

GENERAL ASSEMBLY OF NORTH CAROLINA

EXTRA SESSION 1994

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HOUSE BILL 56

Short Title: Intervention/Prevention Grants.

(Public)

Sponsors: Representatives Barnes, Nesbitt, Hackney, Michaux, Redwine, Hunt, Fitch; Alphin, Black, Bowman, Burton, Cole, Colton, Cunningham, Jarrell, Jeffus, Jenkins, Kuczmariski, McCrary, Moore, Rogers, Sutton, Wainwright, Wilkins, Wilmoth, and Wright.

Referred to: Education.

February 8, 1994

A BILL TO BE ENTITLED

1
2 AN ACT TO RESPOND TO THE INCIDENCE OF JUVENILE CRIME BY
3 ESTABLISHING THE INTERVENTION/PREVENTION GRANT PROGRAM
4 FOR NORTH CAROLINA SCHOOL CHILDREN.

5 The General Assembly of North Carolina enacts:

6 Section 1. The General Assembly finds that:

- 7 (1) Growing numbers of children live in conditions that place them at risk
8 of academic failure as students;
- 9 (2) The provision of school and support services to these children and
10 their families by public and nonprofit agencies is fragmented and does
11 not prepare these children to learn effectively and have a successful
12 school experience;
- 13 (3) The lack of collaboration among schools, families, local agencies, and
14 other groups involved in family support and youth development
15 activities results in the inefficient and ineffective use of resources to
16 meet the needs of these children;
- 17 (4) Schools are dedicating an increasing amount of their time and
18 resources to responding to disruptive and violent behavior rather than
19 fulfilling their mission to challenge with high expectations each child
20 to learn, to achieve, and to fulfill his or her potential;

- 1 (5) The relationships between academic failure, disruptive and violent
2 behavior in schools, unemployment, and criminal behavior are clear;
3 (6) Responding to the needs of students who are at risk of school failure
4 and providing for a safe and secure learning environment are cost-
5 effective because it enables the State to substitute preventive measures
6 for expensive crisis intervention; and
7 (7) Differing local needs and local resources necessitate the development
8 of locally generated, community-based plans that coordinate and
9 leverage existing resources, not the imposition of uniform and
10 inflexible, State-mandated plans;

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

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

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

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

19 **"§ 115C-239. Establishment of program; purpose; goals.**

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

26 **"§ 115C-239.1. Applications for grants.**

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

33 (b) In preparing grant applications, an applicant shall consult with a local task
34 force appointed by the board of county commissioners and comprised of educators,
35 parents, students, community leaders, the juvenile justice system, social services, and
36 nongovernmental agencies providing services to children. If a local school
37 administrative unit or the geographic area covered by a grant proposal is located in more
38 than one county, the board of commissioners of both counties shall appoint the task
39 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 academic failure as
4 students. This assessment shall be prepared by the local task force.
- 5 (3) A detailed plan for removing barriers to learning that exist for these
6 children and for minimizing disruptive and violent behavior among all
7 students. This plan shall include proposed goals and anticipated
8 outcomes, prepared after consultation with the task force. This plan
9 shall provide for the establishment or expansion of programs that have
10 components based on one or more of the following models or other
11 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) enhance the
23 ability of families to function as nurturing and effective family
24 units.
- 25 b. Cities in Schools Program Model. – A Cities in Schools
26 Program is a community partnership among public agencies,
27 private nonprofit agencies, volunteer organizations, and local
28 businesses that delivers services to students who are at risk of
29 dropping out of school or who display discipline problems.
30 Services offered are based on an assessment of local needs and
31 resources.
- 32 c. After School Program Model. – An After School Program is a
33 program that provides high quality, educationally appropriate
34 activities to students, especially middle school-aged students,
35 after the regular school day. The program should rely heavily
36 on community volunteers to provide positive adult role models
37 for students and to help supervise the activities.
- 38 d. Alternative Learning Program Model. – An Alternative
39 Learning Program is a program that provides individualized
40 programs outside of a standard classroom setting in a caring
41 atmosphere in which students learn the skills necessary to
42 redirect their lives and return to a standard classroom setting.
43 The program should maintain State standards and may include
44 individualized, self-paced learning programs, counseling for

- 1 students and their families, referral to health and other
2 community services, and day care for the children of students.
3 e. Safe Schools Program Model. – A Safe Schools Program is a
4 locally designed program for making schools safe for students
5 and school employees. The program may involve peer
6 mediation and conflict resolution activities.
7 f. Coach Mentor Program Model. – A Coach Mentor Program is a
8 program designed to train coaches to intervene and respond to
9 crises faced by adolescents. Training for coaches includes
10 conflict resolution, peer mediation, and violence prevention.
11 Other training topics may include school failure, early
12 pregnancy, sexually transmitted diseases, self-abusive
13 behaviors, and lack of connectedness to the family and
14 community.
15 g. One-on-One Program Model. – A One-on-One Program is a
16 program that matches adult mentors with students at risk of
17 academic failure to help the students raise academic
18 performance. Activities of volunteers may include teaching
19 ways to channel energy constructively, tutoring to improve
20 school grades, offering encouragement to stay in school,
21 teaching social skills, and providing preparation for and help in
22 finding a job.
23 (4) A statement of how the grant funds would be used to address these
24 local problems, what other resources would be used to address the
25 problems, and how all available community resources would be
26 coordinated to enhance the effectiveness of existing services.
27 (5) A process for assessing on an annual basis the success of the local plan
28 in addressing problems.
29 (d) If the application is prepared by a nonprofit corporation, the applicant shall
30 obtain the consent of the local board of education for the use of school resources and
31 facilities prior to submitting the grant proposal.
32 **"§ 115C-239.2. Review of applications.**
33 (a) The Superintendent of Public Instruction and the Secretary of Human
34 Resources shall jointly appoint a State task force to assist them in reviewing grant
35 applications. The State task force shall include representatives of the Department of
36 Public Instruction, the Department of Human Resources, local school administrative
37 units, educators, parents, the juvenile justice system, social services, and governmental
38 agencies providing services to children, and other members the Superintendent and the
39 Secretary consider appropriate. In reviewing grant applications, the Superintendent, the
40 Secretary, and the State task force shall consider the prevalence of underserved students
41 and families in low-income neighborhoods and in isolated rural areas in the area for
42 which the grant is requested, the severity of the local problems with regard to children at
43 risk of academic failure in school and with regard to school discipline, and the
44 likelihood that the locally designed plan will deal with the problems successfully.

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

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

7 **"§ 115C-239.3. Award of grants.**

8 (a) If the Superintendent and the Secretary submit joint recommendations to the
9 State Board, the State Board shall either accept or reject each recommendation. If the
10 State Board rejects a joint recommendation, the Superintendent and the Secretary shall
11 either submit a different proposal to the State Board or work with the rejected applicant
12 to modify the proposal and resubmit the modified proposal to the State Board.

13 If the Superintendent and the Secretary submit separate recommendations to the
14 State Board, the State Board shall award the grants after consideration of the
15 recommendations.

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

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

24 **"§ 115C-239.4. Requests for modifications of grants or for additional funds to**
25 **implement grants.**

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

29 **"§ 115C-239.5. Administration of the grant program.**

30 The Superintendent of Public Instruction shall administer the grant program. The
31 Department of Public Instruction and the Department of Human Resources shall provide
32 technical assistance to grant applicants and recipients.

33 **"§ 115C-239.6. Cooperation of State and local agencies.**

34 All agencies of the State and local government, including departments of social
35 services, health departments, local mental health, mental retardation, and substance
36 abuse authorities, court personnel, law enforcement agencies, The University of North
37 Carolina, the community college system, and cities and counties, shall cooperate with
38 the Department of Public Instruction, the Department of Human Resources, local boards
39 of education, and local nonprofit corporations that receive grants in coordinating the
40 program at the State level and in implementing the program at the local level. The
41 Superintendent and the Secretary shall develop a plan for ensuring the cooperation of
42 their agencies, other State agencies, and local agencies, and encouraging the cooperation
43 of private entities, especially those receiving State funds, in the coordination and
44 implementation of the program.

1 **"§ 115C-239.7. Reporting requirements.**

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

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

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