

1 (6) Responding to the needs of students who are at risk of school failure
2 and providing for a safe and secure learning environment are cost-
3 effective because it enables the State to substitute preventive measures
4 for expensive crisis intervention; and

5 (7) Differing local needs and local resources necessitate the development
6 of locally generated, community-based plans that coordinate and
7 leverage existing resources, not the imposition of uniform and
8 inflexible, State-mandated plans;

9 therefore, there is appropriated from the General Fund to Aid to Local School
10 Administrative Units, the sum of forty million dollars (\$40,000,000) for the 1994-95
11 fiscal year to implement the Intervention/Prevention Grant Program for North Carolina
12 School Children.

13 Sec. 2. Article 16 of of Chapter 115C of the General Statutes is amended by
14 adding a new Part to read:

15 **"PART 8. INTERVENTION/PREVENTION**

16 **GRANT PROGRAM FOR NORTH CAROLINA SCHOOL CHILDREN.**

17 **"§ 115C-239. Establishment of program; purpose; goals.**

18 There is established the Intervention/Prevention Grant Program for North Carolina
19 School Children. The purpose of the program is to provide grants to local school
20 administrative units and to nonprofit corporations for locally designed innovative local
21 programs that enhance educational attainment by providing coordinated services to
22 respond to the needs of students who are at risk of school failure and by providing for a
23 safe and secure learning environment.

24 **"§ 115C-239.1. Applications for grants.**

25 (a) A local school administrative unit or a local, private, nonprofit 501(c)(3)
26 corporation may apply for a grant, or up to three adjacent local school administrative
27 units may apply jointly for a grant. The amount granted to an applicant shall be
28 determined by the incidence of juvenile crime in the geographic area served by the
29 grant. The minimum amount of a grant shall be fifty thousand dollars (\$50,000) per
30 year. These funds may be used for either continuing or noncontinuing expenses.

31 (b) In preparing grant applications, an applicant shall consult with a local task
32 force appointed by the board of county commissioners and comprised of educators,
33 parents, students, community leaders, the juvenile justice system, human services, and
34 nongovernmental agencies providing services to children. In appointing members of the
35 task force, the board of county commissioners shall attempt to include individuals who
36 are representative of the racial and socioeconomic composition of the geographic area to
37 be served by the grant. If a local school administrative unit or the geographic area
38 covered by a grant proposal is located in more than one county, the board of
39 commissioners of both counties shall appoint the task force.

40 (c) The application shall include the following information:

41 (1) Data on the incidence of juvenile crime in the geographic area to be
42 served by the grant. Sources of data may include the chief juvenile
43 court counselor in the judicial district, the clerk of superior court, and
44 local law enforcement officials.

- 1 (2) An assessment of local resources from all sources for, and local
2 deficiencies with regard to, responding to the needs of children who
3 live in conditions that place them at risk of school failure as students.
4 This assessment shall be prepared by the local task force.
- 5 (3) A detailed plan for removing barriers to success in school that exist for
6 these children and for minimizing disruptive and violent behavior
7 among all students. This plan shall include proposed goals and
8 anticipated outcomes, prepared after consultation with the task force.
9 This plan shall provide for the establishment or expansion of programs
10 that have components based on one or more of the following models or
11 other collaborative models:
- 12 a. Family Resource Center Model. – A Family Resource Center
13 is a school-based center that coordinates the delivery of
14 comprehensive and integrated services in or near a school to
15 children from kindergarten through the sixth grade and their
16 families. Services are provided through broad-based
17 collaboration among governmental and nongovernmental
18 agencies and persons reflective of the racial and socioeconomic
19 diversity in a community. Services are designed to (i) prepare
20 children to attain academic and social success, (ii) enhance the
21 ability of families to become advocates for and supporters of
22 education for the children in their families, and (iii) provide
23 parenting classes to the parents of children who are at risk of
24 school failure, (iv) otherwise enhance the ability of families to
25 function as nurturing and effective family units.
- 26 b. Cities in Schools Program Model. – A Cities in Schools
27 Program is a community partnership among public agencies,
28 private nonprofit agencies, volunteer organizations, and local
29 businesses that delivers services to students who are at risk of
30 dropping out of school or who display discipline problems.
31 Services offered are based on an assessment of local needs and
32 resources.
- 33 c. After School Program Model. – An After School Program is a
34 program that provides high quality, educationally appropriate
35 activities to students, especially middle school-aged students,
36 after the regular school day. The program may be targeted
37 toward providing academic support for students who perform
38 significantly below their age-level peers or for students with
39 learning disabilities. Local boards of education may permit
40 teachers to adjust their work schedules so they can work in the
41 program. The program should rely heavily on community
42 volunteers to provide positive adult role models for students and
43 to help supervise the activities.

1 d. Alternative Learning Program Model. – An Alternative
2 Learning Program is a program that provides individualized
3 programs outside of a standard classroom setting in a caring
4 atmosphere in which students learn the skills necessary to
5 redirect their lives and return to a standard classroom setting.
6 The program should maintain State standards and may include
7 smaller classes and lower student/teacher ratios, school-to-work
8 transition activities, modification of curriculum and instruction
9 to meet individual needs, flexible scheduling, and necessary
10 academic, vocational, and support services for students and
11 their families. Services may also include appropriate measures
12 to correct disruptive behavior, teach responsibility, good
13 citizenship, and respect for rules and authority.

14 The goals of the alternative school programs should be to (i)
15 reduce the school dropout rate through improved student
16 attendance, behavior, and educational achievement; (ii) expand
17 the use of schools as community centers and safe havens open
18 outside of normal school hours; and increase successful school-
19 to-work transitions for students through educationally linked
20 job internships, mentored job shadowing experiences, and the
21 development of personalized education and career plans for
22 participating students.

23 e. Safe Schools Program Model. – A Safe Schools Program is a
24 locally designed program for making schools safe for students
25 and school employees. The program may involve peer
26 mediation and conflict resolution activities.

27 (4) A statement of (i) how the grant funds would be used to address these
28 local problems, (ii) what other resources, including Safe Schools
29 Grants, Chapter I funds, Chapter II block grant funds, dropout
30 prevention funds, Basic Education Program funds, remediation funds,
31 small school system supplemental funds, and low-wealth counties
32 supplemental funds, would be used to address the problems, and (iii)
33 how all available community resources and the components of the
34 proposed plan would be coordinated to enhance the effectiveness of
35 existing services.

36 (5) A statement of how the proposed plan would assist a local school
37 administrative unit in implementing the local school improvement
38 plan.

39 (6) A process for assessing on an annual basis the success of the local plan
40 in addressing problems.

41 (d) If the application is prepared by a nonprofit corporation, the applicant shall
42 obtain the consent of the local board of education for the use of school resources and
43 facilities prior to submitting the grant proposal.

44 **"§ 115C-239.2. Review of applications.**

1 (a) The Superintendent of Public Instruction and the Secretary of Human
2 Resources shall jointly appoint a State task force to assist them in reviewing grant
3 applications. The State task force shall include representatives of the Department of
4 Public Instruction, the Department of Human Resources, local school administrative
5 units, educators, parents, the juvenile justice system, social services, and governmental
6 agencies providing services to children, and other members the Superintendent and the
7 Secretary consider appropriate. In reviewing grant applications, the Superintendent, the
8 Secretary, and the State task force shall consider the prevalence of underserved students
9 and families in low-income neighborhoods and in isolated rural areas in the area for
10 which the grant is requested, the severity of the local problems with regard to children at
11 risk of school failure and with regard to school discipline, and the likelihood that the
12 locally designed plan will deal with the problems successfully.

13 During the review process, the Superintendent and the Secretary may recommend
14 modifications in grant applications to applicants.

15 (b) The Superintendent and the Secretary shall jointly submit recommendations
16 to the State Board of Education on which applicants should receive grants and the
17 amount they should receive. If the Superintendent and the Secretary are unable to
18 agree, they shall submit separate recommendations to the State Board.

19 **"§ 115C-239.3. Award of grants.**

20 (a) If the Superintendent and the Secretary submit joint recommendations to the
21 State Board, the State Board shall either accept or reject each recommendation. If the
22 State Board rejects a joint recommendation, the Superintendent and the Secretary shall
23 either submit a different proposal to the State Board or work with the rejected applicant
24 to modify the proposal and resubmit the modified proposal to the State Board.

25 If the Superintendent and the Secretary submit separate recommendations to the
26 State Board, the State Board shall award the grants after consideration of the
27 recommendations.

28 (b) It shall be the goal of the State Board to award a grant to each local school
29 administrative unit that submits a proposal, either separately or in conjunction with
30 other units, or to a local nonprofit corporation that submits a proposal for that
31 geographic area, so long as the proposal meets State standards.

32 (c) The State Board shall select the grant recipients prior to July 15, 1994, for
33 local programs that will be in operation at the beginning of the 1994-95 school year.
34 The State Board shall select the grant recipients prior to October 1, 1994, for local
35 programs that will be in operation after the beginning of the 1994-95 school year.

36 **"§ 115C-239.4. Requests for modifications of grants or for additional funds to**
37 **implement grants.**

38 A grant recipient may request a modification of a grant or additional funds to
39 implement a grant through the grant application process. The request shall be reviewed
40 and accepted or rejected in the same manner as a grant application.

41 **"§ 115C-239.5. Administration of the grant program.**

42 The Superintendent of Public Instruction shall administer the grant program. The
43 Department of Public Instruction and the Department of Human Resources shall provide
44 technical assistance to grant applicants and recipients.

1 **"§ 115C-239.6. Cooperation of State and local agencies.**

2 All agencies of the State and local government, including departments of social
3 services, health departments, local mental health, mental retardation, and substance
4 abuse authorities, court personnel, law enforcement agencies, The University of North
5 Carolina, the community college system, and cities and counties, shall cooperate with
6 the Department of Public Instruction, the Department of Human Resources, local boards
7 of education, and local nonprofit corporations that receive grants in coordinating the
8 program at the State level and in implementing the program at the local level. The
9 Superintendent and the Secretary shall develop a plan for ensuring the cooperation of
10 their agencies, other State agencies, and local agencies, and encouraging the cooperation
11 of private entities, especially those receiving State funds, in the coordination and
12 implementation of the program.

13 **"§ 115C-239.7. Reporting requirements.**

14 The State Board of Education shall report to the Joint Legislative Education
15 Oversight Committee prior to January 15, of each year on (i) how the funds
16 appropriated by the General Assembly for the program are being used, (ii) additional
17 funds required to implement the program, and (iii) any necessary modifications to the
18 program."

19 Sec. 3. The Department of Public Instruction and the Department of Human
20 Resources shall use funds within their budgets for travel and for supplies and materials
21 for the 1993-94 fiscal year to implement Section 2 of this act prior to July 1, 1994.

22 Sec. 4. Section 1 of this act becomes effective July 1, 1994. The remainder
23 of this act is effective upon ratification.