

*Office of Federal Programs
Updates*

*Financial Business Services
Conference
July 22, 2025*



NCDPI OFP Leadership Team

Division Leadership

Alex Charles
Senior Director

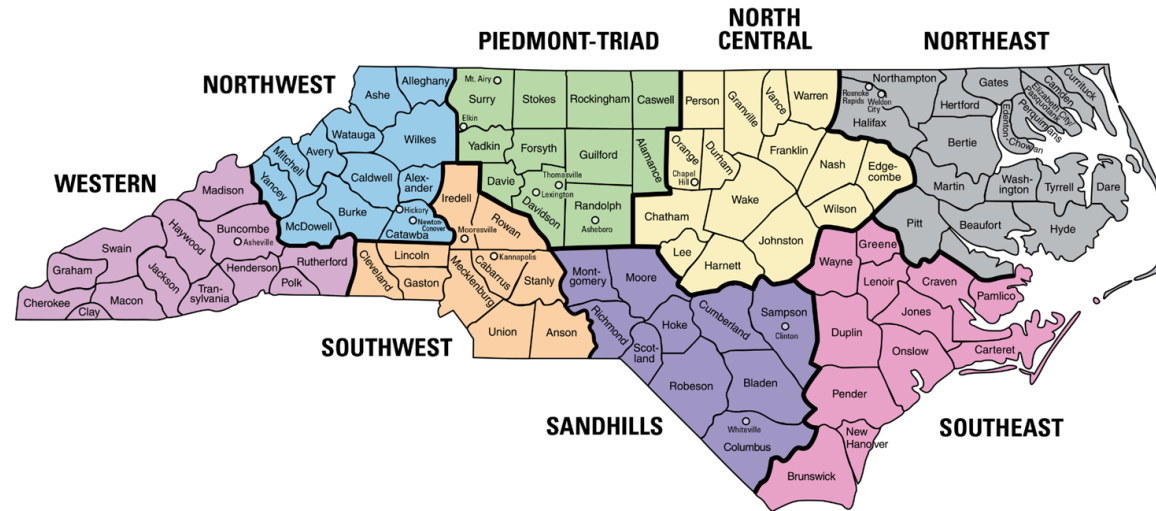
Melissa Eddy
Assistant Director

Susan Brigman
Section Chief
21st CCLC

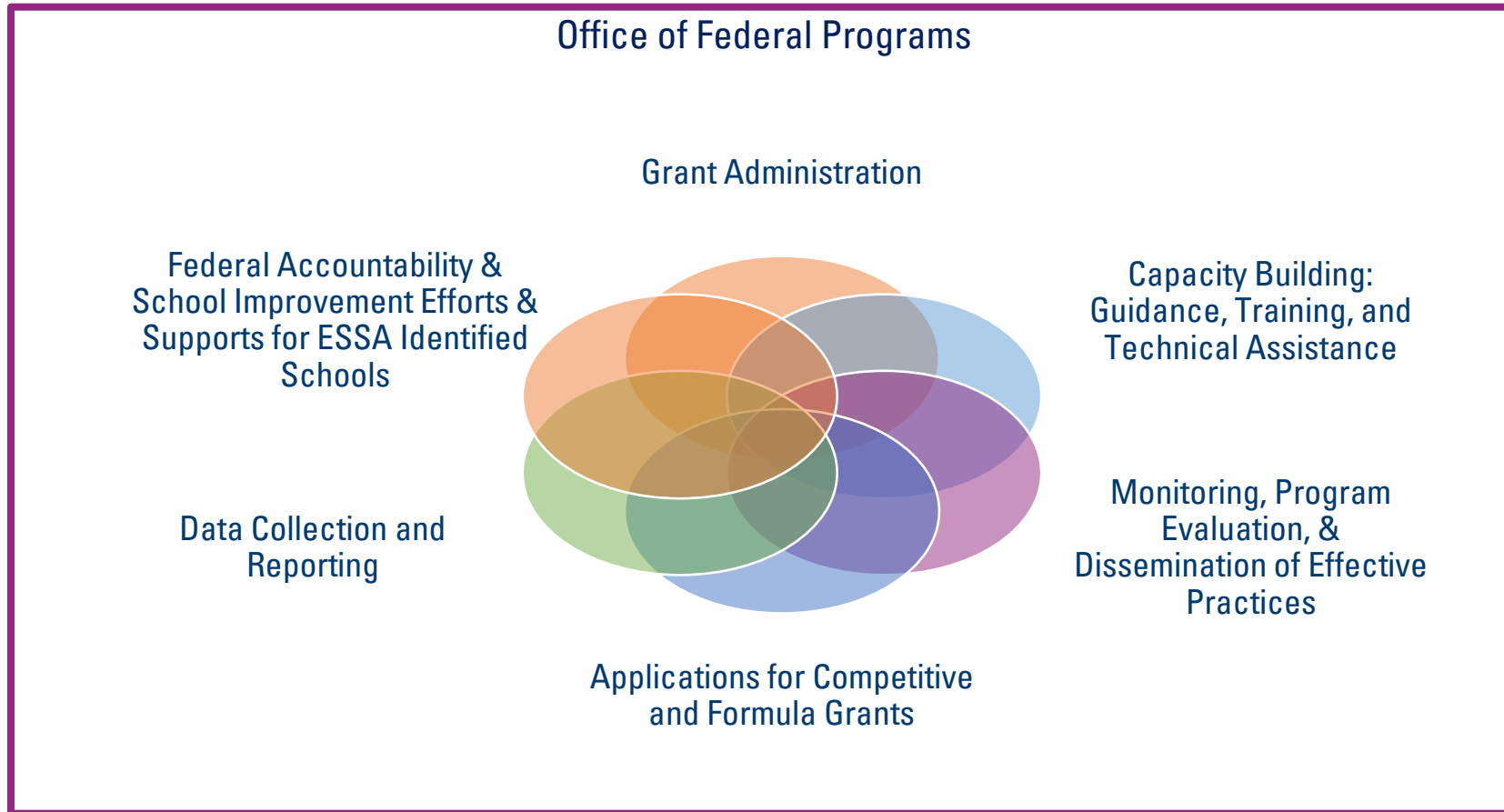
Dr. Heriberto Corral
Section Chief
Specialty Programs (MEP/Homeless/Foster)

Tim Dryman
Section Chief
Consolidated

Dr. James Popp
Section Chief
CTS/IMPACT



Office of Federal Programs (OFP)



Federal Landscape Overview

Melissa Eddy, Assistant Director
Office of Federal Programs





Federal Updates



Federal Updates

- On June 30, 2025, the U.S. Department of Education (USED) issued a notice that, due to the change in Administration, it is currently reviewing federal FY 2025 (school year 2025-26) funding decisions for approximately \$168,765,433* for the following federal grant programs:
- Title I, Part C (Education of Migratory Children) - \$5,356,426*
- Title II, Part A (Supporting Effective Instruction) - \$67,906,396*
- Title III, Part A (English Language Acquisition) - \$19,338,744*
- Title IV, Part A (Student Support and Academic Enrichment) - \$37,245,499*
- Title IV, Part B (21st Century Community Learning Centers) - \$38,918,368*
- **Funding amounts are estimates based on 2024-25 awards.*



Federal Updates



The USED stated that no Grant Award Notifications (GANs), which includes states' access to funds, would be issued to states for these programs on July 1, 2025, as originally scheduled, until the federal funding review is complete. While the USED reiterated its commitment to responsible stewardship of taxpayer dollars and alignment with the President's priorities, it has not provided a timeline for final decisions.



As a result, the planning allotments for these grant programs must be temporarily withdrawn since Public School Units cannot apply for or receive funds that have not yet been awarded to the state. **If you have any carryover funds from the 2023-24 or 2024-25 school years, you may continue to use them to fund these programs.**

Federal Updates

- Please note that if the USED subsequently releases funding for any of these programs, we will promptly reissue planning allotments and open the applications accordingly.
- We understand the challenges this creates for planning and staffing, and we appreciate your patience and partnership as we await further guidance from the federal level. We will continue to provide updates as soon as new information becomes available.



Federal Updates

Potential Impacts from Federal Grant Cuts-

- FTEs at risk
- Changes in service delivery or professional development
- Impact on LEAs - high-need student groups



COMMUNICATE UPDATES

PSUs must proactively communicate what schools need to know and do in response to funding delays.

Communicate the current situation and immediate next steps	All school leaders should understand the delays in USED allocations and what steps they should take to evaluate spending, identify gaps, and plan for alternatives. PSUs should communicate clearly both what is known and unknown.
Focus on near-term needs	One option for PSUs is to prioritize helping schools solve for spending needs between July and September 2025. Once near-term needs are met, PSUs can monitor the status of federal funding decisions and shift into contingency planning for longer-term delays as needed.
Share PSU balances for every impacted fund from prior years	PSUs may be able to sustain funding for priorities with current year and/or prior year carryover funds. Proactively sharing PSU/school balance sheets will increase visibility into available resources.
Complete and Submit Application for Title I-A and RLIS for 2025-2026	PSUs should submit applications to obtain approval and allow NCDPI to review application for final approval. An approved plan will allow for Title I-A and RLIS funds to be released to PSUs.



Consolidated Federal Updates

Tim Dryman, Section Chief
Office of Federal Programs



Consolidated Updates

- **What Will OFP Do Right Now?**
- Communicate updates to PSUs
- Assist PSUs in review of impact and prioritize needs
- Be flexible with amendments and applications
- Identify how to support PSUs to sustain spending on their highest priorities
- Provide information on available flexibilities and uses of funds



Consolidated Updates

What Should PSUs Do Right Now?

- Assess current funding and identify impacts
- Review applications and budgets and consider what future changes may be needed later if/when funding is provided
- Use carryover to support current programs
- Review transferability options (Title II and Title IV-A remaining funds)
- Schoolwide flexibilities (Braiding)
- Review current contracts, etc.



CCIP Application Updates

- Timothy.Dryman@dpi.nc.gov
- Training for changes to the Title I application in CCIP
- Title I Simulator Tool



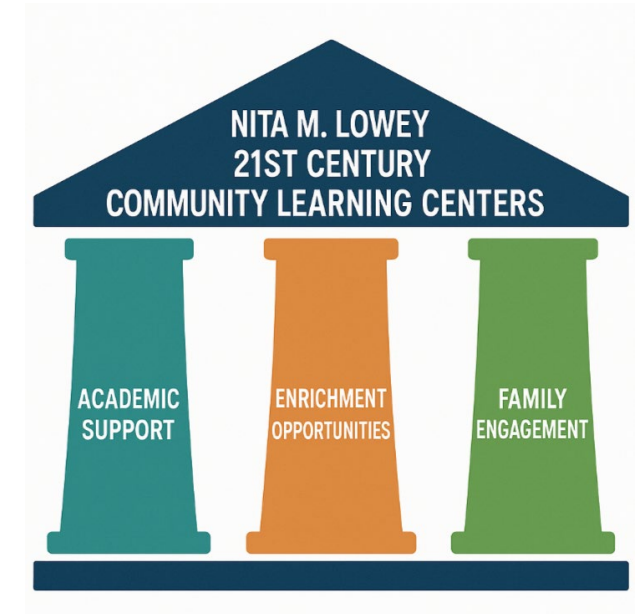
21st CCLC Updates

Susan Brigman, Section Chief
Office of Federal Programs



21st Century Community Learning Centers (CCLC)

- Title IV, Part B of ESEA - Establish or Expand Out-of-School Time (OST) learning centers
- Targeted Academic Support, Enrichment Opportunities, & Family Engagement
- Competitive, Reimbursement Grant, 3-Year Grant Cycle
- Eligible entities: PSUs, Community-Based, Faith-Based, City/County Gov't, BIE Schools, IHE, and For-Profit Entities
- FY26: Cohort 17 & Cohort 18 ~ 99 Subgrantees - 24 PSUs (24.2%)
 - Cohort 16: sunsetting September 2025 ~ 24 subgrantees – 3 PSUs
 - Cohort 17: FY26 Year 2 ~ 60 subgrantees – 14 PSUs
 - Cohort 18: FY26 Year 1 ~ 25 subgrantees – 3 PSUs
 - Cohort 18 Summer Only: Summer 2025 Year 1 ~ 14 subgrantees – 7 PSUs
- Collaboration Requirement



21st CCLC Budgeting & Amendment Process



- Budget Form 208: CCIP document allocating the total annual award approved by NC State Board of Education
- Annual Award: School-Year + Summer -> allotted in 4 installments
- Installment #1: 34% of School-Year award; Eligible once CCIP application has been both fiscally and programmatically approved (Budget 208 and Required Documents)
- Installment #2 & Installment #3: Eligible once attendance metrics are met
- Installment #2: 34% of School-Year award & Installment #3: final 32% of School-Year award
- Must upload Attendance Update forms in CCIP for 2nd & 3rd installments no later than 4/24/26
- Summer Installment: 100% of Summer Award
- **All 4 installment approvals will be documented in CCIP**

Entering Installments in Budget Builder

	School-Year			Summer	Total
	303,573			196,356	499,929
	1st - 34%	2nd - 34%	3rd - 32%	100%	
Budget Builder / LINQ entries -->	103,215	103,215	97,143	196,356	499,929

- Initial Budget - 34% of School-Year Award
- Amendment #1 – 34% of School-Year Award
- Amendment #2 – 32% of School-Year Award
- Amendment #3 – 100% of Summer Award
- Other Amendments as needed (approved Budget Amendment 209)

Entering Installments by Grant Year

	Unit #:	xxxxxx			
	PRC 110	Cohort 17			
	School-Year			Summer	Total
	303,573			196,356	499,929
	1st - 34%	2nd - 34%	3rd - 32%	100%	
Budget Builder / LINQ entries -->	103,215	103,215	97,143	196,356	499,929
enter by Grant Year -->	GY25	GY24	GY24	GY25	
GY24	200,358				
GY25	299,571				
	499,929				

Entering Installments by Grant Year

- Subgrantees may currently have Grant Year 23, Grant Year 24, and/or Grant Year 25 funds
- FIFO – Spend Down Grant Year 23 and Grant Year 24 **FIRST**
- Grant Year 23 and Grant Year 24 funds expire September 30, 2025
- School Year 2025 – 2026 : Cohort 17 & Cohort 18 subgrantees will receive Grant Year 25 funds (1st Installments)
- Grant Year 2026: TBD



NORTH CAROLINA
21ST CENTURY
COMMUNITY LEARNING CENTERS

21st CCLC Updates – Supporting Documentation & Monitoring

- Subgrantees must complete a cash request no later than **December 31st**
- Supporting Documentation – best practice to submit supporting documentation the same day cash is requested
- Submit Supporting Documentation via email to: 21stCCLCTeam@dpi.nc.gov
 - Use the required **Naming Convention** – Unit #, Cohort #, Submission Date, File x of xx
 - Example: 050 Cohort 17 03282025 File 1 of 1
- Supporting Documentation - General Ledger reports, copies of invoices and cleared payments
- Fiscal Monitoring – Technical Assistance (TA), Fiscal Desk Review (FDR), or on-site Fiscal Monitoring Review (FMR)
 - Cohort 18 New or Novice Subgrantees - must attend 2 TA sessions (regionally based in Fall (Oct 2025) & Spring (Mar 2026))
 - Cohort 17s – FDR or on-site FMR, based on results of Risk Assessment
 - FDR & FMR - Expenditure Testing of 1-2 months of expenditures, depending on the amount of cash requested for the selected months; May only review one month if amount is large enough to conduct testing
 - FMR – includes a more in-depth review of policies and procedures and internal controls

21st CCLC Updates – Questioned Costs

- Questioned Costs may result from the following:
 - Expenditures are UNALLOWABLE per Uniform Grant Guidance or NCDPI 21st CCLC Grant Guidance
 - Expenditures are NOT ALLOCABLE to 21st CCLC
 - SUPPLANTING other funding sources with 21st CCLC grant funds
 - Unapproved CONTRACTS
 - ADVANCING of Funds (not requesting funds on a reimbursement basis)
 - Expenditures are NOT ADEQUATELY DOCUMENTED
- If Questioned Cost expenditure is from:
 - Prior Year or discovered by an external auditor – repayment must be made to NCDPI, and Droplet Refunds and Repayment Form is used
 - Current Year – Monitoring Report will indicate whether a check repayment must be made to NCDPI, or if PSU can move the expenditure to a new and appropriate local fund code. The Droplet Refunds and Repayment Form is used if check repayment is required per the Monitoring Report.



NORTH CAROLINA

21ST CENTURY

COMMUNITY LEARNING



QUESTIONS



Specialty Programs

Dr. Heriberto Corral, Section Chief – MEP/Homeless/Foster Care
Office of Federal Programs





Specialty Programs Updates

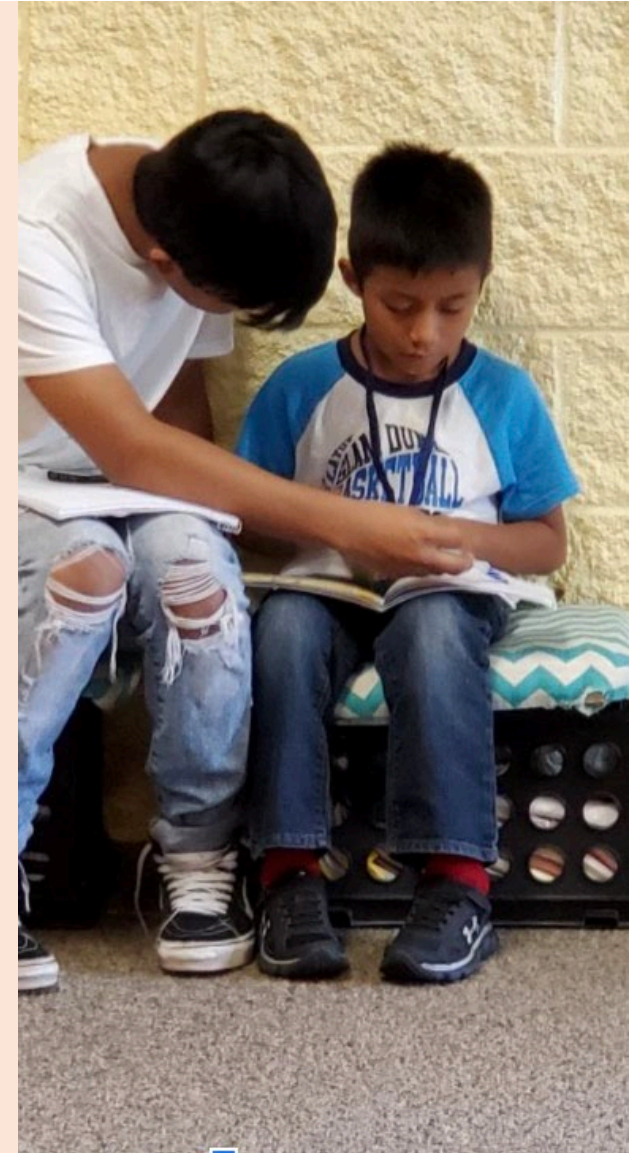
Maximizing the Impact of Migrant Education Program (MEP) Funds

Understanding Flexibility, Compliance, and
Strategic Use in NC Districts



North Carolina Migrant Education Program (MEP)

Ensures that all migratory students meet challenging academic standards so that they **graduate** with a high school diploma or HSED that prepares them for responsible citizenship, further learning, and productive employment.



Overview of the Migrant Education Program (MEP)

Federally funded under Title I, Part C

Supports children of migratory agricultural workers

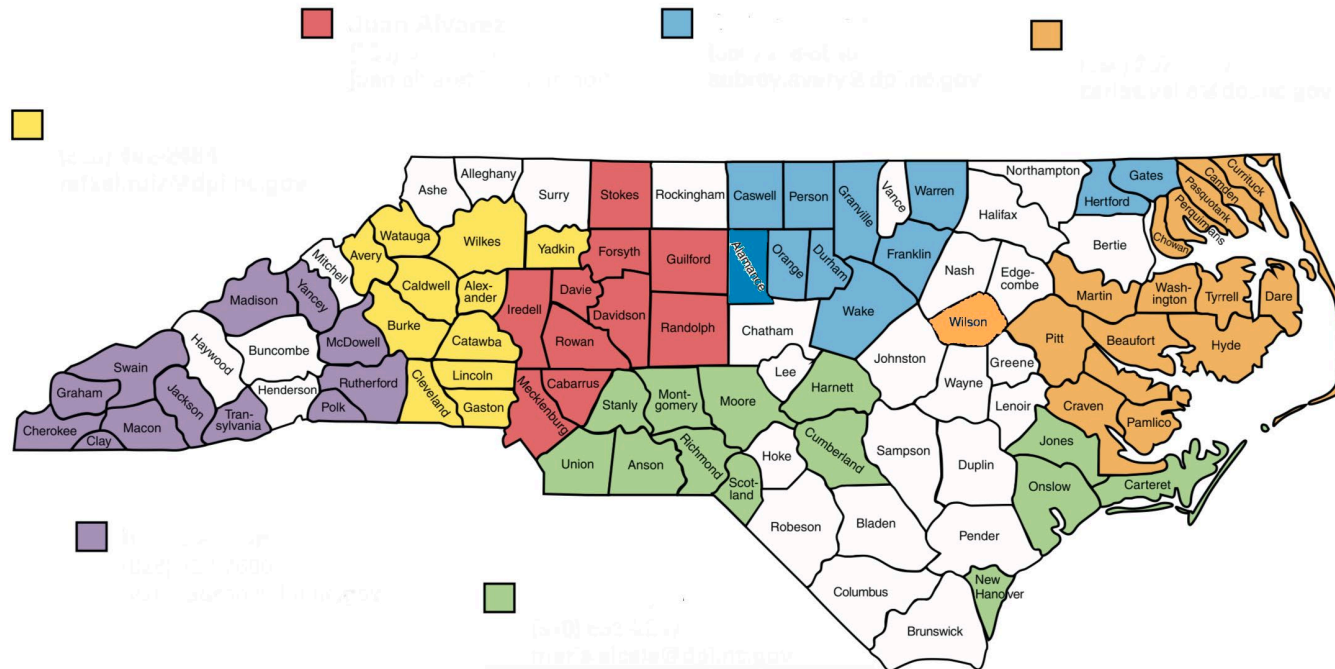
Addresses academic disruptions and barriers due to frequent mobility

Over 4,400 eligible children served across 30 NC school districts plus regional model

NC Migrant Education Program



MIGRANT EDUCATION PROGRAM Regional Recruiters



Does the county have a local MEP or is it part of the NC MEP Regional Model?

Economic Context

- Migratory agricultural workers contribute billions to state and national economies
- Educational support for their children safeguards workforce sustainability
- Lack of support risks long-term economic impact and deepens poverty cycles



Key Uses of MEP Funds

Academic tutoring and supplemental instruction

Summer and after-school programs

Health screenings and basic needs support

Family engagement and translation services

Transportation to ensure school access

MEP vs. Title I, Part A - Flexibility Comparison

- Eligibility: Based on need (MEP) vs. academic risk/poverty (Title I-A)
- Service locations: Schools + homes, fields, community sites (MEP)
- Family support: Broader support allowed under MEP
- Out-of-school youth: Direct services allowed in MEP only
- Cross-district mobility: MEP supports service continuity across states/districts



Compliance & Fiscal Responsibility

- Supplement, not supplant principle
- Required: Needs assessments, eligibility documentation, annual evaluations
- CFOs ensure proper budgeting, documentation, and audit readiness



Strategic Considerations for CFOs

- Align MEP funds with district priorities while maintaining compliance
- Use data to drive resource allocation
- Partner with MEP coordinators to identify needs and track impact



Final Thoughts

MEP funding is a flexible, targeted investment in vulnerable students

Proper use supports both educational equity and economic stability

CFO leadership is key in maximizing program impact

North Carolina Homeless Education Program

<https://hepnc.uncg.edu/>

Program Information, Data, Liaison Contact Details, Monitoring Resources, Templates.

DPI's
Technical Assistance Center

*Also known as:
Education for Homeless Children & Youth Program
(EHCY Program)*

McKinney-Vento Act: Federal Law

The Act supports students experiencing homelessness through:



Federal law supersedes local and state policies and laws

NCHEP: Main Responsibilities



- Access to Education
- Compliance
- Technical Assistance
- Meetings and Trainings
- Program Quality Reviews
- Needs Assessments
- Disputes
- Collaborative Efforts
- District Funding
- Other

McKinney-Vento Act: Defining Homelessness

Individuals who lack a **fixed**, **regular**, and **adequate** nighttime residence.



Fixed residence: A residence that is stationary, permanent and not subject to change



Regular residence: A residence that is used on a regular basis (i.e., nightly).



Adequate residence: Is sufficient for meeting the physical and psychological needs typically met in home environments.

North Carolina Foster Care Education Program

<https://ncfcep.uncg.edu/>

Program Information, Data, Liaison Contact Details, Monitoring Resources, Templates.

DPI's
Technical Assistance Center

Definition of Foster Care



24-hour substitute care for children placed away from their parents or guardians for whom the Title IV-E [child welfare agency] has placement and care responsibility (Fostering Connections Act, 2008).



Includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.

ESSA Foster Care Under Title I, Part A

Increase	Increase educational stability
Remove	Remove enrollment barriers
Ensure	Ensure high-quality educational opportunities
Close	Close achievement gaps
Improve	Improve educational outcomes for children

ESSA Foster Care Requirements



Remain in the
school of origin
(SOO)



Immediate
enrollment



Immediate
transfer of
school records



SOO
transportation
when necessary



Free school
meals



Data reporting
and sharing



Practical Applications for School Districts

Key Uses of McKinney-Vento Funds (1/2)



Transportation: bus passes, ride-shares, district vans to maintain school continuity



Immediate Enrollment: funding liaisons to enroll without standard documentation



Academic Support: one-on-one tutoring, summer bridge, credit-recovery services



Basic Needs: backpacks, uniforms, hygiene kits, emergency clothing

Key Uses of McKinney-Vento Funds (2/2)



Family & Youth Liaisons: outreach, community resource connections, barrier troubleshooting



Counseling Services: trauma-informed counseling, SEL groups, crisis intervention



Extended Learning: after-school programs, weekend study halls, summer camps with meals



Technology Access: laptops, Wi-Fi hotspots, tech support for distance learning

School Improvement Updates

Dr. James Popp, Section Chief - CTSS and IMPACT
Office of Federal Programs



School Improvement Updates

Comprehensive Support and Improvement (CSI)

- **Eligibility:** To be eligible to receive these funds, a Public School Unit (PSU), must have one or more schools identified under the federally approved definition for Comprehensive Support and Improvement-Low Performance (CSI-LP; bottom 5% of Title I schools) or Comprehensive Support and Improvement – Graduation Rate (CSI-LG; 66.7% or lower – does not have to be Title I).
- **Formula:** Funds were allotted based on approval of an application for School Improvement (PRC 0105) funds submitted by the district, charter or lab school on behalf of schools participating as CSI schools. For FY-25 each identified public school within a PSU received a base amount of \$75,000 and a per pupil amount of \$378.80 based on their CSI identification.

Important Reminders from the ESEA Title I, Part A – School Improvement (formula) – 1003(A) Funds (PRC105) Allotment Policy:

5. If one or more schools exit CSI status, the PSU may reallocate unexpended carryover funds, based on need, to any other schools in the PSU that remain in CSI status.
6. If all schools in the PSU exit CSI status, unexpended fund balances as of September 30th will revert to the State for reallocation to PSUs in accordance with Section 1003 and Section 1126 of the Elementary and Secondary Education Act.

CSI Resource Link: [Comprehensive Support and Improvement \(CSI\)](#)

School Improvement Updates

Targeted Support and Improvement (TSI)

Targeted Support and Improvement - Consistently Underperforming (TSI- CU)

- One or more of the same subgroups with a designation of “F” (School Subgroup Performance Grade) for the most recent and previous two years.
- Current designation (October 2024) based on 2021-22, 2022-23 and 2023-24.
- Referred to as Annual Watch List

Targeted Support and Improvement - Additional Targeted Support (TSI- AT / ATSI)

- Identified subgroups performance grade is at or below the highest CSI-LP identified school, and the school’s subgroups is identified as TSI-CU in the identification year.
- Designation is identified every three years.
- Referred to in federal law as ATSI

Important Reminders for Additional Targeted Support and Improvement (ATSI) Funding (current allocation is from two different funding years):

- FY24 / GY34 = Encumber by September 30, 2025 – Liquidate by December 30, 2025
- FY25 / GY35 = Encumber by September 30, 2026 – Liquidate by December 30, 2026
- FY25 ATSI Funding Application and PRC 0115 budgets are due on or before Friday, February 14, 2025

TSI Resource Link: [Targeted Support and Improvement \(TSI\)](#)

School Improvement Updates

Proposed 1003 School Improvement Funds (PRC 0105)

Starting 2025-26

Purpose/Eligibility

Supports schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) under the Every Student Succeeds Act (ESSA)

- Public School Units (PSUs) with one or more CSI or ATSI identified school/s

Funds Facilitate:

- **Evidence-based school improvement plans**
- **Capacity building**
- **Long-term sustainability of school improvements**

Consolidated Application Updates

- **PRC 0050 Application – In CCIP**
- **PRC 0051, 0103, 0104, 0108 – currently removed from CCIP consolidated application pending federal review**
- **Remaining Funds (carryover) – CCIP**
 - **GY-4 (label update in CCIP)**
 - **GY-5**



NATIONAL ESEA DISTINGUISHED SCHOOLS

Federal Updates- Distinguished Schools

- The National ESEA Distinguished Schools Program publicly recognizes exemplary schools across the country that effectively utilize ESEA funds to improve the achievement levels of disadvantaged children.
- We celebrate the NC exemplary schools selected for 2024-2025! Congratulations, Sallie B. Howard School and Central Elementary School!
- [Distinguished Schools: Sallie B. Howard School](#)
- [Distinguished Schools: Central Elementary School](#)
- [NC Federally Funded Distinguished Schools](#)
- [National ESEA Distinguished Schools](#)



Questions
Have a great summer!