randolph	92%	NA	62%	64%
Richmond	60%	NA	60%	60%
Robeson	86%	NA	60%	63%
Rockingham	78%	NA	29%	32%
Rowan	67%	NA	39%	42%
Rutherford	96%	NA	74%	77%

County	Percentages of 2007–2008 youth served who scored at grade level or better in...			
	Reading		Math	
	2006–2007	2007–2008 ³⁰	2006–2007	2007–2008
Scotland	73%	NA	68%	68%
Stanly	83%	NA	33%	35%
Stokes	83%	NA	83%	85%
Swain	84%	NA	60%	63%
Transylvania	86%	NA	77%	76%
Tyrrell	80%	NA	40%	42%
Union	No data	NA	No Data	No Data
Vance	58%	NA	68%	71%
Wake	87%	NA	55%	58%
Warren	81%	NA	61%	61%
Washington	84%	NA	55%	59%
Watauga	87%	NA	65%	68%
Wayne	71%	NA	78%	81%
Wilkes	85%	NA	64%	66%
Wilson	78%	NA	41%	40%
Yadkin	96%	NA	78%	77%
Yancey	89%	NA	52%	52%
NC Support Our Students	83%	NA	61%	63%