Instructions on how to complete your LEA's 2020-2021 PRC 29 request for funding:

Grant Timeline		
General Program Information		
History Log	The history log creates a recording of all the status changes, comments and emails related to the grant.	
Create Comment	Comments can be exchanged at any time even after the draft completed phase. Exchanges can be sent in the form of emails. Exchanges can take place in or outside the district. You can even send a message to yourself! These comments are stored in the history log. These comments are not public.	
District Contacts	EC Directors will assign and manage the access to the online grant site. There is a behavior support manager as an option. An NCID is required to access the website.	
	Behavior Support Grant	
A. **Self-Assessment Data (SHAPE Census and Quality Indicator Data)** SHAPE Assessment	***School Health Assessment and Performance Evaluation (SHAPE) System*** MHTTC Network Coordinating Office collaborated with the NCSMH to refine current and develop new resources, tools, and curricula for the SHAPE System that address unique regional and state considerations. Enhancements to the SHAPE System include expanding the capacity of the state dashboard to allow for viewing of progress across regions, and offering districts and states a more	

	targeted and personalized action planning and mapping process for quality improvement in school mental health. *Please record your seven Quality Indicators. State the overall composite score for each domain and the percentage score for Students' Screened and Received Mental Health Services.* *Example of assessment - [Example of District Assessment](#)*	
B. Behavior Support Services **Systemic Goal(s) - Precise Problem Statement:**	Review data sources to identify the problem in the district. Refer to the link to create a Precise Problem Statement. This is a statement about the problem area in the district. This is not written as a goal. https://youtu.be/qUxyKSOC3RM. *For example, Out of School Suspensions are increasing over time and a 10% increase during the months of February and March. This is most common in 7th and 8th grade and appears that students are trying to gain peer attention*	

Short-Term Indicators: **Please provide a short-term goal(s) to address the Precise Problem Statement**	Provide measurable short-term goals that will demonstrate: (a)Interim measures for how the Precise Problem Statement will be achieved (b) How students/subgroup needs will be addressed. For example, 7th and 8th grade classes will participate in weekly social skill lessons on classroom expectations to decrease suspensions by 10% each quarter.	
C. Data Based Decision Making: **Progress Monitoring Plan:**	Describe the progress monitoring tools for short-term indicators and the precise problem statement. Indicate how often the data will be monitored by the team. *For example, Weekly, Monthly, Quarterly or Each semester* **What progress monitoring tools are used to measure short term indicators?** **How often are Short Term Indicators progress monitored?** Examples include: Direct Behavior Rating Tools or review of existing data sources; student's grades, attendance, suspensions (in and out of school), discipline referrals, incident(s) of violence, homebound, hours in school, progress on behavior goals in SSPs, IEPs, BIPs, ODR data, reading scores, math scores, student engagement measures.	

LEA Self Assessment **Review the priority section on the LEA Self Assessment**	Does your LEA Self Assessment reflect work on social/emotional or behavioral health? How does the Precise Problem Statement or Short Term Indicators address the behavioral support priority?	
Program Details		
A. Teaming Structures	1. What type of comprehensive team does your district have (meets to review district as well as individual school and student behavior data)? 2. Members of the team - check all that apply 3. How often does the team meet? 4. Behavioral Data Decisions/Action Steps from team meetings 5. What type of comprehensive team does your district have (meets to review district as well as individual school and student behavior data)? 6. Members of the team - check all that apply 7. How often does the team meet? 8. Data Decisions/Action Steps from team meetings	
B. Tiered Research/Evidenced Based Program	List the three most utilized Research/Evidenced Based Supports at each Tier. We understand that each school in your district may be different. Please provide data that best represents	

	the majority of whole school behavior supports. • Core: • Supplemental: • Intensive:	
C. Innovation	1. State the initiatives that will be implemented to overall address the Precise Problem Statement and Short Term Indicators. Innovation is defined as: **The introduction of something new to address the Precise Problem Statement.** 2. Describe how the position(s) requested will address the Precise Problem Statement and Short-term indicators. 3. Describe how the materials requested will address the Precise Problem Statement and Short-term indicators. 4. Describe how the Professional Learning requested will address the Precise Problem Statement and Short-term indicators.	

| D. Budget | **Category:**

- **Materials** - State the amount for the materials that are needed to address the Precise Problem Statement and Short Term Indicators.
- **Professional Development** - State the amount for the Professional Development that is needed to address the Precise Problem Statement and Short Term Indicators.
- **Contracts** - State the amount for the contracts that are needed to address the Precise Problem Statement and Short Term Indicators.

Personnel:

- **Service Category -** Use the drop down box to select the positions that will provide services to address the Precise Problem Statement and Short Term Indicators.
- **Number of same salary and % of time** - Number of staff at the same position and will provide the same percentage of time to address the Precise Problem Statement and place the number of staff members. For example, 3 Liaisons @ $40,000 for 80%. **If the percentage and/or salary are different use add row even if it is the same position.**
- **% of Time** - State the percentage of time that the position will provide PRC 29 services. If they provide services in other areas, **only** state the amount of time that PRC 29 services will be provided. | |

	PRC 29 Salary Rate - what amount is being requested from PRC 29 funds. **Total Salary Requested** - this box will calculate the amount requested. - Click **add row** when selecting a new position or the same position at a different salary rate or percentage of time. **Total Budget Requested -** this box will calculate all of the services requested.	
E. Blended Funding	List the funding sources that will address the Precise Problem Statement *For example, PRC 32, School Safety Grant, Mental Health partnership with MCO/LME, JCPC, Title IV grants, etc* *- Select Add Row to add additional sources*	
F. Number of Students served by the grant request:	Only count students once. This will include any students who might be served by several staff. Each student must have a baseline data on the entrance exit tool. The number of students on the entrance tool must be the same as the number requested in the grant.	
Behavior Support Related Document **Entrance/Exit Tool**	Download the Entrance/Exit Tool as an Excel Document. Enter each student's information you are requesting funds for during the 22-23 school year. The number of students entered must match the number of students entered on the program details page.	

	Password protect your entrance exit tool with your LEA number. Email to NCDPI regional consultant by July 01, 2022. Regions 1-4 lisa.taylor@dpi.nc.gov Regions 5-8 felicia.goodgion@dpi.nc.gov	

PRC 29 SERVICE CATEGORY DESCRIPTIONS

BEHAVIOR SPECIALIST/LIAISON

The behavior specialist/liaison monitors, coordinates, and links services and interventions for students served by PRC 29 funds. The specialist/liaison also provides:

- Leadership to the PRC 29 team
- Instruction, interventions and direct services to identified PRC 29 students, staff members working with those students, and to other service providers.

Direct service is defined as a minimum of **four** direct contacts (face to face) per month with students served with PRC 29 funds. A *direct contact* consists of providing an evidence/research-based intervention to address the behavioral needs of the student. Additional contacts can be with the student and/or any staff directly involved with the student.

BEHAVIOR SUPPORT ASSISTANT

The Behavior Support Assistant, or BSA, provides evidence/research-based interventions that will enable PRC 29 students to remain in school and/or to help students become more productive in the classroom. The BSA can be utilized in the following ways:

- Planned: The BSA works with student for approximately four to eight weeks, or until the student's behavior warrants a change. Once the student has reached an agreed upon percentage based on data from the Behavior Intervention Plan, staff will re-evaluate the goals of the student.
- Transition: A BSA assists with student movement from one setting to another. Depending on the student, the transition can last one to two weeks.
- Crisis: A BSA provides short term, evidence/research based interventions to enable student to remain in school and/or help stabilize student. BSAs may work with students one to two days, or a length of time dependent on the student's needs.

SOCIAL WORKER

The social worker monitors, coordinates, and links services and interventions for students served with PRC 29 funds, and also connects the family to services within the community and assists with home visits, as appropriate. The minimum provision of service is **four** direct contacts (face to face) per month with students served with PRC 29 funds. The expectations for a Social Worker are the same as the expectations for the Behavior Specialist/Liaison.

TEACHER

A teacher is a certified teaching professional who provides direct behavioral and academic instruction to students served with PRC 29 funds who have chronic, acute, and severe emotional disorders. Teachers also monitor, coordinate, and link services for these students.