

# spotlight

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## DROPOUT PREVENTION GRANTS

Good money for bad ideas

**KEY FACTS :** • Last year's 5.24 percent dropout rate was a four-percent increase from the 2005-06 school year and was the highest rate in seven years. Only 70.3 percent of students in North Carolina graduate *in five years*.

• Over the last ten years, the North Carolina General Assembly has repeatedly tried to address the troubling dropout problem with no apparent success. The latest initiative, dropout prevention grants, will likely have little short-term or long-term effect on the dropout rate.

• Grants were awarded based on the strength of the grant proposal and the location of the schools served, rather than need and practicality. As a result, a majority of the dropout prevention grants went to school districts or individual schools that had a higher percentage of graduates than the state average, a lower percentage of dropouts than the state average, or both.

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n orth Carolina's dropout problem is one of the most serious challenges facing the state's public schools. For the 2006-07 school year, 23,550 students dropped out of school, a six-percent increase from the year before. Last year's 5.24 percent dropout rate was a four-percent increase from the 2005-06 school year and was the highest rate in seven years. As a result, only 69.5 percent of students graduate high school in four years, and only 70.3 percent of students graduate *in five years*.<sup>1</sup>

Even worse, black and Hispanic students drop out in higher rates and graduate at lower rates than the state average. Over six percent of black students and nearly eight percent of Hispanic students dropped out of school last year. By far, black (7.55 percent), Hispanic (8.21 percent), and American Indian (8.76 percent) males posted the highest dropout rates of any student category. In the end, 63.5 percent of black students graduated in five years, while only 55.3 percent of Hispanics graduated in five years.<sup>2</sup>

Over the last ten years, the North Carolina General Assembly has repeatedly tried to address the troubling dropout problem with no apparent success. The legislature has tried three approaches: penalizing students who drop out, identifying best practices for dropout prevention, and funding dropout preven-

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tion programs.

In 1997, the General Assembly passed HB 769, which mandated that a student's driving permit or license be revoked if a student drops out of school. According to the N.C. Division of Motor Vehicles, "This revocation remains in effect until the person's 18th birthday unless a Driving Eligibility Certificate, high school diploma or GED Certificate is obtained."<sup>3</sup> Ten years after the implementation of this law, there is no evidence that it substantially reduced the dropout rate in North Carolina.

In 2005, the General Assembly passed SB 408, which required the State Board of Education to

identify research-based methods to reduce the dropout rate and the number of suspended students, especially in high-poverty schools with diverse student populations. As part of its study, the State Board shall review the research for best practices, effective policies, and model programs in areas such as (i) academic rigor in the curriculum, (ii) early identification of at-risk students, (iii) effective supplemental services for at-risk students, (iv) school size, (v) school climate, and (vi) adolescent literacy programs, a reduction in the dropout rate and the number of suspended students.<sup>4</sup>

In response, the State Board of Education created a small Dropout Prevention and Intervention office in the Department of Public Instruction and simply adopted the recommendations from the National Dropout Prevention Center/Network. There appears to have been little effort to develop best practices, effective policies, and model programs designed specifically for North Carolina's public schools.<sup>5</sup>

In 2007, the General Assembly encouraged school systems and organizations to compete for \$7 million in grants it set aside to support innovative programs that address dropout prevention. Over 300 groups applied for the one-time grants, which ranged in size from \$25,000 to \$150,000. In January 2008, the Committee on Dropout Prevention selected 60 groups to receive grants based on the strength of their grant proposal. The Joint Legislative Commission on Dropout Prevention and High School Graduation will evaluate the programs to determine if school districts across the state should replicate them.<sup>6</sup>

### **The Strange Logic of Choosing Grant Recipients**

At present, large school districts take steps to address the dropout problem by maintaining alternative school programs, as well as employing counselors, social workers, and other specialists. That fact did not appear to be a consideration, as these school systems, all with substantial support systems already in place, still received grant funds. In fact, the five largest school systems in the state — Charlotte-Mecklenburg, Wake, Guilford, Cumberland, and Forsyth — received nearly a quarter of the grants and the funding (14 grants totaling over \$1.7 million). While serious dropout problems exist in these counties, all of them have district-wide graduation rates that exceed the state average, suggesting that they are successfully combating the dropout problem with existing resources.<sup>7</sup>

Additionally, a majority of the funds went to school districts or individual schools that had a higher percentage of graduates and/or lower percentage of dropouts than the state average (see Appendix A).

- Polk County received a \$100,000 grant despite having one of the highest graduation rates and one of the lowest dropout rates in the state, 82.0 percent and 3.45 percent, respectively.
- Wake County had a 79.3 percent graduation rate and a dropout rate (4.21 percent) considerably lower than the state average (5.24 percent), but received four grants totaling nearly \$450,000.
- Athens Drive High School in Wake County had an 82.7 percent graduation rate, which exceeded the state and district average, and had fewer dropouts than eight other Wake County high schools, but the school still received nearly \$40,000 in grant money.

- John T. Hoggard High School in New Hanover County received \$105,000, while having the highest graduation rate of any grant recipient, 86.7 percent, and the fewest dropouts of any high school in New Hanover County, 76 students.<sup>8</sup>

Obviously, there are student populations within these schools and school districts that have lower-than-average graduation rates, but one must question whether schools and school districts that exceed the state average graduation rate truly require funds to combat the dropout problem.

The per-participant cost of the programs varies considerably, but a number of these programs are expensive, costing thousands of dollars per participant (see Table 1). The University of North Carolina at Chapel Hill will conduct the most expensive grant program at nearly \$8,450 per teacher. Grants to the Carteret County Public Schools and the YMCA of Winston-Salem, for example, will cost taxpayers between \$3,000 and \$3,750 per student. Programs with a larger cohort of participants, such as the 675-student program to be implemented at South Stokes High School, will cost just over \$80 per student.

In most cases, the grant programs do not address the scale of the district or school's dropout problem (see Table 1). For example, the dropout prevention program at South Stokes High School will accommodate 675 students, even though the district had only 39 dropouts last year. Hertford County Public Schools were awarded a grant for a 150-student program despite having only 35 dropouts in 2006-07. Conversely, grants programs in Carteret, Forsyth, Hoke, and Pitt school districts have far fewer participants compared to the number of dropouts.

Research-based dropout prevention strategies appear to be the exception, not the rule. Edenton-Chowan schools will receive \$150,000 to hire a full-time Life Coach Coordinator and three part-time Life Coaches (see Table 2).<sup>10</sup> North Carolina A&T State University will receive \$150,000 to teach step dancing in Guilford County schools.<sup>11</sup> Communities in Schools of Wilkes County will receive nearly \$30,000 for its "Girl Power" and "Wise Guys" programs. Students at the John T. Hoggard High School in New Hanover County will read "The 7 Habits of Highly Effective Teens," among other program activities related to their \$105,000 grant. Finally, Futures for Kids of Wake County will receive \$150,000 to connect students to "real people" and companies.

Problems also arise in the assessment of particular programs. UNC-CH will use its \$126,651 grant to train 15 teachers how to improve relationships and instructional strategies for "boys with color" in Pre-K through third grade. This means that results from the program – the dropout status of students – will not be available for at least eight years and will likely be lost by the time those children reach middle school. Similarly, the Northern Moore Family

**Table 1. Cost Per Participant for Selected Programs<sup>9</sup>**

| <i>County</i>   | <i>Recipient</i>   | <i>Amount</i> | <i>2006-07 Dropouts</i>            | <i>Participants</i>       | <i>Cost per Participant</i> |
|-----------------|--|---------------|------------------------------------|---------------------------|-----------------------------|
| Orange & others | UNC–Chapel Hill  | \$126,651     | 140 (Orange, 99; C.H.-Carrboro 41) | 15 teachers               | \$8,443                     |
| Carteret        | Carteret County Public Schools                                 | \$149,690     | 140                                | 40 students               | \$3,742                     |
| Forsyth         | YMCA of Winston-Salem/Carver H.S.                              | \$150,000     | 99                                 | 50 students               | \$3,000                     |
| Wake            | Harriet B. Webster Task Force for Student Success/Carnage M.S. | \$124,865     | 11                                 | 50 students               | \$2,497                     |
| Hoke            | Hoke County Schools  | \$147,553     | 145                                | 62 students               | \$2,380                     |
| Anson           | Anson County Schools   | \$150,000     | 60                                 | 60 students & 60 parents* | \$1,250                     |
| Chowan          | Edenton-Chowan Schools   | \$150,000     | 37                                 | 60 students & 60 parents* | \$1,250                     |
| Hertford        | Hertford County Public Schools                                 | \$96,769      | 35                                 | 150 students              | \$645                       |
| Pitt            | Building Hope Community Life Center                            | \$90,000      | 509                                | 300 students              | \$300                       |
| Stokes          | South Stokes High School                                       | \$54,370      | 39                                 | 675 students              | \$81                        |

\* Assumes one parent per student participant.

Resource Center will work with parents and children 2 to 4 years of age. Like the UNC program, there is little possibility that evaluators will ever be able to assess the effects of these interventions.<sup>13</sup>

On the other end of the age spectrum, a handful of programs offer dropout interventions for students in the 11th and 12th grade. Grants awarded to organizations and school systems in Buncombe, Forsyth, and McDowell counties, for example, specifically target 11th and 12th grade students. Because well over half of dropouts do so in the 9th and 10th grades, programs that target students in the 11th and 12th grades make little sense. Moreover, students can legally leave school at 16 and may have already done so.

## Conclusion

Since the announcement of the grant awards, some legislators have expressed disappointment about the grant-making process, while others voice their concern about the efficacy of the grants themselves.

- Rep. Angela Bryant (D–Halifax and Nash counties): “The other thing is to go into the areas where there is most need, and if it’s [the grant approval process] going to be a based on some kind of competitive model, then we need to then address the groups and systems, for some reason, that were not as competitive in that kind of model. Because I feel like instead of having public hearings, we should have been getting grant writers to our people or getting or having them figure out how to work the system, the DPI grant system, and that may be the more practical approach we need to be taking.”<sup>14</sup>
- Rep. William Current (R–Gaston County): Legislators need to “determine what are the best methodologies for addressing the dropout problem. I sense that we’re going to be asked to put more

**Table 2. Descriptions of Selected Programs<sup>12</sup>**

| <i>Recipient</i>                                  | <i>Description</i>  |
|---|---|
| UNC–Chapel Hill                                   | The University of North Carolina at Chapel Hill in Orange County will receive \$126,651 toward an intervention program that will target “boys of color” in Pre-K through third grade. The program will consist of 15 teachers in three different districts that will participate in a year-long training aimed at improving relationships and instructional strategies for “boys of color.” |
| Carteret County Public Schools                    | Carteret County Public Schools will receive \$149,690 toward the Twilight Leadership Corps that will serve forty rising 9th- and 10th-grade students who have failed one or more core courses and/or EOG/EOC exams, and are at risk of dropping out. The program will run for six weeks during the summer and will include intensive academic and leadership training.                      |
| YMCA of Winston-Salem                             | The YWCA of Winston-Salem in Forsyth County will receive \$150,000 toward coordination of valuable community services. The program will work with 50 11th-graders enrolled at Carver High School. The program will look at the student as a “whole valuable person” rather than an “academic failure.”  |
| Anson County Schools                              | Anson County Schools has been awarded \$150,000 to develop academic, social, and personal skills in 60 at-risk 7th-graders. Students and parent will sign a behavioral contract and agree to 20 hours of parent training hours.   |
| Edenton-Chowan Schools                            | Edenton-Chowan Schools will receive \$150,000 for hiring a full-time Life Coach Coordinator and three part-time Life Coaches that will work directly with 60 at-risk students and their families (15 from middle school and 45 from high school).   |
| Harriet B. Webster Task Force for Student Success | The Harriet B. Webster Task Force for Student Success will use a \$124,865 grant for its Engaging Students to Achieve (ESA) program for Carnegie Middle School students. Fifty students will receive targeted tutoring and counseling as well as summer enrichment and summer employment for age appropriate students.  |
| Hoke County Schools                               | Hoke County Schools will receive a \$147,553 grant to help 62 middle and high school students achieve grade-level status, improve decision making, and become more involved in the community through academic and personal development, and family involvement.   |
| Hertford County Public Schools                    | Hertford County Public Schools will receive \$96,769 toward the Hertford County Public Schools’ Choice Program. The goal of the program is to create a cohort of 50 students (150 over a three-year period) and provide them with a foundation for life-long learning interest in mathematics, science, technology, and career development activities.                                      |
| Building Hope Community Life Center               | Building Hope Community Life Center (BHCLC) will receive a \$90,000 grant to continue its Men of Standard Alliance. BHCLC has partnered with the Conetoe Community Life Center to provide the character education program for 300 young men in grades 6-12. Participants must commit to a code of academic, social and physical standards.  |
| South Stokes High School                          | South Stokes High School has been awarded a \$54,370 grant to enroll 675 students in self-selected enrichment activities. These activities will also help students develop personal relationships with school personnel and find relevancy in course work.  |

money [into dropout prevention grants]. I think we need to know where the best places are to put the money before we start putting any more money [into grants].”<sup>15</sup>

- Rep. Dan Blue (D–Wake County): Grant programs that were funded seem “to replicate what they [school systems] already are doing or what they should be doing, in most instances. There are tremendous dollars spent in dropout prevention, and when you look at the results in certain sectors of the student population, one would ask, again playing devil’s advocate, whether just not spending anything in dropout prevention would yield the same results; some of the numbers are so disconcerting.”<sup>16</sup>

These comments suggest that both Democratic and Republican legislators are skeptical that the grants will substantially lower the dropout rate. Even so, Bill Farmer, a TimeWarner Cable executive and dropout committee co-chair, suggested that the General Assembly should provide additional funds for dropout prevention programs that were rejected. Before legislators invest more taxpayer money on unproven dropout prevention programs, they should take the simple, yet overlooked, step of determining why students in North Carolina drop out in the first place.

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## End Notes

1. North Carolina Department of Public Instruction (NCDPI), “Annual Report on Dropout Events and Rates,” February 7, 2008; NCDPI, “Cohort Graduation Rate,” [ayp.ncpublicschools.org](http://ayp.ncpublicschools.org), accessed on February 1, 2008.
2. *Ibid.*
3. North Carolina Department of Transportation, Division of Motor Vehicles, “Driver Handbook,” Chapter 1, [www.ncdot.org/dmv/driver%5Fservices/drivershandbook](http://www.ncdot.org/dmv/driver%5Fservices/drivershandbook), accessed on February 1, 2008.
4. North Carolina General Assembly, “HB 408: An Act Directing The State Board of Education to Identify Research-Based Methods to Reduce The Dropout Rate and The Number of Suspended Students,” 2005, p. 1.
5. The National Dropout Prevention Center/Network identified fifteen strategies that may reduce dropouts, which include the following: systemic renewal [of goals and objectives], school-community collaboration, safe learning environments, family engagement, early childhood education, early literacy development, mentoring/tutoring, service-learning, alternative schooling, after-school opportunities, professional development, active learning, educational technology, individualized instruction, and career and technology education.
6. Dropout Prevention Grant Committee, “Summary of Applications Received,” January 29, 2008.
7. Charlotte-Mecklenburg (6.39 percent) and Forsyth (6.43 percent) counties had dropout rates that exceeded the state average of 5.24 percent, indicating that these counties are doing a better job in the long-term goal of graduating students in four years than in the short-term goal of stopping them from dropping out each year.
8. NCDPI, Cohort Graduation Rate.” NCDPI, “Annual Report on Dropout Events and Rates.”
9. NCDPI, “Dropout Prevention Grants Awarded to 60 Groups across North Carolina,” [www.dpi.state.nc.us/newsroom/news/2007-08/20080123-01](http://www.dpi.state.nc.us/newsroom/news/2007-08/20080123-01), January 23, 2008; NCDPI, “Annual Report on Dropout Events and Rates.”
10. See Killion, Joellen, “Soaring with their own life coach: Participants concentrate on 12 strategies for success in all areas of life,” *Journal of Staff Development*, 23:2, Spring 2002, pp. 19-22. According to the article, “Life coaching assists people in discovering what they want in life by helping them clarify personal and professional goals and create multiple paths to achieve those goals.” No empirical research studies show that life coaching is a legitimate dropout prevention strategy.
11. See Hastie, Peter A., Martin, Ellen and Buchanan, Alice M., “Stepping out of the norm: an examination of praxis for a culturally-relevant pedagogy for African-American children,” *Journal of Curriculum Studies*, 38:3, 2006, pp. 293-306. The article defined stepping as “a branch of the African-American vernacular dance tree,” that helps teachers “become concerned about their positionality as members of the dominant group (if indeed they are).” Researchers have yet to assess the relationship between stepping and dropout prevention.
12. *Ibid.*
13. The UNC–Chapel Hill program also does not address the fact that the majority of dropouts in Orange County (59 percent) are white.
14. Joint Legislative Commission on Dropout Prevention and High School Graduation, January 29, 2008 meeting.
15. *Ibid.*
16. *Ibid.*
17. NCDPI, “Dropout Prevention Grants.”

## Appendix A. Overview of Grant Recipients<sup>17</sup>

| County    | Recipient  | Amount    | Strategy   | Target Population               | District Grad Rate | Additional Information  |
|-----------|--|-----------|--|---------------------------------|--------------------|---|
| Alamance  | Alamance-Burlington School System                | \$67,121  | To increase parental involvement and integrate social, cultural, and educational activities.   | Middle school                   | 71.7 %             |   |
| Anson     | Anson County Schools                             | \$150,000 | To develop academic, social, and personal skills; parental behavioral contract, training.  | 7th grade                       | 64.7 %             | Anson M.S. 7th graders had a pass rate of 38.7 percent on state reading and math tests last year. |
| Avery     | Avery County Schools                             | \$148,474 | To reinforce goals and skills taught in other school programs and provide professional development for faculty advisors.   | Middle and high school          | 81.3 %             |   |
| Beaufort  | Beaufort County Schools                          | \$150,000 | To provide at-risk students an alternate route to earn academic credit.  | Not specified                   | 62.8 %             |   |
| Buncombe  | YWCA of Asheville and Western North Carolina     | \$89,300  | For on-campus and off-campus mentoring, including homework assistance, service learning projects, and teen pregnancy prevention.   | 9th and 10th grade              | 77.5 %             |   |
| Buncombe  | Buncombe County Schools                          | \$150,000 | To provide a summer bridge experience, accelerated coursework, and credit recovery.  | 6th, 9th, 11th, and 12th grades | 73.4 %             |   |
| Burke     | Burke County Public Schools                      | \$149,840 | To focus on attendance intervention, mentoring, academic support, and family attitudes.  | 6th and 9th grades              | 65.2 %             |   |
| Caldwell  | The Sovereign Alliance for Youth                 | \$150,000 | To create an alternative high school that will encourage students to make positive choices.  | High school                     | 70.7 %             |   |
| Carteret  | Carteret County Public Schools                   | \$149,690 | To create a summer program that will include intensive academic and leadership training.   | 9th and 10th grade              | 79.1 %             |   |
| Chatham   | Chatham County Schools                           | \$148,000 | To restructure teaching methods and to prepare students for college.   | Grades 4–12                     | 75.0 %             |   |
| Chowan    | Edenton-Chowan Schools                           | \$150,000 | To hire a full-time Life Coach Coordinator and three part-time Life Coaches.   | Middle and high school          | 73.6 %             |   |
| Clay      | Clay County Schools                              | \$150,000 | To provide a mentoring program, job placement, dual enrollment, sublimation enterprise, tutoring, career counseling, and technology opportunities.                                     | Middle and high school          | 84.3 %             |   |
| Cleveland | Cleveland County Schools                         | \$148,835 | To expand Davidson Alternative School and the Phoenix Program; Connected Schools/Applied Control Theory staff development, and hire a Truancy Court Coordinator.                       | Middle and high school          | 70.9 %             |   |
| Cleveland | Communities In Schools of Cleveland County, Inc. | \$94,377  | For Club ACE, an intervention to reduce retention rates and increase parent involvement.   | Not specified                   | 70.9 %             | Communities in Schools received \$1.05 million in the 2007-08 state budget                        |
| Columbus  | Columbus County Schools                          | \$150,000 | To support a Truancy Prevention/Intervention program, introduce SuccessMaker and NovaNet to additional schools, and sustain an effective prevention program through a proactive model. | Not specified                   | 69.5 %             |   |
| Durham    | Durham Public Schools                            | \$149,302 | To implement a “Twilight School” featuring classes beginning in the afternoon.   | Not specified                   | 66.3 %             |   |
| Durham    | North Carolina Central University Foundation     | \$150,000 | To improve student outcomes by implementing its holistic, comprehensive, and continuous model of intervention and prevention strategies  | Not specified                   | 66.3 %             |   |

| <i>County</i> | <i>Recipient</i>  | <i>Amount</i> | <i>Strategy</i>   | <i>Target Population</i> | <i>District Grad Rate</i> | <i>Additional Information</i>  |
|---------------|---|---------------|---|--------------------------|---------------------------|--|
| Forsyth       | Carter G. Woodson Public Charter School                             | \$131,466     | To create a “We Are All Winners” environment, provide intensive educational experiences, and create a Career & Talent Development Academy.  | K–12                     | 60.0 %                    | Ten students in the 2006-07 graduating class.  |
| Forsyth       | The Housing Authority of the City of Winston-Salem                  | \$149,660     | To implement academic programs and activities for students living in public housing communities.  | Middle and high school   | 70.7 %                    |  |
| Forsyth       | The YWCA of Winston-Salem in Forsyth County                         | \$150,000     | To work with students enrolled at Carver H.S., looking at the student as a “whole valuable person” rather than an “academic failure.”   | 11th grade               | 70.7 %                    | Graduation rate for Carver H.S. was 73.2 percent last year.  |
| Gaston        | Gaston County Schools   | \$149,570     | For its “Why Try?” Program, helping students realize why they should work for an education.   | K–12                     | 71.2 %                    |  |
| Graham        | Graham County Schools   | \$150,000     | To begin AVID, SUCCEED Gateway Program, and the Re-entry Fast Track Program, all which will encourage and motivate students.  | 6th grade                | 70.6 %                    |  |
| Guilford      | Centro de Accion Latino of Guilford County                          | \$72,500      | To address student academic, emotional, physical, and social needs.   | Not specified            | 79.7 %                    |  |
| Guilford      | Communities in Schools of High Point                                | \$80,881      | To work with Latino students and families from Ferndale M.S. and High Point Central H.S.; require students to maintain a 2.0 grade point average, graduate, and remain alcohol-, crime-, and drug-free. | Middle and high schools  | 79.7 %                    | Graduation rate for High Point Central H.S. was 77.6 percent last year; graduation rate for Hispanic students at High Point Central H.S. was 48.4 percent (31 students). |
| Guilford      | The New Light at Risk Intergenerational Outreach Suspension Program | \$149,320     | To assist students who have academic, economic, social, and emotional difficulties; uses parental involvement and self-motivation classes.  | Not specified            | 79.7 %                    |  |
| Guilford      | North Carolina A&T State University                                 | \$150,000     | To use step dancing to teach teamwork, discipline, academics, and leadership development.   | Not specified            | 79.7 %                    |  |
| Guilford      | Operation Homework  | \$118,540     | To provide an after-school program that will provide a curriculum that supports and supplements what students are learning.   | Not specified            | 79.7 %                    |  |
| Harnett       | Harnett County Schools  | \$150,000     | For a NovaNet Credit Recovery Course for students who have failed 2 or more classes.  | High school              | 71.0 %                    |  |
| Hertford      | Building Excellence and Reaping Success program                     | \$25,390      | To address deficiencies in reading and/or mathematics of African-American males.  | 9th grade                | 68.9 %                    | Graduation rate for African-Americans in Hertford was 68.9 percent last year.  |
| Hertford      | Hertford County Public Schools                                      | \$96,769      | To provide students with an interest in mathematics, science, technology and career development activities.   | Not specified            | 68.9 %                    |  |
| Hickory       | Hickory Public Schools  | \$149,650     | To create and implement the “Using Sixth Sense,” which uses research-based predictors and interventions to address potential dropouts.  | Middle school            | 70.8 %                    |  |
| Hoke          | Hoke County Schools   | \$147,553     | To help students achieve grade-level status, improve decision-making, and become more involved in the community.  | Middle and high school   | 63.7 %                    |  |

| <i>County</i>     | <i>Recipient</i>   | <i>Amount</i> | <i>Strategy</i>   | <i>Target Population</i>   | <i>District Grad Rate</i> | <i>Additional Information</i>   |
|-------------------|--|---------------|---|----------------------------|---------------------------|---|
| Iredell           | Iredell-Statesville Schools                                | \$149,966     | For Project SAGE, an after-school and summer program featuring case management, Parent Institute courses, and Family Night.                       | Not specified              | 75.3 %                    |   |
| Lenoir            | S.O.A.R. Academy   | \$60,000      | School-within-a-school dropout prevention and acceleration program.   | 8th and 9th grades         | 66.3 %                    |   |
| McDowell          | McDowell County Schools                                    | \$132,920     | Expand the AVID and “Why Try” programs, which build life skills.  | 6th, 11th, and 12th grades | 68.1 %                    |   |
| Mecklenburg       | Communities In Schools of Charlotte-Mecklenburg Inc.       | \$150,000     | For their Performance Learning Center (PLC).  | High school                | 73.8 %                    | Communities in Schools received \$1.05 million in the 2007-08 state budget        |
| Mecklenburg       | Cross Country for Youth and ACE-21st CCLC                  | \$150,000     | To implement school-based community learning centers at four inner-city schools in Charlotte.   | Not specified              | 73.8 %                    |   |
| Mecklenburg       | The Urban Restoration                                      | \$99,000      | Summer program for students from West Charlotte schools.  | Middle and high school     | 73.8 %                    |   |
| Mitchell          | Mitchell High School                                       | \$95,032      | To help students address social issues that can affect school success, including poverty, drug and domestic abuse, and pregnancy.                 | Not specified              | 70.9 %                    |   |
| Moore             | Northern Moore Family Resource Center                      | \$86,500      | To increase the school readiness of Latino children, increase parental involvement/skills, and enhance English language skills.                   | Infants                    | 76.0 %                    | Graduation rate for Hispanic students in Moore County was 69.2 percent last year. |
| Moore             | The Youth Resource Center of Moore County                  | \$57,565      | To assist adolescents in Brookshire Housing Development with setting standards and to promote effective governance and management.                | Not specified              | 76.0 %                    |   |
| New Hanover       | DREAMS Center for Arts Education                           | \$85,500      | To offer high-quality, free-of-charge visual and performing arts classes to students at high risk of dropping out.                                | Not specified              | 64.0 %                    |   |
| New Hanover       | John T. Hoggard High School                                | \$105,549     | For Project Dash, a program that includes a high school transition course using the book “The 7 Habits of Highly Effective Teens.”                | 9th grade                  | 64.0 %                    | Graduation rate for Hoggard H.S. was 86.7 percent last year.                      |
| New Hanover       | New Hanover County Schools                                 | \$143,178     | To identify at-risk students through graduation coaches and offer community resources and reenrollment options.                                   | Middle and high school     | 64.0 %                    |   |
| Orange            | Communities in Schools of Orange County                    | \$150,000     | For its Green Life Engineering Project; during the summer, students will work on math, science, and engineering projects led by college students. | 9th grade                  | 75.5 %                    | Communities in Schools received \$1.05 million in the 2007-08 state budget        |
| Orange and others | University of North Carolina at Chapel Hill                | \$126,651     | Teacher training aimed at improving relationships and instructional strategies for “boys of color.”   | Pre-K – 3rd grade          | 75.5 %                    |   |
| Pasquotank        | Education Foundation for Elizabeth City-Pasquotank Schools | \$39,008      | For the Advancement Via Individual Determination (AVID) program.  | Not specified              | 62.8 %                    |   |
| Pitt              | Building Hope Community Life Center                        | \$90,000      | To provide a character education program.   | Grades 6–12                | 62.4 %                    |   |

| <i>County</i> | <i>Recipient</i>                                      | <i>Amount</i> | <i>Strategy</i>   | <i>Target Population</i> | <i>District Grad Rate</i> | <i>Additional Information</i>  |
|---------------|---|---------------|---|--------------------------|---------------------------|--|
| Pitt          | The Link Crew   | \$130,590     | For a transition program that focuses on students' core academics, character building, and proper study habits.   | 9th grade                | 62.4 %                    |  |
| Pitt          | Wellcome Middle School                                | \$61,585      | For the Advancement Via Individual Determination (AVID) program.  | Middle school            | 62.4 %                    | Wellcome M.S. had an overall pass rate of 38.2 percent on state reading and math tests last year.      |
| Polk          | Polk County Schools                                   | \$100,677     | For a summer school transition program.   | K – 12                   | 82.0 %                    |  |
| Randolph      | Randolph County Schools                               | \$88,627      | For its Fast Forward program that teaches curriculum at an accelerated pace; requires community service, field trips, and a retreat.                                | Middle school            | 72.4 %                    |  |
| Stokes        | South Stokes High School                              | \$54,370      | Activities that help students develop personal relationships with school personnel and find relevancy in course work.   | Not specified            | 79.6 %                    | Graduation rate for South Stokes H.S. was 77.6 percent last year.                                      |
| Swain         | Swain County Schools                                  | \$126,189     | For an evening school, a peer mentoring program, a credit recovery program, staff development, a transition program, and after-school program.                      | High school              | 66.9 %                    |  |
| Various       | Western Region Education Service Alliance             | \$25,000      | For a program that allows educators in Western North Carolina to share dropout prevention strategies; partner with East Henderson H.S. for the "Jumpstart" program. | Not specified            | N/A                       | Graduation rate for East Henderson H.S. was 80.6 percent last year.                                    |
| Wake          | Athens Drive High School                              | \$38,979      | To improve existing initiatives, literacy training for teachers, and a mentor program   | 9th and 10th grade       | 79.3 %                    | Graduation rate for Athens Drive H.S. was 82.7 percent last year.                                      |
| Wake          | Futures for Kids of Wake County                       | \$150,000     | To connect students to real people and companies; to provide relevance and motivation for graduating and creating a career plan.                                    | Middle and high school   | 79.3 %                    |  |
| Wake          | The Harriet B. Webster Task Force for Student Success | \$124,865     | For its Engaging Students to Achieve program for Carnage M.S. students, who will receive tutoring, counseling, summer enrichment, and employment.                   | Middle school            | 79.3 %                    | Carnage M.S. had a pass rate of 61.4 percent on state reading and math tests last year.                |
| Wake          | Wake Forest-Rolesville Middle School                  | \$134,514     | Mentors from Wake Forest-Rolesville H.S. School and Wakefield H.S. as mentors to middle school.   | Middle school            | 79.3 %                    | Wake Forest-Rolesville M.S. had a pass rate of 64.4 percent on state reading and math tests last year. |
| Wilkes        | Communities in Schools of Wilkes County               | \$29,231      | To expand its weekly program, "Girl Power" and create "Girl Power II." Create "Wise Guys" program.  | 6th – 8th grades         | 72.8 %                    | Communities in Schools received \$1.05 million in the 2007-08 state budget                             |