

Dropout Prevention Grants 2007 & 2008 Recipients Evaluation Report

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Dropout Prevention Grant

Executive Summary

Dropout Prevention Grant Description

In 2007, the General Assembly of North Carolina approved Session Law 2007-323, establishing the Committee on Dropout Prevention, and allocating \$7 million to fund dropout prevention grants to 60 agencies. In 2008, another \$15 million was awarded to 123 agencies, including 39 of the original 2007 grantees. These funds were used to extend 2007 grant programs or to begin new dropout prevention programs.

In early 2009, EDSTAR was contracted to provide general support to the Committee for Dropout Prevention, as well as many specific resources and services for grantees. We collected more standard and relevant information from the 2007 grantees and have these processes in place for the 2008 grantees. Information provided in this report for 2008 programs will be general and interim, as these programs are still in progress and will not have outcomes until the end of this school year.

Grantees

In 2007, the 60 original grantees included schools and LEAs, non-government organizations, and universities or government agencies. Of these, two reverted funds. Two of the other grantees have not yet provided any data to the North Carolina Department of Public Instruction (NC DPI), nor to EDSTAR. NC DPI is investigating why this is the case. In 2008, 123 agencies were awarded grants. These included LEAs, schools, non-profits, faith-based organizations, government agencies (including a police department), and other institutions. Most grantees worked in collaboration with other agencies to provide a wider variety of services than grantees could provide alone.

Goals and Objectives

The 2007 and 2008 grantees were asked to write goals and objectives in their original grant applications. The goals related ultimately to reducing the dropout rate, and most objectives were related to this goal but may not have included measurable benchmarks. Some program goals tended to confuse objectives with strategies, and not all were SMART (Specific, Measurable, Achievable, Relevant, and Time-bound); many of these programs nonetheless had positive outcomes. Some were difficult to measure because of the vague objectives or a lack of reported baseline data. All grant recipients were asked to write up to three of their objectives to be SMART. EDSTAR provided extensive technical support to help them. These make identifying progress toward their objectives possible.

Grant recipients wrote SMART Outcomes that described which group of students they were targeting, how they intended to change the students, how the changes would be measured, and in what timeframe. Some grantees required considerable support to write a SMART Outcome related to their program. Many found that the SMART Outcomes helped them understand what they wanted to achieve and to determine which services to provide to whom.

Staff

Research shows that using regular teachers from students' schools in curricular programs outside of school times is one of the most efficient strategies to improve academics (Fashola, 1998). Appropriately, most of the staff for both the 2007 and 2008 programs were teachers. Trained professionals made up the second largest component of staff. Other staff members included students, parents, program directors, and community members from churches and businesses.

Students

Students Served

Among the 2007 grant recipients, 28% of programs served between 100 and 500 students, while 15% of programs were large initiatives that served entire school districts or groups of more than 500 students. The remaining programs served more than 500 students each, with one serving more than 12,000 students by providing an internet-based program available to all students at many schools. The majority of services were provided to students who had excessive absences or suspensions, or students who struggle academically.

Most of the students served were in eighth and ninth grade (23% and 33%, respectively). The timeframe when students are in these grades is ideal for indentifying and providing services to students with risk factors. The transition to ninth grade is notoriously a time when many students develop dropout risk factors, as they move from middle to high school. At this time, data can more clearly identify which students are less likely to graduate.

The majority of the programs (about 90%) had no students leave school due to pregnancy or parenting responsibilities. A total of 41 students left due to pregnancy or parenting responsibilities across all grantees. Some programs specifically mentioned that they served pregnant or parenting teens, and that the students stayed in school as a result of the services provided.

Program Descriptions

Programs could be classified into three primary types: targeted to specific students or groups, school-wide, and larger than school-wide, although some grants supported both a targeted component and a larger component, such as a community awareness or professional development component.

According to the SMART Outcomes submitted by grant recipients, more than half of the targeted services provided were designed to help students decrease

suspensions, increase attendance, recover credits, improve reading or math, or become a part of a community with support. Many programs provided multiple services while some concentrated on academic support or career resources required to graduate. Coordination of existing services from multiple agencies such as health, mental health, social work, parent education, and after-school programming was an important component of several research-based programs. These programs tended to target students with more severe needs such as truancy, chronic absenteeism, and court involvement. Some programs provided rapid intervention and wrap-around services, often on the school site, with the goal of keeping students in school.

The services provided varied widely. Almost all grantees provided services directly to students, although some provided services to teachers or parents to assist them in helping the students. Many programs provided multiple services while some concentrated on academic support or career resources. Academic support was standard, although some agencies provided tutoring, while others used computer programs to assist students. This included use of computer programs for course recovery, which was used by students who needed to recover courses required to graduate. Some used both online and personal tutoring. Other types of services provided included summer camps (with academic instruction as well as outdoor sports and educational activities), summer classroom settings with academic instruction and orientation, service learning projects, pregnancy prevention, job placement and career days, field trips (to educational settings such as museums, to college and high school campuses, and to recreational settings), and lessons on attitudes and making good choices. Many used research-based commercial programs. Parents were also an integral part of many programs.

All of the 2007 and 2008 grantees wrote Logic Models that helped describe the activities they were providing to targeted groups, consistent with their SMART Outcomes. These Logic Models will facilitate duplication of successful programs, and can serve as a resource for other North Carolina agencies.

Resource Support

Many grant-funded projects were part of a larger initiative paid for with a variety of resources. School systems, community volunteers, and other agencies provided resources to support these programs. These resources ranged from full-time teachers and social workers to one-time guest speakers. Volunteers served in a variety of functions: as tutors, chaperones, drivers, activity organizers, fund-raisers, and even snack-preparers. Many grant recipients reported using community buildings to hold activities. Some received computers and other equipment from local agencies and businesses.

Sustainability

All 2007 grantees intend to sustain their programs. Some have already applied for new grants; others have identified grants to apply for. Some are looking for new grants and others are raising money through local fund-raisers. Some grantees chose programs that require few new resources to continue, such as those who purchased commercial programs or those whose programs primarily use volunteers. Recipients who purchased computers and other equipment have already trained staff members and will be able to continue benefitting from their use. Some grant recipients will appeal to the community for resources to continue their grants. Some will incorporate dropout prevention activities into other appropriate programs. Several recipients mentioned that they may have to curtail some activities or find more volunteers, but they plan to continue their programs. Most grantees intend to continue their programs seamlessly.

Impact on Participants

Targeted Student Outcomes

Figure 1 shows the percentages of targeted students who met the benchmarks established for the 2007 grants when grantees clarified their objectives in terms of SMART Outcomes and kept records of which students were targeted for which outcomes and whether they met the benchmarks set. Of the 3,504 students targeted for

SMART Outcomes by the 2007 grantees, 60% of these students successfully met the targets set; 16% did not; 4% had not completed the program yet and it was too soon to tell. Data for 20% of the targeted students were not available.

The 2008 grantees are following similar procedures , but it is too soon to tell whether students they are targeting have met benchmarks. Record-keeping systems are in place for them to keep track of services for these targeted students, baseline data, and whether or not they meet benchmarks set for them.

Figure 1: Percentage of Targeted Students Meeting Benchmarks

Category	2007 Grants (N = 57)	Targeted Students Met Benchmark
Attendance	33%	65%
Suspensions	21%	59%
Credit Recovery	9%	81%
General Academic Support	50%	44%
Math	34%	62%
Reading	31%	61%
Connections/Personal Social	16%	31%
Other SMART Outcomes	5%	27%
NOT SMART	25%	?

Budgets

2007 Budgets

Figure 2 shows the budgeted and expended funds for the 2007 grantees. This analysis includes information for 55 grant recipients. Two of the original 60 recipients reverted their funds. One agency went out of businesses and no longer existed when

EDSTAR began evaluating the program. This agency has been reported to the North Carolina Office of State Budget Management. Two additional agencies (one LEA and one university) had not submitted their budgets to EDSTAR after continued and repeated requests. The NC DPI is following up with these agencies.

At the interim reporting period, EDSTAR discovered that agencies were not all using the same budget format and that some agencies had combined their local funds with what they reported. The NC DPI provided extensive technical assistance, as well as forms for classifying expenditures so budget categories were consistent across all agencies. The 2007 grantees reported their final budgets, as shown in Figure 2. Budgets for individual agencies are in the appendices. Many 2008 grantees had just begun spending their funds. They, too, are using this same format, and have received extensive technical support from the NC DPI for using these forms.

Figure 2: 2007 Grantee Budgets and Expenditures

Category	Budgeted	Spent
Personnel & Contracted Services	\$3,415,206.90	\$3,393,736.95
Supplies & Materials	\$559,952.56	\$561,352.00
Non-Fixed Operating Expenses	\$778,465.58	\$724,170.23
Fixed Operating Expenses	\$252,046.30	\$258,220.44
Property & Equipment Outlay	\$661,404.51	\$631,610.41
Services/Contracts	\$301,326.20	\$254,577.08
Other Expenses	\$363,212.44	\$315,724.94
Total Expenditures	\$6,331,614.49	\$6,139,392.05

About 3% of the funds were not yet spent at the time that agencies reported to EDSTAR for this report. Some of the agencies that had not spent all of their funds reported that they had not yet paid some expenditures at the time of this reporting. The

NC DPI indicated that \$6,471,281 was the amount distributed. The three grantees who had not reported their budget information at the time this report was written account for the remaining funds not shown budgeted in Figure 2.

The 2007 Grantees reported that an additional \$2,533,441 is supporting these dropout prevention programs from local funds and other sources.

The NC DPI created both a procedure and a form for making budget transfer requests. This was created with input from and approved by the Dropout Committee. Most of the differences in budgeted and expended amounts are minor and due to unexpended funds at the time data were collected for this report.

Standardization and technical support for budgets significantly increased the accountability for the funds, and provide better information regarding resources needed for replicating successful programs.

The NC DPI Raising Achievement and Closing Gaps (RACG) team conducted several site visits at the request of the Dropout Committee to review budgets and procedures. EDSTAR staff accompanied NC DPI staff on several of these visits and contributed to the creation of the monitoring visit form. Nearly all monitoring visits revealed the need for greater technical assistance for record-keeping and accountability, rather than any type of fraud. In one case, however, the Dropout Committee reviewed the monitoring report and recommended that the NC DPI Internal Auditor review the case. The NC DPI Internal Auditor recommended that the Office of State Budget Management review the case, and this is being done.

2008 Budgets

The 2008 grantees are using the same budget forms and procedures as the 2007 grantees have converted to. They have received technical support from the NC DPI. They are all in different states of initial program implementation and some had not spent any funds at the time data were collected for this report. The NC DPI focused most of their efforts on assisting the 2007 grantees with their budgets. The 2008 grantees

continue to receive assistance, and are submitting their current budgets to EDSTAR in early November for review. These will be shared with the NC DPI and the Dropout Committee to help gauge how much additional technical support is needed.

Conclusions

The 2007 Dropout Prevention grants served approximately 30,803 students, and the 2008 grant distributions will serve many more students. Some of the programs were fresh startups, and others enhanced programs already in place. Whether programs were new or designed to enhance existing programs, most will leave behind collateral advantages that impact entire communities. For example, some schools and other grantees now have access to online classes which will continue beyond the scope of the program, more staff and more volunteers throughout the community are trained, and school staff and communities have more awareness and understanding of the dropout problem.

Some of the programs have documented effectiveness with pre- and post-data. Measurable success is important to determine which programs should be replicated. The effective programs with appropriate documentation will be shared so that they can be replicated. During the initial evaluation of the 2007 grants, it was discovered that some grantees needed help documenting successes, not only for accountability, but to ensure successful programs are identifiable and replicable. EDSTAR found that many programs were indeed helping students, but staff lacked some essential record-keeping and documentation skills. Uniform documentation was implemented and instruction was provided. Although these measures improved the programs substantially, further instruction is needed and is recommended for the 2009 recipients.

All grant recipients provided SMART Outcomes and Logic Models for their programs. The SMART Outcomes allow evaluators to understand specifically what the grant recipients strove to achieve in measurable ways. Logic Models provide overviews of programs, including descriptions of the programs, resources used, activities provided, and overall effects on the community at large. SMART Outcomes help

determine which programs are successful, and Logic Models facilitate the replication of the successful programs.

Overall, the program has the essential structure to be more and more successful with each consecutive year. Although 2008 data are not yet available, preliminary results look favorable. The NC DPI dropout report for 2008-2009 is not yet available. The true measure of success will be a decline in dropout rates where these grants are serving students.

Dropout Prevention Grant

Dropout Prevention Grant Description

In 2007, the General Assembly of North Carolina approved Session Law 2007-323, establishing the Committee on Dropout Prevention, and allocating \$7 million to fund dropout prevention grants to 60 agencies. In 2008, another \$15 million was awarded to 123 agencies, including 39 of the original 2007 grantees. These funds were used to extend 2007 grant programs or to begin new dropout prevention programs.

In early 2009, EDSTAR was contracted to provide general support to the Committee for Dropout Prevention, as well as many specific resources and services for grantees. In February 2009, we submitted our first report to the Committee – an evaluation of the initial 2007 grantees’ programs, which were well underway. We learned much from the strengths and shortcomings among the 2007 programs, which motivated us to modify and add processes to the grants to lend uniformity and clarity to the program, as well as facilitate data collection. These processes were recommended in our initial report, and accepted by the Committee on February 23, 2009. We collected more standard and relevant information from the 2007 grantees and have these processes in place for the 2008 grantees. Information provided in this report for 2008 programs will be general and interim, as these programs are still in progress and will not have outcomes until the end of this school year.

Grantees

In 2007, the 60 original grantees included schools and LEAs, 22 non-government organizations, and four universities or government agencies. Of these, one LEA and one NGO reverted funds. Two organizations have not yet provided required reporting data to North Carolina Department of Public Instruction (NC DPI), nor to EDSTAR. NC DPI is investigating why this is the case. The 2007 reported data include 56 agencies.

One of these 56 agencies has not reported their budget information to EDSTAR, so the budget expenditures report includes 55 agencies.

Of the 123 2008 agencies awarded the grants, 42 are LEAs, 17 are schools (including 3 colleges), 47 are non-profits, 4 are faith-based, and the other 13 include government agencies such as social services and a local police department, as well as YMCAs and other institutions. Most grantees worked in collaboration with other agencies to provide a wider variety of services than grantees could provide alone. They solicited familiar institutions as partners such as Scouting, 4H, Boys and Girls Clubs of America, YMCAs and YWCAs, as well as local churches and other organizations. Additionally, local agencies such as police departments were solicited for single lectures, and grantees that included career information often enlisted the services of local businesses for lectures or job shadowing.

Goals and Objectives

The 2007 and 2008 grantees were asked to write goals and objectives in their original grant applications. The goals related ultimately to reducing the dropout rate, although some programs served students too young to be able to measure this goal directly. The objectives were related to goals but may not have included measurable benchmarks. Some program plans tended to confuse objectives with strategies, and not all were SMART (Specific, Measurable, Achievable, Relevant, and Time-bound); many of these programs nonetheless had positive outcomes. Some were difficult to measure because of the vague objectives or a lack of reported baseline data. All grant recipients were asked to rewrite up to three of their objectives to be SMART. EDSTAR provided extensive technical support to help them. These make identifying progress towards their objectives possible. The following illustrates the difference between an original objective, which was rewritten to be a SMART Outcome:

Original: At risk students will successfully pass their classes.

SMART: 85% of program participants who had failed one or more classes the previous year will fail fewer classes this year.

EDSTAR provided technical support for all grantees to write up to three SMART Outcomes they hoped to achieve with their programs. They were not to change what their programs were doing, or what their intended outcomes were, but rather to articulate them in ways that were measurable and clear. Grant recipients wrote SMART Outcomes that described which group of students they were targeting, how they intended to change the students, how the changes would be measured, and in what timeframe. Some grantees required considerable support to write a SMART Outcome related to their program. Some wrote SMART Outcomes indicating students would be targeted for improvement, only to learn later that the students they were providing services for did not need those services. (See “Data Use” for a further discussion of this.) Many found that the SMART Outcomes helped them understand what they wanted to achieve and to determine which services to provide to whom. One grantee reported on an end-of-year survey:

“A critical obstacle in the initial grant was the lack of SMART Outcomes. While we were clear generally on what we wanted to do with the students, we identified students through multiple indicators and were unclear on how to measure success. The SMART Outcomes helped us gain clarity on measuring success.”

Another wrote:

“If we are lucky enough to get the grant next year, we are sure to write our SMART Outcomes well in advance and gear program decisions to best meet these clearly specified goals.”

Staff

Research shows that using regular teachers from students’ schools in curricular programs outside of school times is one of the most efficient strategies to improve

academics (Fashola, 1998). Appropriately, most of the staff for both the 2007 and 2008 programs were teachers. As Figure 3 indicates, trained professionals made up the second largest component of staff. Other staff members included students, parents, program directors, and community members from churches and businesses. EDSTAR created standard forms for grant recipients to record staff members, type of staff, and average hours working in direct contact with students and not in contact with students. EDSTAR provided these standard reports to the NC DPI staff, who can use them to help them understand and support the programs, and for monitoring and accountability.

Figure 3: Types of Staff

Type of Staff	2007 Grants	2008 Grants
Teacher	58%	43%
College Student	5%	6%
High School Student	6%	6%
Parent of Children in Program	2%	3%
Youth Development Worker (Trained professional)	9%	12%
Other Community Member	10%	16%
Program Director	10%	14%

Students

Students Served

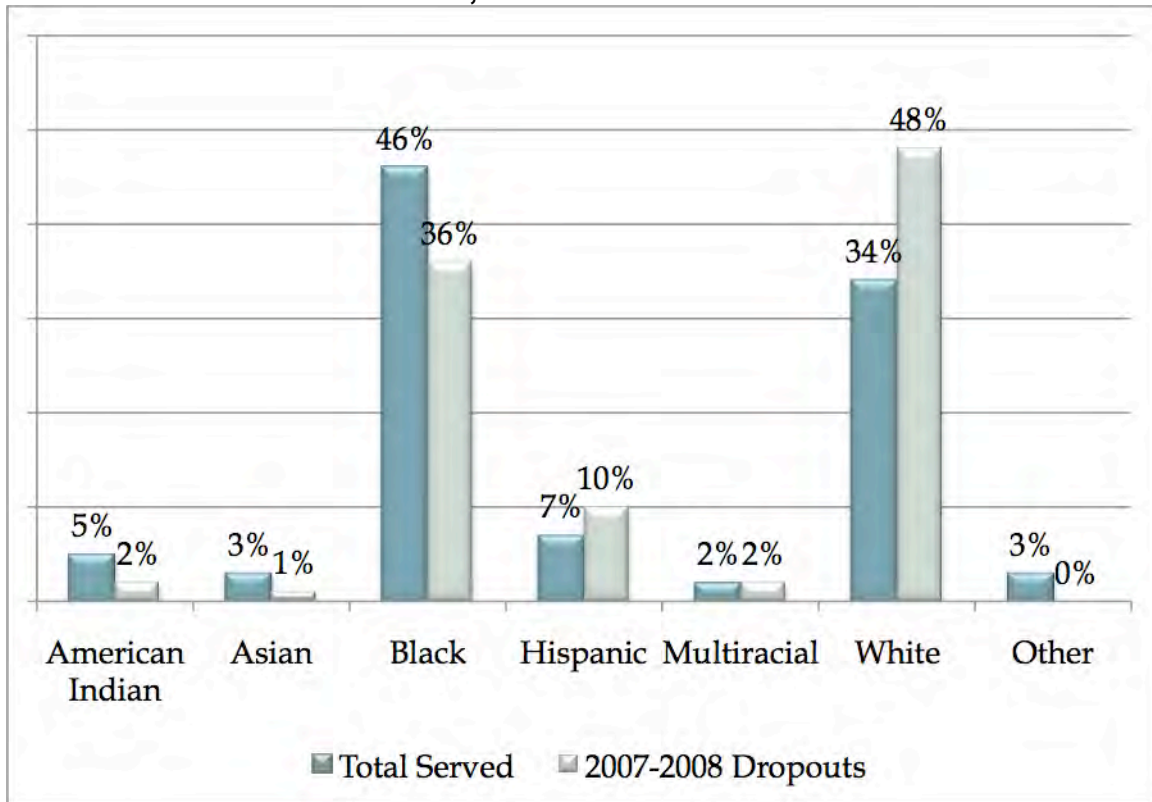
Among the 2007 grant recipients, 28% of programs served between 100 and 500 students, while 15% of programs were large initiatives that served entire school districts or groups of more than 500 students. The remaining programs served more than 500 students each, with one serving more than 12,000 students by providing an internet-based program available to all students at many schools.

The majority of services were provided to students who had excessive absences or suspensions, or students who are struggling academically.

Several larger programs provided specific resources but were not necessarily targeted only to students with identified risk factors. Some programs targeted students with risk factors, but were also open to students with no identified risk factors. For example, one grant recipient made a large purchase of technology equipment to be used by students in their program with identified risk factors; however, the entire student population was able to benefit from the equipment. Other programs involved training teachers in various ways to help all students – not only those who may be struggling. Ninth grade academies and orientations were developed, in which all incoming freshmen were provided some type of intervention to make their transition to high school less traumatic.

The 2007 grant recipients served slightly more males than females (52% of students served were male and 48% were female). These percentages are close to the percentages of actual dropouts of each gender, which were 60% and 40% in 2007-2008, respectively. Figure 4 shows the races of the 30,803 students served in the 2007 grant recipient programs. These are all the students served, whether in targeted or non-targeted services. Figure 4 also illustrates the racial distribution of North Carolina dropouts during the same timeframe.

**Figure 4: 2007 Grant Recipient Total Students Served (by Race)
Targeted and Non-targeted
N = 30,803 Students Served**



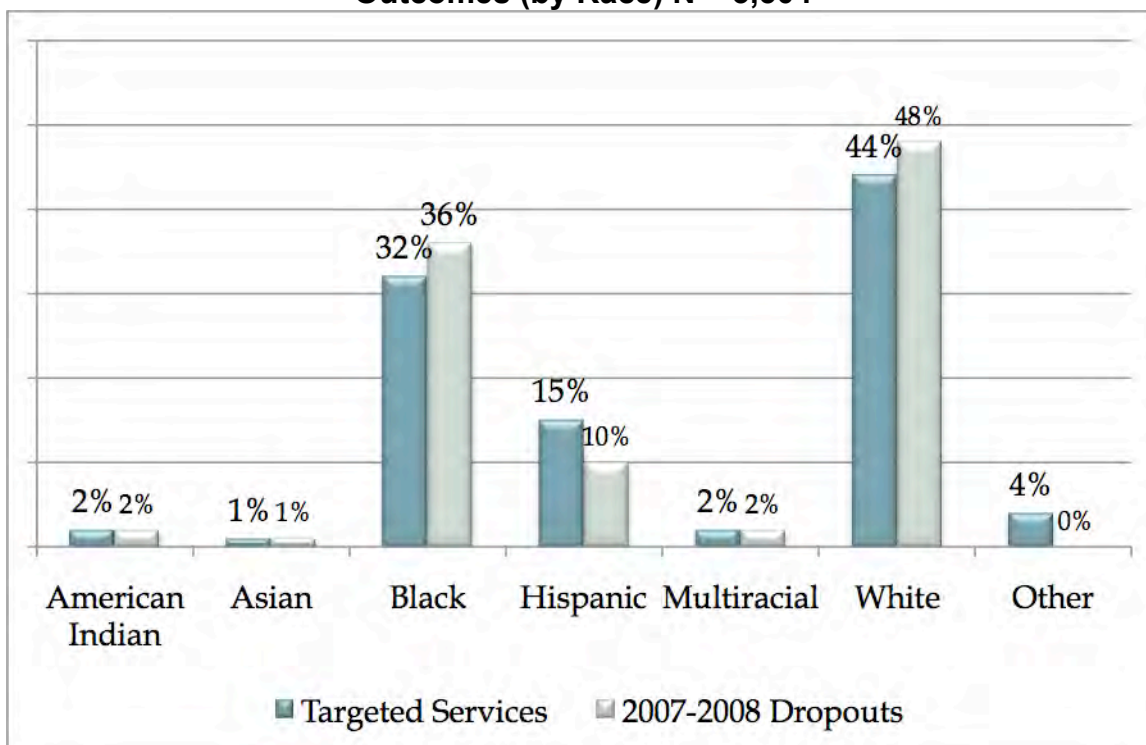
Note: Percentages may not add to 100% due to rounding

As Figure 4 illustrates, Black students were served in higher proportions than the distribution of North Carolina dropouts who were Black, and White students were served in a lower proportion compared with the proportion of dropouts who were White. For a point of reference, 30% of all grade 9-12 students were Black and 58% were White.

EDSTAR and the Raising Achievement Closing Gaps (RACG) division of the NC DPI conducted technical assistance sessions to help grant recipients use objective data to target students most likely to dropout. Grant recipients were to use data and identify students who had the risk factors that their program was trying to reduce. For example, if they were delivering services that would help students pass algebra, then they were

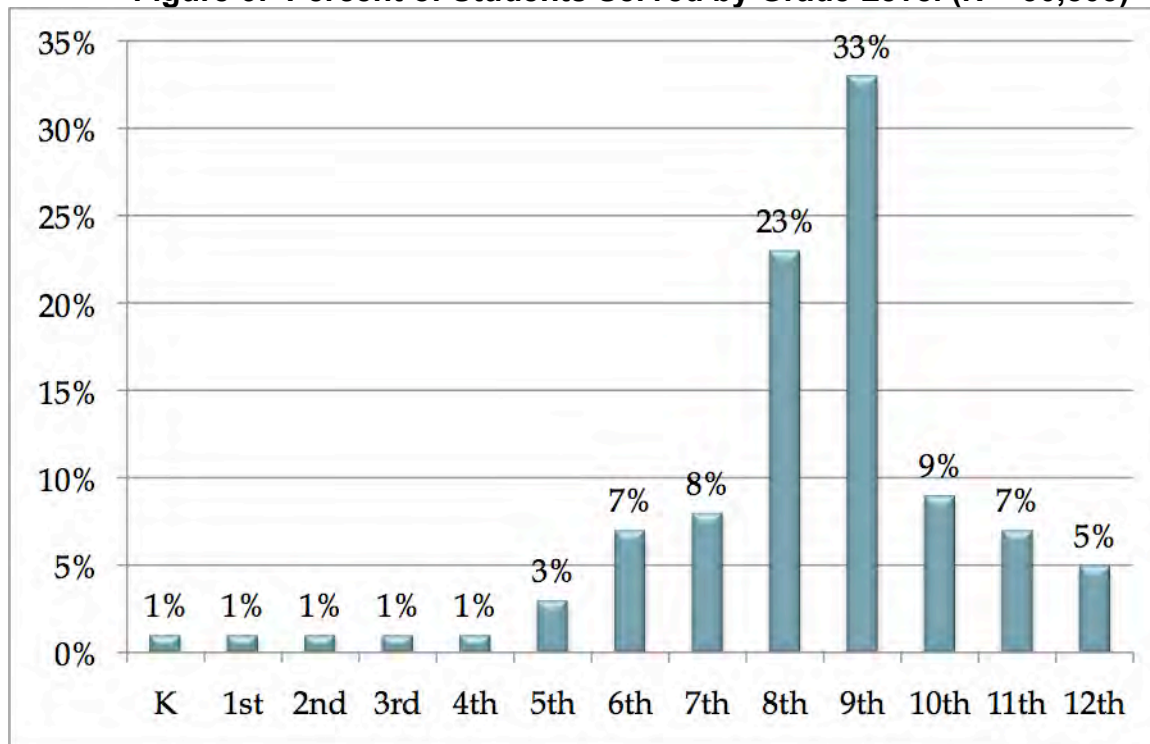
to use data to identify which students had not yet passed algebra and serve them, rather than serve students who they felt might be at risk of not passing algebra because they belonged to a subgroup that failed algebra at a higher rate than some other subgroup.

Figure 5: 2007 Grant Recipient Students Served When Targeted by SMART Outcomes (by Race) N = 3,504



Students targeted with SMART Outcomes and identified for services using relevant data matched the racial distribution of North Carolina Dropouts much more closely than non-targeted services. The SMART Outcomes helped grantees identify which students needed specific services. One grantee reported that prior to having SMART Outcomes, they intended to help students pass algebra, and provided services to students who they believed to be at risk for failing algebra. Targeted students were assumed to be at risk because they were low-income, minority students. After looking at data, they found that they were serving some students who were not academically at risk of failing algebra – in fact, some had already passed algebra. SMART Outcomes and data use helped grantees target appropriate students and better align services.

Figure 6: Percent of Students Served by Grade Level (N = 30,803)



Note: Percentages may not add to 100% due to rounding.

The majority of students served were in eighth or ninth grade. The timeframe when students are in these grades is ideal for indentifying and providing services to students with risk factors. The transition to ninth grade is notoriously a time when many students develop dropout risk factors, as they move from middle to high school. At this time, data can more clearly identify which students are less likely to graduate.

Pregnancy or Parenting Responsibilities

The majority of the programs (about 90%) had no students leave school due to pregnancy or parenting responsibilities. A total of 41 students left due to pregnancy or parenting responsibilities across all grantees. Some programs specifically mentioned that they served pregnant or parenting teens and that they stayed in school as a result of the services provided. In 2008, at least one grant recipient made pregnant teens and teen parents the focus of their program. They served 17-year-old and younger girls who already had children or were pregnant. Services included transportation assistance,

tutoring referrals and assistance, parenting education, and information regarding post-education. Staff helped the students avoid second pregnancies, stay in school, and increase their chances of being successful and continuing to higher education.

Program Descriptions

Programs could be classified into three primary types: targeted to specific students or groups, school-wide, and larger than school-wide, although some grants supported both a targeted component and a larger component, such as a community awareness or a professional development component. Many programs provided multiple services while some concentrated on academic support or career resources required to graduate. Coordination of existing services from multiple agencies such as health, mental health, social work, parent education, and after-school programming was an important component of several research-based programs. These programs tended to target students with more severe needs such as truancy, chronic absenteeism, and court involvement. Some programs provided rapid intervention and wrap-around services, often on the school site, with the goal of keeping students in school.

The services provided varied widely. Almost all grantees provided services directly to students, although some provided services to teachers or parents to assist them in helping the students. Many programs provided multiple services while some concentrated on academic support or career resources. Academic support was standard, although some agencies provided tutoring, while others used computer programs to assist students. This included use of computer programs for course recovery, which was used by students who needed to recover courses required to graduate. Some used both online and personal tutoring. (See “Commercial components” for a discussion of commercial curricula provided.) At least one grantee enlisted the help of high school students to tutor middle school students. Other tutors came from local agencies (some professional) and from local colleges and universities. Mentoring was another service many of the agencies provided. Again, most mentors were adults, although some

schools assigned older students to mentor younger students. In some cases, the mentors were also tutors.

Other types of services provided included summer camps (with academic instruction as well as outdoor sports and educational activities), summer classroom settings with academic instruction and orientation, service learning projects, pregnancy prevention, job placement and career days, field trips (to educational settings such as museums, to college and high school campuses, and to recreational settings), and lessons on attitudes and making good choices. Services took place during and after school, on weekends, and in the summer. Figure 7 shows percentages of services offered by both 2007 and 2008 grant recipients.

Figure 7: Services Provided

Services	2007 Grants (N = 56)	2008 Grants (N = 123)
Customized Graduation Plans	19%	35%
Peer Tutoring	56%	37%
Primary Adult Advocate	12%	28%
Credit Recovery	31%	23%
Academic Skill Help	75%	63%
Preparation for vocational or applied skills certificate programs	6%	19%
On and off campus employment opportunities	19%	16%
Integration of non-cognitive skills (e.g. leadership, self-confidence, etc.)	50%	63%
Peer-based mentoring	31%	28%
Counseling groups	25%	35%

Services	2007 Grants (N = 56)	2008 Grants (N = 123)
Recreational activities	31%	42%
Service learning	19%	23%
Transition to high school programs	62%	33%
Summer programs	6%	53%
School-wide reform (e.g., professional development)	31%	26%
Other	25%	44%

Note: Figures may add to more than 100% because agencies offer more than one service each.

Targeted Services

Figure 8 shows risk factors for which grant recipients provided specific services. These were calculated from the SMART Outcomes. The category “Other” includes other good SMART Outcomes that did not fit these categories. The category NOT SMART refers to outcomes that were not measureable or did not relate to how students would change. For example, a common mistake was to have an outcome quantifying how many times a service would be delivered. Another common mistake was to describe the target population by ethnicity. Although EDSTAR provided technical support to help the grantees, some grantees did not take advantage of this and submitted outcomes that were not SMART, or had EDSTAR help them with some SMART Outcomes while keeping others that were not SMART.

Agencies wrote up to three SMART Outcomes. As Figure 8 shows, 33% of the 2007 grantees had SMART Outcomes addressing attendance problems, compared with 44% of the 2008 grantees. As reflected in the SMART Outcomes, more than half of the targeted services provided were designed to help students improve suspensions,

increase attendance, recover credits, improve reading or math, or become a part of a community with support.

More of the 2007 grantees included outcomes that were not SMART compared with the 2008 grantees. Writing SMART Outcomes was difficult for grantees who were already targeting students based on demographic characteristics, such as race, income, or geography. Often, these grant recipients did not know how to obtain academic or behavioral data for the students they served. This is understandable, however, having no access to relevant data would make providing a targeted service for students with specific academic needs difficult to do.

Figure 8: Percent of Grantees With These Categories of SMART Outcomes (Each grantee submitted up to three.)

Category	2007 Grants (N = 56 grantees)	2008 Grants (N = 123 grantees)
Attendance	33%	44%
Suspensions	21%	28%
Credit Recovery	9%	9%
General Academic Support	50%	47%
Math	34%	33%
Reading	31%	29%
Connections/Personal Social	16%	16%
Other SMART Outcomes	5%	6%
NOT SMART	25%	18%

All of the 2007 and 2008 grantees wrote Logic Models that helped describe the activities they were providing to targeted groups, consistent with their SMART

Outcomes. These Logic Models will facilitate duplication of successful programs, and can serve as a resource for other North Carolina agencies.

When Services Were Provided

Both the 2007 and 2008 grantees delivered general and targeted services during the school day, after school, and in the summer. Services took place during the school day for the majority of programs in both years, although this was higher among the 2008 grants (59% in 2007, and 76% in 2008). The 2008 grantees provided many more summer programs than the 2007 grantees. Only 6% of 2007 programs reported having summer components, compared to 60% in 2008. Many of the grant recipients' summer programs were continuations of the programs that took place during the school year, although several recipients provided different services altogether. Summer programs were more likely to include field trips, with combinations of educational and entertaining places visited.

Commercial Components

Many grant recipients incorporated commercial programs into their curricula — most of them on-line or other computer programs. *Study Island* is an online curriculum program that identifies the student level and builds a study curriculum based upon that level. *Orchard* identifies student levels in Math and Language Arts and challenges the student to increase working towards the next level cognition. *Accelerated Reader* is a program that targets the student reading grade level and supplies a range recommended for improvement. This program also tests students for reading ability and comprehension. *NovaNet* was used as a credit recovery program.

Several recipients used *AVID* (Advancement Via Individual Determination). This is a grade 4 through 12 system designed to prepare students for four-year college eligibility and success. Direct support is given to the students through the *AVID* elective class, curriculum, tutorials, family workshops, summer bridge programs, field trips, academic recognition events, and student leadership training. The *Plato Learning System* is an online, comprehensive curriculum software program that has content and

curricula aligned with the North Carolina Standard Course of Study for all English, mathematics, science, and social studies curricula.

The *Synergistic Learning System* is a modular system for students, which also incorporates learning stations in the classroom. Each module is an intensive, seven-session exploration of a particular topic. Modules are delivered at self-sufficient workstations that accommodate everything students need to complete their activities. The classroom becomes an applied learning center, a place where students use technology to explore and apply the concepts they learn throughout the day. Math, science, communication, and language arts skills are put to practice as students complete their module activities.

Commercially packaged programs included *Why Try*, *Read 180*, *STRIDES*, *AVID*, *Check & Connect*, and many others.

Family Involvement

Grantees provided parents and guardians the opportunity to participate in their programs. Most of the programs involved the students' parents, to varying degrees. Many grantees made concerted efforts to communicate with families through progress reports, frequent telephone calls home, e-mail, etc. Parents were often invited, and encouraged, to participate in planning events and program components. Some programs offered workshops for parents to teach them parenting skills conducive to their child's success, or how to help their child choose and apply to colleges. Some grantees offered transportation, childcare, and incentives such as dinner or door prizes at their events. Some encouraged parents to attend field trips and orientations with their children. Others made some parent activities mandatory. Some parents participated in fund-raising events. Other events involving parents included celebrations, or family nights, in which students performed or were recognized for success and parents were invited to join in the celebrations.

Obstacles Overcome

Grantees reported obstacles they encountered while implementing their programs.

One program recipient indicated that they had hoped to solicit mentors from the community. Although they had no trouble finding volunteer mentors for the younger students, their recruitment efforts yielded only six volunteers for middle and high school students. They changed their requirements for the mentors, allowing them to encourage the youths through phone calls and emails, with fewer actual visits. This change allowed them to find mentors for their students.

Another Program Director stated that by decreasing the number of days in their summer program from 15 to 8, they were able to recruit more eligible students to participate. They did this without sacrificing any components of their summer program – they simply met for more hours each day. Yet many more students were able (or willing) to attend the abbreviated version. Another was able to reach more students by offering tutoring programs in the morning, in addition to their after-school tutoring services.

Another change that allowed staff members to divert funds and energy elsewhere included scaling back a transportation component that few students took advantage of.

An innovative addition to a program included asking the students to help with the Dropout Prevention Campaign. Students produced a brochure with a logo they designed called “Using the Student Voice.” The brochure included quotes from students as to why they believed students dropped out, and what adults could do to alleviate the dropout problem. With staff members, the students also created a video about keeping students in school. Their logo “Yes we can! Finish the race!” was revealed with the video to community members.

An important change that occurred in more than one program was revamping tutorial services into a credit recovery component. Another school dusted off a credit recovery program they had purchased in the past and trained the staff to use it.

Data use

Setting up Programs

The grant recipients were asked to use data in a variety of ways, setting the stage for better accountability moving forward. For programs that targeted students with specific risk factors, the training helped staff understand the importance of using objective data to target individual students more likely than other students to drop out, i.e., students who had risk factors that can be changed. Logic Models also helped grant recipients understand their programs and see the “big picture” of what they hoped to achieve. Logic Models will also facilitate replicating programs that prove to be effective in eliminating or diminishing risk factors associated with dropping out.

From the type of support required, and the obstacles reported when trying to measure outcomes, it appears that some grantees were delivering targeted services to students who they believed were at risk, but they had no pre- or post-measures of what they were trying to change. For example, one staff member reported that after writing their SMART Outcomes and obtaining data, they discovered that only one student they were serving with targeted services to reduce suspensions had ever been suspended. As previously discussed, another reported that many of their students were being tutored in math with the goal of passing algebra, when they learned most of the students had already passed algebra.

Several grantees reported that they had not used any data until asked to write SMART Outcomes, and that they found obtaining relevant data difficult and time-consuming. Some did not use electronic methods, but rather gathered student data by hand from paper sources. Other grant recipients relied on demographics to determine which students to target. These recipients realized they could not properly measure

their success when they were required to report their outcomes. When asked whether targeted students met the benchmarks in their SMART Outcomes, they admitted they had no way of knowing. While providing technical assistance for writing SMART Outcomes, EDSTAR learned from some grant recipients that they had assumed the students met target group criteria because they were members of demographic subgroups that they believed were at risk for meeting their target group criteria. They had confused the concept of “being a member of a subgroup that has more students with certain risk factors than other subgroups” as “being more likely than not to have the risk factors,” or as “being likely to develop the risk factors.” They had not realized that they needed to know which students met criteria for improvement before trying to improve the students through their intervention activities. They had not consulted data, and had relied instead on assumptions and generalizations. Some grantees thought they were delivering targeted services to students who needed them, although they had no data.

Reporting

EDSTAR learned from informal interviews that some programs were targeting students appropriately, based on data, but staff did not know how to keep appropriate records to document their practices. EDSTAR standardized record-keeping methods to help maintain accountability. EDSTAR created standard forms for recording information about staff who are being paid by the grant, the average hours they work in direct contact with students and not in contact with students, and what kind of staff they are – such as teachers, college students, etc. EDSTAR also provided standard roster and attendance workbooks for recording the information needed about students who are targeted for services. These Excel workbooks automatically compute summary statistics from roster and attendance information. Each month, grantees report the summary statistics to EDSTAR. EDSTAR will share these records with the DPI to help them monitor the programs. Although efforts to simplify data collection improved reporting significantly, further training and support will be needed for program staff to ensure data accuracy.

Coordination to Enhance Effectiveness of Existing Programs

Grantees reported a number of ways of coordinating services with other programs and a variety of synergistic effects. Most of the enhancements of the 2008 grantees were similar to those of the 2007 grantees. Some of the common ways that the grant-funded programs reported enhancing the effectiveness of existing programs are shown in Figure 9. Some agencies were able to enhance current after-school programs with more tutoring, parent training, transportation, and other activities. Many grant recipients were able to enhance their existing technology, with both equipment and staff to teach others its use. As previously discussed, one school found a comprehensive curriculum software program that had been lying unused. They trained teachers and other staff on its use, which enhanced curriculum offerings for all students and allowed students to recover credits needed for graduation.

Figure 9: Coordination to Enhance Effectiveness of Existing Programs, Initiatives, or Community Services

	2007 Grants (N = 56)	2008 Grants (N = 123)
Started new programs or added services that supported old programs	56%	46%
Increased transportation for after-school activities	6%	6%
Provided computer technology or online classes used beyond the scope of the program	31%	37%
Professional development opportunities for staff of existing programs	44%	31%
Multi-agency coordination	38%	40%
Trained volunteers	19%	26%
Changed school culture	44%	21%
Changed school policies	6%	3%

Note: Percentages may add up to more than 100% due to programs reporting two or more of these.

Resource Support

Many grant-funded projects were part of a larger initiative supported by a variety of resources. School systems, community volunteers, and other agencies provided resources to support these programs. These resources ranged from full-time teachers and social workers to one-time guest speakers. Volunteers served in a variety of functions: as tutors, chaperones, drivers, activity organizers, fund-raisers, and even snack-preparers. Many grant recipients reported using community buildings to hold activities. Some received computers and other equipment from local agencies and businesses. Figure 10 shows the types of resources frequently reported and the percentage of programs reporting these.

Figure 10: Resources Used in Conjunction with Grant Funds

	2007 Grants (N = 56)	2008 Grants (N = 123)
Paid staff from our agency	57%	61%
Paid staff from outside agencies	36%	38%
Short-term volunteers (one-time speakers or guests)	43%	44%
Long-term volunteers (people who came in frequently to tutor or help out in any way)	36%	37%
Facilities	71%	77%
Services	21%	24%
Equipment	79%	67%
Funds	43%	34%

Note: Percentages may add up to more than 100% due to programs reporting two or more of these.

Sustainability

All 2007 grantees intend to sustain their programs. Some applied for new grants; others have identified grants to apply for. Some are looking for new grants and others are raising money through local fund-raisers. Some grantees chose programs that require few new resources to continue, such as those who purchased commercial programs or those whose programs primarily use volunteers. Recipients who purchased computers and other equipment have already trained staff members and will be able to continue benefitting from their use. Some grant recipients have appealed to the community for resources to continue their grants. Some will incorporate dropout prevention activities into other appropriate programs. Several recipients mentioned that they may have to curtail some activities or find more volunteers, but they plan to continue their programs. Most grantees intend to continue their programs seamlessly. Figure 11 shows the percentage of programs reporting each activity for sustaining the program. Many programs reported planning more than one method to sustain their program.

Figure 11: 2007 Grantees: Plans for Sustaining the Program

	2007 Grants (N = 56)
Not likely to sustain; no plans	0%
Have secured additional grants	13%
Have applied for additional grants	20%
Have identified grants to apply for	20%
Plan to apply for additional grants, but haven't identified any	13%
Program is in place and will continue.	53%
Effective practices learned will continue.	47%
School district will take over funding.	40%

	2007 Grants (N = 56)
Have had local fund-raisers	7%
Plan to have local fund-raisers	13%
Collaborations with community agencies	33%
Other	20%

Note: Percentages will add up to more than 100% due to programs reporting two or more of these.

Impact on Participants

Targeted Student Outcomes

Of the students targeted for SMART Outcomes, 60% of these students successfully met the targets set; 16% did not; 4% had not completed the program yet and it was too soon to tell. Data for 20% of the targeted students were not available.

Some of the SMART Outcomes originally had poorly defined targeted groups. When EDSTAR staff spoke with the program staff, many required only changing the wording of their SMART Outcome. Others had to change their target group when they realized some of their services were not aligned well to student needs. Others left their Outcome goals written in ways that were not SMART, in which cases we cannot be sure the targeted students met any of the factors that could put them at risk for dropping out, because we couldn't determine who the target group was. For example, some referred to target-groups as "at-risk students," or "the participating students." Figure 12 shows the percentages of students who met the benchmarks set in each category of SMART Outcomes.

Figure 12: Percentage of Targeted Students Meeting Benchmarks

Category	2007 Grants (N = 57)	Targeted Students Met Benchmark
Attendance	33%	65%
Suspensions	21%	59%
Credit Recovery	9%	81%
General Academic Support	50%	44%
Math	34%	62%
Reading	31%	61%
Connections/Personal Social	16%	31%
Other SMART Outcomes	5%	27%
NOT SMART	25%	?

Despite these challenges, requiring SMART Outcomes was a step toward being able to identify the more successful programs. As previously discussed, most of the grant recipients wrote appropriate SMART Outcomes, and some even commented that having SMART Outcomes helped them with their programs. Additional technical assistance will be necessary to ensure that all future grantees have SMART Outcomes for targeting students. Exemplary programs with SMART Outcomes and good documentation are included in this report.

One example of a program becoming more focused by using SMART Outcomes and a Logic Model is Green County Schools. They examined their data and discovered that in the 2007-2008 school year, all of their dropouts had either failed algebra or had not taken it. Although they provided other services, they wrote a SMART Outcome to target students who had either failed algebra or who had not taken it, and focused on

helping them gain the skills to pass algebra. They also coordinated program components across all grade levels, K-12, using dropout coordinators so that students continued to be supported as they made the transition to new schools. Their dropout rate for 2008-2009 decreased by 25%. Other exemplary programs are profiled in the appendices.

Results of Non-Targeted Services

Outcomes for non-targeted services can be more difficult to gauge directly, as many students may be reaping benefits that are not measured. For example, one grant recipient compiled a resource library for each school in its district. The resources contained in each library are designed to help parents and educators keep students motivated to learn and stay in school. Several grant recipients used some of their funds to train staff members to work with students and improve attitudes toward themselves and school. Equipment purchases also enhanced schools. As previously discussed, one school spent a large percentage of its budget on technical equipment. Although the equipment was purchased with targeted students in mind, other students will be able to use the equipment, and for years to come.

One of the large programs served more than 12,000 students. The targeted programs varied in intensity from homework help and summer programs to coordination of multiple services, and, in one case, the establishment of an alternative school. The larger programs provided specific resources but were not targeted specifically to students with identified risk factors. Some programs provided services that would have benefited students who were at risk of dropping out, but the services were provided to large groups, where student risk factors were not known. For example, several programs worked with all students in a given grade level to teach them to set personal goals or career goals. The programs were designed to help all students. Grantees reported that if students in the group served were at risk of dropping out due to not having goals or knowing about career opportunities, the

service may make them less likely to drop out. Although this may well be true, there was no way to measure this.

An example of a program that provided well designed non-targeted services, Kannapolis City Schools, in which success could be measured, is profiled in the appendices.

Budgets

2007 Budgets

Figure 13 shows the budgeted and expended funds for the 2007 grantees. This analysis includes information for 55 grant recipients. Two of the original 60 recipients reverted their funds. One agency no longer existed when EDSTAR began evaluating the program. This agency has been reported to the North Carolina Office of State Budget Management. Two additional agencies (one LEA and one university) had not submitted their budgets to EDSTAR after continued and repeated requests. The NC DPI is following up with these agencies.

At the interim reporting period, EDSTAR discovered that agencies were not all using the same budget format and that some agencies had combined their local funds with reported expenditures. The NC DPI provided extensive technical assistance, as well as forms for classifying expenditures so budget categories were consistent across all agencies. The 2007 grantees reported their final budgets, as shown in Figure 13. Budgets for individual agencies are in the appendices. Many 2008 grantees had just begun spending their funds. They, too, are using this same format, and have received extensive technical support from the NC DPI for using these forms.

Figure 13: 2007 Grantee Budgets and Expenditures

Category	Budgeted	Spent
Personnel & Contracted Services	\$3,415,206.90	\$3,393,736.95
Supplies & Materials	\$559,952.56	\$561,352.00

Category	Budgeted	Spent
Non-Fixed Operating Expenses	\$778,465.58	\$724,170.23
Fixed Operating Expenses	\$252,046.30	\$258,220.44
Property & Equipment Outlay	\$661,404.51	\$631,610.41
Services/Contracts	\$301,326.20	\$254,577.08
Other Expenses	\$363,212.44	\$315,724.94
Total Expenditures	\$6,331,614.49	\$6,139,392.05

About 3% of the funds were not yet spent at the time that agencies reported to EDSTAR for this report. Some of the agencies that had not spent all of their funds reported that they had not yet paid some expenditures at the time of this reporting. The NC DPI indicated that \$6,471,281 was the amount distributed. The three grantees who had not reported their budget information at the time this report was written account for the remaining funds not shown budgeted in Figure 13.

The 2007 Grantees reported that an additional \$2,533,441 is supporting these dropout prevention programs from local funds and other sources.

The NC DPI created both a procedure and a form for making budget transfer requests. This was created with input from and approved by the Dropout Committee. Most of the differences in budgeted and expended amounts are minor and due to unexpended funds at the time data were collected for this report.

Standardization and technical support for budgets significantly increased the accountability for the funds, and provide better information regarding resources needed for replicating successful programs.

The NC DPI RACG team conducted several site visits at the request of the Dropout Committee to review budgets and procedures. EDSTAR staff accompanied NC

DPI staff on several of these visits and contributed to the creation of the monitoring visit form. Nearly all monitoring visits revealed the need for greater technical assistance for record-keeping and accountability, rather than any type of fraud. In one case, however, the Dropout Committee reviewed the monitoring report and recommended that the NC DPI internal auditor review the case. The NC DPI internal auditor recommended that the Office of State Budget Management review the case.

2008 Budgets

The 2008 grantees are using the same budget forms and procedures as the 2007 grantees have converted to. They have received technical support from the NC DPI. They are all in different states of program implementation and some had not spent any funds at the time data were collected for this report. The NC DPI focused most of their efforts on assisting the 2007 grantees with their budgets. The 2008 grantees continue to receive assistance, and are submitting their current budgets to EDSTAR in early November for review. These will be shared with the NC DPI and the Dropout Committee to help gauge how much technical support is needed.

Conclusions

The 2007 Dropout Prevention grants served approximately 30,803 students, and the 2008 Dropout Prevention grant distributions served many more students. Some of the programs were fresh startups, and others enhanced programs already in place. Whether programs were new or designed to enhance existing programs, most will leave behind collateral advantages that impact entire communities. For example, some schools and other grantees now have access to online classes which will continue beyond the scope of the program, more staff and more volunteers throughout the community are trained, and school staff and communities have more awareness and understanding of the dropout problem.

Some of the programs have documented effectiveness with pre- and post-data. Measurable success is important to determine which programs should be replicated. The effective programs with appropriate documentation will be shared and replicated.

During the initial evaluation of the 2007 grants, it was discovered that some grantees needed help documenting successes, not only for accountability, but to ensure successful programs are identifiable and replicable. We found that many programs were indeed helping students, but staff lacked record-keeping and documentation skills. Uniform documentation was implemented and instruction was provided. Although these measures improved the programs substantially, further instruction is needed and will be provided for the 2009 recipients.

All grant recipients provided SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) outcomes and Logic Models for their programs. The SMART Outcomes allow evaluators to understand specifically what the grant recipients strove to achieve in measurable ways. Logic Models provide overviews of programs, including descriptions of the programs; resources used; activities provided; and overall effects on the students, school, or community at large. SMART Outcomes help determine which programs are successful, and Logic Models facilitate the replication of the successful programs.

Overall, the program has the essential structure to be more and more successful with each consecutive year. Although 2008 data are not yet available, preliminary results look favorable. The true measure of success will be a decline in dropout rates where these grants are serving students.

Recommendations

Previous recommendations (follow-up)

In the previous report, EDSTAR submitted several recommendations to the committee to improve the dropout prevention grant programs, their accountability and replicability. These are reiterated, and action taken is described, with further recommendations when appropriate. New recommendations follow.

Program Planning and Description

Previous recommendation

The Committee should consider requiring grant recipients to produce a Logic Model that describes the conceptual and programmatic relationship of major components of their program – inputs, activities, outputs, and outcomes. Adopted by the Committee on Dropout Prevention on February 23, 2008.

Follow-up

EDSTAR made available an online survey to allow grant recipients to identify components of their program, which then generated a Logic Model for them. These Logic Models depicted, at a glance, elements and expectations within each dropout prevention program. From most of these Logic Models, we could determine what types of students were being targeted and served, what resources were used, what activities were being conducted, how program managers expected the students to change, and the overall benefits they expected from their programs. These Logic Models will facilitate duplication of successful programs. Grant recipients have reported that they find having the Logic Models very useful both to help them see how the components of their plans fit together and to communicate to others.

Further Recommendations

We recommend that EDSTAR provide technical support to edit Logic Models to help grantees more clearly articulate what they are doing, and the intended effects. These can be shared via EDSTAR's website.

Measurable Outcomes

Previous recommendation

The Committee should consider requiring grant recipients to develop SMART goals and objectives that identify clearly measurable outcomes associated with their project. Measurable outcomes should be stated for their impact on producing change in people, whether these are students, staff, parents, pre-K children, administrators, etc. Adopted by the Committee on Dropout Prevention on February 23, 2008.

Follow-up

EDSTAR provided technical assistance and individual support to help grant recipients write SMART Outcomes that reflected what they were already planning to do. Most of the grant recipients were able to write SMART Outcomes with assistance from EDSTAR. Some were not able to write SMART Outcomes, because they did not have any baseline data on their students regarding what they were trying to change, nor would they have any outcome data, although they were providing targeted services designed to change students. Some grantees were not targeting any students, but rather were providing general services to large groups in hopes that this would keep students served from developing risk factors. NC DPI and the Dropout Committee have addressed these issues by requiring future applicants to clearly articulate what outcomes they expect, whom they will target, and what data sources they will use.

Further recommendations

We recommend that each grantee select two SMART Outcomes to focus on, and collect data for identifying effectiveness. EDSTAR and RACG Dept of DPI will provide technical support to help clarify what data to use, how to obtain data, etc. The evaluation can then focus on how these students were recruited to enroll, how they were served, and what was effective.

Reporting

Previous recommendation

The committee should improve the standardization of data collection for both program and financial data. Adopted by the Committee on Dropout Prevention on February 23, 2008.

Follow-up

EDSTAR streamlined and made data collection uniform and much more simple. We created standard roster workbooks to be used for large groups or individual services for recording information regarding students who are targeted for SMART Outcomes, and how often they are served. These Excel workbooks compute summary

statistics regarding attendance, services, and student demographics. They also provide places to enter pre- and post- student data regarding the SMART Outcomes and, from these, compute the statistics needed to determine whether or not the SMART Outcomes are met. Using these standard workbooks ensures that all summary statistics are computed the same way across grant recipients. Grant recipients report summary statistics regarding services delivered monthly on EDSTAR's web-based data collection form.

EDSTAR created forms for recording staff who are paid by the grant. These forms include information regarding type or credentials of staff, how many hours they work directly with students, and total hours. Grant recipients completed these, and EDSTAR compiled them and provided the file to the NC DPI RACG staff.

EDSTAR worked with NC DPI RACG staff and the Dropout Committee to create forms for recording expenditure information. NC DPI RACG and the Dropout Committee created forms for making budget transfer requests. All of the grant recipients are now using these forms.

Further recommendations

Although we streamlined data collection procedures, more must be done to ensure compliance throughout the program. Some grant recipients are still having trouble completing forms, primarily because they are electronic. We recommend each grant recipient provide one staff member who will be dedicated to learning how to complete the required web forms and keep the appropriate records. This staff member will then serve as the technical assistant and point of contact for all other staff members in the program.

Budgetary Expenditures

Previous recommendation

The Committee should consider requiring grant recipients to adopt a standardized set of categories for grouping budget line items. Further, the Committee

should consider developing a set of policies that guide how budget transfers may be requested and approved, including a standardized format for submitting such budget transfer requests. Adopted by the Committee on Dropout Prevention on February 23, 2008.

Follow-up

After looking through all of the expenditures of each grant recipient, EDSTAR has standardized a set of categories for grouping budget line items. The NC DPI created the form, which was then adopted by the Dropout Committee. The grant recipients all used the form.

Further recommendations

Continue using this form. Provide additional technical support. Require budgets be submitted quarterly to ensure they are being kept correctly and consistently.

New Recommendations

Who should be served?

Working with the Department of Public Instruction and the North Carolina Association of School Administrators, EDSTAR analyzed data for students who dropped out in 2007-2008, and compared these students to those who did not drop out. Longitudinal academic, suspension, and attendance data were used to identify differences between students who dropped out and those who did not. EDSTAR determined from data analyses that students with one of the following characteristics were from 10 to 33 times more likely to drop out than students with none of these factors:

- Being below grade level on 8th grade math EOG
- Failure in math courses that precede Algebra 1 in high school
- Retention in any grade

- Excessive absences
- Out-of-school suspensions
- Scoring below grade level on reading EOG three+ times during grades 3-8.
- Change of schools during 9th grade

The odds are significantly higher when students have more than one of these factors, with one exception: Students who have *none* of these dropout risk factors, yet are enrolled in dropout prevention programs and given targeted services for students *with* these risk factors. *These students dropped out at about 11 times the rate of other students with none of these risk factors.*

This last point is worth emphasizing because it depicts the importance of ensuring students in dropout programs who are receiving targeted services to reduce their risk factors indeed have those risk factors. These risk factors are those that can be determined from school system data. There may well be other risk factors that cannot be determined by school system data. Interventions can be designed to target students with these risk factors to reduce them. Students who are failing can be tutored; school staff and other agencies and programs can work with the other students to provide ways to alter their behavior to make them less likely to misbehave or be absent. Using data, we can find the students who have demonstrated problems in one or more of these areas and provide intervention that specifically addresses these issues.

Some situations are associated with dropping out, usually because the situation increases the likelihood of the factors listed occurring. Some student groups, such as teen parents, find juggling parenthood and schoolwork difficult, and may have excessive absences and, consequently, poor academic performance—both of which are risk factors for dropping out. Ninth grade students, too, drop out in numbers disproportionate to the general population of students who drop out. Much research

has been done on this group of students and the transition issues they experience in the move to high school. Addressing the problem of the transition with services such as ninth grade academies has been shown to improve the retention rate of ninth grade students by reducing the number of these risk factors that they are prone to develop (Newman, Lohman, Newman, Myers, & Smith, 2000; Zvock, 2006).

Noting the difference between types of demographic groups is important when determining which students to target for dropout prevention services. For example, serving teen parents would be appropriate, because being a parent of a young child would increase the likelihood that the student has these risk factors. On the other hand, being low income or minority does not increase the likelihood that students have these risk factors in a causal way. Targeting teen parents for dropout prevention programs and providing services to help them attend school and complete their assignments is appropriate because their situation increases the likelihood that they will develop these risk factors. Providing these same services for minority or low income students — without confirming that they need these services — may contribute to students being *more likely* to drop out. This difference is critical and often misunderstood. A common misconception is that students who belong to groups that have higher rates of one of these dropout factors are “at risk” for having that dropout factor. This misconception accounts for why some programs target students for specific interventions to reduce certain risk factors without confirming that the students need the intervention.

The new Request for Proposals required applicants to tell who their target groups would be and what data would be used to identify them. SMART Outcomes include specific benchmarks that deal with these factors, and evaluators can ascertain the success of programs by how closely they were met.

Data

Many grant recipients reported difficulty obtaining and using data. Even school systems reported data use to be cumbersome, and that they used paper files rather than electronic files. All North Carolina LEAs have access to SAS® EVAAS®, EDSTAR

should provide technical assistance for running a report to identify students who are at risk of different types of academic failure. EVAAS includes an At Risk report for high schools that will identify students who are at risk of not passing core courses. NC DPI may be able to provide instructions on how to run NC WISE reports to identify students who have dropout risk factors.

Additionally, EDSTAR is familiar with data systems created and used by some school systems that educators use for purposes for which they are not intended. They then report that they are using data, and they are not aware that they are using data incorrectly. For example, one school system computes expected scores on standardized tests, and adjusts them by demographic group membership. In this statistical model, a low-income student may score lower than the previous year on a standardized test and go from proficient to below proficient, yet the data report would show that the student scored “better than expected.” Using this type of data, educators often think “better than expected” means the student is doing fine or has made progress. EDSTAR is also familiar with commercial packages that provide their own system of measuring results that is not consistent with measuring progress toward the North Carolina Standard Course of Study objectives, and may not be reliable or valid. We also very frequently observed grantees writing SMART Outcomes and describing measurements that were not possible. For example, they would plan to use EOC scores for courses that have no EOC, or that they would look for improvement on a test that is administered only once, or that is not administered in a time appropriate for their SMART Outcome. We also commonly see SMART Outcomes that refer to growth in ways that the data they plan to use are not reported.

We recommend that EDSTAR provide technical assistance for two SMART Outcomes for each grantee, and help standardize what data they use and how they will use the data to measure success. This will standardize the measurements of success, and ensure that reliable and relevant data are used. This, together with the standard record-

keeping, logic models, and SMART Outcomes would make identifying effective practices possible.

Longitudinal Information

Grant recipients should report information to document whether students served by grant programs went on to graduate. Longitudinal data for targeted students served allow the long-term impact of the grant to be documented.

References

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Appendices

Exemplary Programs

2007 Grant Recipient Budgets

List of Grant Recipients

Exemplary Programs

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Edenton-Chowan Schools	3
Beaufort County Schools	8
Clinton City Schools	12
Greenville Police Department	16
Hickory Public Schools	20
Johnston County Department of Social Services	24
Opportunities Industrialization Center (OIC) of Wilson, Inc.	28
Kannapolis City Schools	32

EDSTAR discovered two categories of grant recipients who are genuinely helping the students change in positive ways, which should reduce the dropout rate. Both of these groups have appropriate interventions for students who need the services offered. One group, however, is adept at record-keeping, while the other is not. The latter group was discovered quite by accident through informal conversations with staff members. Required data forms did not necessarily reflect the positive results taking place. These grant recipients need further assistance in valid record-keeping to ensure the success of their programs is documented and replicable. Meanwhile, students from both groups of grant recipients are reaping the benefits of their hard work.

Several different kinds of programs provide information to serve as examples of effective practices. We have selected programs that targeted students who were most at risk of dropping out, served them with relevant services, and then kept appropriate records to document whether services were effective. We also selected to profile programs that targeted students who belonged to groups that made them at risk of developing the factors that lead to dropping out. These include teen parents and students who are involved in the court system. (Being a teen parent or being involved with the juvenile justice system both relate to dropout risk factors in causal ways, whereas belonging to certain income or racial groups *do not* relate to dropping out in a causal way.) We also selected a program that included a non-targeted service designed to reduce the number of students who developed the risk factors related to dropping out. Although outcomes are not yet available for these programs, preliminary results look positive and indicate that these programs are effective.

Edenton-Chowan Schools

Edenton-Chowan based their dropout prevention program on the research-based “Check & Connect” program. This program includes Life Coaches to help students who had risk factors related to dropping out. Each semester, they ran an at-risk analysis on the students who attended their middle school and high school. Various reports and record searches are used to screen students who:

- Missed 11 days or more the past semester;
- Failed two or more courses the past semester;
- Were suspended out of school two or more times the past semester; and
- Are two or more years older than the normal age for their grade level.

Students are then sorted by their total number of these risk factors. The Life Coach Coordinator examines the case load of each Life Coach and together they decide how many additional students can be added to the case load. Case loads for Life Coaches can be between 18 and 22 students. Life Coaches meet with principals and counselors and select candidates for the case load openings, giving priority to those students with the greatest number of risk factors. After students are selected, the Life Coach contacts the parents/guardians and the students to explain the program and give them the option to enroll. Various releases and agreements are signed as a part of this process. Life Coaches then determine with input from other stakeholders if the student needs Intensive or Basic services. The difference between the two is generally how often and in what context the Life Coach will meet with the student and/or parent.

Another important component of the Edenton-Chowan dropout prevention program is their afterschool and summer credit recovery program. This was a change from their original afterschool tutoring program. An important factor in dropout prevention is helping students gain confidence and momentum through acquiring credits and experiencing success. The self-paced credit recovery program is providing

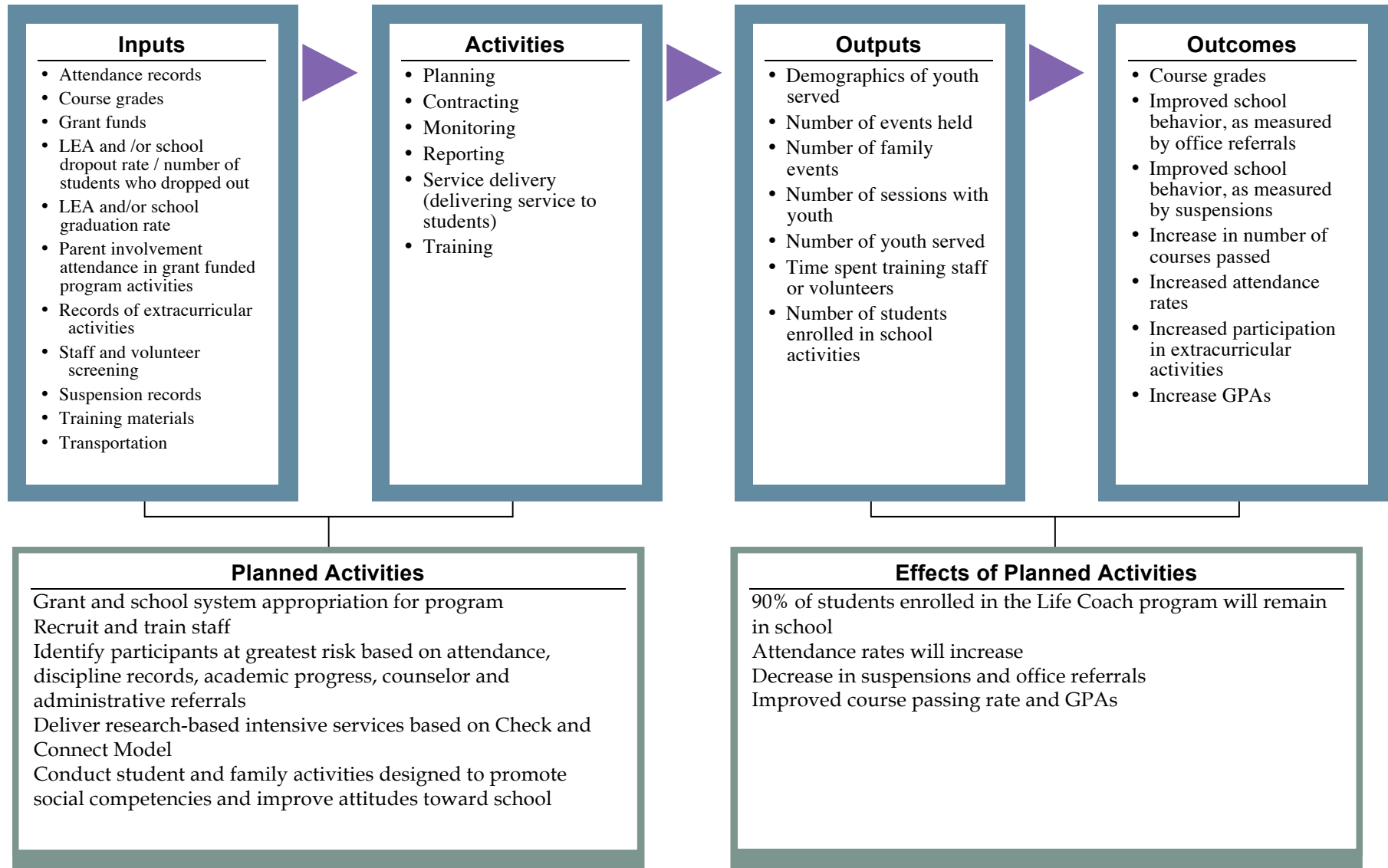
that incentive for several students, and provides greater incentive for students to stay after school than a special tutoring program. As one staff member stated: “We have been very fortunate to have hired great Life Coaches and we have had zero turnover. We also feel we had great training with the Check and Connect Program. These two factors have greatly influenced our success to date.”

Results for the 2007 grant funded program showed that 75% of the 52 students targeted for services met the benchmarks set in the SMART Outcomes.

Program Name and Grant Number: Edenton-Chowan Schools; Grant #12662

Program Description: In School Year 2009-2010, High risk students, grades 7-11 will be served in the grant-funded program. During the 2008-2009 and 2009-2010 school year a minimum of 70 students will be served in the Life Coach Program, modeled after the research-based Check & Connect program in which caring adults follow a coaching model in building caring and intensive relationships with at-risk students and their parents. Activities focus on mentoring, increasing family involvement in education and overcoming barriers to academic success.

Coaches take an intensive interest in the success of each student by meeting and interacting with them and their parents/guardians on a regular basis. Coaches collaborate with teachers, counselors and administrators, assisting in making sure students are engaged in interventions offered by the school. Additional relationship building and school connection activities focus on trips to post-secondary educational institutions and family engagement programs.



SMART Outcome 1

By the end of spring semester 2010, 80% of students enrolled in the Life Coach Program for a minimum of one semester, who had passed less than 75% of their courses in the semester prior to enrolling in the program will have increased the percentage of courses passed.

SMART Outcome 2

By the end of spring semester 2010, 75% of the participants enrolled in the Life Coach Program for a minimum of one semester, who were absent 15 or more days the semester prior to enrolling in the program will be absent fewer than 11 days.

SMART Outcome 3

By the end of spring semester 2010, 75% of the participants enrolled in the Life Coach Program for a minimum of one semester, who had 2 or more OSS in the year prior to enrolling in the program will have fewer out-of-school suspensions in the 2009-2010 school year.

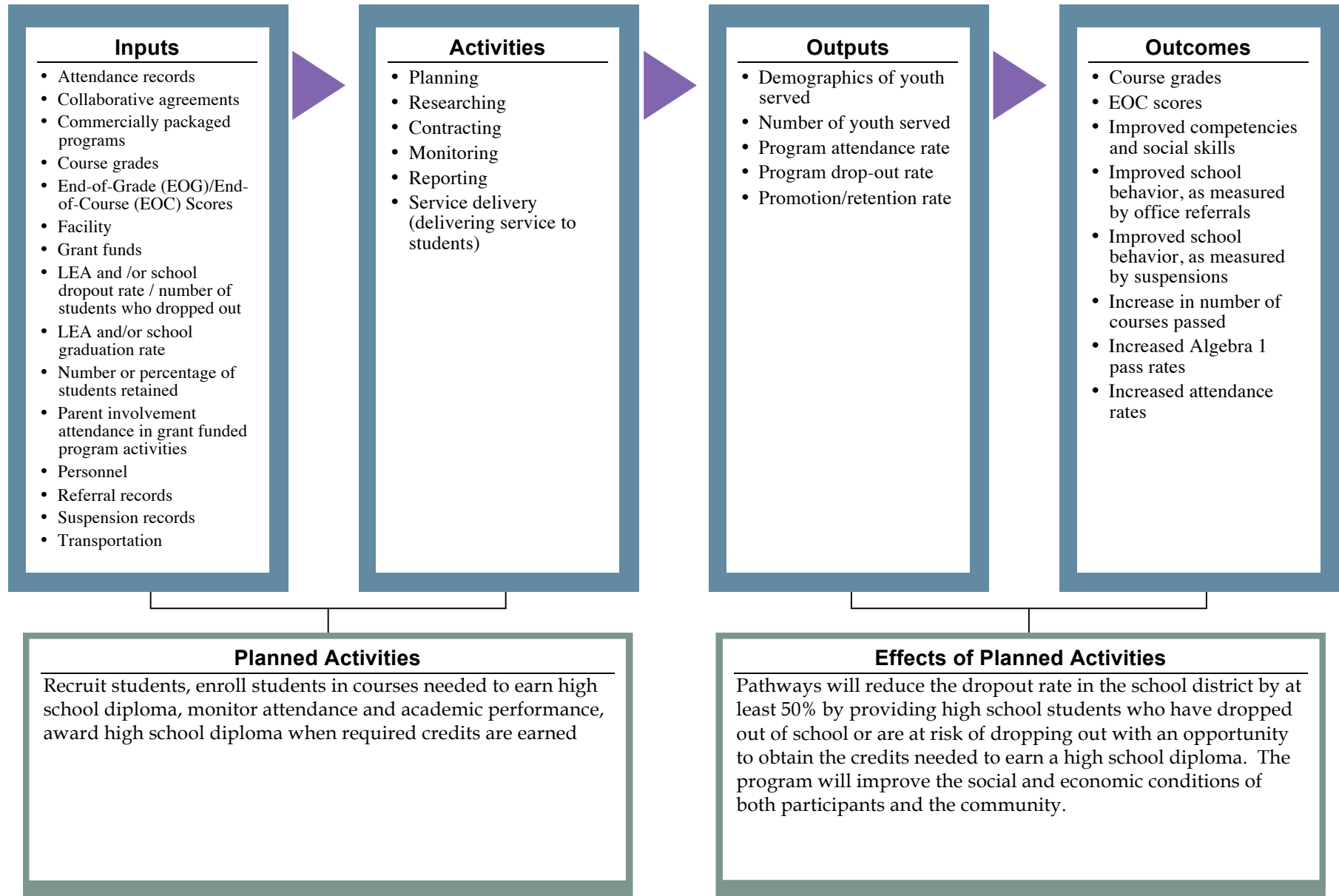
Beaufort County Schools

Beaufort County Schools' "Pathways" program targets enrolled high school students who have earned 50% or fewer of the academic credits attempted and students who have already dropped out of school. Information and applications for the program have been distributed to all schools in the district. Administrators and guidance counselors at the district's other schools advise struggling students of the program's availability and assist with recruitment. Information about the program was also posted in community locations. The local newspaper published several stories about the program in spring 2009 that included information about the enrollment process. All students are selected using data provided by NC WISE.

Of the 137 students in the targeted group, to date, a third of them have successfully met the benchmarks set in the SMART Outcomes. The program continues to serve the remaining students.

Program Name and Grant Number: Beaufort County Schools; Grant #2007-12622 2008-14254

Program Description: In School Year 2009-2010, dropouts and students at risk of dropping out will be served in the grant-funded program. The Pathways program will provide high school classes to approximately 100 students per year, with a goal of reducing the drop out rate in the district by at least 50%.



SMART Outcome 1

By the end of the current school year, 75% of students participating in Pathways who previously failed a required math course will earn credit for a required math course and make progress toward meeting graduation requirements.

SMART Outcome 2

By the end of the current school year, 75% of students participating in Pathways who previously failed a required English course will earn credit for a required English course and make progress toward meeting graduation requirements.

SMART Outcome 3

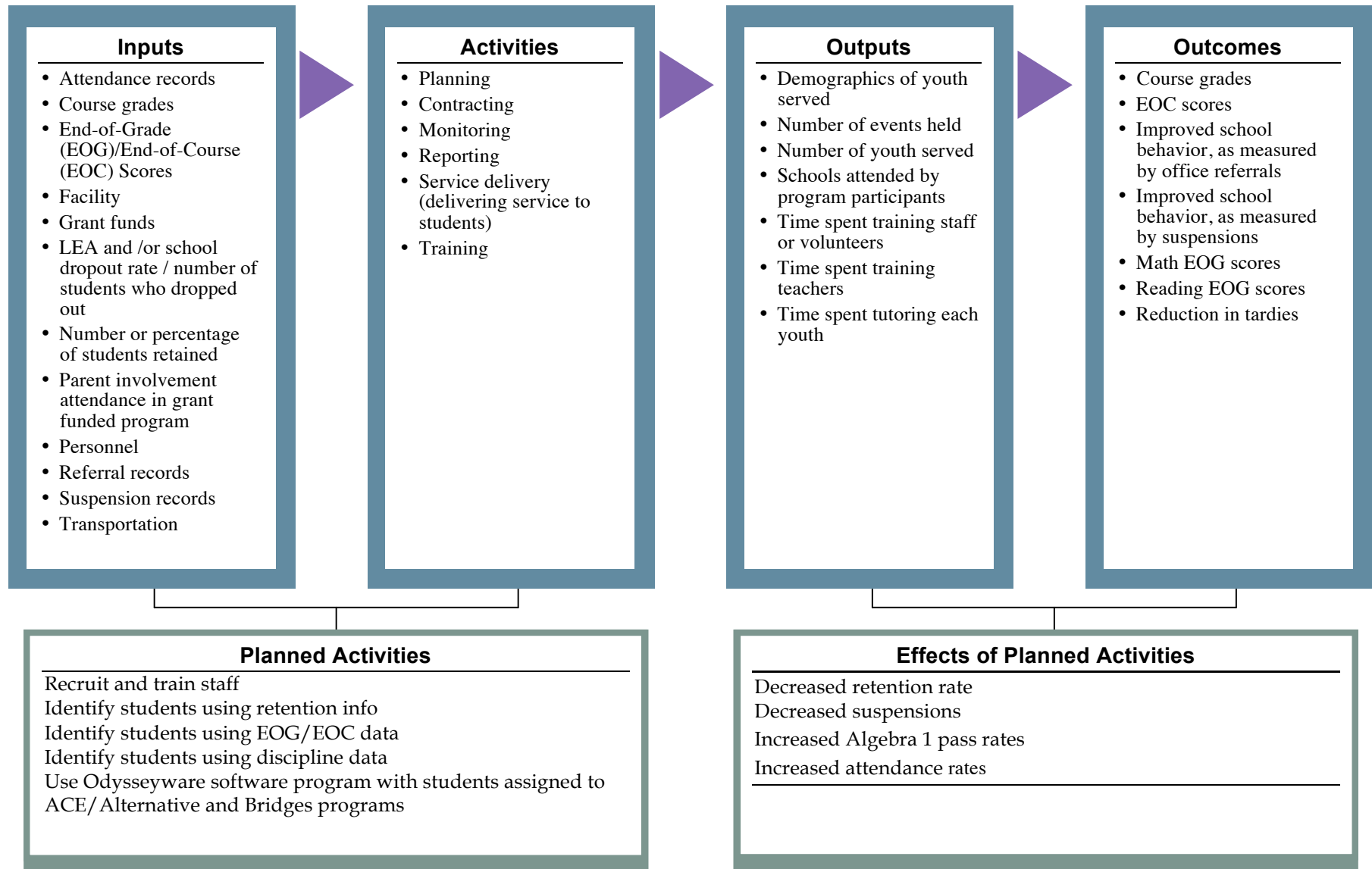
By the end of the current school year, 75% of students participating in Pathways who previously failed a required course other than math or English will earn credit for a required course other than math or English and make progress toward meeting graduation requirements.

Clinton City Schools

The Clinton City Schools dropout prevention program included several components and targeted over 400 students. Using data to determine which students had drop-out risk factors, program staff served students who had excessive absences and tardies, were struggling academically, or had been suspended. Students who were at risk of retention attended the Summer Bridges Program, resulting in promotion upon completion. These students were provided remediation and activities to promote academic and behavioral growth. The students took several field trips and built and wired a storage building, which was later sold to a community member. Students struggling academically at the end of eighth grade were assigned to a remediation program for the last semester to prepare them for high school work. (They received high school credits while in this program.) Suspended students were encouraged to attend a structured day program, which offered tutorial assistance and kept them on track with their peers. Odyssey Internet was used for remediation and credit recovery. Students were also offered vocational help.

Program Name and Grant Number: Clinton City School; Grant #13072

Program Description: In School Year 2009-2010, students in grades 6 - 9 will be served in the grant-funded program. Approximately 400+ students will participate in various programs withing the project. Reduce dropout and retention rates. Students in grade 3, 6 and 9 who are at risk of retention will be given an opportunity to attend the Summer Bridges Program. Successful completion will result in promotion at the end of the program. High school students who have an average of 85 or less, or are absent or tardy, must attend 5th Block, students who are at risk of being long term suspended will be assigned to the Alternative program for 9 weeks in an effort to keep them in school and reduce the dropout rate. Students who are struggling at the end of the 8th grade will be assigned to the ACE program for a semester in order to remediate them and prepare them for High School work. They will receive high school credits while in this program. Students who are suspended from school for 10 days or less will be encouraged to attend the Structured Day program where they will be given tutorial assistance and will be counted present (like ISS) rather than suspended.



SMART Outcome 1

By June 2010, 75% of students who are enrolled in the ACE Academy and the Alternative Program and who were identified as having attendance problems will be absent fewer than 8 days.

SMART Outcome 2

By June 2010, 80% of students who are short term suspended (10 days or less) will attend the Structured Day Program and the suspension will be converted to an ISS assignment.

By June 2010, 80% of students who have been assigned to ISS will not return for a second time.

SMART Outcome 3

By August of 2009, 50% of students who were long-term suspended will re-enroll for the 2009-10 school year.

Greenville Police Department

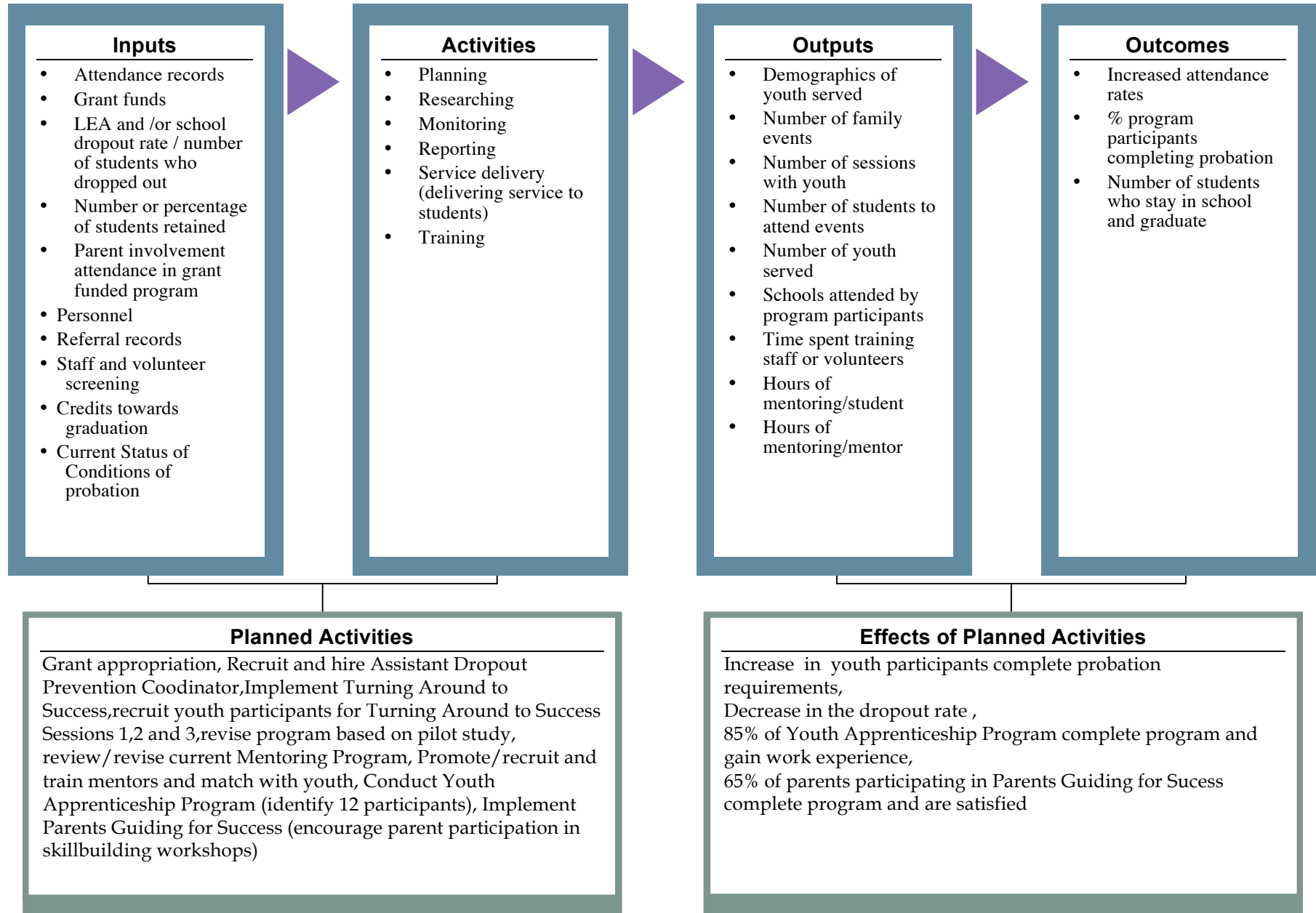
The Greenville Police Department works with Pitt County public schools to ensure all students enrolled in the school system who are on adult probation and enrolled in the school system are included in Project Success, their dropout prevention program. This assures all students meet expected criteria. After a student is referred, program staff complete a school history/assessment process and develop an individual graduation plan. Project Success has “tiered” monitoring based on student needs; students are usually tracked weekly for first few months of participation, then less frequently – usually every semester until graduation – as their needs decrease. Data collected during this monitoring include grades, attendance, and disciplinary incidents. Data are also collected at least monthly from probation officers regarding violations or new charges obtained. Staff members have faced challenges collecting this data due to differing practices in the schools regarding make-up days for missed days, as well as time delays in probation and violation status due to time gaps between charges and court dates. Nonetheless, they persevere and collect the data, which are then reviewed by an Advisory Committee about every quarter to monitor progress and selected interventions.

Court-involved students are provided with group and individual services, during and after school hours. Staff help them write customized graduation plans, provide adult advocates, and provide vocational or applied skills certification programs. They also provide a Life Skills mentoring program. A parent program, “Parents Guiding for Success,” is five weeks long and uses elements from the Nurturing Program and Guiding Good Choices. Both elements are curriculum-based and developed from research which indicates that the child-rearing practices, attitudes, values, and behaviors of parents have a strong influence over their children.

For most of the students served, it is too soon to know if the SMART Outcomes have been met. Participation rates have been high, with most students attending nearly all of the sessions. Interim results look promising.

Program Name and Grant Number: Greenville Police Department; Grant #2008-14348

Program Description: In School Year 2009-2010, 100 youth ages 16-21 from 6 Pitt County HS's will be served in the grant-funded program. Project Success a 4 pronged (Turning Around to Success, Youth Apprenticeship Program, Mentoring Program and Parents Guiding for Success) multilayered strategy designed to prevent 100 youth ages 16-21 who are on probation and still in school from dropping out or going further into the criminal justice system



SMART Outcome 1

By the end of their probation period (1 year), 95% of students who are participants in Project Success, on probation and in school will have fewer than 5 days of unexcused absences per semester.

SMART Outcome 2

By August 2010, 85% of students who are participants in Project Success, on probation and in school will not drop out of school, or fail to pursue an alternative academic path.

SMART Outcome 3

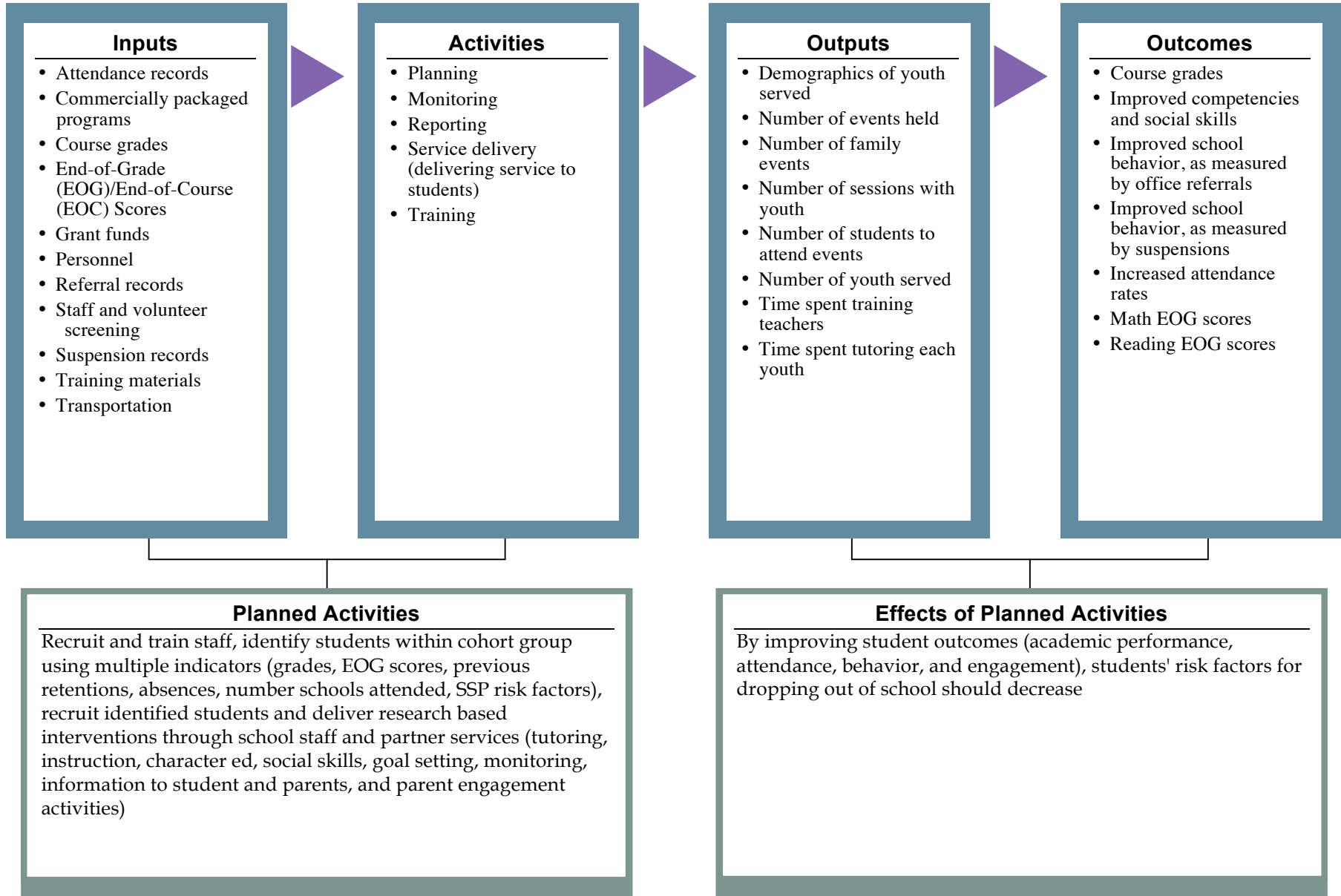
By the end of their probation period (1 year), 75% of students who are participants in Project Success, on probation and in school will successfully complete the requirements of their probation without reoffending.

Hickory Public Schools

The dropout prevention program of Hickory Public Schools addressed rising seventh grade students with excessive absences and students who scored below grade level in reading or math on the sixth grade EOG test. Hickory was one of the agencies that received a second grant, and continued their program from the previous year. They made many improvements worth noting during the second year. Staff commented that having SMART Outcomes, which they did not originally have, helped them gain clarity on which students to target and how to measure success. Their services included an afterschool program that provided tutoring. During the second year, they understood the importance of mandatory attendance and record-keeping. Students and parents are required to sign participation contracts so that parents are involved and students understand what is expected of them. Originally, the program was not implemented with the same fidelity throughout the school system. Now, leadership and required data maintenance ensure uniformity and integrity throughout the program. Another improvement in their program is the hiring of a social worker who works with students with behavior problems. The social worker engages students and families to address these problems, then sets and monitors student goals so that they may benefit from the remediation program.

Program Name and Grant Number: Hickory Public Schools; Grant #12680

Program Description: In School Year 2009-2010, a cohort of rising 7th graders will be served in the grant-funded program. From August 2008 until August 2010, up to 80 identified students within a cohort (current rising 7th graders) will receive support services in order to improve their school attendance, engagement and academic performance. By the end of the program, the students will have fewer risk factors associated with dropping out of school



SMART Outcome 1

By the end of spring 2010, 80% of students who scored below grade level on Math EOG in spring 2009 and who participated regularly (45 minutes per week) in grant sponsored tutoring will demonstrate 10% growth in proficiency as measured by scale score on the spring 2010 Math EOG.

SMART Outcome 2

By the end of spring 2010, 80% of students who scored below grade level on Reading EOG in spring 2009 and who participated regularly (45 minutes per week) in grant sponsored tutoring will demonstrate 10% growth in proficiency as measured by scale score on the spring 2010 Reading EOG.

SMART Outcome 3

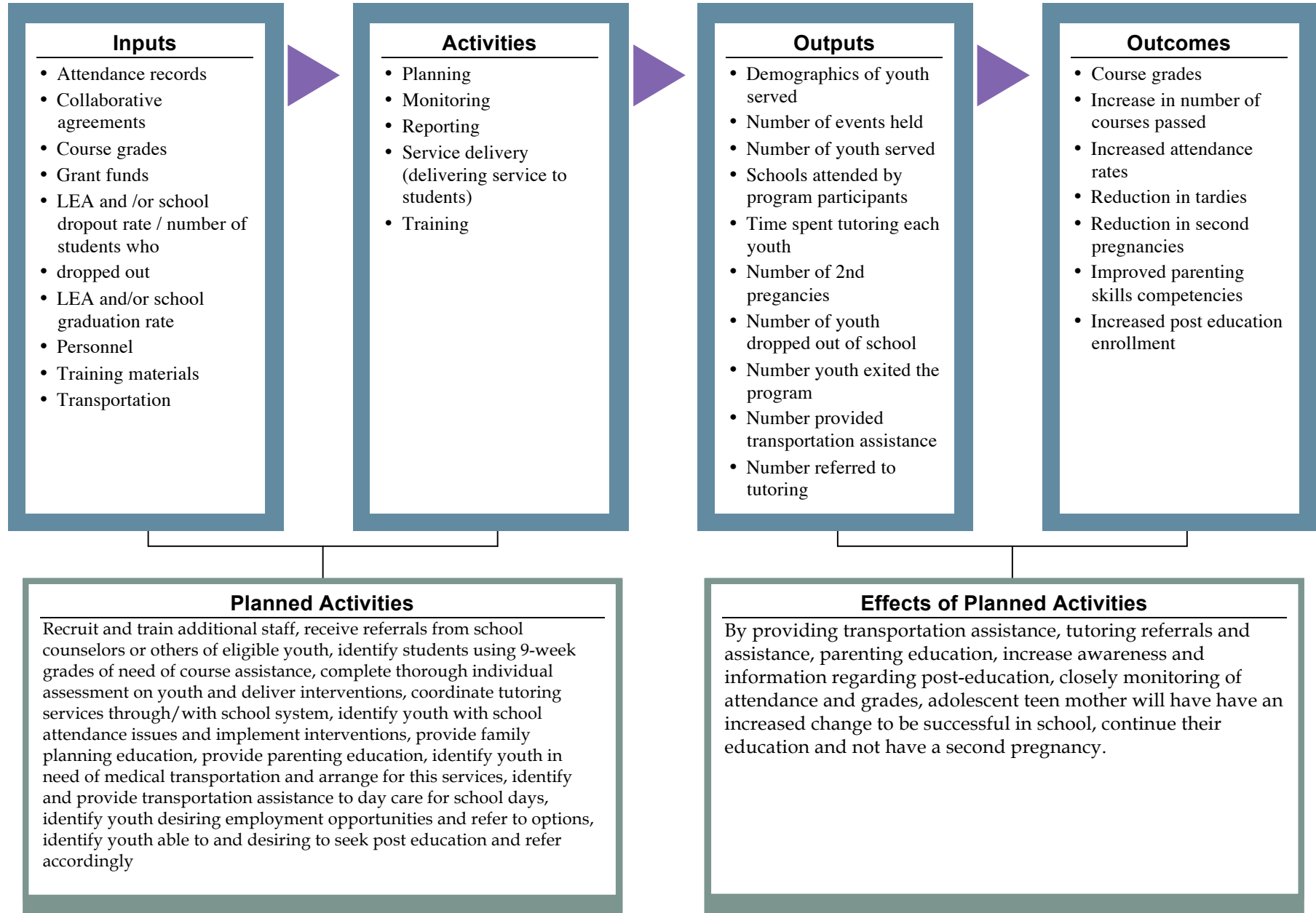
By the end of the school year 2009-2010, 75% of the students who were absent 20 or more days during 2008-2009 will reduce their absenteeism by at least 50%.

Johnston County Department of Social Services

The Johnson County Department of Social Services is serving 100 teen mothers or pregnant girls aged 17 or younger. Their Adolescent Parenting Program is designed to strengthen the support network for teen mothers. They provide services to the girls that allow them to focus on their education and stay in school. Services include preparing them for college or employment, health care, parenting skills, tutoring, and many skills to help them improve their self-sufficiency and enhance their self-esteem. They expect their students not only to graduate from high school, but to pursue higher education.

Program Name and Grant Number: Johnston County Department of Social Services; Grant #2008-14076

Program Description: In School Year 2009-2010, teen mothers 17/younger either pregnant/one child will be served in the grant-funded program. The Adolescent Parenting Program is designed to strengthen the support network for teen mothers 17 or younger either pregnant or with one child. Each school year 100 teen mothers are served and provided services in order to help the teen stay in school and focus on continuing their educations, prevent a second pregnancy, prepare the teen for college or employment, promote appropriate health care, reduce child abuse or neglect, provide parenting skills education, promote self-sufficiency and independence and enhance self-esteem.



SMART Outcome 1

By the end of school year 2009-2010, 75% of students who had a gpa of less than 2.0 the previous school year will achieve a gpa higher than 2.0.

SMART Outcome 2

By the end of the 2009-2010 school year, students who have more than 8 absences in the first semester will be absent fewer than 8 times in the second semester.

SMART Outcome 3

By the end of the school year 2009-2010, 60% of students who are graduating during that school year will initiate post-education enrollment.

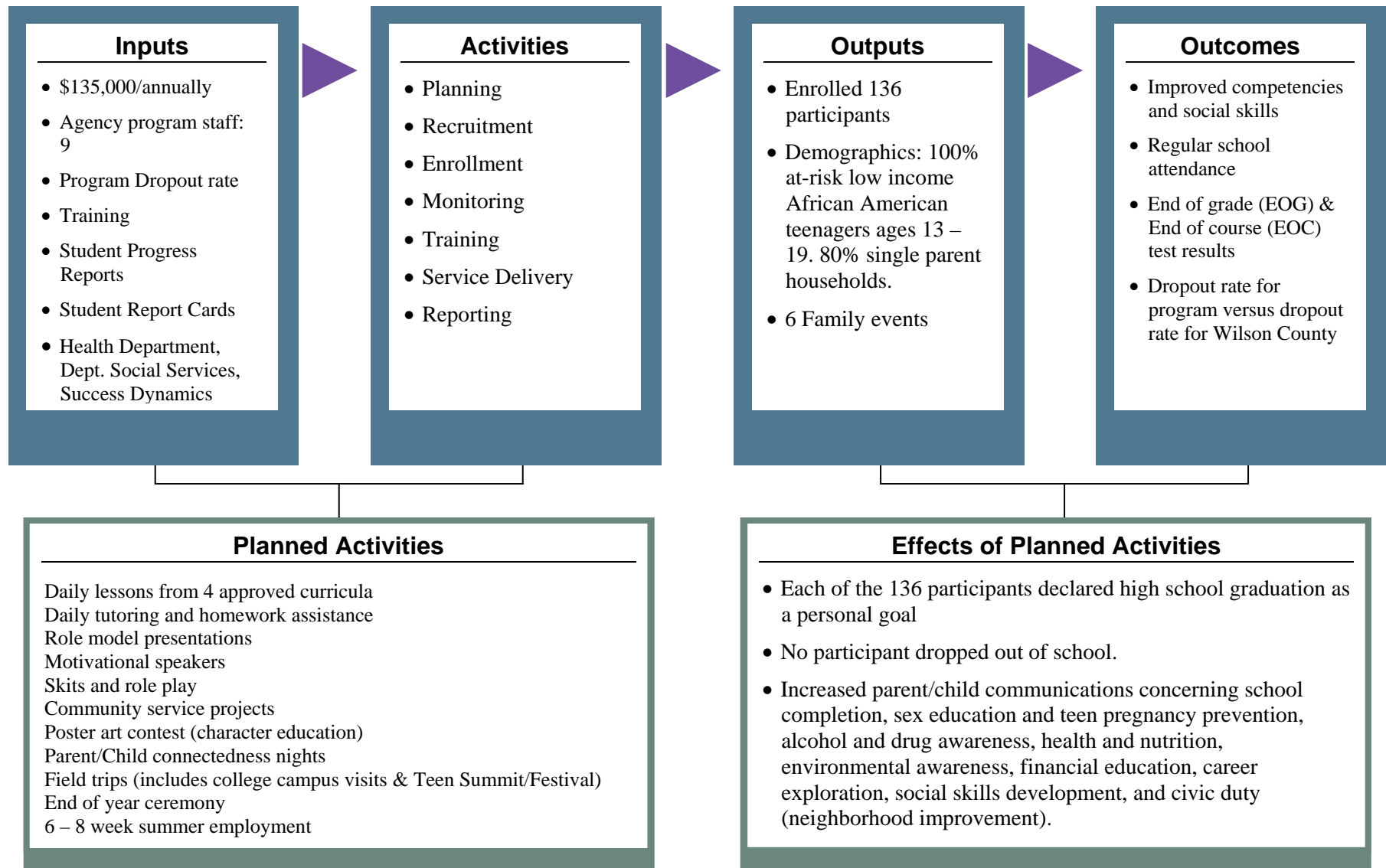
Opportunities Industrialization Center (OIC) of Wilson, Inc.

The Opportunities Industrialization Center of Wilson, Inc. targeted suspended students, placing them in “Project HOPE,” a 40-hour “school” with a student/staff ratio of 8:1. Through Project Hope, suspended students could stay current in their academics, as well as receive interventions for other areas in which they needed assistance. The students, as well as their regular classroom teachers, appreciated the program. Classroom teachers were pleased when students returned to school and were not behind academically. Students appreciated the “lack of drama” (as one student called it) at the Project HOPE school, and the help they received for other problems. The staff of OIC of Wilson hopes that their school will reduce absenteeism, prevent students from becoming suspended again, and keep the students on track academically.

Program Name and Grant Number: OIC of Wilson, Inc., Wilson County, NC; Contract # 2009-12810

Program Description: During school year 2008-09, 100 at-risk youth ages 13 – 17 and in grades 8 – 12, and their parents will be in a 4-days per week plus one Saturday per month tutoring, mentoring, and leadership development program designed to help participants advance to the next grade level, complete high school and prevent teen parenthood; and to encourage their parents to become more engaged in their child’s academic and career goals.

Figure 1: Logic Model



SMART Outcome 1

By end of the school year 2009-2010, 75% of students who were absent 20 or more days in the previous school year will be absent fewer than 7 days.

SMART Outcome 2

By the end of the school year 2009-2010, 65% of students whose survey indicates low academic self-confidence will have a score 5 points higher on at least one subscale on a post survey.

SMART Outcome 3

Kannapolis City Schools

At Kannapolis, the dropout prevention program's main component was a ninth grade academy for all freshmen students. The program began for ninth grade students at orientation, which was an event that celebrated their arrival into high school, while making them feel comfortable and familiarizing them with their new surroundings.

Kannapolis's high school is unique and similar to a small college campus, with six buildings sprawled across acres. Normally, students must move from building to building throughout the day, but the ninth grade academy allows students to attend most of their classes in the same area of one building. Ninth grade students are kept together throughout the day, with minimal interaction with more senior students – except in the mentor/mentee capacity. Although Kannapolis uses block scheduling, ninth grade students retain the same teachers throughout the year.

An important aspect of the ninth grade academy Kannapolis created includes the "Link Crew" – a group of more senior students who underwent a lengthy interview process and summer training program to be a mentor to ninth grade students. Each member of the Link Crew took on several ninth grade students at first, so that each new student has a mentor to guide them. As the year transpired and staff learned more about students, some students were assigned a mentor in a one-on-one relationship. Staff members also volunteered to mentor some students, when it was deemed a more adult mentor was appropriate.

Staff members ran EVAAS reports to determine which ninth grade students were Level I or II at the end of eighth grade in math or reading. Those students were given appropriate instruction to help them pass English or Algebra.

The Kannapolis Dropout Prevention program also collaborates strongly with the Cabarrus Health Alliance. This collaborative relationship goes back many years, but the dropout prevention grant has allowed Kannapolis to increase health awareness, and

even expand the program to include teaching students to make good decision in other areas that can affect their lives.

The Kannapolis program also includes field trips to college campuses to help students realize that college is a very real possibility. This aspect of the program is especially important for students from families who have no college graduates among them.

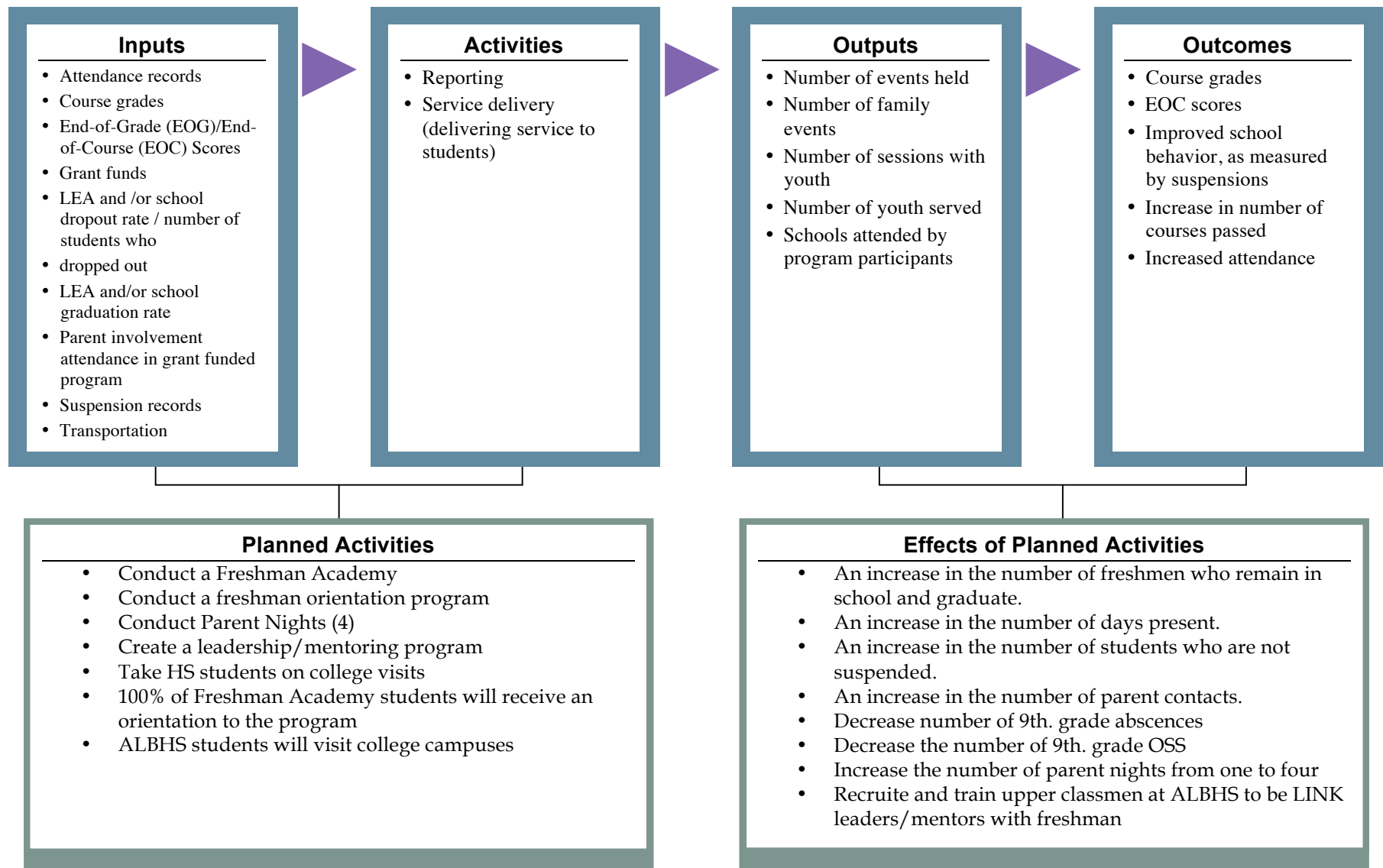
Another strong component of the Kannapolis Dropout Prevention program is the parental involvement. Each parent is called at least twice a semester, and they currently have over 2,000 hours of parent contact time logged. In addition to phone communications, parents are encouraged to take part in every aspect of the program. Some even come to the school to sit in on classes. Parent/student evenings are common, and at least two have been held entirely in Spanish for ESL students and their parents.

Although no final results are currently available, Kannapolis staff indicate that the number of students who will be retained in ninth grade is considerably fewer than prior years.

Program Name and Grant Number: Kannapolis City Schools; Grant #13148

Program Description: In School Year 2009-2010, High school students at ALBHS; middle school students will be served in the grant-funded program. Jan. 09-Dec.-09 We will serve approx. 500 students. Freshman students at A.L.Brown High School will be served in a SLC called the Freshman Academy. Each student will be with their "team" for the entire school year. The teachers have received training in SLC and will meet with their Lead Teacher weekly to staff students. They are using the NCSCOS. In addition, they are using the character education curriculum entitled, "Character Development and Leadership". These students also have completed a series of classes with the Career Development Coord. in which they all created a career plan.

The connection with parents is important. To that end the FA teachers will contact parents over the phone, via e-mail, via newsletters, and face to face individual and group meetings. One of the collaborative efforts (not funded through this grant) is with our local health department. They have conducted an "effective decision making" course through the 9th. grade health classes.



SMART Outcome 1

By June 2009, 100% of the students who are enrolled in the Freshman Academy will show a decrease in the number of unexcused absences from school.

By June 2009, students who were in the Freshman Academy in the 2008-2009 school year will have 15% fewer suspensions than the previous year's freshmen.

SMART Outcome 2

By June 2009, 100% of the students who participate in the Freshman Academy will complete a career inventory. All freshmen will have a written career goal.

SMART Outcome 3

By June 2010, 100% of students who attend ALBHS will graduate in four years.

2007 Budgets and Expenditures

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Alamance Burlington School System
Grant Number	12936

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$64,648.75	\$64,648.75
Supplies & Materials	\$2,473.25	\$2,473.25
Non-Fixed Operating Expenses	\$0.00	\$0.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$67,122.00	\$67,122.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Anson County Schools
Grant Number	13082

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$22,103.24	\$22,103.24
Supplies & Materials	\$3,833.80	\$3,833.80
Non-Fixed Operating Expenses	\$48,571.39	\$48,571.39
Fixed Operating Expenses	\$15,543.22	\$15,543.22
Property & Equipment Outlay	\$59,948.35	\$59,948.35
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$150,000.00	\$150,000.00

Additional Funds Supporting this Project	
Dropout Prevention Grant	\$150,000.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Athens Drive High School
Grant Number	12930

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$8,544.39	\$2,697.14
Supplies & Materials	\$0.00	\$0.00
Non-Fixed Operating Expenses	\$4,090.00	\$3,970.29
Fixed Operating Expenses	\$23,999.47	\$22,126.39
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$1,345.93	\$0.00
Total Expenditures	\$37,979.79	\$28,793.82
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Avery County Schools
Grant Number	12946

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$79,782.00	\$79,782.00
Supplies & Materials	\$20,147.00	\$20,147.00
Non-Fixed Operating Expenses	\$20,507.00	\$20,507.00
Fixed Operating Expenses	\$2,557.00	\$2,557.00
Property & Equipment Outlay	\$25,481.00	\$25,481.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$148,474.00	\$148,474.00

Additional Funds Supporting this Project	

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Beaufort County Schools
Grant Number	12622

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$75,000.00	\$67,371.00
Supplies & Materials	\$2,500.00	\$9,025.00
Non-Fixed Operating Expenses	\$300.00	\$520.00
Fixed Operating Expenses	\$2,500.00	\$3,087.00
Property & Equipment Outlay	\$70,000.00	\$69,846.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$150,300.00	\$149,849.00

Additional Funds Supporting this Project	
NCDPI Dropout Prevention Grant #12622	\$150,000.00
Beaufort County Schools, In-Kind	Estimated annual value \$800,000

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Building Hope Community Life Center
Grant Number	13310

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$70,000.00	\$70,000.00
Supplies & Materials	\$4,000.00	\$3,897.58
Non-Fixed Operating Expenses	\$6,000.00	\$5,688.91
Fixed Operating Expenses	\$1,000.00	\$1,413.51
Property & Equipment Outlay	\$9,000.00	\$9,000.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$90,000.00	\$90,000.00
Additional Funds Supporting this Project		
General Operating Fund		\$1,798.98
Greater Greenville Foundation		\$2,500.00
Unidentified		\$2,500.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Buncombe County Schools
Grant Number	13174

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$114,040.90	\$123,734.19
Supplies & Materials	\$12,133.60	\$15,142.00
Non-Fixed Operating Expenses	\$20,263.00	\$7,360.80
Fixed Operating Expenses	\$562.50	\$1,428.87
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$3,000.00	\$2,200.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$150,000.00	\$149,865.86

Additional Funds Supporting this Project	
In-kind funds for grant coordinator position	\$5,000.00
In-kind funds for Program Administrator	\$6,252.09

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Burke County Public Schools
Grant Number	13152

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$94,912.00	\$94,912.00
Supplies & Materials	\$0.00	\$0.00
Non-Fixed Operating Expenses	\$0.00	\$0.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$51,840.00	\$51,840.00
Other Expenses	\$3,088.00	\$3,088.00
Total Expenditures	\$149,840.00	\$149,840.00
Additional Funds Supporting this Project		
NC Dropout Grant Funds		\$149,840.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Carter G. Woodson Charter School
Grant Number	12656

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$123,226.00	\$126,143.18
Supplies & Materials	\$5,740.00	\$602.82
Non-Fixed Operating Expenses	\$2,500.00	\$4,720.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$131,466.00	\$131,466.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Carteret County Public Schools
Grant Number	12708

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$33,600.00	\$46,000.28
Supplies & Materials	\$1,650.00	\$2,156.14
Non-Fixed Operating Expenses	\$0.00	\$0.00
Fixed Operating Expenses	\$46,440.00	\$50,383.22
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$10,000.00	\$7,175.00
Other Expenses	\$58,000.00	\$43,975.36
Total Expenditures	\$149,690.00	\$149,690.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Centro de Accion Latino
Grant Number	12694

Category	Budgeted	Spent to Date
Personnel & Contracted Services		
Supplies & Materials		
Non-Fixed Operating Expenses		
Fixed Operating Expenses		
Property & Equipment Outlay		
Services/Contracts		
Other Expenses		
Total Expenditures		
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Chatham County Schools
Grant Number	13120

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$10,400.00	\$10,400.00
Supplies & Materials	\$5,036.00	\$5,036.00
Non-Fixed Operating Expenses	\$115,104.00	\$115,104.00
Fixed Operating Expenses	\$2,250.00	\$2,250.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$15,210.00	\$15,210.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$148,000.00	\$148,000.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Clay County Schools
Grant Number	12710

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$32,000.00	\$32,000.00
Supplies & Materials	\$0.00	\$0.00
Non-Fixed Operating Expenses	\$48,000.00	\$48,000.00
Fixed Operating Expenses	\$5,000.00	\$5,000.00
Property & Equipment Outlay	\$65,000.00	\$65,000.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$150,000.00	\$150,000.00

Additional Funds Supporting this Project	
DPI Dropout Prevention Grant	\$150,000.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Cleveland County Schools
Grant Number	12678

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$25,679.00	\$25,668.00
Supplies & Materials	\$2,000.00	\$2,470.00
Non-Fixed Operating Expenses	\$0.00	\$0.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$83,156.00	\$82,575.00
Services/Contracts	\$38,000.00	\$38,000.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$148,835.00	\$148,713.00

Additional Funds Supporting this Project	
Local PD funds for ACT Practicums	\$7,500.00
Local technology funds for	\$63,895.00
\$0.00	\$0.00
\$0.00	\$0.00
\$0.00	\$0.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Columbus County Schools
Grant Number	12734

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$52,780.00	\$5,335.00
Supplies & Materials	\$35,500.00	\$62,491.00
Non-Fixed Operating Expenses	\$9,000.00	\$6,242.00
Fixed Operating Expenses	\$1,000.00	\$1,000.00
Property & Equipment Outlay	\$51,720.00	\$74,932.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$150,000.00	\$150,000.00

Additional Funds Supporting this Project	

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Communities In Schools of Cleveland County
Grant Number	12896

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$90,132.15	\$90,132.15
Supplies & Materials	\$3,705.07	\$3,705.07
Non-Fixed Operating Expenses	\$190.20	\$190.20
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$349.58	\$349.58
Total Expenditures	\$94,377.00	\$94,377.00
Additional Funds Supporting this Project		
DPI		\$94,377.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Communities In Schools of High Point, Inc.
Grant Number	13026

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$50,563.00	\$48,454.00
Supplies & Materials	\$1,500.00	\$1,490.27
Non-Fixed Operating Expenses	\$7,850.00	\$2,672.94
Fixed Operating Expenses	\$850.00	\$652.06
Property & Equipment Outlay	\$9,266.00	\$9,258.23
Services/Contracts	\$3,500.00	\$2,026.64
Other Expenses	\$7,352.90	\$7,352.90
Total Expenditures	\$80,881.90	\$71,907.04
Additional Funds Supporting this Project		
Unidentified		\$15,740.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Communities In Schools of Orange County
Grant Number	13086

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$116,200.00	\$116,200.00
Supplies & Materials	\$16,000.00	\$16,000.00
Non-Fixed Operating Expenses	\$1,500.00	\$1,500.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$2,000.00	\$2,000.00
Other Expenses	\$14,300.00	\$14,300.00
Total Expenditures	\$150,000.00	\$150,000.00
Additional Funds Supporting this Project		
Triangle Community Foundation		\$20,000.00
Stroud Roses		\$7,500.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Communities In Schools of Wilkes County
Grant Number	12952

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$19,906.00	\$19,906.00
Supplies & Materials	\$7,025.00	\$1,725.31
Non-Fixed Operating Expenses	\$1,600.00	\$1,600.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$700.00	\$700.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$29,231.00	\$23,931.31
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Cross Country for Youth
Grant Number	12908

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$111,304.00	\$111,304.00
Supplies & Materials	\$25,151.00	\$25,151.00
Non-Fixed Operating Expenses	\$10,895.00	\$10,533.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$2,650.00	\$2,650.00
Total Expenditures	\$150,000.00	\$149,638.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	DREAMS of Wilmington, Inc.
Grant Number	12850

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$47,780.00	\$47,341.74
Supplies & Materials	\$4,500.00	\$4,207.35
Non-Fixed Operating Expenses	\$2,800.00	\$5,039.82
Fixed Operating Expenses	\$5,000.00	\$5,691.37
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$25,420.00	\$23,219.72
Total Expenditures	\$85,500.00	\$85,500.00

Additional Funds Supporting this Project	
City of Wilmington	\$17,500.00
NC Governors Crime Commission	\$99,800.00
United Way	\$19,000.00
NC Arts Council	\$25,000.00
National Endowment of the Arts	\$14,000.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Durham Public Schools
Grant Number	13058

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$141,271.64	\$141,271.64
Supplies & Materials	\$3,239.68	\$3,239.68
Non-Fixed Operating Expenses	\$0.00	\$0.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$4,777.49	\$4,777.49
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$149,288.81	\$149,288.81
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Edenton-Chowan Schools
Grant Number	12662

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$118,030.00	\$118,030.00
Supplies & Materials	\$5,025.00	\$5,025.00
Non-Fixed Operating Expenses	\$21,543.00	\$21,543.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$5,402.00	\$5,402.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$150,000.00	\$150,000.00
Additional Funds Supporting this Project		
Edenton-Chowan Schools E-Rate for Cell Phones and Service		\$5,760.00
Local Restaurants donations for lunches for "Why Try?" Workshop		\$242.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Futures for Kids
Grant Number	12812

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$110,000.00	\$110,000.00
Supplies & Materials	\$14,000.00	\$14,000.00
Non-Fixed Operating Expenses	\$26,000.00	\$26,000.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$150,000.00	\$150,000.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Gaston County Schools
Grant Number	13154

Category	Budgeted	Spent to Date
Personnel & Contracted Services		
Supplies & Materials		
Non-Fixed Operating Expenses		
Fixed Operating Expenses		
Property & Equipment Outlay		
Services/Contracts		
Other Expenses		
Total Expenditures		
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Graham County Schools
Grant Number	13134

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$22,700.00	\$44,008.51
Supplies & Materials	\$25,001.00	\$34,504.24
Non-Fixed Operating Expenses	\$40,554.00	\$34,133.32
Fixed Operating Expenses	\$11,200.00	\$10,407.75
Property & Equipment Outlay	\$9,000.00	\$9,385.89
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$41,545.00	\$17,560.29
Total Expenditures	\$150,000.00	\$150,000.00
Additional Funds Supporting this Project		
Unidentified		\$3,228.81

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Harnett County Schools
Grant Number	13062

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$13,600.00	\$13,600.00
Supplies & Materials	\$80,400.00	\$80,400.00
Non-Fixed Operating Expenses	\$0.00	\$0.00
Fixed Operating Expenses	\$56,000.00	\$56,000.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$150,000.00	\$150,000.00

Additional Funds Supporting this Project	
Disadvantaged Student Supplemental Fund	\$311,418.21

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Harriet B. Webster Task Force For Student Success, Inc.
Grant Number	13010

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$81,105.00	\$78,339.00
Supplies & Materials	\$7,760.00	\$10,374.07
Non-Fixed Operating Expenses	\$12,850.00	\$12,850.00
Fixed Operating Expenses	\$9,400.00	\$7,750.00
Property & Equipment Outlay	\$1,400.00	\$3,351.93
Services/Contracts	\$12,350.00	\$12,200.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$124,865.00	\$124,865.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Hertford County Public Schools
Grant Number	12740

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$77,664.60	\$71,613.73
Supplies & Materials	\$7,900.00	\$7,900.00
Non-Fixed Operating Expenses	\$2,800.00	\$1,377.29
Fixed Operating Expenses	\$905.00	\$905.00
Property & Equipment Outlay	\$7,500.00	\$7,500.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$96,769.60	\$89,296.02
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Hertford County Public Schools
Grant Number	12822

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$0.00	\$0.00
Supplies & Materials	\$655.00	\$655.00
Non-Fixed Operating Expenses	\$138.41	\$0.00
Fixed Operating Expenses	\$4,000.00	\$0.00
Property & Equipment Outlay	\$19,880.00	\$1,880.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$24,673.41	\$2,535.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Hickory Public Schools
Grant Number	12680

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$48,182.00	\$48,182.00
Supplies & Materials	\$5,200.00	\$5,200.00
Non-Fixed Operating Expenses	\$990.00	\$990.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$19,013.00	\$19,013.00
Services/Contracts	\$2,500.00	\$2,500.00
Other Expenses	\$73,765.00	\$73,765.00
Total Expenditures	\$149,650.00	\$149,650.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Hoke County Schools
Grant Number	13078

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$122,908.57	\$122,908.57
Supplies & Materials	\$5,582.77	\$5,582.77
Non-Fixed Operating Expenses	\$11,815.16	\$11,815.16
Fixed Operating Expenses	\$7,247.50	\$7,247.50
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$147,554.00	\$147,554.00
Additional Funds Supporting this Project		
Dropout Prevention Grant		\$147,554.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Iredell-Statesville Schools
Grant Number	13158

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$107,958.00	\$107,958.00
Supplies & Materials	\$13,439.50	\$13,439.50
Non-Fixed Operating Expenses	\$28,568.00	\$28,568.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$149,965.50	\$149,965.50
Additional Funds Supporting this Project		
Smaller Learning Communities grant		\$45,000.00
21st Century Community Learning Center grant		\$100,000.00
Iredell-Statesville Schools		\$50,000.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	John T. Hoggard High School
Grant Number	12698

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$85,974.00	\$77,755.09
Supplies & Materials	\$8,399.68	\$2,334.40
Non-Fixed Operating Expenses	\$500.00	\$475.86
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$200.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$95,073.68	\$80,565.35
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	McDowell County Schools
Grant Number	12706

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$14,248.00	\$14,339.72
Supplies & Materials	\$2,000.00	\$2,161.56
Non-Fixed Operating Expenses	\$79,745.00	\$79,725.12
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$36,927.00	\$36,693.60
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$132,920.00	\$132,920.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Mitchell High School
Grant Number	12982

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$61,374.59	\$49,260.05
Supplies & Materials	\$1,940.00	\$2,663.51
Non-Fixed Operating Expenses	\$19,108.00	\$22,676.53
Fixed Operating Expenses	\$2,400.00	\$10,027.08
Property & Equipment Outlay	\$10,210.27	\$9,756.42
Services/Contracts	\$0.00	\$650.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$95,032.86	\$95,033.59

Additional Funds Supporting this Project	

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	NC A&T State University
Grant Number	13084

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$97,945.00	\$97,944.27
Supplies & Materials	\$22,613.00	\$19,124.10
Non-Fixed Operating Expenses	\$7,624.44	\$10,091.40
Fixed Operating Expenses	\$0.00	\$1,037.11
Property & Equipment Outlay	\$10,307.00	\$10,306.56
Services/Contracts	\$399.56	\$399.00
Other Expenses	\$11,111.00	\$11,067.54
Total Expenditures	\$150,000.00	\$149,969.98

Additional Funds Supporting this Project	
NC State Board of Education	\$150,000.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	NC Department of Juvenile Justice and Delinquency Prevention
Grant Number	12832

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$0.00	\$0.00
Supplies & Materials	\$8,500.00	\$4,500.00
Non-Fixed Operating Expenses	\$7,000.00	\$6,500.00
Fixed Operating Expenses	\$1,500.00	\$2,000.00
Property & Equipment Outlay	\$43,000.00	\$47,000.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$60,000.00	\$60,000.00
Additional Funds Supporting this Project		
Title I		\$4,000.00
Carl Perkins		\$5,000.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	New Hanover County Schools
Grant Number	12980

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$132,738.00	\$129,830.00
Supplies & Materials	\$8,500.00	\$7,358.00
Non-Fixed Operating Expenses	\$1,940.00	\$4,341.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$1,649.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$143,178.00	\$143,178.00

Additional Funds Supporting this Project	

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	New Light Missionary Baptist Church Intergenerational Outreach Suspension Program
Grant Number	13052

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$43,100.00	\$68,889.00
Supplies & Materials	\$20,000.00	\$7,732.00
Non-Fixed Operating Expenses	\$3,500.00	\$5,557.68
Fixed Operating Expenses	\$5,000.00	\$4,818.66
Property & Equipment Outlay	\$29,000.00	\$7,435.86
Services/Contracts	\$15,000.00	\$3,906.77
Other Expenses	\$16,800.00	\$14,898.77
Total Expenditures	\$132,400.00	\$113,238.74
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	North Carolina Central University Foundation
Grant Number	12722

Category	Budgeted	Spent to Date
Personnel & Contracted Services		
Supplies & Materials		
Non-Fixed Operating Expenses		
Fixed Operating Expenses		
Property & Equipment Outlay		
Services/Contracts		
Other Expenses		
Total Expenditures		
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Northern Moore Family Resource Center
Grant Number	12932

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$59,545.00	\$59,545.00
Supplies & Materials	\$15,400.00	\$15,400.00
Non-Fixed Operating Expenses	\$4,355.00	\$4,355.00
Fixed Operating Expenses	\$1,600.00	\$1,600.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$5,600.00	\$5,600.00
Total Expenditures	\$86,500.00	\$86,500.00
Additional Funds Supporting this Project		
DPI		\$86,500.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Operation Homework (God's Grace Ministries)
Grant Number	12750

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$91,918.46	\$96,741.42
Supplies & Materials	\$2,366.54	\$3,910.93
Non-Fixed Operating Expenses	\$14,180.00	\$5,228.58
Fixed Operating Expenses	\$4,875.00	\$5,295.37
Property & Equipment Outlay	\$2,000.00	\$719.45
Services/Contracts	\$3,200.00	\$6,344.25
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$118,540.00	\$118,240.00
Additional Funds Supporting this Project		
Wachovia		\$9,000.00
American Express		\$900.00
Individual Contributors		\$3,702.89
Program Service Fees		\$5,093.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Pitt County Schools
Grant Number	12762

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$44,670.00	\$44,670.00
Supplies & Materials	\$42,590.00	\$42,590.00
Non-Fixed Operating Expenses	\$32,778.00	\$32,778.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$10,552.00	\$10,552.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$130,590.00	\$130,590.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Polk County Schools
Grant Number	13150

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$59,477.69	\$62,287.48
Supplies & Materials	\$10,000.00	\$22,946.71
Non-Fixed Operating Expenses	\$24,000.00	\$10,036.21
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$7,200.00	\$5,407.72
Total Expenditures	\$100,677.69	\$100,678.12
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Randolph County Schools
Grant Number	13130

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$23,027.00	\$26,471.34
Supplies & Materials	\$10,600.00	\$8,759.22
Non-Fixed Operating Expenses	\$27,000.00	\$23,939.69
Fixed Operating Expenses	\$16,000.00	\$17,410.47
Property & Equipment Outlay	\$12,000.00	\$12,046.28
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$88,627.00	\$88,627.00

Additional Funds Supporting this Project	

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	South Stokes High School
Grant Number	13156

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$33,250.00	\$31,113.19
Supplies & Materials	\$20,120.00	\$22,256.81
Non-Fixed Operating Expenses	\$0.00	\$0.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$53,370.00	\$53,370.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Swain County Public Schools
Grant Number	12630

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$96,924.00	\$100,162.00
Supplies & Materials	\$2,850.00	\$6,651.98
Non-Fixed Operating Expenses	\$23,950.00	\$16,963.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$2,500.00	\$2,198.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$126,224.00	\$125,974.98

Additional Funds Supporting this Project	

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	The Education Foundation for Elizabeth City-Pasquotank Public Schools
Grant Number	13142

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$5,228.00	\$5,228.00
Supplies & Materials	\$0.00	\$0.00
Non-Fixed Operating Expenses	\$28,000.00	\$28,000.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$33,780.00	\$33,780.00
Total Expenditures	\$67,008.00	\$67,008.00
Additional Funds Supporting this Project		
The Education Foundation for Elizabeth City-Pasquot		\$25,786.00
Elizabeth City-Pasquotank Public Schools		\$9,150.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	The Housing Authority of the City of Winston-Salem
Grant Number	13108

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$121,840.00	\$122,205.00
Supplies & Materials	\$6,320.00	\$5,456.62
Non-Fixed Operating Expenses	\$2,500.00	\$2,526.86
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$13,000.00	\$12,521.95
Services/Contracts	\$6,000.00	\$6,949.57
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$149,660.00	\$149,660.00
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	The Urban Restoration and First Baptist Church-West Community Services Assoc.
Grant Number	13302

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$41,408.70	\$45,408.70
Supplies & Materials	\$1,000.08	\$1,000.08
Non-Fixed Operating Expenses	\$5,447.50	\$7,576.00
Fixed Operating Expenses	\$14,867.55	\$11,991.95
Property & Equipment Outlay	\$37,071.30	\$36,020.50
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$1,465.00	\$2,510.00
Total Expenditures	\$101,260.13	\$104,507.23
Additional Funds Supporting this Project		
DPI Dropout Prevention Grant (6th-12th @2 sites)		\$99,000.13
NC Summer Food Service Program (K-12th@1 site)		\$9,701.80
Arts & Science Council (K-12th@1 site)		\$7,250.00
Donations (K-12th@2 sites)		\$6,500.00
Churches (K-12th@2sites)		\$15,000.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	University of North Carolina at Chapel Hill
Grant Number	12918

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$101,410.00	\$101,420.00
Supplies & Materials	\$1,800.00	\$1,800.00
Non-Fixed Operating Expenses	\$10,917.00	\$10,767.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$0.00	\$0.00
Other Expenses	\$28,164.00	\$28,164.00
Total Expenditures	\$142,291.00	\$142,151.00
Additional Funds Supporting this Project		
DPI		\$126,651.00
In-Kind Support from FPG scientists and support st		\$65,000.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Wake Forest-Rolesville Middle School
Grant Number	12924

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$16,720.24	\$9,211.98
Supplies & Materials	\$28,627.54	\$4,942.53
Non-Fixed Operating Expenses	\$2,400.00	\$1,678.00
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$18,102.54	\$0.00
Services/Contracts	\$82,000.00	\$48,464.00
Other Expenses	\$4,766.93	\$1,526.96
Total Expenditures	\$152,617.25	\$65,823.47
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Wellcome Middle School
Grant Number	12984

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$18,230.00	\$8,400.00
Supplies & Materials	\$5,100.00	\$4,101.15
Non-Fixed Operating Expenses	\$18,000.00	\$11,658.90
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$15,015.00	\$10,010.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$56,345.00	\$34,170.05
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	WRESA
Grant Number	12718

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$13,500.00	\$12,649.26
Supplies & Materials	\$4,550.00	\$4,490.06
Non-Fixed Operating Expenses	\$3,400.00	\$2,895.00
Fixed Operating Expenses	\$2,100.00	\$2,345.75
Property & Equipment Outlay	\$1,200.00	\$2,370.00
Services/Contracts	\$250.00	\$250.00
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$25,000.00	\$25,000.07
Additional Funds Supporting this Project		
Hendersonville Rotary Club	\$500.00	
Henderson County Public Schools	Salaries and volunteer instructors \$10,000	
WRESA	In Kind - administration of grant \$5000	

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	Youth Resource Center/Millennium Outreach Center, Inc.
Grant Number	12772

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$18,000.00	\$18,000.00
Supplies & Materials	\$5,525.00	\$5,517.46
Non-Fixed Operating Expenses	\$7,900.00	\$7,981.30
Fixed Operating Expenses	\$4,360.00	\$4,362.10
Property & Equipment Outlay	\$2,800.00	\$2,799.34
Services/Contracts	\$7,980.00	\$7,980.00
Other Expenses	\$7,000.00	\$7,000.00
Total Expenditures	\$53,565.00	\$53,640.20
Additional Funds Supporting this Project		

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	YWCA of Asheville and Western North Carolina
Grant Number	13146

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$48,811.14	\$48,811.14
Supplies & Materials	\$2,470.37	\$2,470.37
Non-Fixed Operating Expenses	\$5,691.48	\$5,691.48
Fixed Operating Expenses	\$3,889.06	\$3,889.06
Property & Equipment Outlay	\$2,742.56	\$2,742.56
Services/Contracts	\$6,186.29	\$6,186.29
Other Expenses	\$19,509.10	\$19,509.10
Total Expenditures	\$89,300.00	\$89,300.00
Additional Funds Supporting this Project		
Department of Public Instruction		\$89,300.00

Budget 2007 Grant

Dropout Prevention Grant Program Budget	
Grant Recipient	YWCA of Winston-Salem
Grant Number	12844

Category	Budgeted	Spent to Date
Personnel & Contracted Services	\$99,845.84	\$103,350.19
Supplies & Materials	\$7,582.68	\$3,310.66
Non-Fixed Operating Expenses	\$4,100.00	\$3,230.50
Fixed Operating Expenses	\$0.00	\$0.00
Property & Equipment Outlay	\$0.00	\$0.00
Services/Contracts	\$15,443.35	\$19,033.56
Other Expenses	\$0.00	\$0.00
Total Expenditures	\$126,971.87	\$128,924.91

Additional Funds Supporting this Project	
Department of Public Instruction	\$150,000.00

Organizations Funded in 2007-2008

County	Organization	Type
Alamance	Alamance Burlington School System	LEA
Anson	Anson County Schools	LEA
Avery	Avery County Schools	LEA
Beaufort	Beaufort County Schools	LEA
Buncombe	Buncombe County	LEA
Buncombe	Western Region Education Service Alliance	NGO
Buncombe	YWCA of Asheville and Western North Carolina	NGO
Burke	Burke County Public Schools	LEA
Caldwell	Caldwell County Schools	LEA
Carteret	Carteret County Public Schools	LEA
Catawba	Hickory Public Schools (Hickory is in Catawba County)	LEA
Chatham	Chatham County Schools	LEA
Chowan	Edenton-Chowan Schools	LEA
Clay	Clay County Schools	LEA
Cleveland	Cleveland County Schools	LEA
Cleveland	Communities in Schools of Cleveland County	NGO
Columbus	Columbus County Schools	LEA
Durham	Durham Public Schools	LEA
Durham	North Carolina Central University Foundation	NGO
Forsyth	Carter G. Woodson School of Challenge	NGO
Forsyth	Housing Authority of the City of Winston-Salem	Universities or gov't
Forsyth	YWCA Of Winston-Salem	NGO

County	Organization	Type
Gaston	Gaston County Schools	LEA
Graham	Graham County Schools	LEA
Guilford	Centro de Acción Latino (CAL)	NGO
Guilford	Communities In Schools of High Point, Inc.	NGO
Guilford	God's Grace Ministries: Operation Homework	NGO
Guilford	NC A&T State University	Universities or gov't
Guilford	NARIOP-New Light Missionary Baptist Church Intergenerational Outreach Suspension Program	NGO
Harnett	Harnett County Schools	LEA
Hertford	Hertford County Public Schools	LEA
Hertford	Hertford County Public Schools	LEA
Hoke	Hoke County Schools	LEA
Iredell	Iredell-Statesville Schools	LEA
Lenoir	NC Department of Juvenile Justice and Delinquency Prevention	Universities or gov't
McDowell	McDowell County Schools	LEA
Mecklenburg	Communities In Schools of Charlotte Mecklenburg, Inc.	NGO
Mecklenburg	Cross Country for Youth	NGO
Mecklenburg	The Urban Restoration	NGO
Mitchell	Mitchell High School	LEA
Moore	Northern Moore Family Resource Center	NGO
Moore	Youth Resource Center/Millennium Outreach Center, Inc	NGO
New Hanover	DREAMS Center for Arts Education (DREAMS of Wilmington, Inc.)	NGO
New Hanover	John T. Hoggard High School	LEA

County	Organization	Type
New Hanover	New Hanover County Schools	LEA
Orange	Communities in Schools of Orange County	NGO
Orange	University of North Carolina at Chapel Hill	Universities or gov't
Pasquotank	Education Foundation for Elizabeth City	NGO
Pitt	Pitt County Schools	LEA
Pitt	Wellcome Middle School (Pitt)	LEA
Pitt and Edgecombe	Building Hope Community Life Center	NGO
Polk	Polk County Schools	LEA
Randolph	Randolph County Schools	LEA
Stokes	South Stokes High School	LEA
Swain	Swain County Public Schools	LEA
Wake	Athens Drive High School	LEA
Wake	Futures for Kids	NGO
Wake	Harriet Webster Task Force for Student Success, Inc.	NGO
Wake	Wake Forest-Rolesville Middle School	LEA
Wilkes	Communities in Schools of Wilkes County	NGO

Organizations Funded in 2008-2009

County	Organization	Type
Alamance	Alamance Burlington School System	LEA
Anson	Anson County Schools	LEA
Anson	Direct Action Media Academy - Morven	NGO
Anson	North Carolina PTA	NGO
Ashe	Ashe County Middle School	LEA
Beaufort	Beaufort County Schools	LEA
Beaufort	Purpose of God Annex Outreach Center	NGO
Beaufort	Wright Flight, Inc. - Beaufort County	NGO
Bertie	One Economy Corporation - The Hive	NGO
Bladen	Bladen County Educational Foundation	NGO
Brunswick	Brunswick Arts Council and Brunswick County School System	NGO
Brunswick	Communities In Schools of Brunswick County, Inc.	NGO
Buncombe	Buncombe County Schools	LEA
Buncombe	WRESA	NGO
Buncombe	YWCA of Asheville and Western North Carolina	NGO
Burke	Burke County Public Schools	LEA
Cabarrus	Boys & Girls Club of Cabarrus County	NGO
Cabarrus	Cabarrus County Opportunity School at the Glenn Center	LEA
Cabarrus	Kannapolis City Schools	LEA
Caldwell	Communities In Schools of Caldwell County, Inc.	NGO

County	Organization	Type
Carteret	Carteret County Public Schools	LEA
Catawba	Hickory Public Schools	LEA
Chatham	Chatham County Schools	LEA
Chatham	Chatham County Together!	NGO
Cherokee	Cherokee County Department of Social Services	NGO
Chowan	Edenton-Chowan Schools	LEA
Cleveland	Cleveland County Schools	LEA
Columbus	New Hope Missionary Baptist/ Pathways to the Future	NGO
Columbus	Whiteville City Schools (Whiteville High School)	LEA
Craven	Havelock High School	LEA
Cumberland	Cumberland County Schools	LEA
Cumberland	Cumberland County Schools Indian Education	LEA
Cumberland	Helping Young People Excel - HYPE Collaborative	NGO
Davidson	Thomasville City Schools	LEA
Davidson	Communities In SchoolS of Lexington/Davidson	NGO
Duplin	Charity Middle School / Duplin County	LEA
Duplin	Duplin County Schools	LEA
Durham	Bridges Pointe Foundation	NGO
Durham	Durham Public Schools	LEA
Edgecombe	OIC, Inc	NGO
Edgecombe	St. Luke Total Community Outreach	NGO

County	Organization	Type
	Ministries	
Forsyth	Carter G. Woodson Public Charter School	LEA
Forsyth	YWCA of Winston-Salem	NGO
Gaston	Alliance for Children and Youth	NGO
Graham	Graham County Schools	LEA
Granville	Granville Co Schools	LEA
Greene	Greene County Schools	LEA
Guilford	Communities In Schools of High Point	NGO
Guilford	N. C. A & T State University	Universities or gov't
Guilford,Forsyth,Rockingham	Operation Homework Inc.	NGO
Halifax	Hobgood Citizen Group, Inc.	NGO
Halifax	Ivory Community Development Corporation	NGO
Halifax	Together Transforming Lives, inc	NGO
Harnett	Betsy Johnson Regional Hospital Teens As Parents	NGO
Harnett	Harnett County Schools	LEA
Harnett	Think Smart Outreach Center, Inc	NGO
Henderson	Children and Family Resource Center	NGO
Henderson	West Henderson High	LEA
Hertford	Hertford County Public Schools - Winton	LEA
Hoke	Hoke County Schools	LEA
Hyde	Hyde County Schools	LEA
Iredell	Iredell-Statesville Schools	LEA
Jackson	Western Carolina University	NGO

County	Organization	Type
Johnston	Johnston County Schools	LEA
Johnston	Another Step Forward (formally known as Adopt a School)	NGO
Johnston	Johnston County Department of Social Services	NGO
Jones	Jones County Schools - Senior High School	LEA
Lincoln	Lincoln Charter School	LEA
Martin	Martin County Schools	LEA
McDowell	McDowell County Schools	LEA
Mecklenburg	Cross-Country for Youth	NGO
Mecklenburg	KIPP Charlotte	School
Mecklenburg	The Urban Restoration and First Baptist Church-West Community Services Assoc	NGO
Montgomery	Communities In Schools of Montgomery County	NGO
Moore	Northern Moore Family Resource Center	NGO
Nash	Caught Before Fallen Dropout Prevention Initiative	NGO
Nash	Rocky Mount Family YMCA, Inc	NGO
Nash	World Tabernacle Church - The Impact Center	NGO
New Hanover	DREAMS Center for Arts Education	NGO
New Hanover	John T. Hoggard High School	School
Northampton	Northampton County Schools	LEA
Orange	Communities In Schools of Orange County	NGO
Pamlico	HeartWorks Children Medical Home Mission	NGO
Pasquotank	The Education Foundation for Elizabeth City-	NGO

County	Organization	Type
	Pasquotank Public Schools	
Perquimans	Perquimans County Schools	LEA
Pitt	Greenville Police Department - North Carolina	NGO
Pitt	Pitt County Schools	LEA
Pitt	Ray of Hope, Inc	NGO
Randolph	Randolph County Schools	LEA
Randolph	Communities In Schools of Randolph County	NGO
Robeson	Boys and Girls Club of Lumberton/Robeson County	NGO
Robeson	Communities in Schools of Robeson County - Lambdin	NGO
Robeson	Sacred Pathways	NGO
Rockingham	Rockingham County Schools	LEA
Rockingham	Rockingham County Youth Services	NGO
Rowan	Communities In Schools of Rowan County	NGO
Rowan	West Rowan High School	School
Rutherford	Communities In Schools of Rutherford County, Inc.	NGO
Rutherford	Rutherford County Schools	LEA
Sampson	Clinton City Schools	LEA
Sampson	Sampson County Schools	LEA
Scotland	Scotland County Schools	LEA
Stanly	Albemarle High School	School
Stokes	South Stokes High School	School
Swain	Swain County Schools	LEA

County	Organization	Type
Union	Environmental Expeditions	NGO
Vance	Citizen Schools of North Carolina Vance County	NGO
Vance	Vance County Schools	LEA
Wake	Community Partners Charter High School - Southern Wake Academy	School
Wake	Harriet B. Webster Task Force For Student Success, Inc.	NGO
Wake, Burke, Durham, Edgecombe, Hertford, Lee, Pender, Richmond	Futures for Kids (F4K)	NGO
Warren	The Warren Family Institute	NGO
Washington	Washington County School System	LEA
Watauga	Appalachian State University	Universities or gov't
Watauga	Watauga County Schools	LEA
Watauga	The Children's Council - Smart Start	NGO
Wayne	ADLA, Inc.	NGO
Wayne	Dillard Academy Charter School	School
Wayne, Duplin	Mount Olive College	Universities or gov't
Wilkes	Communities In Schools of Wilkes County	NGO

County	Organization	Type
Wilson	Opportunities Industrialization Center (OIC) of Wilson, Inc	NGO
Wilson	The Salvation Army Boys and Girls Club of Wilson, NC	NGO
Wilson	Wilson County Department of Social Services	NGO