

# RESTORE:

Resiliency through Evidence-based multi-tiered systems of Support and Trauma-infORmed carE



Montgomery County Schools and Stanly County Schools'  
School Climate Transformation Grant-LEA Program





It is with great pleasure that we provide you with a bound copy of your School Climate Transformation Grant (SCTG)-LEA proposal, which was submitted to the U.S. Department of Education for the 2019 competition.

The Department of Education has indicated that SCTG-LEA grant awards will be announced by September 18, 2019. Meanwhile, please keep Research Associates in mind as you continue planning for the development of new programs to better serve your community.

This document includes the following components:

- Grants.gov Required Forms
- Program Abstract
- Narrative Table of Contents
- Program Narrative
- Budget Narrative
- Appendices
  - Resumes and Job Descriptions
  - Single Point of Contact Letter
  - Memorandum of Understanding
  - Logic Model
  - References
  - Rational Target-Setting

Thank you again for selecting Research Associates to develop this grant proposal on your behalf. We look forward to continuing our partnership with Montgomery County Schools and Stanly County Schools!

Stephanie Marshall  
President



## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

07/19/2019

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

Montgomery County Schools

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

56-6001076

\* c. Organizational DUNS:

1841948840000

### d. Address:

\* Street1:

441 Page Street

Street2:

\* City:

Troy

County/Parish:

\* State:

NC: North Carolina

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

27371-2839

### e. Organizational Unit:

Department Name:

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

\* First Name:

Tracy

Middle Name:

\* Last Name:

Grit

Suffix:

Title: Assistant Superintendent

Organizational Affiliation:

\* Telephone Number:

910-576-6511

Fax Number:

\* Email:

Tracy.Grit@montgomery.k12.nc.us



## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Local Education Agency

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.184

CFDA Title:

School Safety National Activities (formerly, Safe and Drug-Free Schools and Communities-National Programs)

### \* 12. Funding Opportunity Number:

ED-GRANTS-061019-001

\* Title:

Office of Elementary and Secondary Education (OESE): School Climate Transformation Grant Program:  
Local Educational Agency Grants CFDA Number 84.184G

### 13. Competition Identification Number:

84-184G2019-1

Title:

School Climate Transformation/LEAs

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

RESTORE: Resiliency through Evidence-based multi-tiered systems of Support and Trauma-informed care

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3,749,996.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,749,996.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr .	Tracy		Grit	

Address:

Street1:	441 Page Street
Street2:	
City:	Troy
County:	
State:	NC: North Carolina
Zip Code:	27371-2839
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
910-576-6511	

Email Address:

Tracy.Grit@montgomery.k12.nc.us
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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Montgomery County Schools

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. \* First Name: Tracy Middle Name:   
\* Last Name: Grit Suffix:   
\* Title: Assistant Superintendent

\* SIGNATURE: Tracy Grit

\* DATE: 07/19/2019

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Montgomery County Schools"/> * Street 1 <input type="text" value="441 Page Street"/> Street 2 <input type="text"/> * City <input type="text" value="Troy"/> State <input type="text" value="NC: North Carolina"/> Zip <input type="text" value="27371-2839"/> Congressional District, if known: <input type="text" value="NC-008"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> <input type="text" value="US Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="School Safety National Activities (formerly, Safe and Drug-Free Schools and Communities-National Programs)"/> CFDA Number, if applicable: <input type="text" value="84.184"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Tracy Grit"/> * Name: Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Tracy"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Grit"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="07/19/2019"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Montgomery County Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	303,300.00	400,400.00	400,400.00	400,400.00	400,400.00	1,904,900.00
2. Fringe Benefits	123,128.00	163,107.00	163,107.00	163,107.00	163,107.00	775,556.00
3. Travel	14,497.00	4,820.00	4,820.00	4,820.00	4,820.00	33,777.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	1,270.00	1,270.00	1,270.00	1,270.00	1,270.00	6,350.00
6. Contractual	307,805.00	180,402.00	180,402.00	180,402.00	180,402.00	1,029,413.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	750,000.00	749,999.00	749,999.00	749,999.00	749,999.00	3,749,996.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	750,000.00	749,999.00	749,999.00	749,999.00	749,999.00	3,749,996.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Montgomery County Schools	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

## GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT

Montgomery County Schools (MCS) and Stanly County Schools (SCS) ensure equitable access to, and participation in, all programs and services for all students, teachers, stakeholders, and families with special needs. All program activities for *RESTORE: Resiliency through Evidence-based multi-tiered systems of Support and Trauma-infORmed carE* will comply with Section 427 of the General Education Provisions Act (GEPA) that outlines the six types of barriers that can impede equitable access or participation in program activities including gender, race, national origin, color, disability, or age. *RESTORE* program activities target students, parents, and school district employees across two school districts and ten schools of different genders, races, national origins, colors, disabilities, and ages to the fullest extent possible. No participant will be denied participation in program activities based upon their gender, race, national origin, color, age, or any disability. The *RESTORE* Project Director will monitor program activities to ensure equitable participation. Montgomery County Schools and Stanly County Schools have standing committees that oversee an established special appeals procedure for staff, families, and individuals who feel they have been discriminated against because of gender, race, national origin, color, disability, or age. In addition, both districts have representation on committees designed to monitor equity in disciplinary policy, embracing diversity and cultural competency, establishing Restorative Justice policies, and treating juvenile offenders outside the adult criminal justice system. The following provides specific examples of how MCS and SCS intend to address barriers that could potentially impede active participation of students, teachers, or personnel in *RESTORE* activities.

► **Barrier 1:** Approximately 14% of our identified target students have learning or physical disabilities. These students are often at-risk for educational failure or require special assistance and support. **Solution:** The schools and districts, as well as facilities used for project activities, technical assistance, and meetings are compliant with the Americans with Disabilities Act (ADA).

The *RESTORE* Project Director will work with project partners to ensure compliance with ADA  
*Montgomery County Schools: RESTORE* *GEPA: Page 1 of 2*

and will work with the MCS' and SCS' Exceptional Children Departments to identify students and school personnel with special needs to ensure that access to appropriate equipment is available to address these needs as well as ensure Individualized Education Programs are aligned with the program's goals. If not available, the Project Director will work with district administrators to make special assistive devices (e.g., switches, pencil grips, special computer software) available for students and employees who participate in the program and require these accommodations. Additionally, MCS and SCS will help identify translators as needed for students, their family members, and district personnel who have hearing and/or speech difficulties. MCS and SCS have procedures in place to provide students with special needs access to medical treatment as needed.

► **Barrier 2:** Our target schools have an average 68.8% FRPL rate and diverse student population (32% African American and 21% Hispanic). Low-income students and students in our rural settings struggle academically and social-emotionally. **Solution:** All *RESTORE* services will be delivered free of charge to all participants. We will use research-based and evidence-based curricula and interventions (e.g., Second Step, Too Good for Drugs and Violence, Check In–Check Out, Check & Connect). To address social-emotional needs, we will include a core social-emotional curriculum across grades K-12 designed to improve school climate and address Tier 1, 2, and 3 interventions. We will embed trauma-informed approaches into our Positive Behavioral Interventions and Supports (PBIS) framework to promote a safer, more consistent learning environment. This will support MCS and SCS school staff to better understand the range of behavioral and academic warning signs that students exposed to trauma may display and to implement interventions for academic issues and PBIS to address students' socio-emotional and behavioral needs. ► **Barrier 3:** Approximately 7% of our identified target students and/or their parents are English Language Learners (ELL). **Solution:** To further assist our ELL population, particularly the parent/guardian(s) of our targeted populations, the *RESTORE* Project Director will work with our schools to ensure that when needed, translators are present at events.



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Tracy Grit	Assistant Superintendent
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Montgomery County Schools	07/19/2019

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## ABSTRACT

Located in a rural, high poverty region in NC, Montgomery County Schools (Fiscal Agent) and Stanly County Schools have seen the impact of poverty and adverse childhood events on students. Concerned about rising rates of discipline incidents, mental health referrals, truancy, and bullying, our School Climate Consortium designed *RESTORE: Resiliency through Evidence-based multi-tiered systems of Support and Trauma-infORmed care* to implement an evidence-based MTSS for 3,492 K-12 students across two districts in 10 high-need schools with an average 68.8% FRPL rate and diverse population (32% African American and 21% Hispanic).

Name of School	Address
East Middle, MCS	130 Merlin's Maze, Biscoe, NC 27209
West Middle, MCS	129 Highway 109 S., Mt. Gilead, NC 27306
West Montgomery High, MCS	147 Warrior Drive, Mt. Gilead, NC 27306
East Montgomery High, MCS	157 Eagle Lane, Biscoe, NC 27209
Montgomery Learning Academy	310 S. Main Street, Troy, NC 27371
Central Elementary, SCS	250 N. Third Street, Albemarle, NC 28001
East Albemarle Elementary, SCS	1813 E. Main Street, Albemarle, NC 28001
Albemarle Middle, SCS	1811 Badin Road, Albemarle, NC 28001
Albemarle High, SCS	311 Park Ridge Road, Albemarle, NC 28001
Stanly Academy Learning Center	1121 Austin Street, Albemarle, NC 28001

► **Project Objectives and Activities:** (1) Implement an evidence-based MTSS model targeting behavior, social-emotional learning, and academics to improve school climate and safety; (2) Expand access to school-based and community mental health and substance abuse services, as well as social-emotional supports; (3) Enhance linkages between school-based mental health services and community mental health systems to provide access to counseling and support services for students and families; (4) Offer integrated mental health and substance abuse services to improve health outcomes for students and families, including opioid abuse prevention and mitigation strategies; (5) Deliver social-emotional and behavioral supports to improve student success; (6) Promote a safer and improved school and community environment; (7)

Provide cohesive SEL and character education programs and interventions to improve academic achievement and prepare students for responsible citizenship; (8) Provide high-quality professional development for school staff, partners, and parents related to MTSS interventions designed to improve behavioral, social-emotional, and academic outcomes and help students cope with traumatic events; and (9) Improve family and community engagement in student learning, well-being, and support services. ► **Absolute Priorities (AP):** *RESTORE* will enhance and expand our MTSS approach through a comprehensive, coordinated set of evidence-based efforts across K-12 designed to improve school climate and provide Tier 1, 2, and 3 supports (**AP 1**). MCS qualifies under the US ED Rural and Low-Income School program (**AP 2**).

► **Competitive Preference Priorities (CPP):** We will implement evidence-based programs to encourage strong relationships in target schools with an emphasis on reducing bullying and disruptive behaviors (Second Step; Too Good for Drugs and Violence; Check In–Check Out; Check & Connect; Strengthening Families) (**CPP 1**). *RESTORE*'s evidence-based interventions will develop social emotional learning, strengthen problem-solving and self-regulation skills, and infuse character education activities throughout the K-12 curriculum (**CPP 2**). *RESTORE* will integrate programs to address opioid abuse prevention (Too Good for Drugs and Violence; Strengthening Families; EVERFI) and provide school-based SBIRT counseling for opioid abuse prevention and treatment for students and parents (**CPP 3**). ► **Outcomes:** Increase percentage of schools with improved school climate ratings; Increase percentage of schools implementing MTSS model and target programs and interventions with fidelity; Increase number of students meeting proficiency in math and English/Language Arts; Increase percentage of schools implementing opioid abuse prevention and mitigation strategies; Decrease suspensions and expulsions related to possession or use of alcohol or other drugs; Reduce rate of office discipline referrals, suspensions, and expulsions; Reduce truancy rate; Increase percentage of staff trained in core MTSS strategies; and Increase staff knowledge and efficacy of Tier 1, 2, and 3 strategies.

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## A. NEED FOR THE PROJECT

*(AI) Extent to which gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the project, including the nature and magnitude.*

Located in a rural, high poverty region in central North Carolina, Montgomery County Schools (MCS, LEA Fiscal Agent) and Stanly County Schools (SCS, LEA Partner) have seen the impact of poverty and adverse childhood events (ACEs) on students' behavior, social-emotional adjustment, and academic outcomes. On average, 63% of students in our districts qualify for Free/Reduced Price Lunch (FRPL). The child poverty rate is 32.3% for Montgomery County and 25.1% for Stanly County, compared to 23.9% for the state and 17.2% for the US.<sup>1</sup> Montgomery and Stanly counties rank among the highest in North Carolina for child abuse and neglect, ranking 81<sup>st</sup> and 46<sup>th</sup>, respectively, out of 100 counties in the state.<sup>2</sup> Both counties are also battling the opioid crisis, with Stanly ranking number one in the state in opioid overdoses for four straight months in 2018.<sup>3</sup> Concerned about these community needs and rising rates of disciplinary incidents, mental health referrals, truancy, and bullying, our districts created a School Climate Transformation Consortium comprised of key community stakeholders to identify the most critical gaps and needs affecting school climate (Appendix C: MOU). Based on this need assessment, our Consortium designed a comprehensive program—*RESTORE: Resiliency through Evidence-based multi-tiered systems of Support and Trauma-informed care*—focused on implementing an evidence-based MTSS model targeting behavior, social-emotional learning, and academics for 3,492 K-12 students in 10 target high-need schools (five schools per district). Our target schools have an average 68.8% FRPL rate and a diverse student population (32% African American and 21% Hispanic). *RESTORE* is designed to improve school climate and address identified critical needs in our target schools and communities, as detailed below.

► **Bullying, Behavioral, and Mental Health Challenges:** One characteristic of poverty and low socio-economic status is living under constant stress, which research shows has a wide range of

negative cognitive, physical, emotional, and mental health effects.<sup>4</sup> *RESTORE* will serve our highest poverty schools which face barriers to parents’ ability to provide social-emotional support and mental health care for their children due to a lack of insurance, financial resources, or a basic understanding of how to access care.<sup>5</sup> Stigmas around mental illnesses also present barriers to treatment. Untreated mental, emotional, and behavioral difficulties lessen students’ ability to participate in the educational process and negatively impact the classroom environment and overall school climate.<sup>6,789</sup> Our target schools have higher rates of behavior infractions (i.e., suspensions, bullying, and criminal acts) than district and state averages, as detailed in Table 1.

<b>Table 1. 2017-18 Average Rate of Behavior Incidents Per 1,000 Students Across Montgomery and Stanly Counties Targeted Schools<sup>10</sup></b>			
	<b>Short-Term Suspensions</b>	<b>Bullying Incidents</b>	<b>Criminal Acts</b>
Target Elementary Schools	177.65	3.52	1.76
Target Middle Schools	251.87	45.67	26.79
Target High Schools	834.91	36.30	44.30
District Average	153.08	14.12	8.59
North Carolina	138.86	11.82	6.41

The short-term suspension rate in our target high schools is over five times the district and state average, and the rate of criminal acts in target middle and high schools is more than four times the state average. Unfortunately, bullying is also significantly higher in our target middle and high schools: rates at our middle schools are more than three times the district average and nearly four times the state average. Our districts also struggle with disruptive fighting and aggressive behavior, leading to office disciplinary referrals and short- and long-term suspensions. In addition, both districts have had consistent challenges with referrals for mental health and drug and alcohol use, with over 300 emergency mental health referrals (including depression, suicidal or homicidal thoughts, and aggression) and 129 alcohol or drug referrals over the last three school years.<sup>11,12</sup>

► **Lack of a Caring Environment:** District and state school climate surveys aligned with the ED School Climate Survey (EDSLCS) <sup>13</sup> measuring engagement, safety, and the environment have revealed concerns regarding school engagement and student behavioral challenges. In 2018, only 63.5% of teachers in SCS and 72.6% of teachers in MCS felt that students followed rules of conduct at school. Parent engagement in supporting student success was also rated poorly, with just 55.8% of MCS teachers and 74.2% of SCS teachers agreeing that parents/guardians support teachers and contribute to their success with students<sup>14</sup> (**Application Requirement B**). We will use the EDSLCS in Year 1 to establish baseline and implement annually thereafter.

► **Healthcare Access and Health Indicators:** Our rural counties are plagued by limited access to health care, mental health, and substance abuse support. According to the Health Resources Services Administration, both counties are medically underserved areas and considered health professional shortage areas for primary, mental health, and dental care.<sup>15</sup> As Table 2 shows, the patient to mental health care professional ratios in Montgomery County are more than double the state and national rates; Stanly County's ratios also exceed the state and national rate.

	<b>Primary Care Physicians</b>	<b>Dental</b>	<b>Mental Health</b>	<b>Premature Deaths</b>	<b>Uninsured</b>
Montgomery	3,920:1	6,860:1	910:1	7,400	15%
Stanly	2,640:1	3,070:1	480:1	9,100	12%
North Carolina	1,420:1	1,800:1	440:1	7,600	12%
United States	1,330:1	1,460:1	440:1	6,900	10%

To emphasize the lack of medical and mental health professionals in the area, NC Center for Afterschool Program's Roadmap of Need <sup>17</sup> has identified health indicators that pinpoint the widespread needs of students in our counties. Both counties have struggled with a variety of issues including child abuse and neglect, child food insecurity, child fatality, child obesity, and teen pregnancy. Moreover, research indicates that exposure to chronic adversity and trauma can lead to toxic stress, which can adversely impact children's brain development and diminish

academic outcomes<sup>18</sup>. Table 3 provides the rankings for our two counties for a myriad of health indicators; our districts rank among the worst in NC for the following health rankings (a ranking of 1 being the best in the state; a ranking of 100 being the worst in the state).

Table 3. Youth Health County Rankings (Out of 100 NC Counties) <sup>19</sup>				
	Teen Pregnancy	Child Obesity	Child Food Insecurity	Child Abuse and Neglect
Montgomery County	91	90	53	46
Stanly County	46	43	40	81

► **Opioid Crisis in Community:** In North Carolina, over five individuals die each day from an unintentional opioid overdose, and an estimated 89% of people do not receive the substance abuse treatment that they need.<sup>20</sup> North Carolina was ranked second in the nation in 2018 for the highest increase in opioid deaths, according to the Centers for Disease Control.<sup>21</sup> Our communities are not immune to the widespread opioid crisis impacting our state and nation. Statistics compiled by the NC Institute of Medicine show that Stanly County had a higher rate of unintentional poisoning deaths from overdoses from 2013 to 2017 than the NC state average, and the rate of retail opioid prescriptions dispensed per 100 persons exceeded the state’s average rate by 28.7%.<sup>22</sup> Stanly also ranked first in the state in opioid overdoses for four straight months in 2018.<sup>23</sup> In the last quarter of 2018, Montgomery County had 75 overdoses involving heroin or fentanyl (North Carolina Department of Health and Human Services, 2019). Trend data also shows that SCS and MCS have reported students in possession of alcohol or controlled substances at an average rate of 43 incidents per year from 2016-17 to 2018-19.<sup>24</sup>

► **Attendance and Truancy:** Research shows a strong link between absences and social-emotional, behavioral, and mental health issues.<sup>25</sup> Last year, our target schools had a chronic absenteeism rate (students missing 10 or more days) that was more than double the district and state average. The truancy rate in our target schools averaged 32.8% in 2018-19, with more than a third of our students missing 10 or more days of school. High rates of short-term and long-term

suspensions also contribute to attendance issues at our target schools. The short-term suspension rate averages 528.54/1,000 students in our target schools, compared to a 153.08 average rate for our districts and 138.86 for the state. The average long-term suspension rate in our target schools is 22.63/1,000 students—well above the district average of 1.84 and state rate of 0.44.<sup>26</sup>

► **Challenges to Academic Achievement:** Unfortunately, students in our target schools are struggling academically on NC End of Grade (EOG) tests for elementary and middle students and End of Course (EOC) tests for high school students, which creates a barrier to postsecondary enrollment and future success. As shown in Table 4, the percentage of students in our target schools scoring at Level 3 or higher (at or above grade level) are trailing state percentages by over 14% in nearly all subjects, with the largest performance gap (25%) in K-5 reading.

<b>Table 4. Percent of Students Scoring At or Above Grade Level, 2017-18 <sup>27</sup></b>				
<b>Level 3 or Higher</b>	<b>Target Schools</b>	<b>Montgomery</b>	<b>Stanly</b>	<b>North Carolina</b>
Math EOG – ES	<b>49.8</b>	50.1	49.6	56.1
Reading EOG – ES	<b>32.5</b>	41.3	57.3	57.3
Math EOG – MS	<b>39.8</b>	50.1	49.6	56.1
Reading EOG – MS	<b>43.5</b>	41.3	57.3	57.3
Math I EOC – HS	<b>39.8</b>	55.7	62.5	57.4
English II EOC – HS	<b>51.7</b>	48.6	55.0	55.5
Biology EOC – HS	<b>43.6</b>	51.3	56.7	58.3

Given our students’ academic performance, it is not surprising that only 35% of incoming 6<sup>th</sup> grade students and 19% of incoming 9<sup>th</sup> grade students in our target schools are assessed as proficient.

► **Schools Identified for Comprehensive or Targeted Support and Improvement Under Section 1111(d)(1) of Every Student Succeeds Act (ESSA) (Application Requirement D):** Due to poor academic performance, attendance, graduation rates, and behavioral incidents, nine of our ten target schools have been identified for comprehensive or targeted support and improvement through the North Carolina ESSA State Plan. While our target schools are not Comprehensive Support and Improvement Schools under sections 1111(d) 1 or 2 of ESEA, *RESTORE* has been designed to provide targeted supports through differentiation coordinators, trauma counselors, and

student support specialists and professional learning that provides educators and mental health professionals with the ability to identify students in needs of assessments for internalized and externalized student behaviors. Table 5 outlines the status of the nine schools identified for support in 2018-19, including ***Comprehensive Support and Improvement-Low Graduation Rate (CSI-LG)*** (schools with a four-year cohort graduation rate lower than 66.7%, regardless of Title I status); ***Targeted Support and Improvement-Additional Targeted Support (TSI-AT)*** (any school with one or more subgroups receiving a subgroup letter grade score at or below the highest performing CSI Low Performing (CSI-LP) school's School Performance Grade score); and ***Targeted Support and Improvement-Consistently Underperforming (TSI-CU)*** (schools with one or more subgroups receiving an 'F' letter grade in the accountability system for multiple years).

<b>Table 5. Target Schools Identified for Targeted or Comprehensive Support &amp; Improvement<sup>28</sup></b>			
<b>Target School</b>	<b>CSI-LG</b>	<b>TSI-AT</b>	<b>TSI-CU</b>
East Montgomery Middle School		X	X
East Montgomery High School		X	X
West Montgomery Middle School		X	X
West Montgomery High School		X	X
Montgomery Learning Academy	X		
Central Elementary School		X	X
East Albemarle Elementary School		X	X
Albemarle Middle School		X	X
Albemarle High School		X	X

► **Comprehensive Plan to Address Needs:** *RESTORE* has been designed to develop, enhance, and expand systems of support and technical assistance for targeted schools using an MTSS framework (Absolute Priority 1). All target schools have committed to implementing, scaling up, and sustaining MTSS to create a single system that provides multiple supports and responds to the academic and behavioral needs of all students.<sup>29</sup> To enhance the overall impact of our MTSS framework, a high-quality plan has been developed, described in Section C, to coordinate strategies and resources. *RESTORE*'s key **activities and goals** include: (1) Implementing an evidence-based, multi-tiered systems of support model targeting behavior, social-emotional

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learning, and academics to improve school climate and safety; (2) Expanding access to school-based and community mental health and substance abuse services, as well as social-emotional supports; (3) Enhancing linkages between school-based mental health services and community mental health systems to provide access to counseling and support services for students and families; (4) Offering integrated mental health and substance abuse services to improve health outcomes for students and families, including opioid abuse prevention and mitigation strategies; (5) Delivering social-emotional and behavioral supports to improve student success; (6) Promoting a safer and improved school and community environment; (7) Providing cohesive SEL and character education programs and interventions to improve academic achievement and prepare students for responsible citizenship; (8) Providing high-quality professional development to school staff, community partners, and parents related to MTSS interventions designed to improve behavioral, social-emotional, and academic outcomes and to help students cope with traumatic events; and (9) Improving family and community engagement in student learning, well-being, and support services. Through *RESTORE*, MCS and SCS will change the school and community culture throughout their region of North Carolina.

## B. SIGNIFICANCE

***(B1) Extent to which the project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.*** *RESTORE* will create long-term, system-level change across our 10 target schools through a comprehensive MTSS model and evidence-based practices to improve school climate and meet the behavioral, social-emotional learning, and academic needs of all students. *RESTORE* has been designed using best practices from other schools, our districts' successful experiences with the proposed strategies, and nationally recognized evidenced-based practices, detailed in Section C. As outlined in Table 6 below, our program meets the requirements of Absolute Priority 1 and Absolute Priority 2.

Table 6. Absolute Priority Alignment	
Absolute Priority (AP)	Alignment with <i>RESTORE</i>
<b>AP 1: Improving School Climate</b>	<i>RESTORE</i> will enhance and expand our MTSS approach through a comprehensive, coordinated set of evidence-based efforts across grades K-12, designed to improve school climate and address Tier 1, 2, and 3 interventions (see Table 7 below).
<b>AP 2: Rural LEAs</b>	Montgomery County Schools qualifies under the US Department of Education Rural and Low-Income School (RLIS) program.
<b>AP 3: Qualified Opportunity Zone</b>	Stanly County Schools is located within a Qualified Opportunity Zone, based on Census Tract number 37167931000.

► **Existing Efforts:** Montgomery and Stanly are both committed to implementing MTSS as a comprehensive approach to improving school climate and students’ behavioral, social-emotional, and academic outcomes. Both districts have been implementing academic components of MTSS since 2015 in alignment with a new state requirement that all districts integrate MTSS by 2021 (**Program Requirement F**). Montgomery and Stanly have begun implementing Strengthening Families, in collaboration with parents/guardians, to promote supportive school environments and encourage caring relationships throughout the school community. Currently, both districts have also begun piloting evidence-based interventions Second Step, Check In-Check Out, and Check & Connect in select schools to foster safety, supportive academic, disciplinary, physical environments, and encourage respectful, trusting, and caring relationships (**Application Requirement A**).

► **Expanding Existing Efforts and Providing New Services:** While we have seen some academic successes through our initial MTSS implementation, both districts have a gap in fully addressing the behavioral and mental health components required for a successful MTSS framework. Through *RESTORE*, we will build on our current efforts by enhancing and expanding our MTSS model in three core focus areas, as detailed in Table 7 and Sections C and D below.

Table 7. Expansion of MTSS Efforts and New Services	
Focus Area	MTSS Expansion and New Services
<b>Personnel and Systemic</b>	<ul style="list-style-type: none"> <li>• 1 full-time School Climate Transformation Project Director to coordinate services and support for our MTSS framework across both districts and all 10 target schools.</li> </ul>

<b>Support for School Staff</b>	<ul style="list-style-type: none"> <li>• 2 full-time Trauma Counselors (one per district) to expand screenings, counseling, and recovery support</li> <li>• 2 full-time MTSS/PBIS Differentiation Coordinators (one per district) to provide ongoing technical assistance to school staff related to MTSS implementation, evidence-based practices, and direct support to students</li> <li>• 4 full-time Student Support Specialists (two per district) to provide direct support to students</li> <li>• MTSS School Teams (one at each school) to lead school-level efforts</li> <li>• School Climate Transformation Consortium to provide oversight, need assessment, resource coordination, continuous improvement, and sustainability planning</li> </ul>
<b>Evidence-based Interventions</b>	<ul style="list-style-type: none"> <li>• Tier 1 Supports: Expansion of SEL and Character Education programs and the addition of EVERFI, Second Step, and Too Good for Drugs and Violence</li> <li>• Tiers 2 and 3 Supports: Expansion of Check In–Check Out (K-5) and addition of Check &amp; Connect (6-12) and Strengthening Families programs</li> <li>• Expansion of i-LEADR and RtI Stored! to support training and school-level implementation of the <i>RESTORE</i> MTSS framework</li> <li>• Enhancement of Student Advisories to integrate new Tier 1 interventions</li> <li>• Addition of Trauma-Focused Counseling through counselor and mental health professional training and certification</li> <li>• Expansion of implementation of Community Resiliency Model and Restorative Justice</li> <li>• Integration of SBIRT School-Based Screening and Treatment</li> </ul>
<b>Professional Learning to Support MTSS</b>	<ul style="list-style-type: none"> <li>• Certification of four counselors in Trauma-Focused CBT and SBIRT School-Based programs (2 current staff and 2 new hires for the grant) to expand behavioral supports for students and families and provide opioid abuse prevention and treatment</li> <li>• Integration of train-the-trainer model for providing professional development for MTSS, PBIS, resiliency, trauma-informed care, bullying, social-emotional learning (SEL), and Strengthening Families to expand social-emotional, behavioral, and instructional supports.</li> </ul>

## C. QUALITY OF THE PROJECT DESIGN

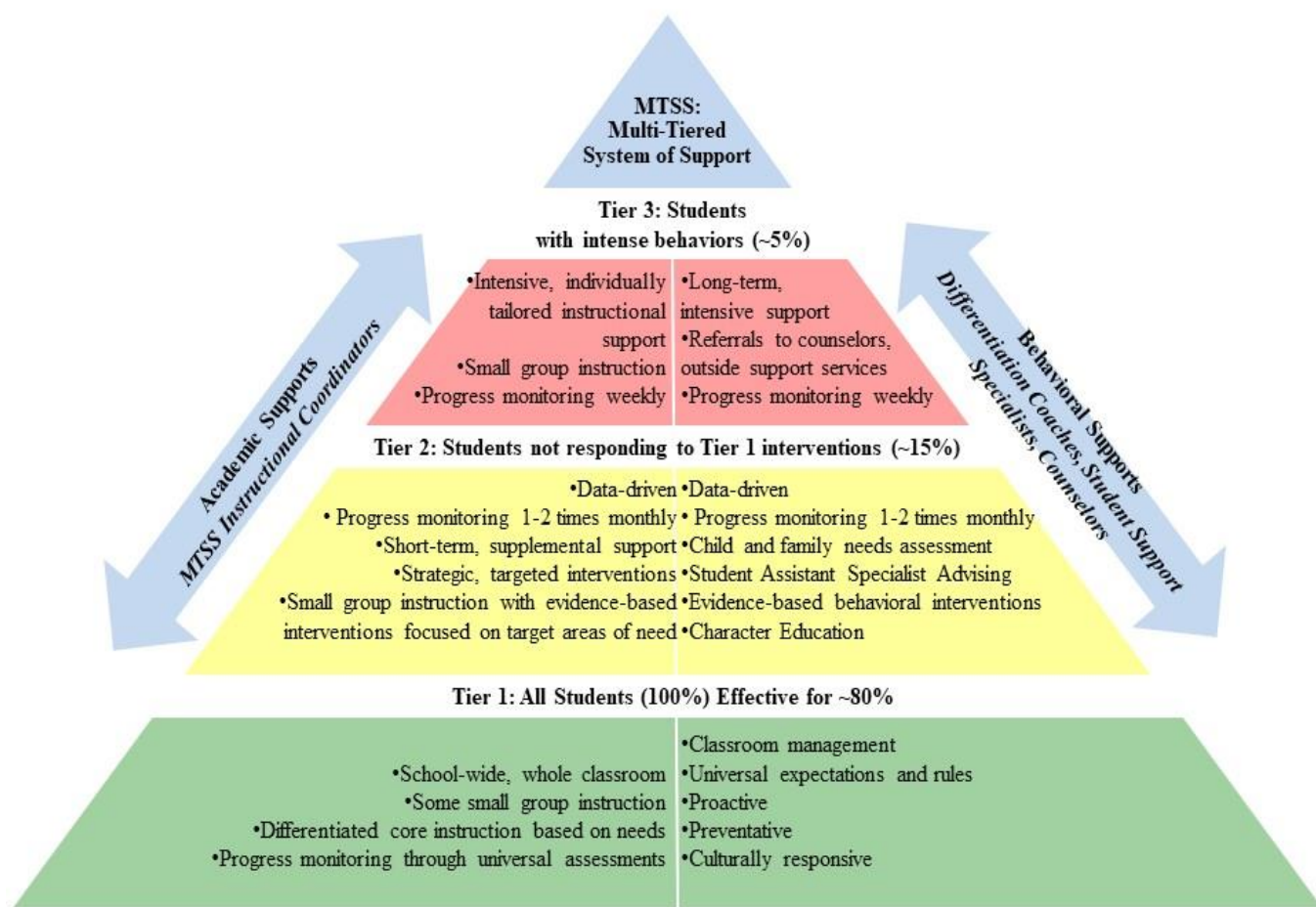
*(C1) Extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.*

► **Multi-Tiered Systems of Support (MTSS): (Literature Review)** MTSS combines the multi-tiered Response to Intervention framework (RtI) used to identify and implement evidence-based interventions for students identified as academically at-risk with the tiered Positive Behavioral Montgomery County Schools: *RESTORE*

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Interventions and Supports (PBIS) framework to address students' social-emotional and behavioral needs.<sup>30,31</sup> MTSS uses universal screening and differentiated, culturally responsive, core academic and behavioral instruction at Tier 1, which is effective for approximately 80% of students.<sup>32</sup> Tier 2 interventions target the approximately 15% of students who are not responsive to Tier 1 instruction while Tier 3 interventions feature intensive, individualized services to the 1-5% of students who fail to make progress at Tier 2. The strategies proposed for addressing the RtI (instructional) and PBIS (behavioral) sides of our MTSS framework are illustrated in *Figure 1*.<sup>33,34</sup>

**Figure 1.**



Both Montgomery and Stanly have been making progress in implementing the instructional side of MTSS but have only begun to tackle the behavioral side. *RESTORE* will focus on developing a *Montgomery County Schools: RESTORE* Narrative: Page 11 of 54

comprehensive system of evidence-based programs to support successful implementation of the behavioral side (PBIS) with fidelity. The behavioral interventions and SEL enrichments will support improvements not only in student discipline and behavior but will also positively impact school climate.<sup>35,36</sup>

► **Educational Challenges in Rural School Districts: (Literature Review)** MTSS implementation requires integration of a continuum of systematic, coordinated, evidenced-based practices targeted to the academic, social-emotional, and behavioral needs of students. Interventions must be delivered at different levels of intensity depending on the individual student's tier placement.<sup>37,38</sup> When well-implemented, MTSS improves student academic achievement and behavioral outcomes (reductions in discipline referrals) by at least 30-40% over baseline.<sup>39,40,41</sup> As many school districts began to adopt MTSS models, they found difficulty in implementation fidelity.<sup>42,43,44</sup> The US Institute of Education Science (IES) found that nearly 90% of schools that claimed to have fully implemented MTSS were conducting universal screening **only** for at-risk students, not all students. This poses a problem since universal screening means **all** students screened and is a core MTSS component;<sup>45</sup> IES found that there were only four schools that maintained implementation fidelity by conducting universal screening for all students. These four schools realized positive and significant impacts.<sup>46</sup> However, universal screening places a significant burden on staff, particularly the classroom teacher. In addition, rural districts lack funding for staffing and the professional learning resources necessary to implement and sustain long-term improvement strategies. The strain of insufficient support and over-reliance on classroom teachers often results in insufficient buy-in for MTSS from faculty and administrators.

**Plan to build, improve, or enhance LEA capacity (Application Requirement C):** *RESTORE* seeks to address the problem of insufficient support personnel by staffing critical positions for successful implementation of MTSS. Montgomery and Stanly will establish core staff positions dedicated to screening and developing individualized instructional and behavioral plans based on *Montgomery County Schools: RESTORE*

student needs. By staffing these critical positions, *RESTORE* will be able to effectively support teachers. Instead of requiring teachers to conduct MTSS screening and monitoring of instructional and behavioral plans, in addition to classroom instruction, they will be supported by a team, as described below in Table 8. Our team approach will better support the needs of students and families. Specialized support staff will monitor students' behavior, assess their needs, coordinate school-based and community services, and provide individual supports.

<b>Table 8. <i>RESTORE</i>'s Critical Support Positions</b>			
<b>Team Member</b>	<b>Roles/ Responsibilities</b>	<b>PLC Requirements</b>	<b>Qualifications</b>
<b>Project Director (1.0 FTE; Grant Funded)</b>	Provide program oversight, oversee project personnel and program management, coordinate with partners, provide fiscal accountability, prepare performance reports, coordinate activities with the external evaluator, coordinate all professional development and oversee providers of training and technical assistance, coordinate and guide project implementation and communications with the Federal Program Office, oversee scale-up and sustainability activities.	<ul style="list-style-type: none"> <li>Attend all EBP trainings and PLC opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree and grant project management experience</li> </ul>
<b>District Administrators (In-kind)</b>	Advise and provide program oversight for all grant implementation activities, serve on the <i>MTSS Senior Advisory Team</i> (meeting monthly) and on the <i>School Climate Transformation Consortium</i> (meeting quarterly).	<ul style="list-style-type: none"> <li>Attend trainings as available</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree and school district policy management experience</li> </ul>
<b>MTSS Instructional Coordinators (1.0 FTE per district, In-kind)</b>	Lead MTSS implementation, coach, monitor, and support school-level MTSS teams, model appropriate tiered interventions for Tier 2 and 3 supplemental instruction and intervention strategies (small-group, 1:1), utilize multiple service delivery methods and research-based interventions, communicate with parents regarding student progress, coordinate district and school level leadership meetings, provide teacher training	<ul style="list-style-type: none"> <li>Attend all SEL, EBP, MTSS, RtI, PBIS, i-LEADR trainings and provide train-the-trainer training to school-level MTSS staff</li> </ul>	<ul style="list-style-type: none"> <li>Master's degree and five years of MTSS experience</li> </ul>



Table 8. <i>RESTORE</i> 's Critical Support Positions			
Team Member	Roles/ Responsibilities	PLC Requirements	Qualifications
	related to utilizing data effectively to inform instruction and implement evidence-based interventions in the classroom, support teachers in identifying student needs, and work to sustain the program.		
<b>Licensed Trauma Counselors (2.0 FTE; 1.0 FTE per district, Grant Funded)</b>	Provide Tier 2 and 3 students individualized, intensive counseling services within the school setting, provide students with Trauma-Focused Cognitive Behavioral Therapy (CBT) for students involved in traumatic events or at-risk of experiencing trauma, provide Screening, Brief Intervention, and Referral to Treatment (SBIRT) school-based treatment ( <b>CPP3</b> ), provide training to teachers to facilitate identification of student needs for intensive counseling services, provide PLC related to Restorative Justice, Community Resiliency Model, risk behaviors, and healthy development.	<ul style="list-style-type: none"> <li>Secure training and certification in Restorative Justice, Community Resiliency Model, SBIRT school-based treatment, and Trauma-Focused Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Licensed with two or more years of experience working with adolescents, NC State Certification</li> </ul>
<b>Certified Counselors (2.0 FTE; 1.0 FTE per district, In-Kind)</b>	Provide SBIRT School-based treatment and Trauma-Focused CBT, provide training to teachers to facilitate identification of student needs for intensive counseling services, provide PLC related to Restorative Justice, Community Resiliency Model, risk behaviors, and healthy development.	<ul style="list-style-type: none"> <li>Secure training and certification in Restorative Justice, Community Resiliency Model, SBIRT school-based treatment, and Trauma-Focused Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Licensure and NC State Certification</li> </ul>
<b>MTSS/PBIS Differentiation Coordinators (2.0 FTE; 1.0 FTE per district, Grant Funded)</b>	Conduct and coordinate universal screening of students across target schools, work with teachers and school staff to identify student intervention needs, including students classified as Academically or Intellectually Gifted (AIG), English Language Learners	<ul style="list-style-type: none"> <li>Attend all SEL, EBP, MTSS, RtI, PBIS, i-LEADR training</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor's degree (Master's preferred), NC teacher's license, at least five</li> </ul>

Table 8. <i>RESTORE</i> 's Critical Support Positions			
Team Member	Roles/ Responsibilities	PLC Requirements	Qualifications
	(ELL), or having Adverse Childhood Experiences (ACEs) score of four or more ( <b>CPP3</b> ), monitor progress, use real-time data to adjust plans, provide support and coaching, oversee data collection, ensure district and school level leadership meetings, ensure training and technical assistance are prepared and conducted.		years' experience in working with students, and MTSS experience
<b>Student Support Specialists (4.0 FTE, 2.0 FTE per district; Grant Funded)</b>	Work directly with school staff to assess, identify, and prioritize student needs, coordinate the recommended evidence-based behavioral and academic supports for students, collect and utilize data to update student behavior and instructional plans and set individual student goals, work with students and serve as mentors during regular advisement sessions, provide individual and group counseling, and connect with parents to coordinate home supports ( <b>CPP1, CPP2</b> ).	<ul style="list-style-type: none"> <li>Attend all SEL, EBP, MTSS, RtI, PBIS, i-LEADR training</li> </ul>	<ul style="list-style-type: none"> <li>Two or more years of experience working with adolescents</li> </ul>
<b>Strengthening Families Facilitators (3 educators per course per district; Grant Funded)</b>	Provide the Strengthening Families program curriculum to Tier 2 and 3 students and their families, coordinate translation and childcare to eliminate language and childcare barriers that otherwise would prevent program participation.	<ul style="list-style-type: none"> <li>Attend Strengthening Families training</li> </ul>	<ul style="list-style-type: none"> <li>Two or more years of experience working with adolescents and their parents</li> </ul>

The *RESTORE* team will work together to provide multi-tiered systems of support for all students. At the beginning of the 2019-20 school year, all students in our target schools will be screened. Screening will be conducted under the supervision of the *RESTORE* MTSS/PBIS Differentiation Coordinators, who will work with classroom teachers, MTSS Instructional Coordinators and Student Support Specialists to screen students with i-READY and/or Istation. Screening will be conducted by either the teacher or a support staff member, depending on the individual circumstance for each classroom. All teachers and support staff will be trained on how to

administer the screeners. The screening results will be used to develop individualized instructional and behavioral plans for each student. If screening results indicate that the student would benefit from Tier 2 or Tier 3 interventions, referrals for the appropriate evidence-based practices (EBP) will be provided. Student progress will be monitored at least monthly for all students and more frequently for those in Tiers 2 and 3. Family members will be an integral part of the MTSS system. For students in Tier 1, parents will be informed of the social-emotional learning (SEL), character education, bullying, and substance abuse prevention evidence-based instruction their children will be receiving. For students in Tiers 2 and 3, parents will be invited to join their children by participating in the Strengthening Families program. The *RESTORE* EBP interventions are described in Table 9. Assessment data and screening results will be used to continually monitor students' academic and behavioral growth. Adjustments will be made to maximize student benefits. The *RESTORE* MTSS process will be supervised directly by the MTSS/PBIS Differentiation Coordinators in each district.

► **Interventions:** Our districts will implement several highly effective, evidence-based curricula and intervention strategies (**Program Requirement E**) tailored for K-12 students in Tiers 1, 2, and 3. Table 9 shows the interventions that will be implemented, by MTSS tier.

Table 9. Universal Screeners, Assessments, and Core Interventions	
Universal Screeners	
Tier 1	<b>i-READY (K-8)</b> , aligned to the Common Core Standards in Math and Reading, will be used as a universal screener and to provide ongoing assessment. <sup>47</sup>
	<b>Istation (K-12)</b> , a newly developed universal screener aligned to the NC DPI Standards in Math and Reading. This screener will be used to determine instructional and behavioral plans (i.e., learning plans) for all students. Ongoing assessments will be conducted to determine student growth, as well as needed modifications to individualized learning plans. <sup>48</sup>
Evidence-Based Curricula and Interventions for Tier 1 (all students)	
Tier	<b>Second Step (K-8):</b> An evidence-based practice (EBP) that is not just a curriculum but a holistic approach, integrating social-emotional learning (SEL), bullying prevention, and child abuse protection units. The program is designed to reduce aggressive behavior, increase SEL,

Tiers 2 and 3	social connectedness, emotion management, and other protective factors. Concepts build on Cognitive Behavior Therapy. It has received the “Second-Highest” rating from the National Registry of Evidence-Based Programs and Practices. <b>Contains student assessments and fidelity indices to objectively assess student outcomes.</b> <sup>49 50</sup> <b><u>Addresses CPP1, CPP2.</u></b>
	<b>Too Good for Drugs and Violence (Grades 9-12)</b> An evidence-based practice covering character education, SEL, and substance abuse prevention. Emphasis on positive behavior and healthy relationships, resistance to substance abuse and negative peer pressure, conflict resolution, and family engagement. This program is “Highest Rated” by WWC/NREPP-National Registry of Evidence Based Programs and Practices. <b>Contains student assessments and fidelity indices to objectively assess student outcomes.</b> <sup>51 52</sup> <b><u>Addresses CPP1, CPP2, CPP3.</u></b>
	<b>EVERFI (K-12):</b> Supplemental on-line open-source instructional resource that addresses character education, SEL, and prescription drug use. The publisher states that they are evidence-based and offers one study for their College Alcohol Abuse program. However, they have not been rated by WWC or the NREPP-National Registry of Evidence Based Programs and Practices. <sup>53</sup> <b><u>Addresses CPP1, CPP2, CPP3.</u></b>
	<b>Evidence-Based Curricula and Interventions for Tier 2 and 3</b>
Tiers 2 and 3	<b>Check In–Check Out (K-8) / Check &amp; Connect (Grades 9-12):</b> Age-based programs that provide students with adult support, encouragement, and daily feedback related to setting concrete goals, establishing organizational skills, and developing responsible behaviors. Both have Tier 1, 2, and 3 specific interventions and data tracking tools. <i>Check &amp; Connect</i> is “Highest Rated” dropout prevention program by WWC. Check In—Check Out has not yet been reviewed by the WWC. The program provides close monitoring of school performance and engagement, mentoring, adult connections and daily advisement. <i>Check &amp; Connect</i> has also been found to promote a safer, more consistent learning environment to increase trauma-exposed students coping mechanisms, build their resiliency, and increase the protective factors in their lives to help them overcome the damaging effects of trauma. <sup>54 55</sup> <b><u>Addresses CPP1, CPP2.</u></b>
	<b>Strengthening Families (SF) (Grades 9-12):</b> is a research informed approach to building protective factors in the family and social and emotional competence in children. It has been found to improve parenting skills, communication, family relationships and to reduce behavioral risks in adolescents. <sup>56</sup> SF is also “Highest Rated” by the National Registry of Evidence-Based Programs and Practices. <sup>57</sup> SF uses in-person sessions, a program DVD, and virtual access, that features ten 30-minute lessons, complete with downloadable activities that parents, and students can complete together. <b><u>Addresses CPP1, CPP2, CPP3.</u></b>

All of the *RESTORE* interventions will be implemented with fidelity as assessed by the *RESTORE* fidelity index (see Section D2), to verify their sustained effectiveness in the classroom.<sup>58</sup> All students will receive character education and SEL experiences, either through one of the above interventions or curriculum units in content area courses. Additional Tier 2 and Tier 3 behavioral health interventions will be provided directly by the Trauma Counselors and through referrals to

community providers including Daymark Recovery Services, First Health, and Monarch.

► **Establishing a Supportive, Respectful, and Caring School Environment:** Advisory groups of teachers, mentors, and Student Support Specialists will be established in all target schools. These groups will provide direct student support in small groups during 25 to 30-minute daily sessions. During these sessions teachers and staff will informally discuss issues relevant to students and support of their social-emotional adjustment. By providing students with direct contact with caring adults, *RESTORE* schools will be able to improve trusting and caring relationships between students and school personnel. These advisement sessions are expected to have a profound impact on student engagement and overall school climate.

► **Trauma-Focused Counseling Services:** For students who have been identified as having experienced a traumatic event, specialized counseling services will be provided by the two licensed and certified trauma counselors in each school district. These counselors will receive intensive training and certification in Cognitive-Behavioral Therapy (CBT) that is targeted specifically to address students who have suffered traumatic events (Trauma-Focused CBT, TF-CBT).<sup>59</sup> This structured, short-term evidence-based treatment is both for children and their parents or caregivers. The TF-CBT model consists of 8-25 sessions that have been found to improve a wide range of trauma impacts, including depression, anxiety, cognitive and behavioral problems, as well as the parent's or caregiver's personal distress regarding the child's traumatic experience. The Substance Abuse and Mental Health Services Administration (SAMHSA) has recognized TF-CBT as a model program due to extensive outcome data obtained through randomized controlled trials. TF-CBT is effective for diverse, multiple, and complex trauma experiences, and is appropriate for students at all grade levels. TF-CBT is also effective across diverse cultures and ethnicities.

► **School-Based Screening, Brief Intervention, and Referral to Treatment (SBIRT) Practice:** For students who have been identified as being at risk for substance use, the School-Based SBIRT practice will be employed by the two licensed and certified trauma counselors in each school

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district. These counselors will receive training and certification in implementing SBIRT within the school setting. SBIRT is an evidence-based practice to reduce substance use among adolescents. The practice begins with a substance use screening which is followed by a brief conversation with a trained counselor. The purpose of this conversation is to candidly discuss substance use, reinforce abstinence, and encourage stopping or reducing substance use. If the trained counselor feels it is appropriate, they will refer the student for more intensive out-patient treatment. The SBIRT counselors will use Motivational Interviewing (MI) concepts during the counseling sessions. Motivational Interviewing focuses on motivating the substance abuser to cease engagement in destructive behaviors (American Addiction Centers, 2016) Successful implementation of SBIRT screening, counseling, and referral promotes behavior change by helping substance users identify the perceived harms of the substance use behavior.<sup>60</sup> SBIRT fits with PBIS as a Tier 2 or Tier 3 intervention and also fits with Response to Intervention (RtI). Screening results provide baseline data. Continued monitoring and follow up screening will assess the student's response to the Brief Intervention and the need for more intensive treatment.<sup>61</sup> An emphasis of the School-Based SBIRT program will be on identifying and treating students who are at risk for opioid use and addiction.

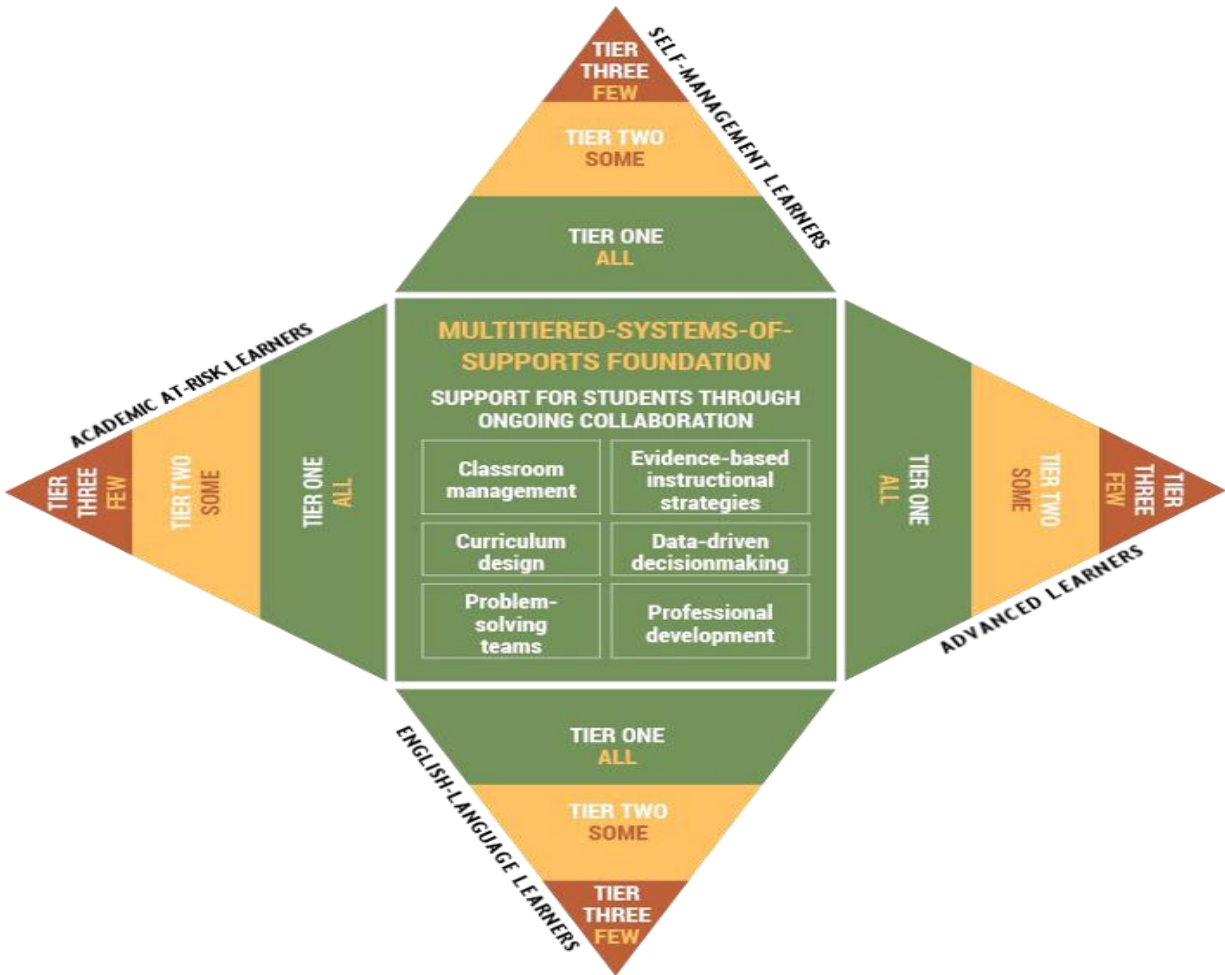
► **Promising New Strategy:** *RESTORE* will partner with i-LEADR, Inc., a private sector firm that has developed a supportive and coordinated approach to MTSS implementation which increases the effectiveness of teachers and support staff. RtI:Stored!, developed by i-LEADR, is an innovative digital platform and data warehouse system that was created to meet an identified need in implementing MTSS frameworks: easy access to up-to-date data. RtI:Stored! provides data in an easy-to-understand format summarizing multiple data points from a variety of sources to produce a color-coded (i.e., RtI green, yellow, red) flag for students. RtI:Stored! also contains an Early Warning System that automatically flags students who are at-risk, as indicated by research-based data points such as attendance, discipline referrals, and current grades. The warning system then alerts teachers so they can provide additional monitoring, core support, or more intense

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interventions. RtI:Stored! provides analysis at the student, class, grade, subgroup, school, or district level. The system significantly reduces the time for schools and districts to identify and implement student-centered interventions. It can be accessed anywhere, anytime from multiple browser and operating platforms, is FERPA compliant, and can be used as a districtwide data warehouse or easily integrated with an existing one. RtI:Stored! can easily import universal screeners or assessments specific to a school or district, as well as those commonly used in K-12, including i-READY<sup>62</sup> and Istation. *RESTORE* will utilize data from RtI:Stored! to identify the social-emotional, behavioral, and academic learning needs of students, develop differentiated learning plans, and provide ongoing monitoring and assessment of intervention successes. Use of this digital platform will increase the capacity of school leaders and instructional staff to achieve sustainable, long-term improvements in instructional and behavioral outcomes.

*RESTORE*'s whole-school, whole-child, systems approach will help districts and schools design a comprehensive, systematic MTSS framework for early intervention and prevention leading to increases in teacher effectiveness, gains in student academic achievement and SEL, and decreases in behavioral incidents. This inter-related system of resources and strategies (see Figure 2) ensures a comprehensive, highly responsive MTSS framework is in place to effectively and systematically address students' academic and social-emotional needs.<sup>63</sup> The *RESTORE* program will also have a direct impact on improving school climate, as assessed by students, parents, and educators.

**Figure 2.**



*RESTORE*'s potential contribution to research will also be invaluable. A review of prior studies of K-12 implementation of multi-tiered frameworks found research to date has been more conceptual than empirical and has failed to provide school-level practitioners with practical implementation strategies for achieving full MTSS fidelity.<sup>64,65,66</sup> Implementing *RESTORE* in two high-poverty, rural school districts with limited resources will increase our project's applicability and relevancy to similar districts across the US. Results from our interventions will document effective strategies related to implementing MTSS in high-need districts. Research documentation will also increase the national knowledge base related to MTSS implementation in rural schools. To date, most of the research on K-12 implementation of evidence-based practices has been conducted in urban and

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suburban schools, even though nearly 50% of districts and 20% of students are rural.<sup>67</sup>

***(C2) Extent to which the project represents an exceptional approach to the priorities. RESTORE***

has been designed using best practices gleaned from other schools across the nation, Montgomery and Stanly school districts' successful experiences with the proposed strategies, and nationally recognized evidenced-based practices. As detailed above, and outlined in Table 10 below, our program represents an exceptional approach to the School Climate Transformation Grant priorities (Application Requirement A).

<b>Table 10. Exceptional Approach to the Priorities</b>	
<b>SCTG Priority</b>	<b>RESTORE's Approach to the Priority</b>
<b>Absolute Priority 1</b> —Improving School Climate	RESTORE's whole-school, whole-child, systems approach will help districts and schools design a comprehensive, systematic MTSS framework for early intervention and prevention leading to gains in student academic achievement and SEL, decreases in behavioral incidents, and improvement in school climate. This inter-related system of resources and strategies ensures a comprehensive, highly responsive MTSS framework which effectively and systematically addresses students' academic, behavioral, and social-emotional needs. <sup>68</sup>
<b>Absolute Priority 2</b> —LEAs that are rural LEAs or serve a federally recognized Tribe	Montgomery County Schools, the fiscal agent, has qualified as a Rural and Low-Income School (RLIS) program authorized under Title V, Part B of the ESEA both in 2018 and 2019.
<b>Competitive Preference Priority 1</b> —Protecting Freedom of Speech and Encouraging Respectful Interactions in a Safe Educational Environment	As described in Table 9, we will implement Second Step, Too Good for Drugs and Violence, EVERFI, Check In–Check Out, Check & Connect, and Strengthening Families to encourage strong relationships within the school. Specific emphasis will be placed on reducing bullying and disruptive behavior. In addition, students will establish a trusting and caring relationship with adult mentors, through regular advisement sessions with Student Support Specialists.
<b>Competitive Preference Priority 2</b> —Fostering Knowledge and Promoting the Development of Skills That Prepare Students to Be Informed, Thoughtful, and Productive Individuals and Citizens	As described in Table 9, we will implement Second Step, Too Good for Drugs and Violence, EVERFI, Check In–Check Out, Check & Connect, and Strengthening Families to develop social emotional learning and to strengthen problem-solving and self-regulation skills. Character education activities and instruction will be infused throughout the curriculum at all grade levels. In addition, students will establish a trusting and caring

	relationship with adult mentors, through regular advisement sessions with Student Support Specialists.
<b>Competitive Preference Priority 3—Opioid Abuse and Prevention</b>	As described in Table 9, we will implement Too Good for Drugs and Violence, Strengthening Families, and EVERFI to address opioid abuse prevention. For students identified as at risk, school based SBIRT counseling will be provided to address opioid abuse prevention and treatment. The Strengthening Families program will also provide prevention and treatment access for parents. Parents will be referred to community partners for mental health and substance abuse treatment, as appropriate.

#### D. Quality of the Project Services

***(D1) Quality and sufficiency of strategies for ensuring equal access and treatment for eligible participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.*** Building a successful MTSS framework requires defined discipline policies and practices that are applied fairly, consistently, and appropriately to ensure no student group is disproportionately impacted.<sup>69</sup> As detailed in the *RESTORE* GEPA statement and program goals, program strategies are designed to ensure all eligible participants receive equal access to services and treatment. Program activities for *RESTORE* will comply with Section 427 of the General Education Provisions Act (GEPA) that outlines the six types of barriers that can impede equitable access or participation in program activities (i.e., gender, race, national origin, color, disability, or age). *RESTORE* program activities target students, parents, and school district employees of different genders, races, national origins, colors, and disabilities. The *RESTORE* Project Director will monitor program activities to ensure equitable participation. No participant will be denied participation in program activities based upon their gender, race, national origin, color, age, or any disability. The schools and districts, as well as facilities used for project activities, technical assistance, and meetings, are compliant with the Americans with Disabilities Act (ADA). The *RESTORE* Project Director will work with project partners to ensure compliance with ADA and will work with the Montgomery County Schools’

(MCS) and Stanly County Schools' (SCS) Exceptional Children Departments to identify students and school personnel with special needs to ensure that access to appropriate support is available. MCS and SCS also have procedures in place to provide students with special needs access to medical treatment, if needed.

MCS and SCS will help identify translators for students, their family members, and district personnel who have hearing and/or speech difficulties. To further assist our ELL population, particularly parent/guardian(s), the *RESTORE* Project Director will work with schools to ensure that when needed, translators are present at events and activities to ensure that national origin and/or language do not prevent participation in program activities for students or parents.

MCS and SCS have standing committees that oversee an established special appeals procedure for staff, families, and individuals who feel they have been discriminated against because of gender, race, national origin, color, disability, or age. In addition, both districts have representation on committees designed to monitor equity in disciplinary policy, embracing diversity and cultural competency, establishing Restorative Justice policies, and treating juvenile offenders outside the adult criminal justice system (e.g., *Raise the Age* program). Stanly County Schools created the Relationship Committee in the spring of 2018. The purpose of this committee is to provide oversight and support to principals as they interpret and enforce student behavior policies and procedures. This committee will enhance equity and consistency in managing student behaviors. The name, Relationship Committee, was chosen because one of the four pillars of the district's motto "We CARE", is Relationships. Montgomery County Schools will be creating a similar Relationship Committee during the 2019-20 school year.

► **Students:** The Management Team will routinely track discipline referrals across each district to determine whether disproportionate gender, ethnicity, or special needs status discipline of students has occurred. If disparities are identified, a detailed plan to remedy and promote fair and effective disciplinary practices will be enacted across the districts. This process will be managed through *Montgomery County Schools: RESTORE*

several MTSS support structures. (1) Data Teams at each school will review data monthly to monitor equitable disciplinary practices. (2) MTSS Coaches and Data Teams will analyze student data (i.e., discipline referrals, academic progress) originating from an individual teacher level to determine which teachers need more focused PD and coaching related to equity and cultural responsiveness. (3) The Management Team will review districtwide disciplinary referrals at least quarterly and will address any issues with individual schools. Individual schools will be required to create a corrective action plan to address disparities and inequities. A districtwide review of student codes of conduct will be undertaken by administrators, principals, teachers, students, parents, and community representatives. Revision of policies will be recommended to increase equal access to services and to establish a respectful and caring school community. Recommendations will also be solicited for making school events and policies more culturally sensitive and relevant. A consistent set of student codes of conduct applied districtwide will work to standardize expectations for behavior. The *RESTORE* Project Director will update student and parent handbooks with these new policies. **(Application Requirement B)**

► **School and District Staff:** All teachers and staff will receive equal access to professional learning opportunities throughout the districts' schools, including MTSS, RtI, PBIS, and i-LEADR training and coaching sessions. Annual training in cultural responsiveness will be provided to all district staff and students to raise awareness of cultural competency and equity issues regarding race, ethnicity and diversity. These learning experiences will further help bridge cultural differences between groups of students and teachers. Understanding and appreciating cultural differences will lead to a trusting and caring school community and improvements in overall school climate.<sup>70</sup>

► **Parents and Families:** *RESTORE* includes several interventions and strategies to involve families within the MTSS framework. Parents are encouraged to participate in the Strengthening Families program and to collaborate with teachers and staff when establishing instruction and

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behavior plans for Tier 2 and 3 students. Parents are also invited to participate in annual school improvement plan development and annual school climate surveys.

► **Communication Plan:** In collaboration with the Consortium, communication strategies will be led by the Project Director who has experience in reaching broad audiences through a variety of avenues. A solid communication plan will be essential for sharing findings, ensuring buy-in, guiding project implementation, and influencing the broader community to ensure equal access and treatment for program participants and their families. *RESTORE*'s participants and their families will receive program communications through ❶ program referrals from educators or auxiliary staff; ❷ social media; and ❸ individual parent meetings. Findings and lessons learned will be shared with an assortment of primary and secondary audiences including funders, educators, industry, scholars, practitioners, policymakers, parents/guardians, and the general public.

► **Partners:** Through a collaborative effort, *RESTORE* will bring Montgomery and Stanly County's resources together for shared goals, objectives, and intended outcomes while continually evaluating their needs and available resources. This collaboration will streamline existing services for Montgomery and Stanly students and increase the capacity of each partner to serve additional students and families, without duplicating services. Table 11, below, provides a list of *RESTORE*'s partners, their roles and responsibilities, and how they guarantee equal access to program services for under-represented groups. A signed MOU for all partners is found in Appendix C. Our partners are committed to ensuring equal access and treatment for all teachers, students, and families regardless of race, color, national origin, gender, age, or disability. All facilities are ADA compliant and materials and services provided by partners will be translated into multiple languages, as needed.

**Table 11. *RESTORE* Partners' Collaborative Role and Contribution to Outcomes**

<b>Partner</b>	<b>Role/Responsibility</b>	<b>Policies for Equity/Cultural Diversity</b>
<b>Communities In Schools</b>	An affiliate of the national Communities In Schools network, the nation's leading dropout prevention organization. Provides mentoring, food assistance, positive adult role models, and college access. Coordinates with school districts to provide support for Student Support Specialists in target schools. Serves on the Montgomery and Stanly School Climate Transformation Consortium (Consortium).	Experience working with teens from diverse backgrounds. Committed to teaching students, positive behaviors, appreciation of other's viewpoints, empathy, and critical life skills. Provides students with a community of support to empower them to stay in school and achieve in life.
<b>Daymark Recovery Services</b>	Provides behavioral health services, including substance abuse and mental health treatment. Delivers professional development in the areas of substance abuse, mental health, and co-occurring disorders. Provides presentations on the warning signs of substance abuse for students, teachers, and families. Serves on the Consortium.	Delivers culturally competent individual and group therapy appropriate for diverse audiences. Increases equal access to services via telemedicine. Conducts training and community outreach related to the identification of opioid addiction and mitigation strategies.
<b>Monarch</b>	Provides outpatient therapy, physician services, intensive in-home treatment, day treatment, peer support, psychiatric/medication management, community support teams, crisis management, and remote telehealth services. Participates in training opportunities and community outreach related to identification of opioid addiction and mitigation strategies. Serves on the Consortium.	Has experience supporting people from all backgrounds with intellectual and developmental disabilities, mental illness, and substance abuse disorders. Provides behavioral health services via special programs at target schools in Montgomery and Stanly Counties.
<b>FirstHealth of the Carolinas</b>	Provides student referrals for mental health and behavioral disorder services. Delivers training to <i>RESTORE</i> project staff. Participates in training opportunities related to the identification of opioid addiction and mitigation strategies. Serves on the Consortium.	Provides school-based medical and dental clinics that provides telemedicine services to elementary students and their families. Provides opioid and substance abuse treatment as well as trauma-focused CBT therapy, for students and families from diverse backgrounds.

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<b>Partner</b>	<b>Role/Responsibility</b>	<b>Policies for Equity/Cultural Diversity</b>
<b>Journey Counseling and Consulting</b>	Participates in training opportunities and community outreach related to the identification of opioid addiction and mitigation strategies. Provides Licensed Professional Counselors to meet individually with teens needing outpatient therapy. Delivers referrals to substance abuse services, psychologists, or psychiatrists. Leads staff professional development sessions pertaining to mental health awareness. Serves on the Consortium.	Provides outpatient mental health therapy for students and families. Provides behavioral health services, via telemedicine, for positive mental health experiences with Montgomery and Stanly students.
<b>Montgomery and Stanly County Health Departments</b>	Collaborates with district staff on resource coordination and support of families. Provides health and dental care for families, including identification of mental health and substance abuse issues. Serves on the Consortium.	Participates in training opportunities focused on identifying and addressing mental health, drug addition, behavioral, and social emotional challenges to help improve school climate and create a safe community. Provides referrals to counseling services to improve overall health outcomes for students and families.
<b>Montgomery and Stanly SHAC (Student Health Advisory Committee)</b>	Provides guidance for implementation of MTSS framework and strategies. Serves on the Consortium.	Helps plan, implement, and monitor district policies, services, health issues, and mental health challenges faced by students and families as part of a coordinated school health plan.
<b>Montgomery and Stanly Sheriff's Departments</b>	Collaborates with district staff on resource coordination and support of students and families. Serves on the Consortium.	Participates in training opportunities focused on identifying and addressing mental health, behavioral, and social emotional challenges to help improve school climate and create a safe community. Works with students involved with Restorative Justice.
<b>Montgomery County Schools' Thrive Committee</b>	Coordinates resources and support for target schools to improve school climate. Provides referrals and links to community-based mental health supports. Serves on the Consortium.	Helps students thrive in our community and schools by providing access to mental health services and early childhood literacy resources.
<b>2020 Initiative</b>	Assists with resource coordination and community outreach/education related to the	Provides community data and guidance on diverse and equitable

**Table 11. *RESTORE* Partners' Collaborative Role and Contribution to Outcomes**

<b>Partner</b>	<b>Role/Responsibility</b>	<b>Policies for Equity/Cultural Diversity</b>
	opioid epidemic in Montgomery and Stanly Counties. Serves on the Consortium.	strategies focused on the identification and mitigation of opioid abuse.
<b>NC Resilience and Learning Project</b>	Provides professional development for teachers and counseling staff to support evidence-based MTSS interventions. Provides trauma and crisis management training and access to a network of educators and counselors for support and collaboration.	Creates trauma-sensitive schools that will improve academic, behavioral, and social-emotional outcomes for students. Supports creation of a Resilience Team at each target school that meets regularly and receives ongoing coaching and technical assistance.
<b>i-LEADR</b>	Provides comprehensive MTSS, social-emotional learning, and data-based decision-making training with real-time student identification and monitoring.	Provides training, coaching, and implementation support for MTSS/RtI strategies and interventions that address specific skill deficits and maximize success for all students.
<b>Strengthening Families</b>	Provides evidence-based family skills training focused on improving parenting skills and family relationships, and reducing problem behaviors, delinquency, and alcohol and drug abuse in children.	Provides evidence-based family skills and substance abuse prevention curriculum for diverse groups of at-risk students and families to improve social competencies and school performance.
<b>UNC-Pembroke</b>	Provides Trauma-Informed Care training for school and district staff.	Focuses training on meeting the needs of all students and families in Montgomery and Stanly who have experienced trauma.
<b>Alexander Youth Network (Day Treatment Program)</b>	Provides behavioral healthcare, diagnostic, and outpatient services delivered in the home and community. Serves on the Consortium.	Offers a comprehensive, continuum of behavioral healthcare services to children and families covering most treatment intensity levels from one step down from inpatient hospitalization to periodic outpatient therapy and/or medication management. Provides Multisystemic Therapy, Day, Treatment, and Therapeutic Foster Care.
<b>Affirmed Counseling</b>	Provides counseling services to children, adolescents, and families who are impacted by trauma, behavioral concerns, depression, anxiety, or mood disorders.	Focuses on providing counseling to all students and families who have experienced trauma or need support to address mental health needs.



Table 11. <i>RESTORE</i> Partners' Collaborative Role and Contribution to Outcomes		
Partner	Role/Responsibility	Policies for Equity/Cultural Diversity
<b>Creative Counseling &amp; Learning Solutions</b>	Provides community-based counseling services for children, adolescents, and families to assist with emotional, behavioral, familial, relational, social, and academic needs.	Focuses on providing counseling to all students and families who have emotional, behavioral, familial, relational, social, or academic needs.
<b>Butterfly House Children's Advocacy Center</b>	Provides support and interventions to help abused children heal.	Addresses the needs of all children who have experienced physical or sexual abuse trauma.

Community stakeholders will serve on the Montgomery and Stanly School Climate Transformation Consortium (Consortium), serving as advocates in the community. Our community partners will also help sustain essential funding for *RESTORE* once grant funding ends.

***(D2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in***

***practice among the recipients of those services.*** ► **Grant Leadership:** In addition to the positions described in Table 8 above, *RESTORE* will involve several layers of leadership and supportive teams to guarantee effective program implementation and delivery of professional development with fidelity (see Table 12 below).

Table 12. <i>RESTORE</i> 's Leadership and Collaborative Teams		
Team Member	Role/Responsibility	Activities/PLC
<b>Peer Leadership Groups</b>	Peer leaders serve as role models for other students, demonstrate how to establish positive relationships with others, demonstrate emotional control and self-regulation, encourage self-esteem, determination, and empathy when interacting with others.	Character education, social-emotional learning.
<b>i-LEADR Coaches PLC (meeting biweekly)</b>	i-LEADR facilitates PLC meetings to provide train-the-trainer sessions and resources for MTSS Instructional Coordinators and MTSS/PBIS Differentiation Coordinators.	Train-the-trainer for the MTSS Instructional Coordinators who role out to school-level MTSS staff.

Table 12. <i>RESTORE</i> 's Leadership and Collaborative Teams		
Team Member	Role/Responsibility	Activities/PLC
<b>School-Level MTSS Teams (meeting monthly)</b>	Target school principals, MTSS Instructional Coordinators, and MTSS/PBIS Differentiation Coordinators will meet with i-LEADR staff to assess their MTSS progress, identify needed PLC, technical assistance, and other supports to improve implementation.	Obtain additional PLC and technical assistance as indicated.
<b><i>RESTORE</i> Management Team (meeting weekly)</b>	Project Director, MTSS Instructional Coordinators, and MTSS/PBIS Differentiation Coordinators will meet weekly to allocate resources, design and review implementation plans, and work on a continuous, updated weekly plan to ensure that students have the appropriate academic and social-emotional supports to succeed. <sup>71,72</sup>	Specific implementation plans developed each week. Progress documented and continuous improvement strategies generated.
<b>The Montgomery and Stanly School Climate Transformation Consortium (Consortium) (meeting quarterly)</b>	Montgomery and Stanly senior administration, target school Principals, Project Director, i-LEADR President and VP, and stakeholders from the community. Discuss implementation, review evaluation reports, and coordinate community and district resources. The Consortium will guide overall program implementation of MTSS, i-LEADR, and Tier specific interventions.	Attend trainings and technical assistance offerings, as available.  Quarterly meetings to oversee the implementation of the project's activities and the activities of the Project Director.
<b>External Evaluator</b>	The evaluator develops and utilizes instruments designed to collect and document progress towards meeting the project's goals and objectives, conduct a multi-method evaluation design, and a fidelity of implementation study.	Data provided to <i>RESTORE</i> . Management Team to guide continuous improvement strategies.

► **Professional Learning Communities (PLCs)** are critical to bringing interventions to scale and building high-quality communities of practice. Regularly occurring professional learning provides high-quality resources, coaching, and supports leading to increases in teacher effectiveness and improvements in the whole-school climate.<sup>73,74</sup> Partners with expertise in the fields of mental health, substance abuse, family services, and social-emotional learning will provide professional development sessions for staff and partners which will inform project development and implementation. The evaluator will also provide training and technical assistance for staff and

partners related to the data collection processes and implementation fidelity. Table 13 describes *RESTORE*'s professional learning and capacity building activities for MTSS, RtI, PBIS, i-LEADR, and RtI:Stored!

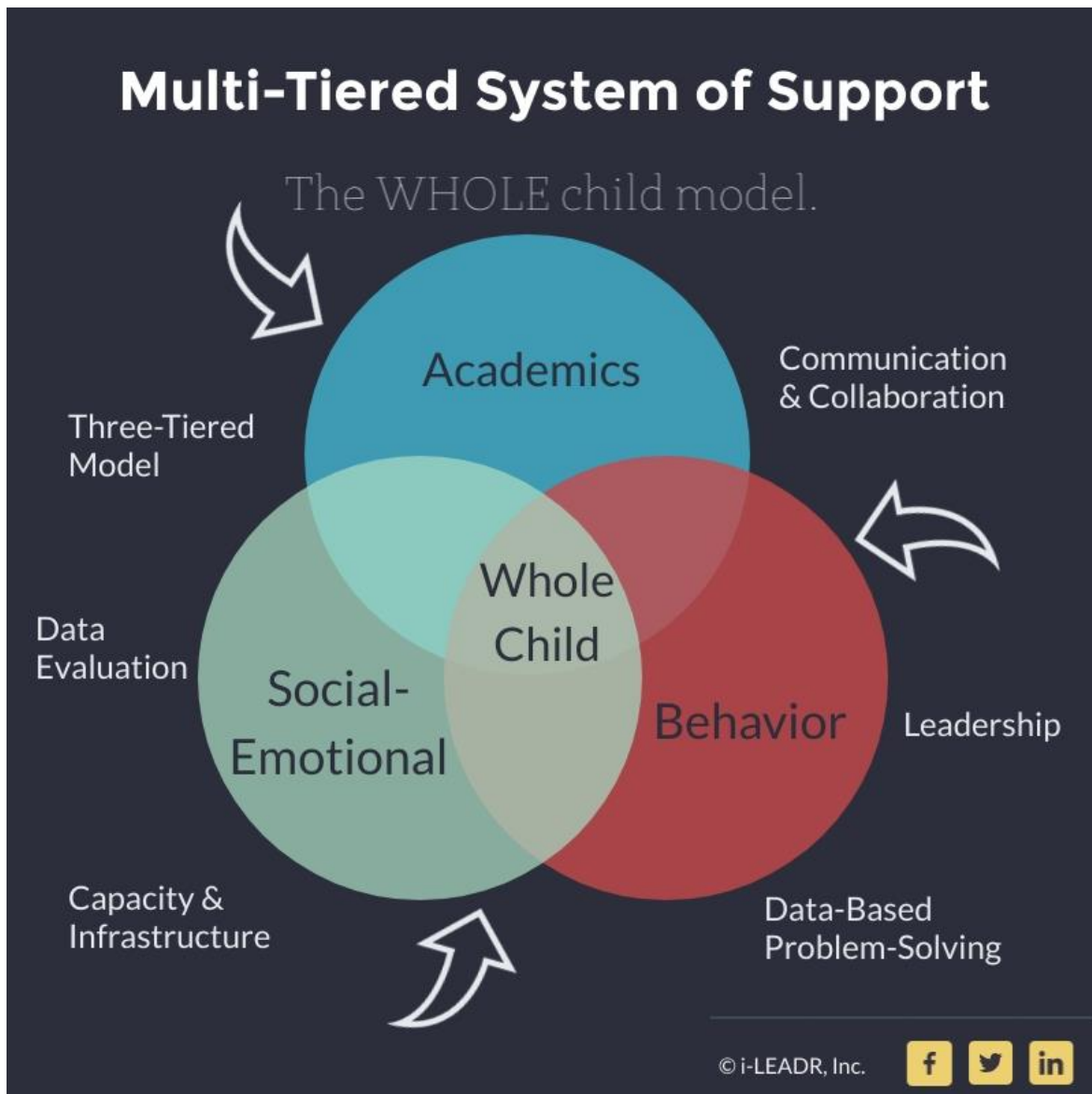
PLCs will receive targeted professional learning (PL) appropriate for each MTSS tier to support effective delivery of hands-on, engaging, evidence-based interventions and strategies to effectively identify student academic, behavioral, and social emotional needs. Training at all three tiers will support easy identification of student needs and appropriate implementation strategies.<sup>75</sup> PLCs will include training on the evidence-based interventions and will equip teachers to use screening, progress monitoring, and real-time assessments to inform data-based decision-making related to specific skill and behavioral deficits. MTSS Instructional Coordinators and MTSS/PBIS Differentiation Coordinators will serve as coaches and provide support to classroom teachers as they implement evidence-based programs (**Application Requirement B**).

<b>Table 13. Professional Learning Community Events</b>		
<b>When</b>	<b>What/Who</b>	<b>Topic</b>
Four-days in Y1	RtI Stored! train-the-trainer for district and school leaders	Train-the-trainer PL on data warehouse and its usage in PLCs
Ten-days in Y1	One day for training of MTSS Instructional Coordinators, and MTSS/PBIS Differentiation Coordinators  One day for train-the-trainer to school MTSS teams and teachers	Training on all four evidence-based practices: (Second Step, Too Good for Drugs and Violence, Check and Connect, Strengthening Families)
Annual 2-days	Leadership Summit for District/School Leaders to drive MTSS Leadership at school level	Conduct data analysis, develop SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis, identify barriers, develop school-level implementation plans
Quarterly	PL for District MTSS Teams and the Consortium	PL on data-based decision-making, evidence-based interventions, and building long-term MTSS capacity
Monthly	PLC for MTSS Instructional Coordinators and MTSS/PBIS Differentiation Coordinators to address monitoring, continuous improvement, and	Train-the-trainer PL to be replicated within each school's PLCs

Table 13. Professional Learning Community Events		
When	What/Who	Topic
	implementation fidelity	
Monthly	School-Level PLCs	Build capacity of teachers to identify and monitor individual student needs. PL on data-based decision making, implementation of evidence-based interventions, including cultural sensitivity, and trauma-informed care
Monthly	PL with Principals, MTSS Instructional Coordinators, and MTSS/PBIS Differentiation Coordinators	Schedule, assess PL needs, and provide technical assistance based on need
Monthly	Data Dives for School Principals	Half-day data analysis workshops with District MTSS Team, Superintendent
Weekly in Y1, Biweekly in Y2, Monthly in Y3	i-LEADR on-site support and technical assistance and coaching	On-site personalized coaching in each district including leadership team coaching and support, and classroom walkthroughs

i-LEADR, will provide professional learning and coaching utilizing a whole-child model to support *RESTORE*'s innovative MTSS implementation framework. i-LEADR has partnered with Aperture, the publisher of the Devereux Student Strengths Assessment (DESSA). Through this partnership, i-LEADR is the only company that offers direct on-site coaching and support for all three areas that impact children's success: Academic, Behavioral, and Social-Emotional (see Figure 3). The DESSA Mini screening instrument and the full Social Emotional Learning Diagnostic (the Full DESSA) have both met recommended standards for both reliability and validity (**Program Requirement E**).<sup>76</sup>

**Figure 3.**



The i-LEADR team will host a four-day RTI:Stored! train-the-trainer workshop to build school-level capacity in data analysis in Year 1. Through this PLC, staff will learn to identify and use data from universal screeners, assessments, and customized data to provide ongoing monitoring and data-based decision-making to inform instruction and implementation of interventions. i-LEADR will facilitate an annual Leadership Summit, quarterly district level capacity building meetings, and lead bi-monthly coaching sessions for PLCs. i-LEADR will also host monthly MTSS Instructional Coordinators, MTSS/PBIS Differentiation Coordinators, and principal meetings and teacher workshops focused on best practices in instruction and implementation of evidence-based programs. i-LEADR will provide on-site support weekly to target schools in Year 1 (bi-weekly in Year 2, monthly in Year 3). Classroom walkthroughs and leadership team coaching will also be conducted monthly at each school.

School leaders and district administration will participate in an Annual Leadership Summit to conduct a SWOT and data analysis to determine focus areas of concern for the coming school year and to develop an annual priority plan for school-level MTSS implementation. i-LEADR's *WISE PLC* approach: Weekly Interventions that are Strategic and Effective, will: 1) outline essential skills and tasks students need to learn; 2) identify and use screening and progress monitoring tools to identify struggling learners and assess progress; 3) identify and receive PL on interventions using the MTSS framework; and, 4) create enriched student learning experiences once essentials skills and knowledge are mastered. MTSS Teams will collaborate on creating foundational skills flowcharts in target behavioral and/or social-emotional areas.<sup>77</sup> Flowcharts identify root cause and align-evidence-based interventions at all MTSS tiers, to support ELL, Students with Disabilities (SWD), at-risk, and Academically and Intellectually Gifted (AIG) students needing interventions or enrichment. Teachers and instructional leaders will receive targeted PL at each tier to help them deliver evidence-based interventions and strategies for academic and social-emotional issues with fidelity<sup>78</sup> **(Application Requirement C).**

► **Management Plan, Timeline, and Past Experience:** Montgomery (MCS) and Stanly (SCS) County Schools both have a strong track record in managing and implementing large grant initiatives including Innovative Approaches to Literacy (MCS), Investing in Innovation (MCS), 21<sup>st</sup> Century Community Learning Center (SCS), and Teacher Quality Partnership (MCS and SCS). Daily oversight and management of *RESTORE* will be the responsibility of the Project Director with oversight from the Consortium (see Table 14 for a detailed timeline). All project staff and contractors will report to the Project Director. The Project Director will ensure that only trained staff implement the program’s components and will monitor and schedule additional staff trainings as the need arises. The Project Director will review weekly program reports and undertake appropriate adaptations to strengthen the program.

Table 14. <i>RESTORE</i> Management Timeline		
Milestone or Activity	Responsibility	Timeframe
Year 1 Foundational Activity Period (10/19-3/20)		
Finalize vendor contracts	<i>RESTORE</i> Management Team	By 10/19
Launch project administration and oversight processes and procedures		By 11/19
Hire project staff		By 11/19
Confirm partnerships		By 11/19
Compile baseline data for objectives	Independent Evaluator	By 11/19
Complete annual Action Plans	<i>RESTORE</i> Management Team	By 11/19
Provide PL in Effective PLCs Model	i-LEADR	Begin 12/19
Convene monthly Project Team Meetings	Project Director	By 12/19
Begin monthly school, district MTSS Meetings		By 12/19
Convene quarterly Consortium Meetings	<i>RESTORE</i> Management Team	Begin 1/20
Train MTSS/PBIS Differentiation Coordinators and MTSS Instructional Coordinators, Trauma Counselors, Student Support Specialists, Strengthening Families facilitators	i-LEADR and outside TA providers	Begin 1/20
Complete required Institutional Review Board approval process for evaluation, repeat annually	Independent Evaluator	By 2/20
Conduct quarterly data collection and evaluation		By 3/20
Provide quarterly updates to Consortium		By 3/20

Table 14. <i>RESTORE</i> Management Timeline		
Milestone or Activity	Responsibility	Timeframe
Disseminate quarterly findings to stakeholders	The Montgomery and Stanly School Climate Transformation Consortium	By 3/20
MTSS Leadership Team plans for sustainability		By 3/20
Staffing		
MTSS Teams begin meeting monthly	District, School Teams	By 12/19
PLCs define mission, vision, and goals	School PLCs	Begin 12/19
PLCs meet weekly	School Principals	Begin 12/19
PL schedule developed and modified as needed	i-LEADR, MTSS Instructional Coordinators, MTSS/PBIS Differentiation Coordinators	By 12/19
Provide PL, coaching and TA to teachers and Student Support Specialists on Tier 1: Core Instruction, monthly		Begin 12/19
Provide PL, Coaching, TA to teachers and Student Support Specialists on Tier 2: Strategic Interventions, monthly		Begin 8/20
Provide PL, Coaching, TA to teachers and Student Support Specialists on Tier 3: Intensive Interventions, monthly		Begin 8/21
Conduct quarterly meetings between i-LEADR and District Teams to build long-term program capacity and sustainability	i-LEADR, MTSS Instructional Coordinators, MTSS/PBIS Differentiation Coordinators	Begin 12/19
Conduct bi-monthly PLCs for MTSS/PBIS Differentiation Coordinators and MTSS Instructional Coordinators	i-LEADR	Begin 12/19
Facilitate monthly MTSS/PBIS Differentiation Coordinators, MTSS Instructional Coordinators, and Principal Meetings		Begin 12/19
Provide PL on social-emotional learning including cultural responsiveness and trauma-informed care	MTSS Instructional Coordinators, MTSS/PBIS Differentiation Coordinators	Begin 1/20
Data-Based Decision Making		
Develop PL plan and modify as needed	i-LEADR, Project Director	Begin 1/20
Provide weekly PL on data-usage and data-based decision-making including screening & monitoring	PLCs, MTSS Instructional Coordinators, MTSS/PBIS Differentiation Coordinators, i-LEADR	Begin 1/20
Begin PL and instructional modeling for teachers, Student Support Specialists, SF Facilitators, MTSS Teams	i-LEADR, MTSS Instructional Coordinators, MTSS/PBIS Differentiation Coordinators	By 1/20



<b>Table 14. <i>RESTORE</i> Management Timeline</b>		
<b>Milestone or Activity</b>	<b>Responsibility</b>	<b>Timeframe</b>
Use data to inform training and update action plans	Ongoing	Begin 1/20
Conduct Data Days to identify data to be collected for screening, progress monitoring	MTSS Instructional Coordinators, MTSS/PBIS Differentiation Coordinators, MTSS Teams	Begin 2/20
Provide data usage training to identify students in Tiers 2 and 3	MTSS Instructional Coordinators, MTSS/PBIS Differentiation Coordinators, i-LEADR	Begin 8/20
<b>Evidence-Based Interventions</b>		
Develop foundation skill flowcharts for target academic and/or social-emotional areas	School PLCs	Begin 1/20
Align MTSS efforts with other schoolwide efforts	School and District Teams	Begin 1/20
Develop Tier 1 Core Instructional Plans	PLCs, i-LEADR	Begin 1/20
Identify aligned evidence-based interventions to address specific skill deficits	District/School Teams, MTSS Instructional Coordinators, MTSS/PBIS Differentiation Coordinators	Begin 2/20
Provide specific PL and technical assistance in implementing interventional approaches	i-LEADR, MTSS Instructional Coordinators, MTSS/PBIS Differentiation Coordinators, PLCs	Begin 2/20
Participate in training in evidence-based practices (e.g., Second Step, Too Good for Violence and Drugs)		Begin 3/20
Develop Tier 2 Strategic Interventional Plans and Tier 3 Intensive Interventional Plans		Begin 8/20
Complete annual performance reports	Independent Evaluator, <i>RESTORE</i> Management Team	Begin 10/20
Present program results at regional and national conferences, ongoing	Independent Evaluator, <i>RESTORE</i> Management Team	Begin 6/21

► **Long-Term Sustainability:** *RESTORE* was specifically designed to include in-depth professional learning so that teachers and administrators expand their effectiveness and build their instructional capacity to provide evidence-based instruction and interventions specifically designed for rural, high-poverty students. Data analysis and the use of data-based decision-making will further expand the capacity of school and district staff to build sustained capacity beyond the life of the grant. The Consortium, Project Director, Management Team, and external evaluator will

collect and analyze data to streamline services and determine which program components could be integrated into a partner’s existing structures when the grant ends.

► **Replication Guide:** A key component of *RESTORE* is the creation of a replication guide meant to provide step-by-step advice to districts who wish to replicate a similar program in their own schools. The *RESTORE* guide will include all relevant materials and resources, will be posted on district and partner websites, and promoted through social media to maximize accessibility. Finally, the *RESTORE* project team, evaluation firm, and partners will present at conferences such as MTSS Innovations, American Association of School Administrators (AASA), Association for Supervision and Curriculum Development (ASCD), and American Evaluation Association (AEA) to share findings and provide in-depth professional learning for those seeking to recreate this program in their own communities.

## E. Quality of the Project Evaluation

*(E1) Extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.* ► **Research Questions:** A

comprehensive evaluation will determine if *RESTORE* has the intended impact and how to best sustain and replicate the program. The *RESTORE* evaluation study will examine the effectiveness of MTSS, i-LEADR and RtI:Stored! intervention components in improving student outcomes by addressing the following research questions:

Table 15. Guiding Research Questions	
Research Questions	Objectives
1) Does the <i>RESTORE</i> MTSS intervention result in improved perceptions of school climate for students in the target schools?	1.4
2) Does the <i>RESTORE</i> MTSS intervention result in a reduction of Office Discipline Referral rates for the target schools?	2.5
3) Does the <i>RESTORE</i> MTSS intervention result in a reduction of truancy rates for the target schools?	2.6
4) Does the <i>RESTORE</i> MTSS intervention result in an increase in the number of students in target schools meeting <b>proficiency in math</b> ?	1.2

Table 15. Guiding Research Questions	
Research Questions	Objectives
5) Does the <i>RESTORE</i> MTSS intervention result in an increase in the number of students in target schools meeting <b>proficiency in ELA</b> ?	1.3
6) Do the Too Good for Drugs and Violence, Strengthening Families, EVERFI, and SBIRT School-Based program result in fewer suspensions and expulsions for possession or use of alcohol?	2.3
7) Do the Too Good for Drugs and Violence, Strengthening Families, EVERFI, and SBIRT School-Based program result in fewer suspensions and expulsions for possession or use of other drugs?	2.4

These research questions are aligned with the *RESTORE* logic model (Appendix D), the following goals, objectives, performance measures, and the data analyses and methodology of the evaluation plan. The logic model articulates inputs, key strategies and components, short-term outputs and mediators, and long-term outcomes. Quarterly reviews of the logic model will provide an assessment of the early impact of interventions, inform needed program changes, and identify methods for continuous improvement.<sup>79,80,81</sup>

► **Performance Measures:** Table 16 details the goals and objectives which have been written in Doran’s SMART format to maximize measurability, relevance, and timeliness.<sup>82</sup> For each objective corresponding targets, measures, and baselines have been identified. Further information regarding baseline calculations and rational performance targets for SCTG GPRA measures can be found in the appendices (see Appendix F: Rational Target Setting and Baseline Data documents).

Table 16. <i>RESTORE</i> Goals, Objectives, and Performance Measures	
<b><i>Goal 1: Implement an evidence-based, multi-tiered system of support targeting behavior, social-emotional learning, and academics to improve school climate and safety</i></b>	
<b>1.1</b>	<b>GPRA Performance Measure (b):</b> Number and percentage of schools annually that report an improved school climate based on the results of the EDSCLS or similar tool. <b>Target:</b> Increase the percentage of schools with improved school climate ratings by 20% from baseline (Y2) and an additional 10% in Y3-Y5. <b>Baseline:</b> Survey results from Year 1 administration.
<b>1.2</b>	Increase by at least 10% annually the number of students in target schools meeting <b>proficiency in math</b> . <b>Measure:</b> NC Math EOG and EOC assessments. <b>Baseline:</b> Percentage of students in target schools meeting proficiency on NC Math EOG and EOC assessments from spring 2019*.
<b>1.3</b>	Increase by at least 10% annually the number of students in target schools meeting <b>proficiency</b>

**Table 16. RESTORE Goals, Objectives, and Performance Measures**

	<p><b>in ELA. Measure:</b> NC ELA EOG and EOC assessments. <b>Baseline:</b> Percentage of students in target schools meeting proficiency on NC ELA EOG and EOC assessments from spring 2019*.</p>
1.4	<p>Increase the percentage of <b>students</b> in target schools who report positive perceptions of <b>school climate</b> by 10% over baseline (Y2) and an additional 10% in Y3-Y5, as evidenced in survey results. <b>Measure:</b> ED School Climate Surveys (EDSCLS).<sup>1</sup> <b>Baseline:</b> Survey results from Year 1 administration.</p>
1.5	<p>Increase the percentage of <b>parents</b> who report positive perceptions of <b>school climate</b> by 10% over baseline (Y2) and an additional 10% in Y3-Y5, as evidenced in survey results. <b>Measure:</b> ED School Climate Surveys (EDSCLS).<sup>1</sup> <b>Baseline:</b> Survey results from Year 1 administration.</p>
1.6	<p>Increase the percentage of <b>teachers</b> who report positive perceptions of <b>school climate</b> by 10% over baseline (Y2) and an additional 10% in Y3-Y5, as evidenced in survey results. <b>Measure:</b> ED School Climate Surveys (EDSCLS).<sup>1</sup> <b>Baseline:</b> Survey results from Year 1 administration.</p>
<p><b>Goal 2: Identify, implement, and sustain effective MTSS evidence-based interventions that address safety, supportive environments, and caring relationships with fidelity</b></p>	
2.1	<p><b>GPRA Performance Measure (c):</b> Number and percentage of schools annually that are implementing a multi-tiered system of support framework with fidelity. <b>Target:</b> At least 50% of target schools will implement the <u>MTSS model</u> with <b>fidelity</b> of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%). <b>Baseline:</b> Number of schools implementing MTSS with fidelity in Year 1.</p>
2.2	<p><b>GPRA Performance Measure (d):</b> Number and percentage of schools annually that are implementing opioid abuse prevention and mitigation strategies. <b>Target:</b> Increase the percentage of schools implementing opioid abuse prevention and mitigation strategies by 40% from baseline (Y2) and an additional 10% in Y3-Y5. <b>Baseline:</b> Number of schools implementing opioid abuse prevention and mitigation strategies in Year 1.</p>
2.3	<p><b>GPRA Performance Measure (e):</b> Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol. <b>Target:</b> Increase the percentage of schools with a decrease in suspensions and expulsions related to possession or use of alcohol by 40% from baseline and an additional 10% in Y2-Y5. <b>Baseline:</b> Number of students suspended or expelled for alcohol in 2018-19 at each target school. For MCS: 25 students across targeted schools. For SCS: 3 students across targeted schools.</p>
2.4	<p><b>GPRA Performance Measure (f):</b> Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs. <b>Target:</b> Increase the percentage of schools with a decrease in suspensions and expulsions related to possession or use of other drugs by 40% from baseline and an additional 10% in Y2-Y5. <b>Baseline:</b> Number of students suspended or expelled for other drugs in 2018-19 at each target school. For MCS: 28 students across target schools. For SCS: 9 students across target schools.</p>
2.5	<p>Reduce the <b>Office Discipline Referral (ODR)</b> rate in target schools by at least 5% from baseline in Year 1, decreasing by at least an additional 5% each year or 30% overall. <b>Measure:</b> Annual ODR rate for each school. <b>Baseline:</b> Spring 2019 ODR rates by school.*</p>
2.6	<p>Reduce the <b>truancy</b> rates in target schools by at least 5% from baseline in Year 1, decreasing by at least an additional 5% each year or 30% overall. <b>Measure:</b> Annual truancy rates for each school. <b>Baseline:</b> Spring 2019 truancy rates by school.*</p>
2.7	<p>By the end of Year 1, at least 50% of target schools will implement the <u>MTSS model</u> with <b>fidelity</b> of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%). <b>Measure:</b> NC</p>

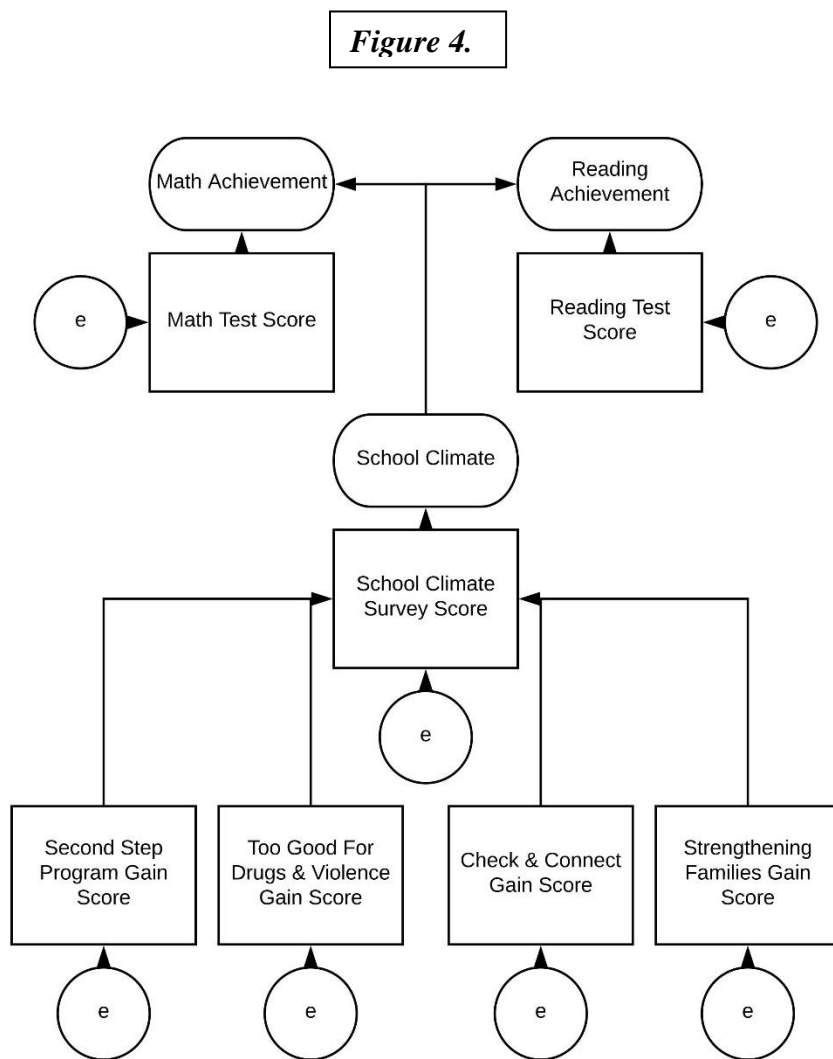
**Table 16. *RESTORE* Goals, Objectives, and Performance Measures**

	Facilitated Assessment of MTSS-School Level (FAM-S), <sup>1</sup> RtI Fidelity of Implementation Rubric and Essential Components Worksheet, the SWPBIS Tiered Fidelity Inventory (TFI), <sup>1</sup> and i-LEADR classroom observation instrument. Results to be compiled annually. <b>Baseline:</b> N/A.
<b>2.8</b>	By the end of Year 1, at least 50% of target schools will implement the <u>Second Step and Too Good for Drugs and Violence</u> programs ( <b>Tier 1</b> ) with <b>fidelity</b> of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%). <b>Measure:</b> Published fidelity measures for Second Step and Too Good for Drugs and Violence, including random classroom observations. Results to be compiled annually. <b>Baseline:</b> N/A.
<b>2.9</b>	By the end of Year 1, at least 50% of target schools will implement the <u>Check In–Check Out, Check &amp; Connect, and Strengthening Families</u> programs ( <b>Tiers 2 &amp; 3</b> ) with <b>fidelity</b> of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%). <b>Measure:</b> Published fidelity measures for Check In–Check Out, Check & Connect, and Strengthening Families, including random classroom observations. Results to be compiled annually. <b>Baseline:</b> N/A.
<b>2.10</b>	By the end of Year 2, trained SBIRT School-Based counselors will implement the program with <b>fidelity</b> of 75% or more (Year 3, 80%; Year 4, 85%; and Year 5, 95%). <b>Measure:</b> Published fidelity measures for SBIRT School-Based programs. Results to be compiled annually. <b>Baseline:</b> N/A.
<b><i>Goal 3: Provide high-quality professional development to enhance training of school staff, community partners, and parents on MTSS interventions to improve behavioral, social-emotional, and academic outcomes and help students cope with traumatic events</i></b>	
<b>3.1</b>	<b>GPRA Performance Measure (a):</b> The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support. <b>Target:</b> At least 90% of teachers will participate in i-LEADR and RtI:Stored! trainings annually. <b>Baseline:</b> N/A.
<b>3.2</b>	At least 90% of teachers will participate in <b>i-LEADR and RtI:Stored! trainings</b> annually. <b>Measure:</b> i-LEADR and RtI:Stored! training agendas and sign-ins, by year. <b>Baseline:</b> N/A.
<b>3.3</b>	MTSS/PBIS Differentiation Coordinators will participate in at least 80% of the monthly <b>PLC Data Team</b> meetings with school faculty each year. <b>Measure:</b> PLC meeting minutes and agendas, by year. <b>Baseline:</b> N/A.
<b>3.4</b>	As a result of i-LEADR and RtI:Stored! trainings, at least 70% of school staff will report increased <b>knowledge and efficacy</b> related to Tier 1, 2, and 3 support strategies in Year 2; with increases of at least 5% each subsequent year. <b>Measure:</b> NC Facilitated Assessment of MTSS-School Level (FAM-S); $\alpha=.79$ to $.91$ , <sup>1</sup> interviews, and annual focus groups. <b>Baseline:</b> N/A.
<b>3.5</b>	As a result of i-LEADR and RtI:Stored! trainings, at least 70% of school staff will report increases in <b>valuing and utilizing data-based decision making</b> in Year 2, with increases of at least 5% each subsequent year. <b>Measure:</b> NC Facilitated Assessment of MTSS-School Level (FAM-S); $\alpha=.79$ to $.91$ , <sup>1</sup> interviews, and annual focus groups. <b>Baseline:</b> N/A.

\*2018-19 baseline data not yet available.

► **Research Design:** *RESTORE* will employ a rigorous, longitudinal quasi-experimental, impact study that **meets the What Works Clearinghouse (WWC) 4.0 evidence standards with reservations** to provide a moderate level of evidence assessing the model’s effectiveness.<sup>83</sup>

*RESTORE* will use a structural equation model (SEM) that will assess the relationship between evidence-based program gain scores, school climate, and both math and ELA/reading achievement scores (see Figure 4).



► **Model:** Structural equation modeling was chosen as the preferred method of analysis as it is uniquely equipped to analyze complex relationships between data elements and latent constructs.<sup>84</sup> Kaplan recommends structural equation modeling as the preferred analysis choice when measures are robust, valid, and reliable, such as standardized assessment data and test scores. The *RESTORE* SEM model predicts that gain scores from evidence-based program pre- and post- knowledge



assessments will positively predict school climate which will then predict math and reading achievement. An a priori power analysis indicates a minimum sample size of 323 for the model structure and 296 for detecting an effect size of .2 or higher.<sup>85</sup>

The model design will track growth across five treatment schools in each county.

► **Design Parameters:** The design parameters for our study are summarized in Table 17.

Table 17. Summary of Design Parameters for the <i>RESTORE</i> Research Study	
Parameters	Study Design: Structural Equation Modeling
School Grade Levels	Elementary, Middle, High (Grades K-12) <b>Montgomery County Schools:</b> 2 middle—East and West, 2 high—East and West, and Montgomery Learning Academy; <b>Stanly County Schools:</b> 2 elementary—East Albemarle and Central, 1 middle—Albemarle, and 1 high—Albemarle, and Stanly Academy Learning Center
Unit of Analysis	Individual student level
Sample Size	N= 3480 students across 10 <i>RESTORE</i> schools, with little to no expected attrition
Outcome Measures	Academic achievement in Grades 3-12 (Measures: EOG and EOC math and ELA)
Statistical Analysis	Confirmatory: Structural Equation Model with pre and post knowledge scores by student
Power	Minimum sample size of 323 for the model structure and 296 for detecting an effect size of .2 or higher.

► **Valid and Reliable Data:** Our quasi-experimental design will use a mixed-methods evaluation approach that combines quantitative and qualitative data from multiple sources to support triangulation.<sup>86</sup> Multiple measures from distinct sources will enhance the validity and reliability of the evaluation results.

► **Quantitative Data:** Quantitative evaluation data will include NC DPI-certified school demographic, discipline, suspension, and truancy data; PLC and data team meeting hours; and school climate ratings from EDSCLS student, parent and teacher surveys; NC Department of Public Instruction's Facilitated Assessment of MTSS-School Level (FAM-S); MTSS implementation rubrics ( $\alpha=.79$  to  $.91$  for individual scales);<sup>87</sup> and NC standardized EOG/EOC

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math and ELA scores. These data sources are valid and reliable, thereby meeting WWC 4.0 design standards. Internal consistency of the i-LEADR classroom observation rubric will be calculated using Cronbach's  $\alpha$ . Revisions to this instrument will be made until reliability indices of at least .80 are attained.<sup>88</sup> In addition, Cronbach's  $\alpha$  will be calculated for all published instruments to guarantee reliability with local respondents.

► **Qualitative Data:** Qualitative evaluation data will include instructional staff interviews and focus groups, open-ended survey items, classroom observation comments, and narratives from i-LEADR, RtI, and PBIS coaching logs. Open-ended responses will be examined for common themes. Based on themes, a constant comparative coding system will be developed so similar responses can be aggregated and all responses can be quantified. The independent evaluator will use member checking to ensure that codification has been done accurately.<sup>89,90</sup> Interrater reliabilities will be carefully monitored so Kappa values are at .80 or higher. The qualitative data will be invaluable in answering the *RESTORE* process evaluation questions: 1) What impact did the *RESTORE* program have on students' behavior and social-emotional development? 2) What changes to the school culture were reported by students, parents, and teachers? 3) How has the *RESTORE* program improved the teachers' ability to tailor instruction, SEL experiences, and behavioral supports to best benefit individual students?

► **Comprehensive *RESTORE* Evaluation Plan:** Table 18 summarizes the data elements, reliability and validity evidence, data sources, collection frequency, and data analysis methods that will be used to provide a comprehensive multi-level, multi-method evaluation of *RESTORE*.



Table 18. <i>RESTORE</i> Comprehensive Data Collection and Evaluation Plan						
Data Element	Type	Reliability/ Validity	Evaluator Developed	Data Source & Collection Frequency	Analysis Method	Related Objective
<b>Participant Level: Student</b>						
NC EOG ELA & math; EOC English II, Math I	Quantitative	$\alpha$ range=0.88 to 0.93	No	LEA, annual	Descriptive statistics: Means; Structural Equation Modeling	1.2, 1.3
Discipline referrals, including suspensions and expulsions for drugs and alcohol; truancy	Quantitative	Count	No	LEA, annual	Descriptive statistics: Frequencies	2.3 to 2.6
Student EDSCLS surveys	Quantitative	$\alpha$ minimum=0.80	No	TEG, annual	Descriptive statistics: Means; Structural Equation Modeling	1.4
<b>Participant Level: Teacher</b>						
Teacher EDSCLS surveys	Quantitative	$\alpha$ minimum=0.80	No	TEG, annual	Descriptive statistics: Means; Repeated Measures ANOVA	1.6
Focus groups, structured interviews	Qualitative	Descriptive	Yes	TEG, annual	Frequencies	3.4, 3.5
Classroom observations	Both	$\alpha$ minimum=0.80; Descriptive	No	LEA, annual	Descriptive statistics: Frequencies, Repeated Measures ANOVA	2.7
NC Facilitated Assessment of MTSS-School Level (FAM-S)	Quantitative	$\alpha$ =.79 to .91	No	TEG, annual	Descriptive statistics: Means; Repeated Measures ANOVA	3.4, 3.5
<b>Participant Level: School District Personnel (e.g., MTSS/PBIS Differentiation Coord., Student Support Spec., Counselors)</b>						
Staff & counselor student contact hours	Quantitative	Count	Yes	TEG, annual	Frequencies	2.7, to 2.10
Staff & counselor EDSCLS surveys	Quantitative	$\alpha$ minimum=0.80	No	TEG, annual	Descriptive statistics: Means; Repeated Measures ANOVA	1.6

Staff & counselor focus groups, structured interviews	Qualitative	Descriptive	Yes	TEG, annual	Frequencies	3.4, 3.5
NC Facilitated Assessment of MTSS-School Level (FAM-S)	Quantitative	$\alpha=.79$ to .91	No	TEG, annual	Descriptive statistics: Means; Repeated Measures ANOVA	3.4, 3.5
<b>Participant Level: Parent</b>						
Strengthening Families pre- and post-knowledge assessments	Quantitative	Standardized	No	LEA, biannual	Descriptive statistics: Means; Repeated Measures ANOVA	2.9
Parent EDSCLS surveys	Quantitative	$\alpha$ minimum=0.80	No	TEG, annual	Descriptive statistics: Means; Repeated Measures ANOVA	1.5
<b>Participant Level: Partners/Stakeholders</b>						
Partners/Stakeholder Collaboration Survey	Both	$\alpha$ minimum=0.80	Yes	TEG, annual	Descriptive statistics: Frequencies and Means;, Repeated Measures ANOVA	NA

*(E2) Extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.* ► **Independent**

**Evaluator:** The Evaluation Group (TEG) has more than 30 years of demonstrated capacity to conduct rigorous, objective evaluations that focus on fidelity and the use of evidence-based practices and curricula (including 10 former or current i3/EIR grants, as well as multiple projects that utilize MTSS, RtI, and PBIS). This experience makes them highly qualified to serve as the external evaluator. The *RESTORE* evaluation will be led by Dr. Kathy Dowell and Ms. Holly Schmidt-Davis of TEG and supported by a multidisciplinary team of PhD and Master's level professionals who have wide-ranging areas of expertise in research design, survey methodology, data analysis, and development of project-specific, quantitative instruments and qualitative data collection methods. Dr. Dowell and Ms. Schmidt-Davis' resumes can be found in Appendix A. TEG has significant experience with school-based interventions being implemented in rural, high-need areas, similar to Montgomery and Stanly Counties. TEG follows a multi-level, utilization-focused, participatory approach to data collection and analysis to ensure that resulting processes and outcome measures are timely, relevant, and answer overarching research questions.<sup>91</sup> TEG will work collaboratively with staff in both Montgomery and Stanly Counties. The lead evaluators will conduct monthly check-ins to monitor implementation progress. Outcomes and results will be reported by school to promote utilization by instructional and support staff. Findings will also be communicated via quarterly, mid-year, and end-of-year summative reports. Survey briefs and snapshots will present program findings in an easy to read form, for varied audiences. TEG will comply with the annual reporting requirements of the US ED, including the six annual and cumulative GPRA performance measures, and will work with all federal-level external evaluation teams. To ensure timely and useful feedback for continuous improvement efforts, TEG will use

the *RESTORE* logic model (Appendix D) as a guide. The goals and desired outcomes from this model will guide continuous quality improvements and program enhancements. Annual benchmarks have been established and will be used to graphically chart progress towards targets. Findings will support a built-in feedback loop for informed decision-making and identifying recommended program adjustments. Through continuous monitoring, the evaluation team will provide ongoing feedback to each school and will triangulate data from multiple sources to provide a synthesis of program-wide outcomes.

► **Continuous Improvement Cycle:** Montgomery and Stanly County Schools will institutionalize use of the **Plan-Do-Check-Act Cycle (PDCA)** as recommended by the NC Department of Public Instruction. PDCA develops plans based on data analysis (**Plan**), to implement solutions (**Do**), to understand the results or impact (**Check**), and to make adjustments based on the outcomes of the implementation (**Act**).<sup>92</sup> PDCA examines existing practices and identifies strategies to ensure student, school, and districtwide improvements, in areas of student achievement, instruction, and professional learning, and provides a platform for developing school improvement plans.

► **Effective Strategies for Replication:** To support replication in other settings, our process evaluation will examine implementation fidelity for all program components. Fidelity of implementation will be conducted longitudinally by systematically tracking, documenting, and assessing the extent to which actual implementation of the program aligns with proposed targets (**Application Requirement D**). The results will be collected through a comprehensive fidelity index (see Table 19). The results from this fidelity index will help determine which active components of *RESTORE* are most suitable for replication in other settings. In addition, fidelity results will show barriers to implementation of *RESTORE* and the MTSS framework. The independent evaluator developed the *RESTORE* Fidelity Index using program components that align with the goals and key strategies in the logic model. Within each component, fidelity scores

are based on quantitative and qualitative indicators of: *Reach* (e.g., numbers of students and staff impacted), *Dosage* (e.g., frequency of implementation of program components), *Quality* (e.g., effectiveness of interventions) and *Reactions* (e.g., survey, interview, focus group responses).<sup>93</sup> Thresholds have been established through a priori for each indicator based on baseline data, expected targets, and input from program-area experts. Component fidelity scores will be summed to compute an overall fidelity index. To understand how *RESTORE*'s components of the fidelity index translate to behavioral outcomes, an exploratory hierarchical linear regression will be run with component scale scores used as predictors for student disciplinary referrals. The independent evaluator will chart actual progress against targeted outcomes to inform generalizability to other schools, grade-levels, and districts. Identification of implementation barriers will be attained through focus groups and used to adjust key components and processes as part of a continuous improvement cycle.



**Table 18. RESTORE IMPLEMENTATION FIDELITY INDEX**

<b>RESTORE Goals, Data Sources, and Measurable Thresholds</b>				
<b>Goal 1: <i>Implement an evidence-based, multi-tiered, system of support targeting behavior, social-emotional learning, and academics to improve school climate and safety</i></b>	<b>Data Source</b>	<b>Measurable Threshold</b>	<b>Points (assessed by school)</b>	
<b>1.1 GPRA Performance Measure (b):</b> Number and percentage of schools annually that report an improved school climate based on the results of the EDSCLS or similar tool. <b>Target:</b> Increase the percentage of schools with improved school climate ratings by 20% from baseline (Y2) and an additional 10% in Y3-Y5. <b>Baseline:</b> Survey results from Year 1 administration.	Annual ED School Climate Surveys (EDSCLS)	20% of schools (Y2)	< 20% 0 points	≥ 20% 1 point
<b>1.4</b> Increase the percentage of <b>students</b> in target schools who complete the EDSCLS by 10% over baseline (Y2) and an additional 10% in Y3-Y5, as evidenced in survey results. <b>Baseline:</b> Student survey completions from Year 1 administration.	Annual ED School Climate Surveys (EDSCLS)	10% of students	< 10% 0 points	≥ 10% 1 point
<b>1.5</b> Increase the percentage of <b>parents</b> who complete the EDSCLS by 10% over baseline (Y2) and an additional 10% in Y3-Y5, as evidenced in survey results. <b>Baseline:</b> Parent survey completions from Year 1 administration.	Annual ED School Climate Surveys (EDSCLS)	10% of students	< 10% 0 points	≥ 10% 1 point
<b>1.6</b> Increase the percentage of <b>teachers</b> who complete the EDSCLS by 10% over baseline (Y2) and an additional 10% in Y3-Y5, as evidenced in survey results. <b>Baseline:</b> Teacher survey completions from Year 1 administration.	Annual ED School Climate Surveys (EDSCLS)	10% of students	< 10% 0 points	≥ 10% 1 point
<b>Total Points for School/Total Points Goal 1</b>	<b>___/4</b>		<b>Fidelity Percentage:</b>	

Goal 2: <i>Identify, implement, and sustain effective MTSS evidence-based interventions that address safety, supportive environments, and caring relationships with fidelity.</i>	Data Source	Measurable Threshold	Points (assessed by school)	
<b>2.1 GPRA Performance Measure (c) and Project Measure 2.7:</b> Number and percentage of schools annually that are implementing a multi-tiered system of support framework with fidelity. <b>Target:</b> at least 50% of target schools will implement the <u>MTSS model</u> with <b>fidelity</b> of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%). <b>Baseline:</b> Number of schools implementing MTSS with fidelity in Year 1.	NC Facilitated Assessment of MTSS-School Level (FAM-S), <sup>1</sup> RtI Fidelity of Implementation Rubric and Essential Components Worksheet, the SWPBIS Tiered Fidelity Inventory (TFI), <sup>1</sup> and i-LEADR classroom observation instrument	50% of schools (Y2)	< 50% 0 points	≥ 50% 1 point
<b>2.2 GPRA Performance Measure (d):</b> Number and percentage of schools annually that are implementing opioid abuse prevention and mitigation strategies. <b>Target:</b> Increase the percentage of schools implementing opioid abuse prevention and mitigation strategies by 40% from baseline (Y2) and an additional 10% in Y3-Y5. <b>Baseline:</b> Number of schools implementing opioid abuse prevention and mitigation strategies in Year 1.	Evidence of implementation of SBIRT, Too Good for Drugs and Violence, Strengthening Families, and EVERFI programs within the school	40% of schools (Y2)	< 40% 0 points	≥ 40% 1 point
<b>2.3 GPRA Performance Measure (e):</b> Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol. <b>Target:</b> Increase the percentage of schools with a decrease in suspensions and expulsions related to possession or use of alcohol by 40% from baseline and an additional 10% in Y2-Y5. <b>Baseline:</b> Number of students suspended or expelled for alcohol in 2018-19 at each target school.	Evidence of implementation of SBIRT, Too Good for Drugs and Violence, Strengthening Families, and EVERFI programs as well as behavioral health counseling within the school	40% of schools (Y2)	< 40% 0 points	≥ 40% 1 point



<b>2.4 GPRA Performance Measure (f):</b> Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs. <b>Target:</b> Increase the percentage of schools with a decrease in suspensions and expulsions related to possession or use of other drugs by 40% from baseline and an additional 10% in Y2-Y5. <b>Baseline:</b> Number of students suspended or expelled for other drugs in 2018-19 at each target school.	Evidence of implementation of SBIRT, Too Good for Drugs and Violence, Strengthening Families, and EVERFI programs as well as behavioral health counseling within the school	40% of schools (Y2)	< 40% 0 points	≥ 40% 1 point
<b>2.8</b> By the end of Year 1, at least 50% of target schools will implement the <u>Second Step and Too Good for Drugs and Violence</u> programs ( <b>Tier 1</b> ) with <b>fidelity</b> of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%). <b>Baseline:</b> N/A.	Published fidelity measures for Second Step and Too Good for Drugs and Violence, including random classroom observations	50% of schools (Y2)	< 50% 0 points	≥ 50% 1 point
<b>2.9</b> By the end of Year 1, at least 50% of target schools will implement the <u>Check In–Check Out, Check &amp; Connect, and Strengthening Families</u> programs ( <b>Tiers 2 &amp; 3</b> ) with <b>fidelity</b> of 80% or more (Year 2, 60%; Year 3, 75%; Year 4, 85%; and Year 5, 95%). <b>Baseline:</b> N/A.	Published fidelity measures for Check In–Check Out, Check & Connect, and Strengthening Families, including random classroom observations.	50% of schools (Y2)	< 50% 0 points	≥ 50% 1 point
<b>2.10</b> By the end of Year 2, trained SBIRT School-Based counselors will implement the program with <b>fidelity</b> of 75% or more (Year 3, 80%; Year 4, 85%; and Year 5, 95%). <b>Baseline:</b> N/A	Published fidelity measures for SBIRT School-Based programs.	Average of 75% fidelity across counselors (Y2)	< 75% 0 points	≥ 75% 1 point
<b>Total Points for School/Total Points Goal 2</b>	____/7	<b>Fidelity Percentage:</b>		
<b>Goal 3: Provide high-quality professional development to enhance training of school staff, community partners, and parents on MTSS interventions to improve behavioral, social-emotional, and academic outcomes and help students cope with traumatic events.</b>	<b>Data Source</b>	<b>Measurable Threshold</b>	<b>Points (assessed by school)</b>	

<b>3.1 GPRA Performance Measure (a) and Project Measure 3.2:</b> The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support. <b>Target:</b> At least 90% of teachers will participate in i-LEADR and RtI:Stored! trainings annually.	i-LEADR and RtI:Stored! training agendas and sign-ins	90% of staff	< 90% 0 points	≥ 90% 1 point
<b>3.4</b> As a result of i-LEADR and RtI:Stored! trainings, at least 70% of school staff will report increased <b>knowledge and efficacy</b> related to Tier 1, 2, and 3 support strategies in Year 2; with increases of at least 5% each subsequent year. <b>Baseline:</b> N/A.	NC Facilitated Assessment of MTSS-School Level (FAM-S)	70% of staff (Y2)	< 70% 0 points	≥ 70% 1 point
<b>3.5</b> As a result of i-LEADR and RtI:Stored! trainings, at least 70% of school staff will report increases in <b>valuing and utilizing data-based decision making</b> , with increases of at least 5% each subsequent year. <b>Baseline:</b> N/A.	NC Facilitated Assessment of MTSS-School Level (FAM-S)	70% of staff (Y2)	< 70% 0 points	≥ 70% 1 point
<b>Total Points for School/Total Points Goal 3</b>	_____/3	<b>Fidelity Percentage:</b>		
<b>Total Points for School/Total Possible Points</b>	_____/14	<b>Overall Fidelity Percentage</b>		

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Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
<b>PERSONNEL [Qualifications, Job Descriptions, and Resumes are in Appendix A]</b>						
<b>a. Project Director (1 FTE):</b> We will hire a Project Director with a Master's degree to lead <i>RESTORE</i> School Climate Transformation Grant (SCTG) implementation including hiring and managing grant staff; coordinating with partners; providing fiscal accountability; liaising with the program evaluator, technical assistance provider, and SCTG program office; coordinating professional development; procuring goods and services; and guiding implementation and sustainability. <b>Cost:</b> Salary of \$60,000 x 1.0 FTE effort. Funds in Year 1 are based on 9 months of salary to allow time to conduct hiring process.	45,000	60,000	60,000	60,000	60,000	<b>285,000</b>
<b>b. MTSS/PBIS Differentiation Coordinators (2 FTE):</b> We will hire one full-time person with a Master's degree per district to lead MTSS/PBIS implementation, support school teams, and support data collection by the evaluation team. They will also ensure district and school level leadership meetings regularly occur, agendas are prepared, meeting minutes recorded, and training and technical assistance systems are organized. <b>Cost:</b> Salary of \$55,000 x 2.0 FTE effort. Funds in Year 1 are based on 9 months of salary to allow time to conduct hiring process.	82,500	110,000	110,000	110,000	110,000	<b>522,500</b>

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**Resiliency through Evidence-based multi-tired systems of Support and Trauma-inf ORmed car E**

Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
<b>c. Licensed Trauma Counselors (2 FTE):</b> We will hire two full-time licensed school trauma counselors, Master's degree preferred, to provide support to at-risk students at our target schools. Counselors will provide individual counseling and interventions (for students involved in traumatic events or at-risk of experiencing trauma), reduce risk behaviors, and promote healthy development. <b>Cost:</b> Salary of \$55,000 x 2.0 FTE effort. Funds in Year 1 are based on 9 months of salary to allow time to conducting hiring process.	82,500	110,000	110,000	110,000	110,000	<b>522,500</b>
<b>d. Student Support Specialists (4 FTE):</b> We will hire two specialists per district, Bachelor's degree preferred, to provide integrated student supports by working jointly with school and district administrators to assess the individual needs of identified at-risk students, develop case plans, connect students with needed supports, serve as mentors, provide individual and group counseling, and monitor students' progress to ensure their identified needs are being met. <b>Cost:</b> Salary of \$27,100 x 4.0 FTE effort. Funds in Year 1 are based on 9 months of salary to allow time to conduct hiring process.	81,300	108,400	108,400	108,400	108,400	<b>514,900</b>

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Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
<b>e. Strengthening Families Program Facilitators:</b> We will share the Strengthening Families Program curriculum (Tiers 2 and 3, Grades 9-12) with families through a course of five sessions, directly impacting a total of 25 families per district per year. Translation and childcare services will be provided in-kind to participating families to eliminate language and childcare barriers that otherwise would prevent program participation. <b>Cost:</b> \$100 per program educator per session x 5 sessions per course x 4 courses per year x 3 educators per course per district x 2 districts.						
	12,000	12,000	12,000	12,000	12,000	<b>60,000</b>
<b>SUBTOTAL</b>	<b>\$ 303,300</b>	<b>\$ 400,400</b>	<b>\$ 400,400</b>	<b>\$ 400,400</b>	<b>\$ 400,400</b>	<b>\$ 1,904,900</b>

FRINGE BENEFITS						
<b>a. Fringe Benefits (required):</b> We will provide fringe benefits for full-time grant personnel as required by North Carolina and federal law. <b>Cost:</b> District rate of 26.51% of base salary for required benefits plus \$6,329 per grant personnel for insurance (\$4,747 in Year 1 to allow time to conduct hiring process).						
	123,128	163,107	163,107	163,107	163,107	<b>775,556</b>
<b>SUBTOTAL</b>	<b>\$ 123,128</b>	<b>\$ 163,107</b>	<b>\$ 163,107</b>	<b>\$ 163,107</b>	<b>\$ 163,107</b>	<b>\$ 775,556</b>

**Montgomery County Schools and Stanly County Schools' SCTG: *RESTORE***  
**Resiliency through Evidence-based multi-tiered systems of Support and Trauma-inf ORmed car E**

Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
<b>TRAVEL</b>						
<b>a. Local Mileage:</b> We will pay mileage reimbursement for five grant personnel to travel between implementation schools to deliver interventions, attend grant meetings, and meet with community partners. <b>Cost:</b> Estimated at 80 miles/month x \$0.58/mile x 12 months x 5 grant personnel. Mileage in Year 1 is based on 9 months to allow time to conduct hiring process.	2,088	2,784	2,784	2,784	2,784	<b>13,224</b>
<b>b. SBIRT Training Travel:</b> Each district will have a team of five participate in Screening, Brief Intervention, and Referral to Treatment (SBIRT) training to learn evidence-based protocols. SBIRT is a comprehensive, integrated, public health approach to the delivery of early intervention and treatment services for persons with substance use disorders and those at risk of developing substance use disorders. <b>Cost:</b> Estimated at 372 miles roundtrip x \$0.58 per mile for Montgomery team x 2 cars for 5 people + 314 miles roundtrip x \$0.58 per mile for Stanly team x 2 cars for 5 people to attend training in Asheville, NC + hotel (\$225) + per diem (\$46) x 10 people in Year 1.	3,506	0	0	0	0	<b>3,506</b>

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Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
<b>c. TF-CBT Training Travel:</b> Each district will send two professional counselors to evidenced-based Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) training to gain knowledge to best treat children who have experienced a traumatic event and struggle with subsequent emotional and/or behavioral problems. Training includes seven face-to-face training days beginning in February 2020, with bi-weekly clinical consultation calls between training dates. <b>Cost:</b> Estimated at 176 miles roundtrip x \$0.58 per mile for two Montgomery counselors + 218 miles roundtrip x \$0.58 per mile for two Stanly counselors x 7 in-person trainings in Raleigh, NC + per diem (\$46) x 4 people in Year 1.	2,888	0	0	0	0	<b>2,888</b>
<b>d. US ED SCTG Meetings (required):</b> We will send four grant personnel including our evaluator to the required annual SCTG meeting. Two Management Team members will also attend the one-day post award meeting in Year 1 as we will be in the process of hiring our grant personnel. <b>Cost:</b> Airfare (\$550), hotel (\$225), transportation to and from airport (\$105) and per diem (\$46 per day x 3 days) x 4 grant personnel in Years 1-2; 2 grant personnel in Years 2-5. Airfare (\$550), hotel (\$225), transportation to and from airport (\$105) and per diem (\$46 per day x 2 days) x 2 grant personnel in Year 1.	6,016	2,036	2,036	2,036	2,036	<b>14,160</b>
<b>SUBTOTAL</b>	<b>\$ 14,497</b>	<b>\$ 4,820</b>	<b>\$ 4,820</b>	<b>\$ 4,820</b>	<b>\$ 4,820</b>	<b>\$ 33,777</b>

**Montgomery County Schools and Stanly County Schools' SCTG: *RESTORE***  
**Resiliency through Evidence-based multi-tiered systems of Support and Trauma-infORmed car E**

Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
<b>SUPPLIES</b>						
<b>a. MTSS School Team Materials:</b> We will use funds for printing and purchasing materials and supplies to support our ongoing MTSS training efforts and professional learning activities. <i>Cost:</i> \$95 per school x 10 schools.	950	950	950	950	950	<b>4,750</b>
<b>b. Strengthening Families Program DVDs:</b> To encourage parent engagement while overcoming transportation barriers, students will take home their district-issued devices along with a Strengthening Families Program (SFP) DVD. Families will have the opportunity to check out an SFP DVD that features ten 30-minute lessons, complete with downloadable activities, that parents and students can complete together. These activities also focus on risk factor identification, drug abuse prevention through family intervention, and build the families' skills to communicate and work cooperatively to understand the development of a child's brain and the best means of exercising good decision making. <i>Cost:</i> \$8 per DVD x 20 copies per district per year purchased for check-out x 2 districts.	320	320	320	320	320	<b>1,600</b>
<b>SUBTOTAL</b>	<b>\$ 1,270</b>	<b>\$ 1,270</b>	<b>\$ 1,270</b>	<b>\$ 1,270</b>	<b>\$ 1,270</b>	<b>\$ 6,350</b>



**Montgomery County Schools and Stanly County Schools' SCTG: *RESTORE***  
**Resiliency through Evidence-based multi-tiered systems of Support and Trauma-infORmed car E**

Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
CONTRACTUAL [Procurement in compliance with 2 CFR Part 200.317-326 and local policies.]						
<b>a. Program Evaluation (required):</b> Identified via a competitive procurement process, The Evaluation Group (TEG), will conduct a short interrupted time series analysis in addition to measuring progress on our program specific goals and objectives. TEG has extensive experience conducting education evaluations in North Carolina and across the country. <b>Cost:</b> 10% of the total grant budget for a team of Ph.D. and master's level evaluators to provide comprehensive evaluation services based on previous evaluation costs for large, federal education grants.	75,000	75,000	75,000	75,000	75,000	<b>375,000</b>
<b>b. IRB (if applicable):</b> To ensure our evaluation study complies with human research requirements, we will contract with an external IRB firm for initial review and annual filings. <b>Cost:</b> \$1,695 for initial approval process and \$589 in each subsequent year based on quotes from three IRB providers.	1,695	589	589	589	589	<b>4,051</b>
<b>c. Sustainability Support:</b> Based on previous implementation of large, federal education grants, we will contract with sustainability and grant management experts to support implementation across the two districts and multiple community partners including sustainability planning, grant management, problem solving, partner relationships, program implementation, fiscal accountability, and dissemination. <b>Cost:</b> \$1,247 per month per district x 12 months x 2 districts based on previous support costs for federal education grants.	29,928	29,928	29,928	29,928	29,928	<b>149,640</b>

**Montgomery County Schools and Stanly County Schools' SCTG: *RESTORE***  
**Resiliency through Evidence-based multi-tiered systems of Support and Trauma-inf ORmed car E**

Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
<b>d. RTI Stored!:</b> We will purchase licenses for the single sign-on, highly usable and affordable data integration warehouse enhancing the accuracy, usability, and value of data to drive instructional and interventional decision-making. <b>Cost:</b> RTI: Stored! is an annual student license cost of \$3 per student x 3,492 target K-12 which includes ongoing technical support and maintenance and Single Sign On.	10,476	10,476	10,476	10,476	10,476	<b>52,380</b>
<b>e. i-READY Diagnostic (Tier 1, K-8, Universal Screener):</b> We will use i-Ready as a universal screener for reading and math in our target schools to inform our MTSS tiered implementation and identify students needing additional help early. <b>Cost:</b> i-Ready math and reading screener at \$12 per student x 3,492 K-12 students.	41,904	41,904	41,904	41,904	41,904	<b>209,520</b>
<b>f. Istation (Tier 1, K-12, Universal Screener):</b> We will use a newly developed universal screener aligned to the NC DPI Standards in Math and Reading. This screener will be used to determine instructional and behavioral plans for all students. Ongoing assessments will be conducted to determine student growth, as well as needed modifications to individualized learning plans. <b>Cost:</b> In-Kind.	In-Kind	In-Kind	In-Kind	In-Kind	In-Kind	<b>In-Kind</b>
<b>g. Second Step, Social-Emotional Curriculum (Tier 1, K-8):</b> We will add the Second Step Curriculum (evidence-based Tier 1 intervention for K-8) to two target elementary schools and 1 middle school in Stanly County plus two middle schools in Montgomery County (Second Step provided to MCS elementary schools in-kind by district). <b>Cost:</b> Second Step at \$2,200 per school x 5 schools in Year 1.	28,600	0	0	0	0	<b>28,600</b>

**Montgomery County Schools and Stanly County Schools' SCTG: *RESTORE***  
***Resiliency through Evidence-based multi-tiered systems of Support and Trauma-informed care***

Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
<b>h. Too Good for Drugs and Violence, Social-Emotional Curriculum (Tier 1, Grades 9-12):</b> We will implement Too Good for Drugs and Violence, evidence-based program that promotes positive, pro-social attitudes and behavior while fostering healthy relationships, resistance to substance abuse and conflict, and resistance to negative peer pressure and influence. <b>Cost:</b> \$3,100 per day (includes trainer and travel expenses) per school x 2 days x 10 schools in Year 1. One day virtual training will be held in Year 2-5 a discounted rate of \$2,238 per day x 1 day x 10 schools.	62,000	22,380	22,380	22,380	22,380	<b>151,520</b>
<b>i. Check In–Check Out (K-5); Check &amp; Connect (Grades 6-12), Social-Emotional Curriculum (Tiers 2 and 3):</b> We will add Check In–Check Out (evidence-based K-5) and Check & Connect (evidence-based 6-12) in three target schools in Montgomery County (Montgomery high schools provided in-kind) and all five target schools in Stanly County. <b>Cost:</b> \$1,700 per school x 8 schools in Year 1.	13,600	0	0	0	0	<b>13,600</b>
<b>j. Culturally Responsive Professional Development:</b> An expert in cultural responsiveness will provide all project staff with culturally responsive professional development training and best practices for working with families living in poverty. Trainings will be live-streamed and recorded to allow maximum participation of educators in Montgomery and Stanly County Schools to participate. <b>Cost:</b> \$125 per hour per expert x 1 expert per training x 1 hour per training x 4 trainings in Year 1. A one hour refresher training will be provided in Years 2-5.	500	125	125	125	125	<b>1,000</b>

**Montgomery County Schools and Stanly County Schools' SCTG: *RESTORE***  
**Resiliency through Evidence-based multi-tiered systems of Support and Trauma-inf ORmed car E**

Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
<b>k. SBIRT Training:</b> Each district will have a team of five participate in Screening, Brief Intervention, and Referral to Treatment (SBIRT) training to learn evidence-based protocols. SBIRT is a comprehensive, integrated, public health approach to the delivery of early intervention and treatment services for persons with substance use disorders and those at risk of developing substance use disorders. <b>Cost:</b> \$130 per person program fee in Year 1 x 5 participants per district x 2 districts.	1,300	0	0	0	0	<b>1,300</b>
<b>l. Trauma-focused CBT Certification:</b> We will provide training for two professional counselors per district to obtain Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) certification to gain knowledge to best treat children who have experienced a traumatic event and struggle with subsequent emotional and/or behavioral problems. Training includes seven face-to-face training days beginning in February 2020, with bi-weekly clinical consultation calls between training dates. <b>Cost:</b> \$1,500 per counselor x 2 counselors per district x 2 districts.	6,000	0	0	0	0	<b>6,000</b>
<b>m. In-Service Professional Development:</b> Utilizing experts in the fields of mental health, substance abuse, family services, health services, trauma-informed care, and restorative justice, our program partners will provide at least four in-service professional development trainings to staff and program partners, as well as, inform the project's development and implementation. Trainings will be live-streamed and recorded to allow the maximum number of educators in Montgomery and Stanly County Schools to participate. <b>Cost:</b> In-Kind.	In-Kind	In-Kind	In-Kind	In-Kind	In-Kind	<b>In-Kind</b>

**Montgomery County Schools and Stanly County Schools' SCTG: *RESTORE***  
**Resiliency through Evidence-based multi-tiered systems of Support and Trauma-infORmed car E**

Grant Budget	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	5-Years
<b>n. i-LEADR:</b> Our partner, i-LEADR, will provide professional learning and coaching throughout the year to support roll-out and testing of our MTSS implementation science including: 1) provide a 4-day RTI Stored! train-the-trainer workshop to build school-level capacity in Year 1; 2) facilitate quarterly district-level capacity building meetings; 3) lead bi-monthly coaches PLCs for each district; 4) host monthly instructional facilitator and principal meetings including an annual Principals summit to enrich PLC implementation and buy-in; 5) facilitate monthly teacher workshops focused on instructional and interventional best practices; 6) provide on-site support to priority schools in each district weekly in Year 1, bi-weekly in Year 2, and monthly in Year 3; and 7) conduct classroom walkthroughs and leadership team coaching on-site at each school monthly. <b>Cost:</b> RTI Stored! 4-day Training at \$1,600 per person x 30 people (3 per school) in Year 1 only plus \$1,600 per day x 46 days per district every year (4 quarterly meetings, 6 bi-monthly coaches PLC, 12 monthly teacher workshops, 12 monthly principal meetings, 12 monthly walkthrough days). They will also provide targeted coaching at 36 days in Year 1, 18 days in Year 2, and 9 days in Year 3 x \$1,600 per day. <b>Year 1:</b> \$36,802 grant-funded; \$215,998 In-Kind. <b>Years 2-5: In-Kind.</b>						
	36,802	In-Kind	In-Kind	In-Kind	In-Kind	<b>36,802</b>
<b>SUBTOTAL</b>	<b>\$ 307,805</b>	<b>\$ 180,402</b>	<b>\$ 180,402</b>	<b>\$ 180,402</b>	<b>\$ 180,402</b>	<b>\$1,029,413</b>
<b>GRANT COSTS</b>	<b>\$ 750,000</b>	<b>\$ 749,999</b>	<b>\$ 749,999</b>	<b>\$ 749,999</b>	<b>\$ 749,999</b>	<b>\$3,749,996</b>



## APPENDIX A: RESUMES AND JOB DESCRIPTIONS

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## MR. TRACY GRIT

Montgomery County Schools' Assistant Superintendent for Learning  
tracy.grit@montgomery.k12.nc.us

### Education

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Gardner-Webb University, Boiling Springs, NC- Master of Arts School Administration 2008

Appalachian State University, Boone, NC- Bachelor of Science Physical Education 1997

Wilkes Community College, Wilkesboro, NC- Transfer, 1995

### Experience

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**Montgomery County Schools; Assistant Superintendent for Learning; Troy, NC July 2018-Current** Implement Current PK-12 curriculum, manage federal budgets, and oversee numerous federal grants. Direct supervisor for PK Director, EC Director, Elementary and AIG Director, CTE and Secondary Director, ELL, and Curriculum Support Director.

**Rosenquist, LLC; North Wilkesboro, NC March 2017- June 2018** Second generation family owned business. Supervise contract employees, assist with payroll, and hands on fabrication of Radio Frequency industrial glue press machines. Helped keep the family business moving forward while step- father recovered from an injury.

**Avery County Schools-Banner Elk Elementary School Principal; Banner Elk, NC 2013-2017** Managed and maintained budget, supervised staff, drove development of school improvement and safety plans. Developed the first Bike to School program, established a mountain bike course on site, while securing donations for PK Glide bikes. Garnered a partnership with Sugar Mountain to create a learn to ski/board program for 4<sup>th</sup> grade. Transitioned the school report card letter grade from a C to a B. Named the 2014 Avery County Principal of the year. Developed 5<sup>th</sup> grade Sound to Sea trip. Secured funding to teach and Appalachian After School Art's program. Acquired funding for Project Lead the Way staff development and Robotics kits.

**Avery County Schools-Riverside Elementary School Principal; Newland, NC 2010-2013** Created a strong mission and vision with Riverside Elementary school for staff and students focused on Steven Covey's principal of "begin with the end in mind". Started campaign where each classroom was awarded with their graduation year plaque to help students visualize and hold focus of a high school diploma. Established the first Girls on the Run Program in Avery County. Recognized as a School of distinction and able to achieve the highest End Grade test results in the district during the 2011 school year.

**Avery County Schools-Avery High School Assistant Principal; Newland, NC 2008-2010** Assisted in the development of Viking Academy and responsible for its implementation as supervision, a transitional program focusing on 9<sup>th</sup> graders entrance into high school, resulting in 95% of



Freshman entering Sophomore status during 1<sup>st</sup> year of implantation. Received Innovative Public High School designation for 2010 -2011 and the fewest number of discipline referrals and act of crime in the state from 2007-2010.

***Avery County Schools-Avery Middle School-Physical Education Teacher; Newland, NC 2004-2009*** Physical education teacher for grades 6-8. Lead facilitator for the Avery County Alpine Tower Experiential Education Program. Created and lead the Student Assistance Team for Avery Middle School. Coordinated and facilitated the CHAMPS program supporting students at risk. Head Coach middle School wrestling team and assisted the High School wrestling team.

***Avery County School- Parent and Student Support (PASS) Home Based Counselor; Newland, NC 2001-2003*** Established a new grant funded position within Avery County School System focused on supporting the transition of students returning from residential treatment facilities. PASS was funded through the North Carolina Juvenile Crime Prevention Committee. Also served as Assistant High School Wrestling Coach.

***NC Project Challenge INC.-23<sup>rd</sup> Judicial District and Wilderness Supervisor; Wilkesboro, NC 1999-2001*** Assisted in establishing newly formed organization, Project Challenge, in the 23<sup>rd</sup> Judicial District (Ashe, Alleghany, Wilkes and Yadkin Counties). As a District Supervisor provided adjudicated youth the opportunity to earn restitution and complete community service hours ordered by juvenile court.

***Rainbow Center Home for Children INC.-Lead Teaching Parent; Boone, NC 1997-1999*** Managed residential treatment facility for youth ages 10-17. Provided life skills training and therapeutic support to adjudicated adolescents and family participating in residential treatment program.

### **Honors and Distinctions**

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- 2017 High Country Girls on The Run Program Person of the Year
- 2016 Recognition by State Superintendent Dr. June Atkinson for PLTW
- 2014 Avery County Principal of the Year
- 2012 Selected with 40 principals across the United States for the Lifetouch Memory Mission Trip to Build a School in the Dominican Republic
- 2012 NC Distinguished Leadership Program

# TERRI ABSHER

MONTGOMERY COUNTY SCHOOLS' DIRECTOR OF ELEMENTARY EDUCATION / CURRICULUM SUPPORT

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## Professional Summary

Dedicated educational professional well-versed in gathering and analyzing student and course data in order to make informed decisions on future plans and materials. Effective coach for teachers with a forward-thinking approach to best practices and the needs of students.

## Skills

- Building relationships
- Creating and facilitating professional development
- Time management
- Organization
- AVID Training
- AIG Certification

## Work History

**Director of Elementary Education / Curriculum Support, 06/2019 to Present**  
**Montgomery County Schools**

**Instructional Facilitator, 08/2003 to 06/2019**

**West Montgomery High School – Mount Gilead, North Carolina**

- Researched, incorporated current trends and data into standard curriculum for core areas, CTE courses, and arts courses
- Collaborated with administrators to determine professional development needs to increase rigor for academic success
- Conducted Professional Learning Community meetings for each curriculum area to facilitate data-driven discussions to improve teaching skills and academic progress of students, led Lesson Plan Tuning/Student Protocol processes, and support needs of teachers
- Facilitate AVID program at West Montgomery High School, providing opportunities for students to gain skills necessary for success in college
- Create Common Formative Assessments with core curriculum teachers to monitor student progress and create opportunities for remediation and enrichment
- Audited transcripts to insure that all students met graduation requirements
- Created testing plan for regular education and special education state assessments, Pre-ACT, WorkKeys, and ACT
- Planned senior activities including Seniors Awards and Graduation

**English Teacher**, 08/1996 to 08/2003

**West Montgomery High School** – Mount Gilead, North Carolina

- Evaluated academic performance and social relationships to identify and help struggling students.
- Created standards-based lesson plans utilizing differentiation strategies to meet needs of individual students
- Taught students building blocks of English I and English II through NC Standard Course of Study
- Administered English I End-of-Course Test and English II Writing Test
- Worked with exceptional children's teacher to provide inclusion environment in English I course
- Participated in multiple professional development opportunities to grow professionally and provide best practices to all students
- Department chairperson

**Public Information**, 11/1992 to 07/1996

**Federal Reserve Bank Of Charlotte** – Charlotte, North Carolina

- Facilitated events for North Carolina bankers at Charlotte facility
- Conducted tours of Federal Reserve Bank for school-age groups and public
- Provided presentations at North Carolina schools regarding function and purpose of the Federal Reserve Bank
- Maintained library of publications for banks, schools, and the public

**Legal Secretary**, 06/1990 to 11/1992

**Thigpen And Jenkins** – Biscoe, North Carolina

- Assisted attorneys in collecting information such as employment, medical and other records.
- Conducted daily accounting on all finances, deposits.
- Maintained calendar and tickler system for managing partner, associate attorney.
- Filed documents with courts on behalf of attorney.
- Diligently edited legal correspondence for grammar and spelling.
- Organized files for court proceedings.

## **Education**

**Secondary Certificatio**: 1998

**Pfeiffer University** - Misenheimer, NC

**Bachelor of Arts**: English, 1990

**Catawba College** - Salisbury, NC

## **Farrell Wade Auman III**

Montgomery County Schools' Director of Secondary Education/CTE Programs

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### **Education**

UNIVERSITY OF NORTH CAROLINA at PEMBROKE, Pembroke, NC

**Master of School Administration**, May 2020

EAST CAROLINA UNIVERSITY, Greenville, NC

**Bachelor of Science in Business Administration**, May 2015

GPA: 3.650

RANDOLPH COMMUNITY COLLEGE, Asheboro, NC

**Associate of Arts in Business Administration**, August 2001

GPA: 3.597

### **Professional Experience**

Montgomery County School System, Troy, NC

February 2017 – Current

#### **Director of Secondary Education/CTE Programs**

- Supervises and coordinates the 6-12 instructional programs to maintain alignment.
- Participates in the development of strategic plans to meet the objectives set forth by the Board of Education
- Assists principals and instructional facilitators with identifying needs, makes recommendations, and facilitates the delivery of professional staff development
- Coordinates and supervises the district CTE program and aligns services for CTE students.

Montgomery County School System, Troy, NC

August 2011 – February 2017

#### **Instructional Technology Specialist**

- Member of the I3 Management Team tasked with implementing a K-12, 1:1 device initiative
- Collaborated with Digital Learning Coaches to deliver Professional Development opportunities to educators
- Led system-wide implementation of multiple software platforms
- Provided Professional Development activities for teachers using technology and implementing STEM
- Worked with the Technology Director to acquire and implement various educational technology tools

East Montgomery High School, Biscoe, NC

January 2006 – July 2011

**Technology Coordinator**

- Prepared capital outlay requests to acquire new technology tools
- Assisted teachers with lesson and project creation focused on STEM
- Performed tasks associated with the maintenance and repair of technological equipment
- Assisted teachers with utilizing technology tools to increase student learning

East Montgomery High School, Biscoe, NC

August 2001 – December 2005

**Computer Engineering Teacher**

- Planned and presented lessons to teach students computer engineering technologies
- Motivated and challenged students to perform and achieve at high levels
- Utilized STEM projects to prepare students to compete in local and regional STEM competitions.
- Managed classroom behavior and kept accurate records to prove student achievement
- Taught *Fundamentals of Technology, Communication Systems, Computer Engineering I and Computer Engineering II*

**Skills**

- Strong collaborative communicator
- Experienced in Distance Learning through Learning Management Systems and Video Streaming
- Skilled in STEM and Project Based learning
- Experience with many Web 2.0 tools for instruction
- Knowledgeable in budgeting and allocating funds
- Proficient with the Microsoft Office software suite as well as Google Docs and 365

## **JOHN (JACK) FITZGERALD CAGLE**

Montgomery County Schools' Director of Community Engagement and Dropout Prevention  
Jack.Cagle@montgomery.k12.nc.us

### **EDUCATION**

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BS Wingate College, 1990  
MSA University of North Carolina at Pembroke, 2006  
Doctor of Education, 2017

### **CERTIFICATES AND LICENSES**

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Middle Grades Language Arts 6 – 9, 2005  
Principal, 2006  
Curriculum & Instruction Specialist, 2006  
Education Specialist and Superintendent, 2017

### **EMPLOYMENT**

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GEAR UP Coordinator, 2001  
Assistant Principal, 2005  
Principal, 2010  
Director of Community Engagement and Dropout Prevention, 2014 – Current

### **MEMBERSHIPS**

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First Baptist Church, Biscoe, NC, 2001  
State Employees Credit Union Board, 2014  
Juvenile Crime Prevention Council, Montgomery County, NC, 2014 – Current  
First Health Montgomery Board of Directors, 2017 – Current

### **PUBLICATIONS**

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Cagle, J. (2017). The Cost of Color in Public Education: An Examination of Disproportionate Suspensions. *Journal of Organizational and Educational Leadership* (JOEL).  
<https://digitalcommons.gardner-webb.edu/joel/>

**Jeff R. James, Ed.D.**  
Stanly County Schools' Superintendent

**PROFILE**

- Nearly 30 years of experience as a professional manager with 10 years in education.
- Ability to motivate and inspire others.
- Goal-oriented individual with strong leadership capabilities.
- Organized, highly motivated, and detail-directed problem solver.
- Proven ability to work in unison with staff, students, and general community.

**EDUCATION**

**University of North Carolina at Greensboro, NC**  
EdD-2013-Education Leadership and Cultural Foundations

**Appalachian State University, Boone, NC**  
EdS-2005

**Gardner –Webb University, Boiling Springs, NC**  
Master of School Administration – 1995, GPA 4.0/4.0 scale. Summa Cum Laude

**University of North Carolina at Charlotte, NC**  
Master of Art in Teaching – 1994, GPA 4.0/4.0 scale. Summa Cum Laude

**University of North Carolina at Charlotte, NC**  
Master of Business Administration – 1992, GPA 3.3/4.0 scale

**University of North Carolina at Charlotte, NC**  
Bachelor of Arts - 1983, GPA 3.6/4.0 scale. Cum Laude

**RELEVANT EXPERIENCE**

**Stanly County Schools.....2017-Current; Superintendent**

- Provides administrative leadership to all school personnel in carrying out the goals and objectives of the Stanly County Schools system.

**Montgomery County Schools.....2013-2017; Assistant Superintendent**

- Leading highly effective in a county with 75 percent poverty
- Accomplished and sustaining top three in the region in academics
- Highly engaged with local and state initiatives for improving education
- Directly manage both Pre-K and Title 1 funds totaling over 2.7 million
- Supervise the director of special education and career technical programs
- Indirect responsibility for special education and CTE budgets totaling over 3.4 million
- Directly manage directors of Pre-k, Elementary, Secondary Education, and Special Ed
- Directly manage director of curriculum
- Directly supervise Data Manager and management system
- Key member on strategic leadership team
- Member of the executive cabinet whom sets direction for district initiatives
- Directly supervise contract services
- Work with Elementary and Secondary Schools to support school improvement initiatives
- Provide coaching for school and district improvement plans
- Lead the 21<sup>st</sup> Century and Globally competitive strategic team
- Communicate with other agencies and school districts to share effective practices

- Report on the status of curriculum and instructional programs and services to the board
- Use communication techniques and tools to ensure the appropriate flow of information
- Initiate the development of programmatic goals and instructional objectives
- Assist in the development of policies and administrative guidelines for C & I
- Exercise proactive leadership in promoting the vision and mission of the District
- Monitor all curriculum and instructional services
- Assist in the development of the District budget and manage the C & I Services budget
- Exhibit confidence and commitment to the vision and mission of the District

**Iredell-Statesville Schools.....2002-2013 Principal, Troutman Middle School**

- Led school with 60% free and reduced lunch rate to several all-time records
- School and leadership recognized as district lead in instructional strategy development
- National recognition for WriteToLearn writing pilot in 2010
- Highest Composite growth of all middle schools in the system 2009-2011
- School achieved AYP, High Growth, and School of Distinction in 2008-2009
- School had 65 celebrations and no opportunity for improvement in its climate survey
- School received congratulations from State Superintendent for writing pilot work
- School personnel turnover reduced over 40 percent. Discipline over 60 percent
- STAR (Schools That Attain Results) State recognition for academic results in 2007-2008

**Assistant Principal, South Iredell High School**

- Administrative liaison for science, mathematics, facility use, virtual high school, athletics, band, and School Resource Officer and intervention programs
- Advanced Placement and testing coordinator
- Instructional leader for school. During this time we increased 4-year cohort graduation 14% and met AYP, School of Distinction and high growth. Largest percentage gain in both science and math of district high schools.
- Priority chairperson for effective and efficient operations
- Developed teacher duty rosters, lunch and alternate bell schedules, crisis management plan, facilitate re-mediation, and alternate education opportunities
- Developed and maintain textbook and supplemental curriculum needs, helped draft school improvement plan
- Implemented locker assignment plan and maintain
- Managed student parking and bus issues
- Administrative representative for school safety and crime and violence reporting
- Administrator over student services and counselors
- Supervise custodians and on-site maintenance personnel and received county recognition for one of the cleanest and best maintained facilities
- Administrator for keys and school security
- Designed service development plans for our school vendors
- Administrative support for child nutrition
- S.A.C.S. accreditation team
- Curriculum Assistant Principal and Technology coordinator
- Counsel students on defining career and work-related goals and objectives
- Nation Beta Club scholarship committee, Honor Society committee, and March of Dimes committee
- Teacher internship coordinator with UNCC, Appalachian, and Western Carolina
- North Carolina nuclear fallout coordinator for southern Iredell County
- Special projects coordinator
- Wrote, and implemented portions of new teacher manuals



### **Principal, Summer School (High School for 3 years)**

- Directed recruitment and retention of teacher and staff for summer school
- Trained, supervised, and evaluated staff
- Recognized by Dr. Ruby Payne as a best practice program and became part of a training series she developed
- Developed and implemented systematic process for the high school summer program
- Implemented time recovery program with Habitat for Humanity
- Provided counseling and interventions through outside service providers
- Developed and maintained operations budget
- Managed the most successful credit recovery of any recorded summer school

### **Teacher, Lake Norman High School**

- Business technology, information technology, and video production instructor
- Taught and ran the school's television program
- Developed and implemented the county's first and only Information Technology Program, (CISCO Academy)
- Test scores ranged from 86-97 percentiles
- Internship for administration was conducted here while still teaching a full course load
- Internship covered all facets from buses, books, game duty, and keys, to discipline
- Developed with the senior class president the schools first senior privilege project
- Developed and marketed a district wide personal computer sales program, where students built and sold personal desktop computers. The program grossed sales of over \$32,000.00
- Implemented and conducted research program on effects of tutoring on skill acquisition, published results with Dr. Wendy Wood and Dr. David Test as supporting professors
- Responsible for helping with internal school technology.

### **Special Education Teacher, Statesville High School**

- Developed and implemented programs to teach life skills and prepare students for a working environment. Students were able to earn money for work inside and outside the classroom. The classroom earned \$1000.00 over two semesters
- Reduced parent complaints about this program by over 80 percent
- Recognized by the TEACH organization as one of the most effective programs in area
- Helped students run their own school coffee shop every morning
- Developed and implemented community field trips where students applied math and social skills in a real-time environment

### **J. Schneider Fabrics, Inc.....1998-2002 President of Manufacturing**

- Recognized by the industry as one of the most technology driven plants in North America
- Developed and designed manufacturing systems and process systems in a highly innovative manufacturing company
- Developed training programs to implement ISO 9001 and 9002 standards
- Front cover of two separate industry magazines for innovation and leadership
- Increased sales over 800 percent in first year

### **Schneider Mills, Inc.....1984-1998 Plant Manager**

- Responsible for plant operations grossing over \$80 million in sales with a workforce of over 300 employees
- Developed education and training programs to provide a systematic process
- Recognized as an industry leader by the chamber of commerce
- Member of Rutherford County's economic task force and chamber of commerce

### **COMMUNITY INVOLVEMENT**

- Troutman Parks and Recreation Board

- Troutman Rotarian's founding member
- Trustee at local community church
- Community outreach coordinator
- Youth outreach facilitator
- Pregnancy counsel liaison
- Habitat for Humanity liaison for summer school
- Walk for Life coordinator
- Haunted School facilitator
- District Teaching Fellows Interview Team
- District International Baccalaureate Committee

## **HONORS & AWARDS**

- Rotarian "Presidential Award" for outstanding club leadership 2009-2010
- National Honor Scholars Association, 2009
- Cambridge "Who's who in Corporate and Executive America," 2007-2008
- Cover Story, Statesville Record & Landmark July, 2006, "Innovation in Summer School"
- Cover Story, Statesville Record & Landmark November, 2004, "Computer- Building"
- Iredell-Statesville webpage, "Students Build Homemade Wireless Antennae"
- Iredell-Statesville webpage, "Students Build Personal Computers for District Employees"
- "Who's who in American Business," 1995
- "Who's who in American Business," 1999
- Cover story, Textile World 2000, "Circa 1801 Takes Market Niche"
- Cover Story, Textile World 1999, "Circa 1801 Takes Technology Forward"
- Featured speaker for Rutherford County Chamber of Commerce
- Career day coordinator for Rutherford College
- Career development facilitator for the American Institute of Banking

## **CERTIFICATE & LICENSURE**

- Principal (Grades K-12)
- Business Technology ( Grades K-12)
- Special Education ( Grades K-12)
- Superintendent (Grades K-12)
- Microsoft Certified Professional
- A+ Certified Computer Technologist
- Net + Certified Computer Specialist
- TCP/IP Networking certification
- CISCO Instructor

## **PROFESSIONAL AFFILIATIONS**

- North Carolina Association of School Administrators
- North Carolina Principals and Assistant Principals Association
- North Carolina Public Forum
- Association for Supervision and Curriculum Development
- Iredell-County Assistant Principal's Academy
- Phi Kappa Phi, National Academic Honor Society
- Phi Theta Kappa, National Honor Society
- American society of Safety Engineers

## **PUBLISHED RESEARCH**

- "The Effects of Peer Tutoring on Skill Acquisition in Word Processing," Jeff James, Dr. Wendy Wood, and Dr. David Test, UNCC

## **ACCOMPLISHMENTS**

- Distinguished Leadership Program-Initial Cohort, 2010-2011
- North Carolina Dropout Prevention Grant Reviewer, 2009-2010
- National Board Principal Development Core, 2010-Present
- Iredell-Statesville District Principal Finalists of the year, 2009-2010
- North Carolina Distinguished Leadership Program
- Iredell-Statesville District Principal Finalist of the Year, 2008-2009
- Iredell-Statesville 2007-2008 "Middle School Principal of the Year"
- Cambridge, "Who's who in Corporate and Executive America," 2007-2008
- Gardner Webb University, Summa Cum Laude
- University of NC at Charlotte, Summa Cum Laude, "Who's who in American Colleges"
- University of NC at Charlotte, Chancellors' list all semesters, awarded academic scholarship and awarded for highest GPA of any fraternity member 1982 and 1983
- Inducted in Phi Kappa Phi, a National merit organization
- Inducted into Phi Theta Kappa, a National honor society for academically gifted
- Congressional nomination and acceptance in the United States Air Force Academy, 1983

## **CONFERENCES**

- Presenter at Collaborative Conference on Teaching and Learning, April 2011
- Presenter at NC Raising Achievement and Closing The Gap Conference, March 2010
- Presenter at North Carolina State School Board Innovation Committee, February 2010: Incorporating 21<sup>st</sup> Century Technology into State Writing Curriculum
- Presenter at North Carolina State School Board, January 2009: Best Practices for Writing in Middle School
- Presenter at 2008 National Dropout Convention, Atlanta, Georgia
- Presenter at Carolina Best Practices, South Carolina
- Southwest Education Alliance: School Leadership That Works – Reducing Teacher Turnover, April 2007
- Iredell-County Sheriff's Office, Gang of One – All About Gangs, April 2007
- University of North Carolina at Charlotte, Regional Counselor Updates, October 2006
- Iredell-Statesville Schools, Mentor Updates, September 2006
- Iredell-Statesville Schools, School Improvement Plan, August 2006
- Iredell-Statesville Schools, Learning to Lead Refresher, July 2006
- Iredell-Statesville Schools, High School Foreign Language Curriculum, December 2005
- Iredell-Statesville Schools, High School Science Curriculum, December 2005
- Iredell-Statesville Schools, High School Math Curriculum, December 2005
- Iredell-Statesville Schools, Working with English Learners, September 2005
- Gardner-Webb University, Supervision of Instruction, August 2005
- Iredell-Statesville Schools, Curriculum and Instruction, June 2004
- Gardner-Webb University, Strategies of Instruction, December 2004
- University of North Carolina at Greensboro, Curriculum Planning, August 2003

## **GRANTS**

- North Carolina Digital Literacy Grant-one of the first digital literacy grants 2013
- C.L.I.P. helped design and write grant for USED for math professional development for K-8, 2013
- Meredith 9-12 grant team for USED grant 2013
- 21<sup>st</sup> CCLC grant -2103. Worked with team to design 1.6 million after school grant
- Wrote and received AmeriCorp Grant 2013
- Currently working on i3 grant with nationally recognized grant organization

**SUSAN U. BROOKS**

Stanly County Schools' Director of Elementary and Federal Programs  
[subrooks23@att.net](mailto:subrooks23@att.net)

An experienced educator with proven leadership skills in K-12 education.

**EDUCATION**

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University of North Carolina – Charlotte

**1978** - Bachelor of Arts, College of Human Development and Learning

**2000** - Master of Education, Teaching English as a Second Language

**2007** - Graduate Certificate, Curriculum and Supervision

**EXPERIENCE**

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**1999-Present - Stanly County Schools**

**1999-2003** - ESL teacher K-12 – served multiple schools

**2003-2005** - Lead ESL teacher – served 2 schools and worked with district director to coordinate the ESL program

**2005-2008** - District Professional Development and ESL Coordinator – collaborated with district administrators to plan and deliver professional development for the district and coordinate the ESL program

**2008-2011** - Secondary and ESL Director – collaborated with school and district coordinators to plan and implement programs for high school and ESL

**2011-2012** - Title I Director – coordinated programs to develop district plans, completed reports and worked with schools to develop budgets for Title I funding. Coordinated all areas of Title I funding with other federal, state and local programs

**2012-2013** - Federal Programs Director – coordinated programing, planning, and reporting concerning funding for federal programs (Title I, II, III and RLIS)

**2013-Present** – Director of Elementary and Federal Programs – Duties include coordinating all programs for Elementary schools, developing plans concerning federal programs, submitting all federal reports required, and coordinating local, state and federal budgets for elementary and EL programs. Additional duties include planning professional development and collaborating with elementary principals, curriculum coaches, and EL teachers. Supervision duties include elementary curriculum coaches, Parent Engagement Coordinator, Parent Liaison, EL teachers in the district elementary programs and federal grant documentation for the district.

**ADDITIONAL EXPERIENCE**

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**2014-2015** - Cohort 1 for NCDPI K-3 Literacy Master Literacy Trainer

**2001-2005** - Trainer for North Carolina Teacher Academy – English Language Learner Training Module

**1992-1999** - Stanly Community College – Instructor for Adult High School program and Math instructor for college

### **Previous Educational Employment History**

**1978-1986** - Stanly County Schools - Teacher for Grades K-3

**1992-1999** - Stanly Community College - Adult High School Instructor

### **ACCOMPLISHMENTS**

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National Board Certification, Early and Middle Childhood English as a New Language, 2002

### **NORTH CAROLINA CERTIFICATIONS**

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Early Childhood (Grades K-4)

Elementary Education (Grades K-6)

English as a Second Language (K-12)

Curriculum Instructional Specialist

## **Alisha Ellis, Ed. D.**

Stanly County Schools' Director of Secondary Education

**SUMMARY:** Seasoned educational professional with over 18 years of experience supporting district and school leaders to improve teaching and learning

**EDUCATION:** **Wingate University** **Wingate, NC**

2012-2015 **Ed. D. in Educational Leadership**  
**Ed. S. in Educational Leadership**

**Appalachian State University** **Boone, NC**

2003-2005 **Master of Library Science**

1998-2000 **Bachelor of Science in Elementary Education**

**Wilkes Community College** **Wilkesboro, NC**

1995-1997 **Associate in Arts**

**EXPERIENCE:** **Stanly County Schools** **Albemarle, NC**

4/2019-Present **Director of Secondary Education**

- Supervises and coordinates the 6-12 instructional programs
- Supports secondary leadership teams with continuous improvement efforts
- Assists with grant development and management

**Montgomery County Schools** **Troy, NC**

11/2018-4/2019 **Director of Elementary Education/AIG**

- In addition to the customary duties as Director of Curriculum Support, assumed the responsibilities of Elementary Education/AIG Director

3/2012-4/2019 **Director of Curriculum Support**

- Responsible for the EL program and Title III budget
- Serves as the Principal Investigator for the Innovative Approaches to Literacy Grant
- Shares responsibility with principals to supervise and support K-12 Instructional Facilitators
- Schedules, develops, and approves K-12 district staff development
- Manages media programs

- Supports secondary schools as the AVID District Director, expanding from one section at one school to multiple sections at every secondary school
- Serves as a member of the Project ACCESS digital initiative team
- Coordinates Instructional Rounds, Classroom Walk Through processes, and data discussions, yielding 90% schools meeting or exceeding growth
- Assists continuous improvement efforts as a District MTSS Team Member
- Works with district team to acquire AdvancED accreditation
- Monitors and provides feedback to low performing schools through NCStar and SIPs
- Leads the district K-12 curriculum mapping process
- Serves as Schoolnet District Lead
- Coordinates NC Check-Ins with testing and accountability team
- Collaborates with the curriculum team to draft, proofread, and finalize grants
- Communicates curriculum updates through cabinet and principals' meetings
- Develops, shares, and executes the Leadership Academy/Strategic Planning agendas with executive cabinet and curriculum team members

**7/2011-2/2012 Director of Technology/Curriculum Support**

- Managed the district technology department
- Supervised technicians to service and inventory technology equipment
- Shared responsibility with principals to supervise and support K-12 Instructional Facilitators
- Managed media programs
- Worked to ensure E-Rate applications were submitted
- Led the district K-12 curriculum mapping process
- Coordinated Classroom Walk Through process and data discussions

**10/2010-6/2011 Instructional Technology Coordinator**

- Supported and trained staff on district initiatives, such as the Student Information System, Schoolwires webpage design, Outlook email, Gaggles email for students
- Provided technology-related staff development sessions for the district and assigned schools
- Trained school webmasters and assisted with website updates
- Assisted teachers with technology integration in the classroom and with student projects
- Problem-solved equipment issues at the schools and submitted technology work orders

**Iredell-Statesville Schools**

**Statesville, NC**

**8/2008-10/2010 Instructional Technology Coordinator**

- Supported 3 elementary schools and 1 middle school
- Served as district co-representative to regional technology meetings
- Trained and assisted media coordinators with grant writing, using Destiny, maintaining an inventory, and program implementation
- Supported Elementary Battle of the Books competitions across the state by writing and organizing questions for district and regional Elementary Battle of the Books competitions
- Coordinated district and regional Battle of the Books competitions

**7/2004-8/2008 Library Media Coordinator N. B. Mills Elementary**

- Collaborated with teachers to integrate information skills into their grade level curriculum and goals
- Facilitated student research projects
- Supported teachers by gathering media resources for classroom use
- Evaluated and purchased resources for the media center collection
- Managed the equipment and book inventory for the school
- Wrote and secured a \$10,000 LSTA Collection Development Grant
- Served as Chair of Literacy Goal Team (2006-2008) to monitor reading initiatives and grade level progress
- Problem-solved equipment issues and submitted technology work orders as the Technology Contact for the school (2005-2008)
- Served as School Webmaster (2005-2008)

**Wilkes County Schools**

**Wilkesboro, NC**

**8/2000-6/2004 Fourth Grade Teacher C. C. Wright Elementary**

- Grade level Chair and SIT member
- Science Fair Coordinator

**MEMBERSHIPS:**

- NC Association of School Administrators
- NC School Library Media Association
- Sandhills Regional Education Consortium Professional Development and Curriculum Leadership Team



# **BEVERLY EWING PENNINGTON**

Stanly County Schools' Director of Student Services

## **EDUCATION**

1999-2002 **East Carolina University**, Master of School Administration

1989-1990 **University of NC at Charlotte**, completed coursework for school counselor certification

1983-1985 **Appalachian State University**, Master of Arts in Agency Counseling

1980-1983 **Appalachian State University**, Bachelor of Science in Sociology

## **PROFESSIONAL EXPERIENCE**

### **Stanly County Schools, Albemarle, NC**

*2017-present Stanly County Schools, Director of Student Services & Athletics*

Supervised and supported school nurses, school social workers, DARE Officers, SROs, and school counselors in a school district of approximately 8,100 students. Served as liaison with community agencies such as hospital, social services, health department, juvenile justice, and mental health. Served as Grievance Officer for student grievances. Interpreted and enforced the district transfer policy. Supported and enforced compliance of interscholastic athletics at middle and high schools.

*2013-2017 Albemarle Middle School, Principal*

Instructional leader for school of 380 students in grades 6-8. Supervised staff of 66. Guided and directed all aspects of administration, fiscal management and instruction. Diverse scope of responsibilities includes teacher recruitment, evaluation and support; strategic planning; fiscal management and development; student discipline; creation of safe school environment; and community outreach. Specific initiatives include LDC/MDC, PBIS, MTSS.

### **Union County Public Schools, Monroe, NC**

*2010-2013 South Providence School, Assistant Principal*

Supported principal in the role of instructional leader in district's alternative school of approximately 150 students in grades 6-12. Facilitated the expansion of district's Alternative to Long-Term Suspension program to include a total of 3 tiers in order to serve all students during their term of long-term suspension.

Supported classroom teachers through teacher evaluation, connection with appropriate technology and curriculum support. Assisted principal in establishing a plan for the renewal of PBIS program. Participated in state PBIS training. Facilitated PBIS training for staff. Leader in data collection efforts. Worked closely with administrator and School Improvement Team to establish professional learning communities for a variety of grade-level and curriculum-based teams. Planned and facilitated outreach efforts in local community which resulted in increased awareness of needs and level of volunteer and benefactor interest. Performed student discipline.

*2009- 2010 Cuthbertson High School, School Counselor*

Provided academic, career and social support to students. Worked closely with teachers to analyze test data and improve student performance. Coordinated testing activities. Provided college, career

and financial aid resources to students and families. Counseled with students in crisis and provided appropriate support to the student and families. Knew available resources in the community and networked with representatives in order to best serve students. Coached Women's Golf and Men's Tennis.

### **Bartow County Schools, Cartersville, GA**

*2008-2009 Bartow Crossroads Academy, Assistant Principal*

Supported principal in the role of instructional leader in punitive alternative school of approximately 100 students in grades 6-12. Worked closely with teachers to identify needs of at-risk students through the use of the Response to Intervention program. Supported teachers in the implementation of the Georgia Performance Standards. Performed student discipline. Coordinated all middle school local and state standardized assessments. Responsible for school safety plan.

*2007-2008 Adairsville High School, Associate Principal*

Supported Principal in the role of instructional leader in school of approximately 1000 students. Served as Curriculum Director. Responsible for assisting teachers in the implementation of the Georgia Performance Standards. Served as Testing Coordinator; responsible for the administration of EOCT, GHS GT, GHS WT, GAA, WorkKeys Assessment and Mid-month online administrations of the EOCT. Responsible for 11th and 12th grade discipline. Facilitated professional development for certified personnel in the areas of Rubric Development, Performance Tasks, Differentiation, Teacher Commentary, Rigor/Relevance/Relationships. Conducted teacher evaluations and assisted principal in new teacher selection process. Served as CTAE Supervisor. Updated Emergency Management Plan and provided training to staff.

### **Stanly County Schools, Albemarle, NC**

*2003-2007 Stanly County Schools, Director of Student Services/Personnel*

Supervised and supported school nurses, school social workers, DARE Officers, SROs, and school counselors in a school district of approximately 10,000 students. Served as liaison with community agencies such as hospital, social services, health department, juvenile justice, and mental health. Served as Grievance Officer for student grievances. Interpreted and enforced the district transfer policy. Served as Chairperson for School Health Advisory Council. Developed Board policy related to Healthy Active Children's initiatives and other student services issues. Instrumental in developing several obesity related initiatives (Swim Program at YMCA, Passport to Fitness, Project IMPACT).

Worked with Homeless Education Assistance Act. Developed and managed Safe and Drug Free Schools programming and budget. Identified and developed dropout prevention efforts. Assisted Assistant Superintendent of Personnel/Student Services in various aspects of personnel activities such as teacher recruitment and new teacher orientation. Participated in due process hearings for student discipline. Developed and provided training on new Emergency Management Plan.

*2002-2003 South Stanly High School, Assistant Principal*

Supported Principal in the role of instructional leader in school of 550 students. Conducted teacher evaluations. Supervised all aspects of student transportation including personnel issues and student discipline. Worked directly with student attendance, alternative learning, athletics, driver's license procedures, critical incident procedures, Hepatitis B procedures, Band Boosters.

**Montgomery County Schools, Troy, NC**

*1999-2002 West Middle School, Assistant Principal*

Supported Principal in the role of instructional leader in school of approximately 500 students. Assisted principal in the instructional planning process. Served as Testing Coordinator. Conducted teacher evaluations. Supervised all aspects of student transportation including personnel issues and student discipline. Responsible for facilities management. Developed anger management program as alternative to out-of-school suspension.

*1991-1999 West Montgomery High School, School Counselor*

Supported overall instructional program in school of approximately 550 students through offering student support services. Provided support to assigned students (1/2 of school population); support included career awareness and decision making, crisis intervention and referral, educational planning and life skills development. Administered PSAT, SAT, and ACT educational tests. Attended numerous NC Teacher Academy sessions. Assisted with faculty development and school improvement programs developed as a result of Teacher Academy training.

**Anson County Schools, Wadesboro, NC**

*1989-1991 Anson County Schools, School Counselor/Substance Abuse Counselor*

Served as School Counselor at Anson Sr. High School in last year with Anson County Schools; served as Substance Abuse Counselor at Anson Jr. and Sr. High Schools during first year with Anson County Schools. Provided support to assigned students (1/2 of school population); support included career awareness and decision making, crisis intervention and referral, educational planning and life skills development. Administered PSAT, SAT, and ACT educational tests. Provided substance abuse counseling and referral services

**Sandhills Center, West End, NC**

*1988-1989 Sandhills Center, Substance Abuse Counselor II*

Provided outpatient treatment services to adolescent clients with substance/dependence diagnosis. Implemented prevention/intervention programs in school settings





**Montgomery County Department of Social Services, Troy, NC**

*1985-1988 Montgomery County Department of Social Services, Social Worker III (Protective Services)* Identified children at risk for being abused and neglected. Investigated reports of child abuse and neglect. Evaluated the degree of emotional and physical damage to abused children. Cooperated with law enforcement agencies. Provided assistance to families.

**ACTIVITIES AND INTERESTS**

- Member of NC Principals and Assistant Principals Association
- Member of Stanly County Principals and Assistant Principals Association
- Rocky River Conference Men's Tennis Coach of the Year 2010
- Selected for participation in GLISI (Georgia's Leadership Institute for School Improvement)
- Leadership Stanly graduate

# Kathleen Dowell, PhD

The Evaluation Group   
404.556.5621   
Kathy@evaluationgroup.com   
www.evaluationgroup.com 

Evaluator with 20+ years of experience dedicated to designing, conducting, and managing partner-focused, participatory evaluations in a wide variety of areas including education and human services

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## Current Projects with TEG

- Georgia Innovation Fund
- Education Innovation and Research Grant
- 21<sup>st</sup> CCLC Afterschool Grant
- School Climate Survey
- National Professional Development Grant
- MdBio Foundation MX and Explorer Lab
- Extended School Year Grant
- Rural Opioid Grant

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## Education

### PhD / University of Maryland Baltimore County

2001 - Policy Sciences with a concentration in Program Evaluation

### MA / Loyola College

1990 – Clinical Psychology

### BA / University of Maryland Baltimore County

1986 – Clinical Psychology

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## Experience

### Evaluator / The Evaluation Group [2016 - Present]

#### President / EvalSolutions [2010-2016]

- Design and manage evaluation projects for government, foundations, universities, and CBOs
- Conducted surveys, site visits, interviews, and focus groups
- Analyzed quantitative and qualitative data
- Wrote reports and other documents and provided technical support and training to clients

#### Partner / Partners in Evaluation & Planning [2000-2010]

- Design and manage evaluation projects for government, foundations, universities, and CBOs
- Conduct surveys, site visits, interviews, and focus groups with staff and program participants
- Analyze quantitative and qualitative data
- Provide evaluation technical support and training to clients

### **Senior Associate / Caliber Associates [1997 – 2002]**

- Planned and managed large cross-site evaluation of residential substance abuse treatment
- Developed and refined data collection tools and data analysis plans
- Conducted site visits and on-site interviews with project staff
- Prepared and conducted presentations at conferences and grantee meetings
- Developed technical and statistical reports and other documents

### **Director of Research, Evaluation and Planning / MD Governor's Office for Children, Youth and Families [1996-1997]**

- Planned all research and evaluation activities
- Prepared research and evaluation reports and other publications
- Prepared briefings and materials for presentation during legislative sessions
- Worked with Local Management Boards to measure outcomes for children, youth and families
- Collected and analyzed data on the demographic and socioeconomic characteristics
- Provided evaluation training and technical assistance to community-based programs

### **Research Statistician / MD Governor's Office for Children, Youth and Families [1993 – 1996]**

- Conducted evaluations of several initiatives aimed at adolescent pregnancy prevention
- Developed evaluation training materials and provided technical assistance and training
- Managed the Community Incentive Grant Program
- Developed RFPs, coordinated and facilitated proposal reviews, monitored progress of grantees
- Developed data collection tools, collected data, analyzed data, and prepared reports

### **Research Assistant / MD Department of Health [1991-1993]**

- Analyzed data on children with HIV/AIDS
- Developed reports and manuscripts

### **Research Assistant / Baltimore Regional Burn Center [1990-1991]**

- Conducted interviews with patients to assess for psychiatric illness
- Developed database, entered data, analyzed data, and prepared reports

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## **Publications and Presentations**





12 for Life ERIC Report

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## **Affiliations and Awards**

American Evaluation Association Member

# Holly Schmidt-Davis, MEd

The Evaluation Group   
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www.evaluationgroup.com 

Evaluator with 20+ years of experience dedicated to designing, conducting, and managing partner-focused, participatory evaluations in a wide variety of areas including education and human services

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## Current Projects with TEG

- Investing In Innovation
- School Climate Transformation Grant
- Innovative Approaches to Literacy Grant
- Georgia Innovation Fund

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## Education

### MEd / University of North Carolina at Greensboro

1997 - Educational Research, Measurement, and Evaluation

### BA / University of Minnesota

1994 - Child Psychology

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## Experience

### Evaluator / The Evaluation Group [2019-Present]

#### Evaluation Consultant / Taliaferro County Schools [2018]

- Consult with school staff and external experts on the implementation and evaluation of School Improvement Grant (SIG) in this rural district
- Develop evaluation plan, classroom observation protocols, surveys, and evaluation tools
- Conduct classroom observation and debrief with school leaders

#### Evaluation Consultant / Georgia School Boards Association [2016-2018]

- Analyze qualitative data as part of strategic planning process for four Georgia school districts
- Create Excel spreadsheets with coded data for further analysis by school district personnel and PowerPoint slides with key findings and implications of those findings

#### External Evaluator / Georgia State University [2015-2017]

- External evaluator for Integrated Computer Science in Elementary Curricula (iCS), a National Science Foundation (NSF) funded Innovative Technology Experiences for Students and Teachers (ITEST) grant.

## **Director of Research and Evaluation / Annie E. Casey Foundation, Atlanta Civic Site [2011-2012]**

- Provided analysis to guide the continuous development and implementation of strategies and programs that support the Atlanta Civic Site (ACS) result areas: Education Achievement, Family Economic Success, and Neighborhood Transformation

## **External Evaluator, Florida Leadership Academy / Southern Regional Education Board [2009-2011]**

- Interviewed state leaders, school superintendents, and aspiring principals about Florida's leadership preparation programs
- Prepared formative and final evaluation reports for the client and program funder.

## **Statistical Programmer / Westat [2004-2008]**

## **Research Analyst / RTI International [1997-2004]**

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## **Publications and Presentations**

Schmidt-Davis, H. (2017). Integrated Computer Science in Elementary Curricula (iCS): Final Evaluation Report. Pine Lake, GA: Schmidt-Davis Consulting.

Schmidt-Davis, H. (2010). Florida Leadership Academy formative evaluation: Aspiring principal interview report. Decatur, GA: Schmidt-Davis Consulting.

Schmidt-Davis, H. (2001). Functional Limitations of VR Consumers. Research Triangle Park, NC: Research Triangle Institute.

O'Sullivan, R. G., Clinton, J., Schmidt-Davis, H., & Walls, S. (1996). *Forsyth Early Childhood Partnership Evaluation Report*. Greensboro, NC: UNCG, Teaching to Diversity.

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## **Affiliations and Awards**

American Evaluation Association



## PROJECT DIRECTOR Job Description

**POSITION:** Project Director

**Directly Responsible To:** Safe Schools/Auxiliary Services

### GENERAL RESPONSIBILITIES:

Responsible for overall management and oversight of the RESTORE School Climate Transformation Grant.

### Qualifications:

1. Master's Degree in education required.
2. NC teacher or administrator license.
3. At least five years' experience working with students and managing complex systems.
4. Effective oral and written communication skills.
5. Experience in reaching broad audiences through a variety of avenues.

### ESSENTIAL FUNCTIONS (to include but not limited to):

1. Lead the RESTORE, School Climate Transformation Grant, Management Team.
2. Coordinate services and support for our MTSS framework across Montgomery County Schools and Stanly County Schools and across all 10 target schools.
3. Ensure that only trained staff implement the program's components.
4. Monitor and schedule staff trainings as the need arises.
5. Review weekly program reports and propose program adaptations to strengthen the program.
6. Collaborate with grant staff, administrators, and partners to assess, identify, and prioritize project needs.
7. Monitor program activities to ensure equitable participation.
8. Work with project partners to ensure compliance with ADA.
9. Work with the Montgomery County Schools' and Stanly County Schools' Exceptional Children Departments to identify students and school personnel with special needs to ensure that access to appropriate equipment is available.
10. Work with schools to ensure that when needed, translators are present at events and activities to ensure that national origin and/or language do not prevent participation in program activities by either students or parents.
11. Update student and parent handbooks with these new policies.
12. Support MTSS implementation and coaching for MTSS processes.
13. Align communications, processing, and messaging for district MTSS processes.
14. Monitor and adjust the progress toward meeting goals and objectives of RESTORE.
15. Ensure ongoing technical assistance to school staff on implementation of evidence based practices and direct support to students.
16. Participate in personal and professional staff development.
17. Identify aligned evidence based interventions to address specific skill deficits.
18. Assess MTSS progress, identify needed PLC, technical assistance, and other supports to improve implementation.
19. Conduct and coordinate universal screening of students across targeted schools.
20. Work with teachers and school staff to identify student intervention needs including students classified as Academically or Intellectually Gifted, English Language Learners, or having Adverse Childhood Experiences score of four or more.
21. Monitor progress and use real time data to adjust plans.
22. Oversee data collection.





## MTSS / PBIS DIFFERENTIATION COORDINATOR

### Job Description

**POSITION:** MTSS / PBIS Differentiation Coordinator

**Directly Responsible To:** Safe Schools/Auxiliary Services

#### **GENERAL RESPONSIBILITIES:**

Responsible for overall management and oversight of professional learning of MTSS.

#### **Qualifications:**

1. Bachelor's Degree in education required (Master's preferred)
2. NC teacher's license.
3. At least five years' experience working with students and a MTSS.
4. Effective oral and written communication skills.

#### **ESSENTIAL FUNCTIONS** (to include but not limited to):

1. Serve on the RESTORE, School Climate Transformation Grant, Management Team.
2. Collaborate with school staff to assess, identify, and prioritize student needs.
3. Serve as coach and provide support to classroom teachers as they implement evidence-based programs.
4. Support differentiation in the classroom for all learners.
5. Support MTSS implementation and coaching for MTSS processes.
6. Align communications, processing, and messaging for district MTSS processes.
7. Develop comprehensive district support plan for Tier 1, Tier 2, and Tier 3 interventions and supports.
8. Monitor and adjust the progress toward meeting goals and objectives of RESTORE.
9. Provide professional learning on social emotional learning including cultural responsiveness and trauma informed care.
10. Provide ongoing technical assistance to school staff on implementation of evidence based practices and direct support to students.
11. Participate in monthly PLC Data Team meetings.
12. Participate in personal and professional staff development.
13. Identify aligned evidence based interventions to address specific skill deficits.
14. Assess MTSS progress, identify needed PLC, technical assistance, and other supports to improve implementation.
15. Conduct and coordinate universal screening of students across targeted schools.
16. Work with teachers and school staff to identify student intervention needs including students classified as Academically or Intellectually Gifted, English Language Learners, or having Adverse Childhood Experiences score of four or more.
17. Monitor progress and use real time data to adjust plans.
18. Oversee data collection.
19. Perform other duties, as assigned.



## TRAUMA COUNSELOR

### Job Description

**POSITION:** Trauma Counselor

**Directly Responsible To:** Safe Schools/Auxiliary Services

#### GENERAL RESPONSIBILITIES:

Responsible for establishing comprehensive school-based mental health services at separate school sites and integrated throughout the school day within a blended therapeutic and educational environment. Services include individual, group and family therapy; community meetings, school wide behavior management systems, therapeutic recreation and skills building activities. Adjunct services include case management, crisis management, consultation and collaboration with IEP team members. Services provided by qualified mental health clinicians and rehabilitation specialists.

#### Qualifications:

1. Master's Degree in Mental Health Services and prior experience working in a mental health service agency. Experience working with schools and multiple community agencies.
2. Licensed with two or more years of experience working with youth.
3. State certification.
4. Effective oral and written communication skills.
5. Demonstrated ability to work well with people.

#### ESSENTIAL FUNCTIONS (to include but not limited to):

1. Coordinate training for mental health specialist utilizing "Best Practice" models to ensure continued staff development is aligned with the School Climate Transformation Grant.
2. Develop an intake and referral process to services that expands the safety net and assures that no student falls through the cracks.
3. Coordinate training for all school personnel, focusing on intake and referral process to mental health specialists.
4. Develop and implement communication system between contracted mental health facilities and schools to ensure that student and family needs are being met.
5. Assist schools in adopting the most successful prevention and intervention strategies that address student needs.
6. Provide staff development on mental health and co-occurring disorders among student populations.
7. Provide training to students, parents, and partners as requested and needed.
8. Provide Tier 2 and 3 students individualized, intensive counseling services within the school setting.
9. Provide students with TraumaBased Cognitive Behavioral Therapy (CBT) for students involved in traumatic events or atrisk of experiencing trauma.
10. Provide Screening, Brief Intervention, and Referral to Treatment (SBIRT) schoolbased treatment.
11. Provide training to teachers to facilitate identification of student needs for intensive counseling services.
12. Provide Professional Learning Community related to Restorative Justice, Community Resiliency Model, risk behaviors, and healthy development.
13. Coordinate prevention activities with staff and partners for student engagement and empowerment.
14. Provide technical support to schools and communities on mental health services, programming, and concerns.
15. Perform other duties as requested



## STUDENT SUPPORT SPECIALIST

### Job Description

**POSITION:** Student Support Specialist

**Directly Responsible To:** Safe Schools/Auxiliary Services

#### GENERAL RESPONSIBILITIES:

Responsible for overall program management at school sites. The Student Support Specialist will use the Communities In Schools model to identify and assess the needs of identified at-risk youth, while coordinating tiered interventions and supports to the whole school population.

#### Qualifications:

1. Bachelor's Degree. in education, social work, or related field.
2. At least two years' experience working with high need youth.
3. Previous experience in a student data or case management system, highly preferred.
4. High commitment to task accomplishment and flexibility in work hours.
5. Effective oral and written communication skills.

#### ESSENTIAL FUNCTIONS (to include but not limited to):

1. Coordinate successful implementation of the CIS model and student support standards.
2. Provide direct support to students.
3. Collaborate with school staff to assess, identify, and prioritize student needs.
4. Coordinate and lead a school support team, responsible for planning and managing all CIS operations at the school site.
5. Work directly with school staff to assess, identify, and prioritize student needs.
6. Coordinate the recommended evidence based behavioral and academic supports for students.
7. Collect and utilize data to update student behavior and instructional plans and to set individual student goals and work with students.
8. Conduct an annual needs assessment using multiple sources of data, to be used as the foundation for the school support plan.
9. Develop comprehensive school support plan, noting Tier 1, Tier 2, and Tier 3 interventions and supports through use of our model of attendance/behavior/coursework + parent/family engagement.
10. Serve as mentor for students during regular advisement sessions.
11. Provide individual and group counseling.
12. Connect with parents to coordinate home supports.
13. Provide overall case management to identified students and deliver evidencebased interventions/research driven supports, based on student and school needs.
14. Regularly and systematically collect, report, and interpret student data (weekly).
15. Monitor and adjust the progress toward meeting goals in the school support plan, and the progress of individualized students, and adjust Tier 1, Tier 2, and Tier 3 interventions and supports, as needed.
16. Connect with parent or legal guardian of identified case managed students.
17. Provide timely reports with data and program information to management team.
18. Evaluate community partners to ensure alignment with student and school needs.
19. Participate in personal and professional staff development.
20. Perform other duties as necessary.



## APPENDIX B: SINGLE POINT OF CONTACT

The State of North Carolina has chosen not to participate in the Intergovernmental Review (Executive Order 12372).



## APPENDIX C: MEMORANDUM OF UNDERSTANDING

**Purpose:** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between the members of the Montgomery County and Stanly County School Climate Transformation Consortium (Consortium). The purpose of this MOU is to establish the roles, responsibilities, and activities that Consortium members shall undertake as part of the School Climate Transformation Grant to assist Montgomery County Schools (MCS), fiscal agent, and Stanly County Schools, LEA partner, upon receiving confirmation of a 2019 U.S. Department of Education School Climate Transformation Grant award, and extending out for 60 months following the signing of the grant award agreement. All members will act in compliance with all grant requirements and ensure compliance with all Federal, state, and local statutes and regulations. Consortium members will assist in the delivery of evidence-based interventions that focus on a multi-tiered systems of support model targeting behavior, social-emotional learning, and academics of students in target schools including social-emotional support structures embedded within target schools, character education, and counseling services for trauma, ACEs, bullying and opioid risk. Key **activities and goals** include: (1) Implement an evidence-based multi-tiered systems of support model targeting behavior, social-emotional learning, and academics to improve school climate and safety; (2) Expand access to school-based mental health services and social-emotional support; (3) Enhance linkages between school-based mental health services and community mental health systems to provide access to counseling and support services for students and families; (4) Offer integrated mental health and substance abuse services to improve health outcomes for students and families, including opioid abuse prevention and mitigation strategies; (5) Deliver social emotional and behavioral supports to foster student success; (6) Promote a safer and improved school and community environment; (7) Provide

cohesive academic enrichment activities and supports to foster academic achievement and prepare students for responsible citizenship; (8) Provide high-quality professional development to enhance training of school staff, community partners, and parents on MTSS interventions to improve behavioral, social-emotional, and academic outcomes and help students cope with traumatic events; and (9) Improve family and community engagement in student learning, well-being, and support services. Through this Consortium, we will change the school culture and community culture throughout our region of North Carolina.

**Roles:** Montgomery County Schools, a Rural and Low-Income School (RLIS) LEA, will serve as fiscal agent and provide services to students and families in five target schools in Montgomery County (East Middle, West Middle, East High, West High, and Montgomery Learning Academy) in accordance with the district's mission and purpose. Stanly County Schools (SCS), a neighboring LEA located in a Qualified Opportunity Zone, will provide services to students and families in five target schools in Stanly County (East Albermarle Elementary, Central Elementary, Albermarle Middle, Albermarle High, and Stanly Academy Learning Center) in accordance with the district's mission and purpose. Community partners, in collaboration with the two districts, will provide services to the Montgomery and Stanly County student population and their families in accordance with each organization's mission and purpose.

**LEA Responsibilities:** Montgomery County Schools (MCS) will serve as fiscal agent and applicant for the School Climate Transformation Grant and work in partnership with SCS to achieve the goals and objectives of the program. As LEA partners, MCS and Stanly County Schools (SCS) will: follow all grant requirements in the implementation of the program; ensure the appropriate use of all grant funds and that the project is carried out by the Consortium in accordance with Federal requirements; recruit, hire, train, and support a Project Director at 1 FTE;



recruit, hire, train, and support grant-funded mental health and student support professionals; promote program activities to students, families, and the community; maintain adequate technology and resources for program services; support and empower communications between all Consortium partners; schedule, participate in, and attend Consortium meetings; contract with The Evaluation Group to deliver external evaluation services; contract with community mental health agencies to meet the needs of students; monitor implementation and modify programming as needed based upon evaluation findings; work with Consortium members to identify additional resources that could be added to the program design in future years; provide oversight of school-level operations to ensure consistency across all programs; make collective decisions to address program challenges, implement improvements, and foster stakeholder involvement and buy-in; contribute to sustainability planning efforts to carry key strategies forward beyond the five-year grant period; participate in collection of appropriate data to ensure compliance with the Government Performance and Results Act (GPRA); and submit all required fiscal, program, and outcome reports to the U.S. Department of Education.

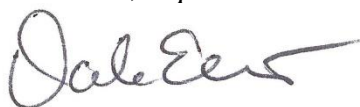


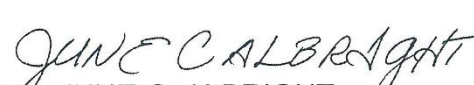


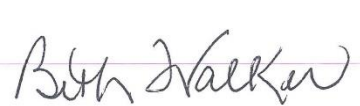
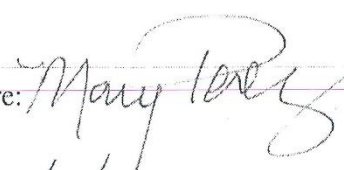
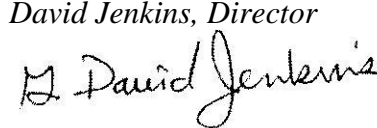
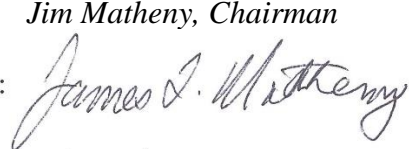
**Community-based Organization Responsibilities:** Each community-based partner will be responsible for serving on the Consortium; providing feedback; collecting and reporting data; submitting all needed fiscal, program, and outcome reports to MCS and SCS; and providing services to Montgomery County and Stanly County students and families as outlined below.

<b>Partnering Agencies</b>	<b>Commitment to Montgomery and Stanly County Schools</b>
<b>2020 Initiative</b>	Provide community data and guidance on program strategies focused on identification and mitigation of opioid abuse; assist with resource coordination and community outreach/education related to opioid epidemic in Montgomery and Stanly Counties.
<b>Communities In Schools</b>	Provide students with a community of support to empower them to stay in school and achieve in life, including mentoring, food assistance, positive adult role models, and college access; coordinate with district to provide support for Student Support Specialists in target schools.
<b>Daymark Recovery Services</b>	Provide behavioral health services, including substance abuse and mental health treatment, via telemedicine; participate in training opportunities and community outreach related to identification of opioid addiction and mitigation strategies.
<b>First Health</b>	Provide school-based medical and dental clinics that provide telemedicine services to MCS elementary students and their families; participate in training opportunities related to identification of opioid addiction and mitigation strategies.
<b>i-LEADR</b>	Provide training, coaching, and implementation support for MTSS/RtI strategies and interventions that address specific skill deficits and maximize success for all students.
<b>Journey Counseling</b>	Provide behavioral health services, via telemedicine, for positive mental health experiences with MCS and SCS students; participate in

	training opportunities and community outreach related to identification of opioid addiction and mitigation strategies.
<b>Monarch</b>	Provide behavioral health services via programming at target MCS and SCS schools; participate in training opportunities and community outreach related to identification of opioid addiction and mitigation strategies.
<b>Montgomery County and Stanly County Health Departments</b>	Provide health and dental care for families, including identification of mental health and substance abuse issues and referral to counseling to improve overall health outcomes; collaborate with district staff on resource coordination and support of families; and participate in training opportunities focused on identifying and addressing mental health, drug addition, behavioral, and social emotional challenges to help improve school climate and create a safe community.
<b>Montgomery County and Stanly County Sheriff's Departments</b>	Collaborate with district staff on resource coordination and support of students and families; participate in training opportunities focused on identifying and addressing mental health, behavioral, and social emotional challenges to help improve school climate and create a safe community.
<b>Montgomery School Health Advisory Council (SHAC) and Stanly SHAC</b>	Help plan, implement, and monitor district policies, services, health issues, and mental health challenges faced by students and families as part of a coordinated school health plan; provide guidance for implementation of MTSS framework and strategies.

<b>NC Resilience &amp; Learning Project</b>	Provide professional development for teachers and counseling staff to support evidence-based MTSS interventions and create trauma-sensitive schools that will improve academic, behavioral, and social-emotional outcomes for students; support creation of a Resilience Team at each target school that meets regularly and receives ongoing coaching and technical assistance; and provide access to a network of educators and counselors for support and collaboration.
<b>Strengthening Families</b>	Provide evidence-based family skills training program focused on improving parenting skills and family relationships; reducing problem behaviors, delinquency, and alcohol and drug abuse in children; and improving social competencies and school performance.
<b>Thrive Committee</b>	Help students thrive in our community and schools by providing access to mental health services and early childhood literacy resources; coordinate resources and support for target schools to improve school climate.

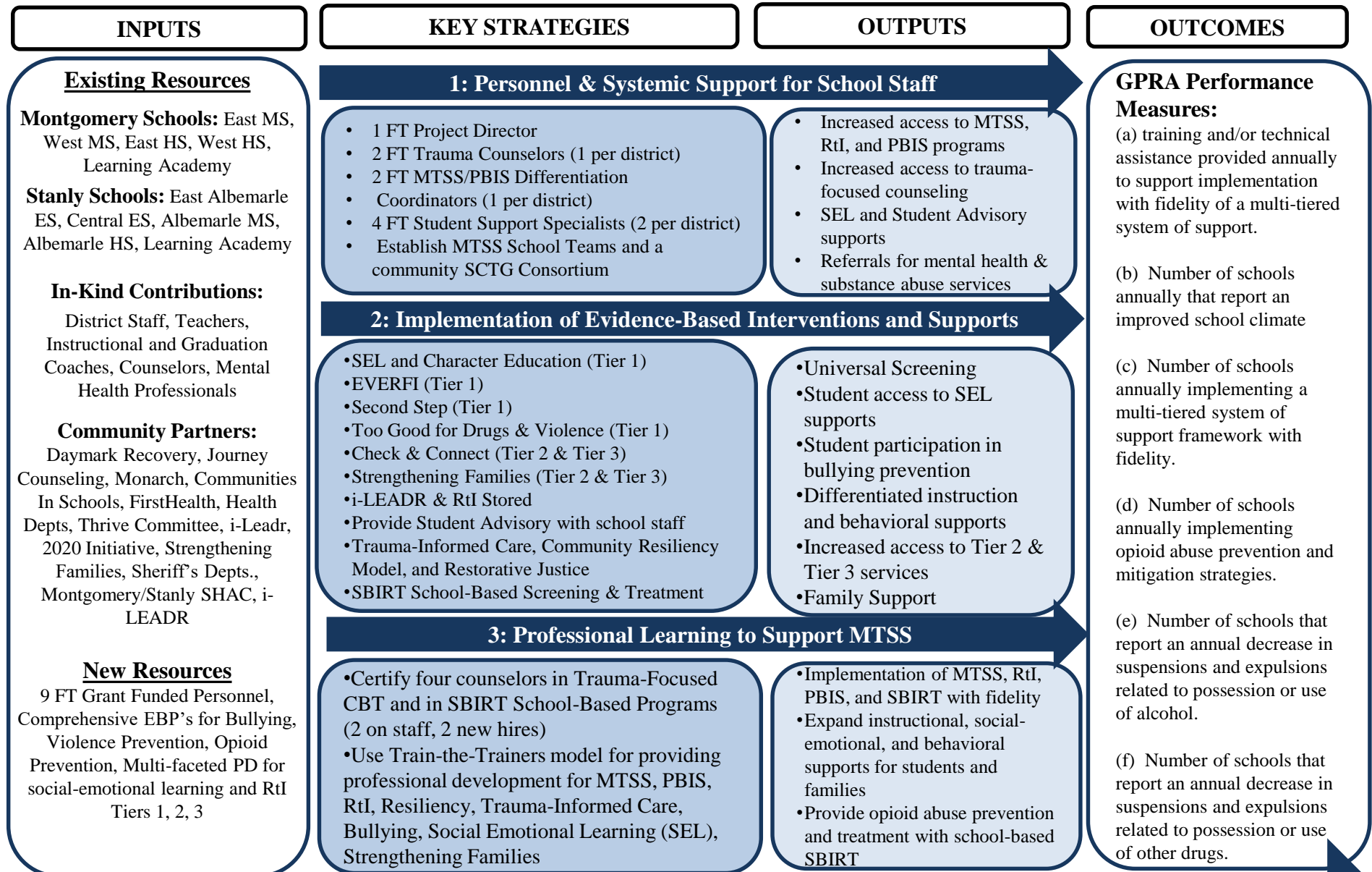
The signatures below indicate the commitment of leadership from leadership of each organization serving on the Consortium to support Montgomery and Stanly County Schools implementing a multi-tiered system of support for improving school and community climate.

School Climate Transformation Grant Partner Signatures	
<b>Montgomery County Schools</b> <i>Dr. Dale Ellis, Superintendent</i> Signature:  Date: 7/8/19	<b>Stanly County Schools</b> <i>Dr. Jeff James, Superintendent</i> Signature:  Date: 7/11/2019
<b>Daymark Recovery Services</b> <i>Jennifer LaBonte, Director</i> Signature:  Date: 7/8/19	<b>Journey Counseling</b> <i>June Albright, Owner</i> Signature:  Date: 07/08/2019
<b>Monarch</b> <i>Blake A. Martin, MHA</i> <i>Executive Vice President &amp; Chief Development Officer</i> Signature:  Date: July 11, 2019	<b>Communities In Schools</b> <i>Amy Friary, Board of Directors Chair</i> Signature:  Date: 7-8-19
<b>First Health Montgomery Memorial</b> <i>Beth Walker, President</i> Signature:  Date: 7/3/19	<b>Montgomery County Health Department</b> <i>Mary Perez, Director</i> Signature:  Date: 7/8/2019
<b>Stanly County Health Department</b> <i>David Jenkins, Director</i> Signature:  Date: 07-10-19	<b>Thrive Committee</b> <i>Jim Matheny, Chairman</i> Signature:  Date: 7/10/2019

<p align="center"><b>2020 Initiative</b> <i>Roxanne Elliott, Chair</i></p> <p>Signature: <u>Roxanne Elliott</u></p> <p>Date: <u>7/10/19</u></p>	<p align="center"><b>Strengthening Families</b> <i>Terry Little, Coordinator</i></p> <p>Signature: <u>Terry Little</u></p> <p>Date: <u>7/8/2019</u></p>
<p align="center"><b>Montgomery County Sheriff's Department</b> <i>Chris Watkins, Sheriff</i></p> <p>Signature: <u>Chris Watkins</u></p> <p>Date: <u>07/03/2019</u></p>	<p align="center"><b>Stanly County Sheriff's Department</b> <i>Jeffrey A. Crisco, Sheriff</i></p> <p>Signature: <u>Jeffrey A. Crisco</u></p> <p>Date: <u>7-11-2019</u></p>
<p align="center"><b>Montgomery County School Health Advisory Council</b> <i>Dr. Dale Ellis, Member</i></p> <p>Signature: <u>Dale Ellis</u></p> <p>Date: <u>7/8/19</u></p>	<p align="center"><b>Stanly County School Health Advisory Council</b> <i>Beverly Pennington, Director of Student Services</i></p> <p>Signature: <u>Beverly Pennington</u> <u>7-10-19</u></p>
<p align="center"><b>i-LEADR</b> <i>Brie Beane, President</i></p> <p>Signature: <u>Brie Beane</u></p> <p>Date: <u>07/10/2019</u></p>	

## APPENDIX D: RESTORE LOGIC MODEL

**Problem:** Our **rural, high-need** students lack exposure to evidence-based interventions that focus on a multi-tiered systems of support targeting behavior, social-emotional learning, and academics. MTSS is being used as an intervention model, yet there has been little attention to SEL or PBIS components. Insufficient training for staff coupled with high teacher turnover also contributes to a lack of fidelity. These deficits have had a significant impact on climate across all schools.



**Impact:** Students will receive EBP's for SEL, character and bullying education, and MTSS. Direct advising sessions, counseling services for trauma, ACEs, and opioid prevention supports will be provided. These multi-faceted interventions will provide emotional support that will allow students to engage and focus on improving their academic performance. **Evaluation Design:** Structural Equation Modeling (SEM).





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## APPENDIX F: RATIONAL TARGET SETTING

### Montgomery County Schools and Stanly County Schools: *RESTORE* Summary Worksheet–GPRA Performance Measures *RESTORE* School Climate Transformation Grant Program – LEA Application

**Goal:** Use the Rational Target Setting approach to set *ambitious yet achievable* annual and cumulative targets for performance objectives in our School Climate Transformation Grant Program application.

**Procedure:** During extensive planning meetings and discussions to be held about *RESTORE* implementation, the leadership team will follow the steps below and fill in the Rational Target Setting table on page two.

1. Consider each objective and its school year (SY) 2018-19 overall baseline.
2. Assign a score to each of the four *Factors to Consider* using Rubric A on page three.
3. Sum the scores (*Total Score*) and insert the associated *Range of Expected Improvement* from Rubric B on page three.
4. To partition the *Range of Expected Improvement* across program years and set annual targets:
  - a. Multiply the baseline by the mid-point of the expected range of improvement. For example, if the baseline is 30.3%, and the midpoint in the range of improvement is 35.5% then  $.303 \times .355 = .1075$ , or about 11%. Do this for each objective and insert this figure under *Absolute Percentage Point Increase (Decrease) over Baseline*. The exact figure used for the mid-point is negotiable within the group, but the mid-point is a good place to start.
  - b. Partition the *Absolute Percentage Point Increase (Decrease) over Baseline* between each program year, considering the *RESTORE* approach and our proposed management plan. Keep in mind:
    - SY 2019-20 is the first year of the grant and will need to allow for start-up time; and
    - We should expect our effectiveness to improve over time as we implement the interventions with increasing fidelity.

Rational Target Setting – School Climate GPRA Performance Measures for <i>RESTORE</i>													
GPRA Performance Measures	Baseline SY 2018-19 (overall)	Factors to Consider				Total Score	Range of Expected Improvement over Baseline	% Increase, or decrease over Baseline, or annual target	% Increase (Decrease) each Year				
		Priority	Resources	Strength of Interventions	Support and Capacity				SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
Training and TA to support <i>RESTORE</i> implementation with fidelity	NA	3	3	3	3	12	26-50% improvement or more	90%	90%	90%	90%	90%	90%
Schools that report improved school climate	From Y1 survey results	2	2	2	2	8	15-19% improvement	50% over Y1 Baseline	Base line	20%	30%	40%	50%
Schools that are implementing MTSS with fidelity	From Y1 Fidelity Index	3	3	3	3	12	26-50% improvement or more	50% over Y1 Baseline	Base line	20%	30%	40%	50%
Schools that are implementing opioid abuse prevention and mitigation strategies	From Y1 Fidelity Index	0	2	2	2	6	10-14% improvement	70% over Y1 Baseline	Base line	40%	50%	60%	70%
Decrease in suspensions and expulsions related to possession or use of alcohol	28 students across targeted schools	1	2	3	2	8	15-19% improvement	80%	40%	50%	60%	70%	80%
Decrease in suspensions and expulsions related to possession or use of other drugs	37 students across targeted schools	1	2	3	2	8	15-19% improvement	80%	40%	50%	60%	70%	80%

### **Rubric A: Factors to Consider**

#### **1. Priority (focus of the program)**

0 = not on radar screen at this time

1 = low

2 = moderate

3 = high

#### **2. Resources (dollars, personnel, equipment, and time that will be dedicated to addressing the performance measure)**

0 = no change in resources

1 = small amount added

2 = moderate resources added

3 = many resources added

#### **3. Strength of Interventions (known ability of our array of interventions to effect the performance measure, assuming high fidelity)**

0 = not discussed (even if written)

1 = low

2 = moderate

3 = high

#### **4. Support and Capacity (training, supervision, and leadership that will be dedicated to implementing the interventions)**

0 = not on radar screen at this time

1 = low

2 = moderate

3 = high

### **Rubric B: Scoring**

<b>If the Total Score is:</b>	<b>Then the Range of Expected Improvement, expressed as a percentage of the baseline, is:</b>
0-2	0-4% improvement
3-4	5-9% improvement
5-6	10-14% improvement
7-8	15-19% improvement
9-10	20-25% improvement
11-12	26-50% improvement or more





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