

2018-19 NORTH CAROLINA SCHOOL SAFETY GRANTS PROGRAM
Grants for Students in Crisis & Grants for Training to Increase School Safety

Program Purpose

This year, the General Assembly worked with the State Superintendent of the NC Department of Public Instruction to launch a new School Safety Grants Program for the 2018-2019 academic year to improve safety in public school units by providing grants for school safety resource officers, services for students in crisis, training to increase school safety, safety equipment in schools, and additional school mental health support personnel. This grant application applies to Grants for Students in Crisis & Grants for Training to Increase School Safety, specifically Sections 7.27 (f) & (g) of Session Law 2018-5 (see appendix):

Total funding available for **Students in Crisis** Grants: \$2 million
Total funding available for **Training to Increase School Safety** Grants: \$3 million

The purposes of these awards are for community partners to increase school safety by providing evidence-based and evidence informed crisis services and training to help students develop healthy responses to trauma and stress. Funds will be awarded by the Superintendent of Public Instruction through a competitive grant process.

Timeline

| Activity | Date |
|---|--------------------|
| Grant Application Released for FY 2018-19 | August 6, 2018 |
| Grant Application Deadline | August 31, 2018 |
| Grant Recipients Selected | September 14, 2018 |
| Grant Program Recipient Reporting | April 2019 |

Permissible Uses of Program Funds

Community partners to public school units may apply for grant funds to provide crisis services and/or training to help students develop healthy responses to trauma and stress.

Permissible use of funds for **Students in Crisis** include:

- Crisis respite services for parents or guardians of an individual student to prevent more intensive or costly levels of care.
- Training and expanded services for therapeutic foster care families and licensed child placement agencies that provide services to students who need support to manage their health, welfare, and safety and have any of the following: cognitive or behavioral problems, developmental delays, aggressive behavior.
- Evidence-based therapy services aligned with targeted training for students and their parents or guardians, including any of the following: parent-child interaction therapy, trauma-focused cognitive behavioral therapy, dialectical behavior therapy, and child-parent psychotherapy.

- Any other crisis service, including peer-to-peer mentoring, that is likely to increase school safety.

Permissible use of funds for **Training to Increase School Safety** include:

- *Counseling on Access to Lethal Means (CALM)* in-person training for school mental health support personnel, local first responders, and teachers on the topics of suicide prevention, safety planning and reducing access by students to lethal means.
- Training for school mental health support personnel on comprehensive and evidence-based clinical treatments for students and their parents or guardians, including parent-child interaction therapy, trauma-focused cognitive behavioral therapy, behavioral therapy, dialectical behavior therapy, and child-parent psychotherapy.
- Training for students and school employees on community resilience models to improve understanding and responses to trauma and significant stress.
- Training for Children with Anxiety, Depression, Trauma, or Conduct problems (MATCH-ADTC), including trauma-focused cognitive behavioral therapy, parent and student coping skills, problem solving, and safety planning.
- Any other training, including the training on the facilitation of peer-to-peer mentoring, that is likely to increase school safety.

Eligible Recipients

Community partners, defined as “a public or private entity, including, but not limited to, a nonprofit corporation, or a local management entity-managed care organization (LME-MCO), that partners with a local school administrative unit to provide services for the unit” are eligible to apply for grants for students in crisis and for training to increase school safety. To ensure a collaborative approach, grant applications must be accompanied with letters of support from local education agencies and any other community partners.

Submission Guidelines

Grant applications must have all pages numbered and must include the following completed information:

1. Cover Page (Begin as Page 1)
2. Needs Assessment
3. Program Narrative & Expected Outcomes/Impact
3. Proposed Budget
4. Assurance Page
5. Evidence of Support and Collaboration - Letters of Support and Commitment (Letters should be no more than 2 pages each)

Completed applications must be combined into one PDF document, and be submitted **by 5:00 p.m. on August 31st** via email to schoolsafetygrants@dpi.nc.gov

Program Criteria and Guidelines

Applications will be scored on a 100-point scale based on the below listed required information as narrative or figures to be submitted as part of the application. The application, (one file) shall include a cover sheet, needs and narratives (include the title of the identified information), proposed budget, assurance page and letters of support as PDF documents, including minimum of 12-point font size, one-inch margins (all sides), and narratives double spaced. Number all pages, with Page 1 as the Cover Page. The application file naming nomenclature is CommunityPartners_OrganizationName.

| | Max Points Awarded | Max Page Length |
|--|--------------------|-----------------|
| 1. Needs Assessment | 45 | 2 |
| Identify current and ongoing needs and estimated costs associated with improving student health and well-being within the public schools in your community. What are the student demographics you plan to serve with this grant? Describe if these populations are underserved, such as geographically or economically vulnerable. Include a needs assessment that has been performed in conjunction with a public school unit and community stakeholders, including students, families and local law enforcement agency regarding the need for improving school safety and behavioral health in your community, such as SHAPE (https://theshapesystem.com), Youth Risk Behavior Survey (YRBS) data, community gaps and needs assessments. If your organization has partnered with public school unit(s) in the past for similar purposes, describe any measurable outcomes from the partnership. | | |

| | | |
|--|----------|---|
| 2. Program Narrative & Impact | 45 | 3 |
| Describe the target population and the number of students that will be reached through this programming. Describe how this programming will positively support or change youth behavior? Describe which evidence based or informed practices or resources this program will employ to improve school safety. What measurable outcomes will assure your organization(s) that this service or program has been successful? How will school administrators collaborate and support this program? How will the LME-MCOs and/or community collaboratives be engaged in supporting this program? Describe the measurable impact in the community. Describe how this program will be sustained without future funding from DPI. | | |
| 3. Proposed Budget | 10 | 2 |
| The proposed budget shall include a detailed document of how proposed grant funding will be distributed. | | |
| 4. Assurances | Required | |
| | | |
| 5. Evidence of Support and Collaboration Each Letter of Support should be no more than 2 pages. | Required | |
| | | |

Frequently Asked Questions

Please submit questions to schoolsafetygrants@dpi.nc.gov

Q: Can systems collaborate on this grant?

A: Yes. Applicants are encouraged to partner with other support organizations, LEAs, regional schools, and/or charter schools to collaborate, and must include letters of support from each partner. Grant applicants are encouraged to take a regional approach to maximize reach of services and trainings.

Q: Are grants recurring and will systems have to reapply?

A: Currently, the grant funds are nonrecurring, but it is the intent of the General Assembly to provide additional funds to extend the grants through the 2019-2020 fiscal year. However, sustaining services and trainings should not rely on recurring grant funds.

Q: Can services and training be shared across schools?

A: Yes. This collaborative work should be documented in the proposal and letters.

Q: Can funds to be used for “train the trainer” trainings to increase the number of individuals able to train others in that region or across the state?

A: Yes. However, applicants should work collaboratively to ensure they are not duplicating requests in the same regions. This collaborative work should be documented in the proposal and letters.

Q: Can funds be used to support existing programs?

A: Yes. However, funds cannot be used to supplant existing funding. Funds can be used to expand existing training efforts or services. Applicants must clearly describe how new funds will be used to support new or expand existing work.

Q. Can applications include multiple trainings and/or services?

A: Yes. Applicants may provide any of the services or trainings listed. However, they must provide details about each training/service requested and how each relate to the needs and school and/or community safety or behavioral health plans.

Cover Sheet

| |
|--|
| Date of Application: |
| Primary Contact Person Name, Title, Email, and Phone Number: |
| Name of Primary Organization Applying for this Grant: |
| Name of Partner Organization(s) Applying for this Grant: <i>(i.e. public school unit, law enforcement agencies, other community partners)</i> |
| Name, title, and email address of person(s) who will manage the work described in this application: |

| | | | |
|--------------|--|--|--|
| TOTAL | | | |
|--------------|--|--|--|

Assurance Page

The partners agree to the below listed activities.

- Provide administrative supervision and support to foster success of the program.
- Work cooperatively with North Carolina Department of Public Instruction and grant partners in monitoring and evaluating the program to meet reporting requirements.
- Ascertain that members of the partnership follow applicable federal and state laws to promote equal opportunity for all participants without regard to race, color, religion, gender, age, disability, political affiliation, or national origin.
- Attest that all funds will be used to develop and implement program described in the application and approved.
- Establish fiscal control and accounting procedures for proper disbursement of and accounting program funds.

Primary Contact Signature Date

Primary Contact Signature Date

"(12e) The Board of Governors shall develop and operate an anonymous tip line in accordance with G.S. 115C-105.51 for all public secondary schools, as defined in that section, operated under the control of the Board of Governors."

SECTION 7.26.(f) Of the funds appropriated to the Department of Public Instruction by this act for the 2018-2019 fiscal year, the sum of up to five million dollars (\$5,000,000) in nonrecurring funds shall be used to support the anonymous safety tip line application implemented by the Department of Public Instruction, Division of School Operations, and the Center for Safer Schools pursuant to G.S. 115C-105.51.

SECTION 7.26.(g) By July 1, 2019, the Department of Public Instruction shall implement a statewide anonymous safety tip line application available to all schools serving grades six or higher in local school administrative units, charter schools, regional schools, and schools under the control of the State Board of Education or The University of North Carolina, as required under G.S. 115C-105.51.

SECTION 7.26.(h) Subsections (a), (b), (c), (d), and (e) of this section become effective July 1, 2019, and apply beginning with the 2019-2020 school year. Except as otherwise provided, this section becomes effective July 1, 2018.

SCHOOL SAFETY GRANTS PROGRAM

SECTION 7.27.(a) Definitions. – For purposes of this section, the following definitions shall apply:

- (1) Community partner. – A public or private entity, including, but not limited to, a nonprofit corporation or a local management entity/managed care organization (LME/MCO), that partners with a local school administrative unit to provide services for the unit.
- (2) Public school unit. – A local school administrative unit, regional school, innovative school, laboratory school, or charter school.
- (3) School mental health support personnel. – School nurses, school counselors, school psychologists, and school social workers.

SECTION 7.27.(b) Program; Purpose. – The Superintendent of Public Instruction shall establish the School Safety Grants Program (program). The purpose of the program shall be to improve safety in public school units by providing grants for (i) school safety resource officers, (ii) services for students in crisis, (iii) school safety training, (iv) safety equipment in schools, and (v) additional school mental health support personnel.

SECTION 7.27.(c) Grant Applications. – A public school unit or community partner, as appropriate, may submit an application to the Superintendent of Public Instruction for a grant pursuant to this section. The application shall include an assessment, to be performed in conjunction with a local law enforcement agency, of the need for improving school safety within the public school unit that would receive the funding or services. The application shall identify current and ongoing needs and estimated costs associated with those needs.

SECTION 7.27.(d) Criteria and Guidelines. – By August 1, 2018, the Superintendent of Public Instruction shall develop criteria and guidelines for the administration and use of the grants pursuant to this section, including any documentation required to be submitted by applicants. In assessing grant applications, the Superintendent of Public Instruction shall consider at least all of the following factors:

- (1) The level of resources available to the public school unit that would receive the funding or services.
- (2) Whether the public school unit has received other grants of funding for school safety.
- (3) The overall impact on student safety in the public school unit if the identified needs are funded.

SECTION 7.27.(e) Grants for School Resource Officers. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2018-2019 fiscal year, the Superintendent of Public Instruction shall use up to twelve million dollars (\$12,000,000) in recurring funds to award grants to public school units for school resource officers in elementary and middle schools. Grants shall be matched on the basis of two dollars (\$2.00) in State funds for every one dollar (\$1.00) in non-State funds.

Public school units may use these funds to employ school resource officers in elementary and middle schools, to train them, or both. Training shall be provided, in partnership with the public school unit, by a community college, a local law enforcement agency, or the North Carolina Justice Academy. Any training shall include instruction on research into the social and cognitive development of elementary school and middle school children.

SECTION 7.27.(f) Grants for Students in Crisis. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2018-2019 fiscal year, the Superintendent of Public Instruction, in consultation with the Department of Health and Human Services, shall use up to two million dollars (\$2,000,000) in nonrecurring funds to award grants to community partners to provide any of the following crisis services:

- (1) Crisis respite services for parents or guardians of an individual student to prevent more intensive or costly levels of care.
- (2) Training and expanded services for therapeutic foster care families and licensed child placement agencies that provide services to students who (i) need support to manage their health, welfare, and safety and (ii) have any of the following:
 - a. Cognitive or behavioral problems.
 - b. Developmental delays.
 - c. Aggressive behavior.
- (3) Evidence-based therapy services aligned with targeted training for students and their parents or guardians, including any of the following:
 - a. Parent-child interaction therapy.
 - b. Trauma-focused cognitive behavioral therapy.
 - c. Dialectical behavior therapy.
 - d. Child-parent psychotherapy.
- (4) Any other crisis service, including peer-to-peer mentoring, that is likely to increase school safety. Of the funds allocated to the Superintendent for grants pursuant to this section, the Superintendent shall not use more than ten percent (10%) for the services identified in this subdivision.

SECTION 7.27.(g) Grants for Training to Increase School Safety. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2018-2019 fiscal year, the Superintendent of Public Instruction, in consultation with the Department of Health and Human Services, shall use up to three million dollars (\$3,000,000) in nonrecurring funds to award grants to community partners that will address school safety by providing training to help students develop healthy responses to trauma and stress. The training shall be targeted and evidence-based and shall include any of the following services:

- (1) Counseling on Access to Lethal Means (CALM) training for school mental health support personnel, local first responders, and teachers on the topics of suicide prevention and reducing access by students to lethal means.
- (2) Training for school mental health support personnel on comprehensive and evidence-based clinical treatments for students and their parents or guardians, including any of the following:
 - a. Parent-child interaction therapy.
 - b. Trauma-focused cognitive behavioral therapy.
 - c. Behavioral therapy.

- d. Dialectical behavior therapy.
- e. Child-parent psychotherapy.
- (3) Training for students and school employees on community resilience models to improve understanding and responses to trauma and significant stress.
- (4) Training for school mental health support personnel on Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct problems (MATCH-ADTC), including any of the following components:
 - a. Trauma-focused cognitive behavioral therapy.
 - b. Parent and student coping skills.
 - c. Problem solving.
 - d. Safety planning.
- (5) Any other training, including the training on the facilitation of peer-to-peer mentoring, that is likely to increase school safety. Of the funds allocated to the Superintendent for grants pursuant to this section, the Superintendent shall not use more than ten percent (10%) for the services identified in this subdivision.

SECTION 7.27.(h) Grants for Safety Equipment. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2018-2019 fiscal year, the Superintendent of Public Instruction, in consultation with the Department of Health and Human Services, shall use up to three million dollars (\$3,000,000) in nonrecurring funds to award grants to local school administrative units, regional schools, innovative schools, or laboratory schools for the purchase of safety equipment for government-owned school buildings.

SECTION 7.27.(i) Grants for School Mental Health Support Personnel. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2018-2019 fiscal year, the Superintendent of Public Instruction shall use up to ten million dollars (\$10,000,000) in nonrecurring funds to award grants to public school units to provide all or a portion of the salary and benefits costs needed to employ additional school mental health support personnel during the 2018-2019 fiscal year. It is the intent of the General Assembly to provide an additional ten million dollars (\$10,000,000) for grants for school mental health support personnel, as defined in this section, in the 2019-2020 fiscal year.

SECTION 7.27.(j) Supplement Not Supplant. – Grants provided to public school units pursuant to the program shall be used to supplement and not to supplant State or non-State funds already provided for these services.

SECTION 7.27.(k) Administrative Costs. – Of the funds appropriated to the Department of Public Instruction by this act for the program in the 2018-2019 fiscal year, the Superintendent of Public Instruction may retain up to one hundred thousand dollars (\$100,000) for administrative costs associated with the program.

SECTION 7.27.(l) Report. – No later than April 1, 2019, the Superintendent of Public Instruction shall report on the program to the Joint Legislative Education Oversight Committee, the Joint Legislative Oversight Committee on Health and Human Services, the Joint Legislative Oversight Committee on Justice and Public Safety, the Joint Legislative Commission on Governmental Operations, and the Fiscal Research Division. The report shall include the identity of each entity that received a grant through the program, the amount of funding provided to each entity that received a grant, the use of funds by each entity that received a grant, and recommendations for the implementation of additional effective school safety measures.

SECTION 7.27.(m) Section 8.36 of S.L. 2013-360 is repealed.

PART VIII. COMPENSATION OF PUBLIC SCHOOL EMPLOYEES

TEACHER SALARY SCHEDULE