

Office of Federal Programs Updates

*FBS Finance Conference
July 21, 2023*



NCDPI OFP Team

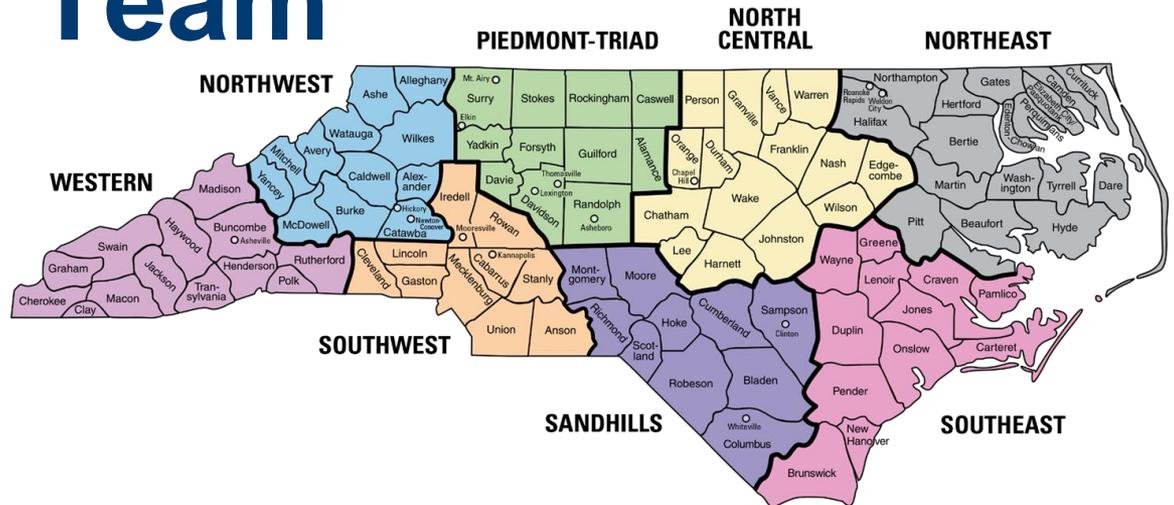
Division Leadership

Alex Charles

Interim Senior Director

Melissa Eddy

Section Chief



Consolidated

Shawna Andrews- Northeast

Tim Dryman- Southwest

Julie Hill- Southeast

Dr. Masa Kinsey-Shipp- Piedmont Triad

Paul Perotta- Western

Laura Popp- Sandhills

Jennifer Smith- Northwest

Talbot Troy- North Central

ESSER

Dr. Nick Anderson- Northwest & Southwest

Jessica Duncan- Piedmont Triad & Sandhills

Julie Higdon- Western & Northeast

Dr. Damesha Smith – Southeast & North Central

Consolidated Grants

- **Entitlement Grants:** Title IA, Title IC, Title ID, Title II, Title III, Title IVA, RLIS, SRSA
- **Reminder:** All consolidated grants are supplemental and should not supplant.
- **Allowability:** Use the 3-Prong Test to determine allowable use of funds
 - Allowable, Reasonable, Necessary
- **New Resource:** One Pagers for each PRC



Supplement vs. Supplant

<https://files.nc.gov/dpi/documents/program-monitoring/resources/ccip/funds.pdf>

Title I Methodology

- Consolidated Application
- Sections
- Title I Grant Details
- Grant Details #17

17. Supplement, Not Supplant (SEC. 1118(b)(1)-(4))

* The LEA attests that district reservation of state and local funds is used in a Title I neutral manner.

* A Local Educational Agency (LEA) shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. Describe the methodology used to allocate State and local funds to each school receiving assistance under this part, thus ensuring that such school receives all the State and local funds it would otherwise receive if it were not receiving assistance under this part.

Sample Methodology Information: <https://files.nc.gov/dpi/documents/program-monitoring/resources/ccip/funds.pdf>



Consolidated One Pagers

- [Title I PRC 050](#)
- [Title IC PRC 051](#)
- Title II PRC 103
- Title III PRC 104,
PRC 111
- [Title IVA PRC 108](#)
- RLIS PRC 109

**ESSA Title I -A Section 1001:
Title I- Improving Basic Programs Operated by State and Local Educational Agencies**

Grant Basic Overview	Grant Name: Title I
	PRC Code: 050
	Period of Availability: 27 Months
The purpose of this program is to:	The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
Allowable Cost Examples:	Referencing EDGAR- The Uniform Guidance 2 CFR 200 District and School Level Planning Instructional Staff Admin/Indirect Costs Employer Provided Benefits Contracted Services Supplies and Materials Professional Development Software/Equipment
Grant Rules or Special Spending Provisions:	Supplement not Supplant A State Educational Agency (SEA) or Local Education Agency (LEA) shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available

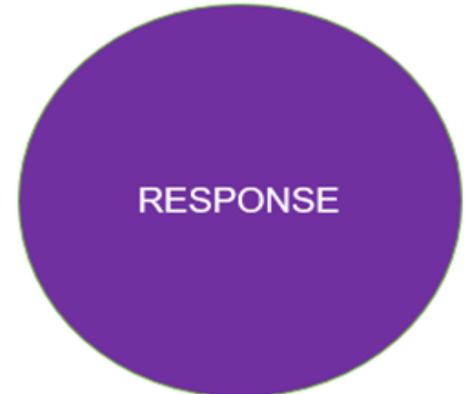
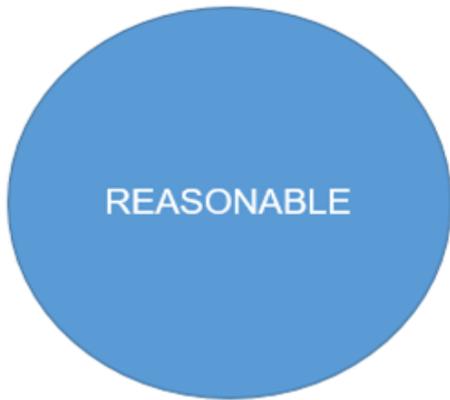
Use of ESSER-GEER Funds Updates

PSUs must determine:

- Is the activity intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students?
- In particular; is it **necessary** and **reasonable** for the performance of the ESSER and/or GEER award?



IMPORTANT TO REMEMBER:



Common COVID Response and ESSER Uses:

- ***Addressing learning loss- 20%***
- Interventionist
- Data Analysis
- Educational Technology
 - Computer Software Programing
 - Computer Hardware Renewals
- Facility repairs/improvements to minimize virus transmission
- Addressing unique needs of special populations
- Fine & Performing Arts Programming
- Improving preparedness and response
- Training to minimize virus transmission
- Supplies to sanitize and clean
- Improve air quality
- Coordination of preparedness and response
- Providing principals/leaders with resources
- Summer Learning



ESSER 3 Monitoring Element 3: Budget Alignment

Element 3:

- Submit the most recent end-of-month report. If all funds were expended, a year-end report may be submitted.
- The report must include: Purpose Code, Object Code, Budget Amount, YTD expenditure, Budget Balance
- Budget and Expenditures reports can usually be requested from your BAAS to CCIP vendor.

PRC 170 - BUDGET AND EXPENDITURES							4/30/2021
Description	FUND	PURP	PRC	OBJ	Budget	Year-to-date transaction	Balance
Total PRC 170					\$46,730.80	\$42,026.81	\$4,703.99
STIPEND-ADDTL RESP	3	5840	170	198	16,800.00	15,482.65	1,317.35
SOCIAL SECURITY	3	5840	170	211	1,285.20	1,184.42	100.78
RETIREMENT	3	5840	170	221	3,645.60	3,359.74	285.86
CONTRACTED SERVICES	3	5840	170	311	25,000.00	22,000.00	3,000.00
SUPPLIES AND MATERIALS	3	5840	170	411	4,000.00	3,951.00	49.00

PRC 170 - BUDGET AND EXPENDITURES							4/30/2021	
Description	FUND	PURP	PRC	OBJ	Budget	Year-to-date transaction	Encumbrance	Balance
Total PRC 170					\$46,730.80	\$29,026.81	\$13,000.00	\$4,703.99
STIPEND-ADDTL RESP	3	5840	170	198	16,800.00	15,482.65		1,317.35
SOCIAL SECURITY	3	5840	170	211	1,285.20	1,184.42		100.78
RETIREMENT	3	5840	170	221	3,645.60	3,359.74		285.86
CONTRACTED SERVICES	3	5840	170	311	25,000.00	9,000.00	13,000.00	3,000.00
SUPPLIES AND MATERIALS	3	5840	170	411	4,000.00	3,951.00		49.00

MIN: 05/11/21 09:48:59 BOARD EXPENSE REPORT PAGE 1
 REPORT ID: BOARDEXPRESST (Export File: GRFXEXP) MASTER REPORT

CURRENT PERIOD 11, YTD DATA FROM FISCAL PERIOD JUL TO JUN FISCAL YEAR 1

ACCOUNT	DESCRIPTION	ORG BUD	REVISED BUDGET	Y-T-D ENCUMBRANCES	CURRENT EXPENDITURES	Y-E-B	REMAINING BALANCE
1-5110-163-344-000-226-00	REG CURR- MOBILE COMMUNIC	248860.00	1127417.45	0.00	1361442.12	0.43	
1-5110-163-462-000-221-00	COMPUTER EQUIPMENT- INVENTOR	722072.00	722072.00	328212.19	562075.96	124443.88	
1-5210-163-663-000-228-00	EC - FURNITURE EQUIPMENT IN	0.00	47477.77	23410.81	14029.76	3003.78	
1-5210-163-541-000-228-00	EC - EQUIPMENT PURCHASE - C	0.00	33998.19	23998.19	0.00	0.00	
1-5330-163-311-000-221-00	CONTRACTED SERVICES	180000.00	0.00	0.00	0.00	0.00	
1-5330-163-312-000-221-00	WORKSHOP EXPENSES	225186.00	0.00	0.00	0.00	0.00	
1-5330-163-411-000-226-00	SUPPLIES AND MATERIALS	0.00	720977.26	516.00	1592.10	718889.00	
1-5330-163-411-660-226-00	SUPPLIES AND MATERIALS- PR	994044.11	163650.08	923.81	81702.24	80879.99	
1-5330-163-410-000-221-00	COMPUTER SOFTWARE & SUPPLI	210000.00	210000.00	0.00	14602.50	233377.50	
1-5330-163-410-660-226-00	COMPUTER SOFTWARE- PRIVATE S	0.00	10800.00	0.00	20774.74	4452.97	
1-5330-163-462-660-226-00	COMPUTER EQUIPMENT - INVENT	0.00	33920.00	0.00	9534.14	4151.84	
1-5350-163-411-000-221-00	SUPPLIES AND MATERIALS	0.00	405148.00	342110.84	0.00	62151.16	
1-6400-163-352-810-121-00	TECH SUPPORT- SALARY INCENT	9999.00	0.00	0.00	0.00	0.00	
1-6400-163-211-810-121-00	PICA	7649.99	0.00	0.00	0.00	0.00	
1-6400-163-231-810-121-00	RETIREMENT	21879.97	0.00	0.00	0.00	0.00	
1-6400-163-231-810-121-00	HOSPITALIZATION	12452.00	0.00	0.00	0.00	0.00	
1-6400-163-311-810-121-00	TECHNOLOGY SUPPORT- CONTRAC	141981.80	0.00	0.00	0.00	141981.80	
1-8580-163-311-000-151-00	MAINT- CONTRACTED SERVICES	200000.00	4800.00	0.00	4800.00	0.00	
1-8580-163-411-000-151-00	MAINT- SUPPLIES AND MATERIA	167964.00	350535.38	195578.64	0.00	149922.75	5064.19
*** PROGRAM 163 CARES ACT 2020		11866810.00	11866810.00	2047642.52	14020.76	7313731.43	2923436.05

BUDGET REPORT (DETAIL)
 5/1/2021 - 5/31/2021
 PRC: 163

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING
REVENUES					
Federal Revenue					
Other Federal Revenue					
3,300,163,000,000,000.00 Rev- COVID ESSER Cares Act	\$32,056.00	\$3,020.67	\$23,766.60	\$8,289.40	25.86%
Total Federal Revenue	\$32,056.00	\$3,020.67	\$23,766.60	\$8,289.40	25.86%
EXPENSES					
Facilities					
Custodial Supplies & Materials - 163					
3,640,163,000,000.00 Custodial/Supplies and Materials	\$4,000.00	\$0.00	\$1,108.00	\$2,892.00	72.30%
Total Facilities	\$4,000.00	\$0.00	\$1,108.00	\$2,892.00	72.30%
Technology					
Software - Instructional - 163					
3,510,163,410,000,000.00 Regular Curricular-Software & Supplies	\$2,500.00	\$0.00	\$2,208.99	\$291.01	11.64%
Total Technology	\$2,500.00	\$0.00	\$2,208.99	\$291.01	11.64%
Non-Cap Equipment & Leases					
Equipment - Instructional - 163					
3,510,163,482,000,000.00 Regular Curricular-Comp Equipment	\$19,470.00	\$1,807.00	\$16,811.80	\$2,658.20	13.65%
Total Non-Cap Equipment & Leases	\$19,470.00	\$1,807.00	\$16,811.80	\$2,658.20	13.65%
COVID-19					
Tech Equipment - Instructional					
3,510,163,343,000,000.00 Reg Cur - Telecommunications Services	\$3,000.00	\$1,006.88	\$2,294.26	\$705.74	23.52%
3,580,163,410,000,000.00 Instructional Tech-Comp Software and Sup	\$1,936.00	\$0.00	\$96.04	\$1,739.96	94.77%
Custodial Supplies					
3,580,163,411,000,000.00 Health Services - Supplies & Materials	\$1,250.00	\$208.67	\$1,247.51	\$2.49	0.20%
Total COVID-19	\$6,086.00	\$1,215.55	\$3,637.81	\$2,448.19	40.23%
TOTAL EXPENSES	\$32,056.00	\$3,020.67	\$23,766.60	\$8,289.40	25.86%

Common ESSER Monitoring Findings, Element 3

- Spending occurred out of an unbudgeted line item or items not in the approved budget
- Budget/Expenditure report was not provided
- Budget/Expenditure report does not match the approved activities/budget
- Overspending occurred on a PRC



Element 3: Budget Alignment

UNIT NUMBER ██████████ ██████████

PROGRAM REPORT CODE 181 ESSER III-K12 EMERGENCY

ACCOUNT CODE	Y-T-D BUDGET	TRANS AMOUNT	TRANS TYPE	VOUCHER NUMBER	SOURCE CODE	Y-T-D EXPENDITURES	BUDGET BALANCE
5330-221	\$583,043.13	\$21,433.73			DF03001996	\$43,733.27	\$539,309.86
5330-231	\$227,895.00	\$11,661.48			DF03001997	\$18,787.94	\$209,107.06
5330-232	\$24,719.60	\$.00				\$.00	\$24,719.60
5330-312	\$84,000.00	\$.00				\$9,000.00	\$75,000.00
5330-411	\$137,500.00	\$.00				\$.00	\$137,500.00
5350-411	\$.00	\$27,957.25			DF03001998	\$28,249.09	(\$28,249.09)
5400-151	\$105,029.20	\$.00				\$62,670.19	\$42,359.01
5400-211	\$8,034.70	\$.00				\$4,794.22	\$3,240.48
5400-221	\$25,732.17	\$.00				\$14,242.26	\$11,489.91
5400-232	\$1,050.29	\$.00				\$.00	\$1,050.29
5810-131	\$51,975.00	\$4,600.00			DF03001999	\$9,200.00	\$42,775.00
5810-181	\$4,937.63	\$437.00			DF03002000	\$874.00	\$4,063.63
5810-211	\$4,353.82	\$378.23			DF03002001	\$756.46	\$3,597.36
5810-221	\$13,943.59	\$1,234.07			DF03002002	\$2,468.14	\$11,475.45
5810-231	\$7,397.00	\$647.86			DF03002003	\$1,295.72	\$6,101.28
5810-232	\$569.13	\$.00				\$.00	\$569.13
5820-151	\$84,575.06	\$621.04	AEF		FA74000013	\$17,267.23	\$67,307.83



Blending vs. Braiding

Blending

- Combined financial assistance under a single set of reporting and other requirements.
- Each individual funding source loses its original identity.



Braiding

- Coordinated financial assistance from several sources.
- Each individual funding source maintains its identity.



Illinois State Board of Education, *Leveraging Resources: Blending and Braiding Funds.*

<https://www.isbe.net/Documents/Blending-and-Braiding-061121.pdf>



Strategic Blending of Funds

- Classroom-based instructional programs
- Salaries and benefits for teachers, teacher assistants, and other staff
- Full-day, full-year programs for young children and their families
- Electronic devices
- Nutritious snacks
- Family engagement activities
- Transportation
- Developmentally appropriate indoor/outdoor learning materials, supplies, and portable equipment
- Comprehensive services, such as nutrition, vision, dental, and counseling



Crosswalk of Common Learning Recovery and Acceleration Priorities and Federal Funding

Priorities	Title I, Part A	Title 1003	Title I, Part C Migrant Ed.	Title II, Part A	Title III	Title IV, Part A	IDEA, Part B	Perkins	McKinney-Vento
High Dosage Tutoring for ELA	X	X	X		X	X	X		X
High Dosage Tutoring for Mathematics	X	X	X		X	X	X		X
Multitiered system of support (MTSS)	X	X	X	X	X	X	X		
Summer Career Accelerator Programs	X	X	X			X	X	X	
Summer Bridge Programs	X	X		X		X	X		
PK-5 professional development for teachers	X			X					
PK-5 early literacy supports/small group intervention	X	X			X				
Attendance improvement (additional staffing, strategies/PD, incentives)		X	X	X		X	X		X
SEL Supports		X	X	X		X			X



ESSER Take - Aways

ESSER II funds must be spent or encumbered by September 30, 2023.

Note: Salaries and personnel contracts cannot be encumbered for payment beyond September 30, 2023. If an ESSER funded position is continuing beyond the end of the grant, they may be moved to ESSER III with approval.

ESSER III funds must be spent or encumbered by September 30, 2024.

To avoid an ESSER III carryover budget, expend ALL funds by June 30, 2024.

- *At this time there is a possibility for a liquidation extension for ESSER II, however the decision to offer for ESSER III has not been made.**
- **Liquidation extensions are only for items that were encumbered, however due to unforeseen circumstances could not be liquidated by January 28th.**



Time and Effort



- Compensation for personal services, 2 CFR 200.430, by an individual employed by the PSU includes all remuneration, paid currently, or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries. Compensation may also include fringe benefits.

Costs of compensation are allowable to the extent that they satisfy the specific requirements noted below and that the total compensation for individual employees:

- Is reasonable for the services rendered and conforms to the established written policy of the non-Federal entity consistently applied to both Federal and non-Federal activities.
- Follows an appointment made in accordance with the non-Federal entity's laws or written policies.
- Is determined and supported by appropriate documentation.



Time and Effort Uniform Guidance

- Uniform Guidance no longer explicitly requires semi-annual certifications or personnel activity reports (PARs) as support for compensation expenses. PSUs may continue to use their current internal control system of semi-annual certifications, PAR reports, or approved substitute systems but are not required to use these controls.
- If a PSU decides not to use semi-annual certifications or PAR reports, the PSU is still required to maintain auditable "time and effort" documentation that describes how each employee, paid in part or whole from federal funds, has spent his or her compensated time.



Time and Effort Supporting Documentation Examples (using Semi-Certifications and PARs)

Cost Objective	Criteria	Supporting Documentation Examples
<p>Single Cost Objective</p>	<ul style="list-style-type: none"> • Employee works solely on a single Federal award or cost objective. 	<ul style="list-style-type: none"> •Semi-annual certification •Signed after-the-fact by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.
<p>Multiple Cost Objectives</p>	<ul style="list-style-type: none"> •More than one Federal award; •Federal award & non-Federal award; •Indirect cost activity & direct cost activity; •Two or more indirect activities that are allocated using different allocation bases; or •Unallowable activity & a direct or indirect cost activity 	<ul style="list-style-type: none"> •Personnel activity reports (PAR) •Reflect an after-the-fact distribution of the actual activity of the employee; •Account for the total activity for which each employee is compensated; •Be prepared at least monthly & coincide with one or more pay periods; and •Signed after-the-fact by the employee & a supervisory official having firsthand knowledge of the work performed by the employee.



Time and Effort Supporting Documentation Examples (using Semi-Certifications and PARs)

Cost Objective	Criteria	Supporting Documentation Examples
<p>Multiple Cost Objectives with Fixed Schedule (Substitute System)</p>	<ul style="list-style-type: none"> •Currently work on a schedule that includes multiple activities or cost objectives that must be supported by monthly personnel activity reports; •Work on specific activities or cost objectives based on a predetermined schedule; and •Not work on multiple activities or cost objectives at the exact same time on their schedule. 	<ul style="list-style-type: none"> •Substitute System •Indicate the specific activity or cost objective that the employee worked on for each segment of the employee's schedule; •Account for the total hours for which each employee is compensated during the period reflected on the employee's schedule; and •Be certified at least semi-annually & signed by the employee & a supervisory official having firsthand knowledge of the work performed by the employee.

Time and Effort Supporting Documentation Examples (using Semi-Certifications and PARs)

Cost Objective	Criteria	Supporting Documentation Examples
<p>Stipend and Extra Duty Pay</p>	<ul style="list-style-type: none"> • Pay for extra work beyond an employee's regular contract 	<ul style="list-style-type: none"> •Written Agreement •Indicates the extra work to be performed; •Date(s) of performance; •Amount to be paid to the employee; and •Signed by the employer & the employee to show the acceptance of the terms; •AND •Semi-annual Certification, PAR, or other documentation that substantiates the time worked;

Transferability

- This provision was authorized under both NCLB and ESSA, however ESSA has made it more flexible in that all or part of the allotment can be transferred. With Transferability the money is budgeted in object code **722** as a positive amount in the outgoing PRC and in object code **721** as a negative in the receiving PRC. Funds can be transferred out of Titles II and IV and take on the likeness of the PRC in which they are transferred into.

IDEA is a different federal act and cannot be transferred into any funds authorized under ESSA.

- It is important to note that although the funds are transferred and take on the likeness of the receiving PRC, the funds remain in the original pot in which they were allotted.
- The reference to Schoolwide only refers to Title I program model and does not allow for consolidation for funds or does not remove the federal requirements for such funds. Federal guidance does allow for consolidation of administrative costs, however this does not apply to any funds outside of administrative cost and thus would not be applicable to schoolwide programs.

Title III / English Learner Funding and Compliance

*FBS Finance Conference
July 21, 2023*



NCDPI ML/Title III Team

EL Data and Title III Compliance

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Administrative Support

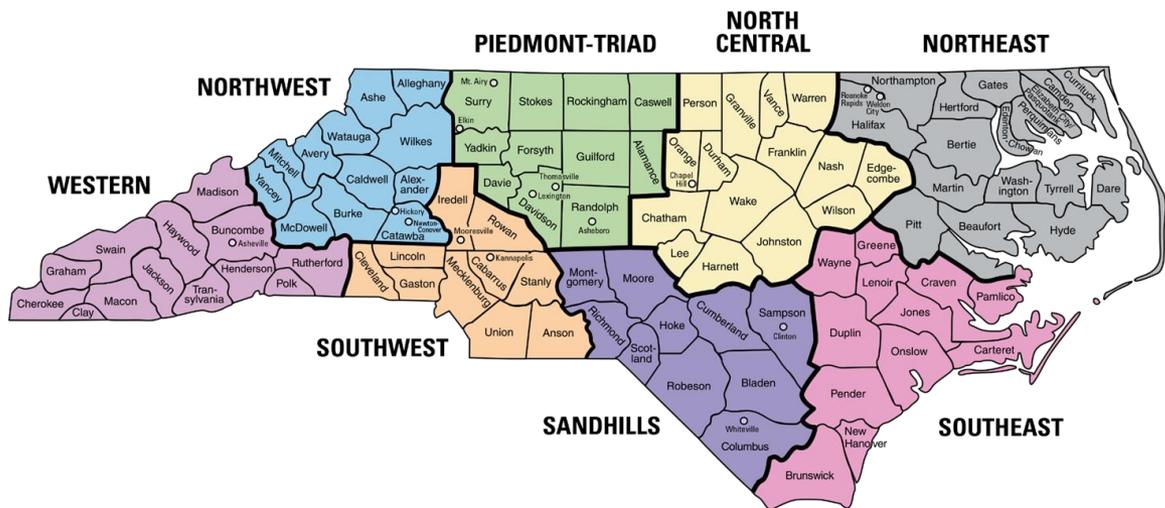
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EL Program Compliance and Data



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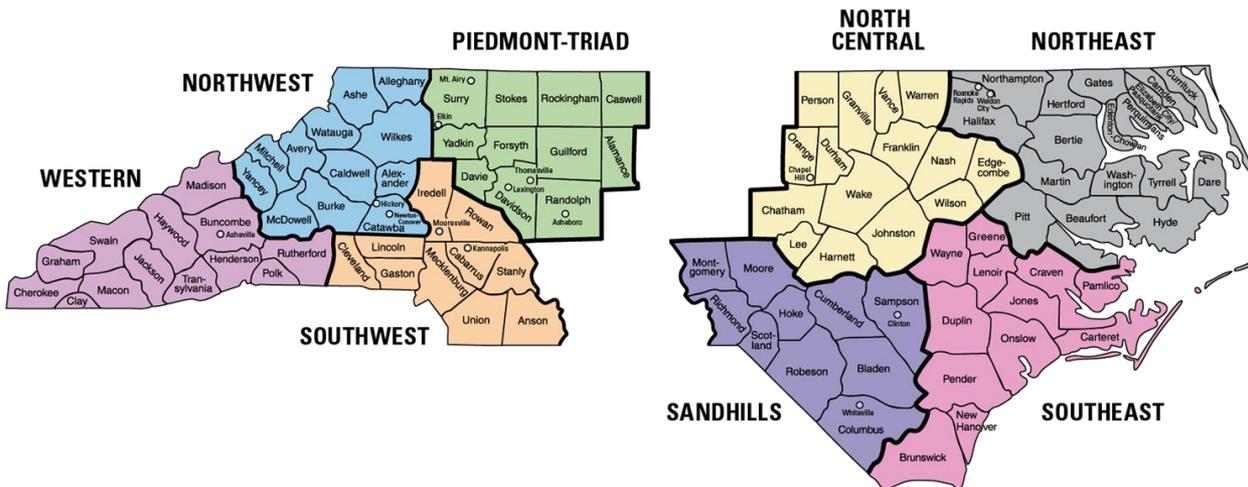
Susan

- Home Language Survey
- EL Identification
- Technical support for EL data in PowerSchool
- EL Coordinators' listserv
- Cross-collaboration with the Accountability, ACCESS testing
- EL subgroup data analysis.

Marshall

- Title III funds
- Requirements to apply for this federal funding.
- Monitoring reviews for Title III compliance.
- cross-collaboration with the Federal Program Monitoring and Support Division, CCIP
- LIEP review/approval

ML Program Quality



WEST

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EAST

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- Resources, technical assistance, training and support for the design and implementation of the Language Instruction Educational Program (LIEP)
- K-12 English language development (ELD) standards
- Professional Learning for ALL teachers of MLs
- Charters: Performance Framework A5. EL Component

Session's Topics

1 Title VI of OCR	2 Title III of ESSA	3 Allotments: PRCs 036, 054, 104, & 111
4 Consolidated Application & Monitoring	5 Available Resources	6 Q&A



1

Title VI of OCR

*Title III Part A.
English Learner Funding
and Compliance*

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Title VI

1964 Civil Rights Act

The following three HLS questions have been approved by the U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) in their compliance work under Title VI of the 1964 Civil Rights Act and the Equal Educational Opportunities Act of 1974. Asking these three questions, and then testing a student whose parent or guardian responded to one or more of these three questions with a language other than English, is considered minimally compliant under the law.

OCR- and DOJ-approved home language survey questions:

- 1) What is the primary language used in the home, regardless of the language spoken by the student?
- 2) What is the language most often spoken by the student?
- 3) What is the language that the student first acquired?

[English Learner Tool Kit, Chapter 1, p. 4](#)

Appendix 6: Title III, Part A - Handbook Reference p. 55

The purpose of Title III, Part A, among other things, is to help ensure that children who are English Learners (ELs) – **[PRC 104]**, including immigrant children and youth - **[PRC 111]**, attain English proficiency - **[ACCESS test]**, and develop high levels of academic achievement in English so that all English Learners can meet the same challenging State academic standards that all children are expected to meet - **[Report Card]**



Appendix 6: Title III, Part A

Handbook Reference p. 55-56

Identification of English Learners - [Basic Education Program]

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), all States and PSUs must ensure that ELs can participate meaningfully and equally in educational programs and services.

Appendix 6: Title III, Part A

Handbook Reference p. 55-56

Identification of English Learners - [Basic Education Program]

To meet their obligations under Title VI and the EEOA, 'PSUs' must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner - **[HLS, WIDA Screener]**
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols* - **[LIEP]**
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students - **[LIEP]**

Appendix 6: Title III, Part A

Handbook Reference p. 55-56

Identification of ELs

- [Basic Education Program]

To meet their obligations under Title VI and the EEOA, PSUs must, for example:

- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities
- Avoid unnecessary segregation of EL students - **[LIEP]**
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services - **[LIEP]**



Appendix 6: Title III, Part A

Handbook Reference p. 55-56

Identification of ELs

- [Basic Education Program]

To meet their obligations under Title VI and the EEOA, PSUs must, for example:

- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time - [**LIEP, ACCESS test data**]
- Ensure meaningful communication with limited English proficient (LEP) parents

Who Completes an LIEP Chart?

- [Basic Education Program]

- ALL PSUs who have at least 1 identified EL student must complete the Language Instruction Educational Program (LIEP) chart.
- Required by Title VI



2

Title III of ESSA

*Title III Part A.
English Learner Funding
and Compliance*



Appendix 6: Title III, Part A

Handbook Reference p. 56

Use of Funds - [Supplemental]

In general, Title III funds may be used to provide supplemental services that improve the English language proficiency and academic achievement of ELs, including through the provision of language instruction educational programs (LIEPs) and activities that increase the knowledge and skills of teachers who serve ELs. – **[LIEP & PD]**

All services provided to ELs using Title III funds must supplement, and not supplant, the services that must be provided to ELs under Title VI, EEOA, and other requirements, including those under State or local laws.

Therefore, just as prior to enactment of the ESEA, as amended by the ESSA, Title III funds cannot be used to fulfill an PSU's obligations under Title VI and the EEOA.

Appendix 6: Title III, Part A

Handbook Reference p. 56

Use of Funds [PRCs 104 & 111 - Supplemental]

The following are examples of how Title III, Part A funds may be used:

- Assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs [LIEP] designed to assist in teaching English Learners – [PRC 104], including immigrant children and youth – [PRC 111].
- Assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English Learners – [PRC 104], including immigrant children and youth – [PRC 111], to enter all English instructional settings.
- Promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English Learners. – [PRC 104]



3 Allotments: PRCs 036, 054, 104, & 111

*Title III Part A.
English Learner Funding
and Compliance*



PRC 036

In addition to the state funding based on dollars per ADM, a charter school may receive Children with Disabilities and **Limited English Proficiency** funding if they qualify. These special funds plus the dollars per ADM funding are distributed under PRC 036.



PRC 054

Eligible LEAs/charter schools must have at least 20 students with limited English proficiency (based on a 3-year weighted average headcount), or at least 2 1/2% of the ADM of the LEA/charter school. Funding is provided for up to 10.6% of ADM.

SPECIAL PROVISION:

- 1) The funds shall be used to supplement local current expense funds and shall not supplant local current expense funds.
- 2) Funds allotted for Limited English Proficiency must be expended only for classroom teachers, teacher assistants, tutors, textbooks, classroom materials / instructional supplies / equipment, transportation costs, and staff development needed to serve limited English proficient students.
- 3) No Funds shall be transferred out of this category.



PRC 104

SPECIAL PROVISION:

- 1) Any LEA/charter school earning less than \$10,000 based on the formula must enter a consortium with other LEAs/charter schools.
- 2) Funds allotted for Limited English Proficiency must be expended only for classroom teachers, teacher assistants, tutors, textbooks, classroom materials / instructional supplies / equipment, transportation costs, and staff development needed to serve limited English proficient students.
- 3) No Funds shall be transferred out of this category.



PRC 104 & 111

SPECIAL PROVISION:

5) Funds must be used to supplement and not supplant existing resources. ESEA section 3115 states, in *(g) Supplement, Not Supplant- Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*



PRC 104

SPECIAL PROVISION:

- 6) Administration expenditures are limited to 2% of total expenditures.
- 7) One-day or short-term workshops and conferences are not permitted unless the activity is a part of an established comprehensive professional development program for an individual teacher.



PRC 111

LEAs/charter schools having a significant increase in the percentage of immigrant students enrolled in the current fiscal year as compared to the average of the two preceding fiscal years.

SPECIAL PROVISION:

1) If an eligible LEA/charter school is a member of a consortium receiving an award under (PRC 104) and also receives an award under Title III– Significant Increase (PRC 111), the significant increase funds shall be allotted to the specific LEA. The LEA recipient may choose to expend PRC 111 funds only for their LEA OR to combine their awarded funds to benefit all the members of the consortium. The LEA and/or consortium Title III Application(s) must reflect how the funds will be expended.





2023-2024

EL & Immigrant Headcount

To satisfy new ESSA requirement that headcount be conducted in the year in which the grant is going to be administered, we will now be conducting the immigrant and EL headcount simultaneously.

All students enrolled by **October 1st** will be included in the EL and the Immigrant Headcount.

Data must be complete in PowerSchool by close of business:

Immigrant Headcount - October 15th

EL Headcount - November 1st

There will be no extensions granted beyond these dates.



4

Consolidated Application & Monitoring

*Title III Part A.
English Learner Funding
and Compliance*



CCIP

Related Documents

Charlotte-Mecklenburg Schools (600) Regular Local School District - FY 2021 - Consolidated - Rev 0 - Title III – Language Acquisition (PRC104)

Go To 

Required Documents		
Type	Document Template	Document/Link
Statement of Assurances [Upload 1 document(s)]	 2020-21 Title III (PRC104/111) Assurances	 Title III Statement of Assurances June 2020
Language Instruction Educational Plan (LIEP) [Upload at least 1 document(s)]	 2020-21 LIEP	
Title III PD Chart [Upload at least 1 document(s)]	 2020-21 Title III PD Chart	
Title III Budgeted Items Chart [Upload at least 1 document(s)]	 2020-21 Title III Budgeted Items Chart	

Optional Documents		
Type	Document Template	Document/Link
Job Descriptions for Title III Funded Positions (Template not provided)	N/A	



Who Completes the LIEP?

Title III Subgrantees (PRC 104) complete the chart as part of the Title III Application process* in the CCIP.

** This is not applicable for PRC 111 subgrantees who do not qualify for PRC 104.*

Why Complete an LIEP Chart?

Federal: ESSA 3115 (c)

State: Limited English Proficiency

Office of Charter Schools: Annual Performance Framework



Monitoring

- **Title III is a part of the FPMS Consolidated Monitoring process**
- **PSUs will be monitored for Title III PRC 104 or PRC 111 only if they received such funds**
- **Monitoring Year-2 Calendar (TBD)**



5

Additional Resources

*Title III Part A.
English Learner Funding
and Compliance*





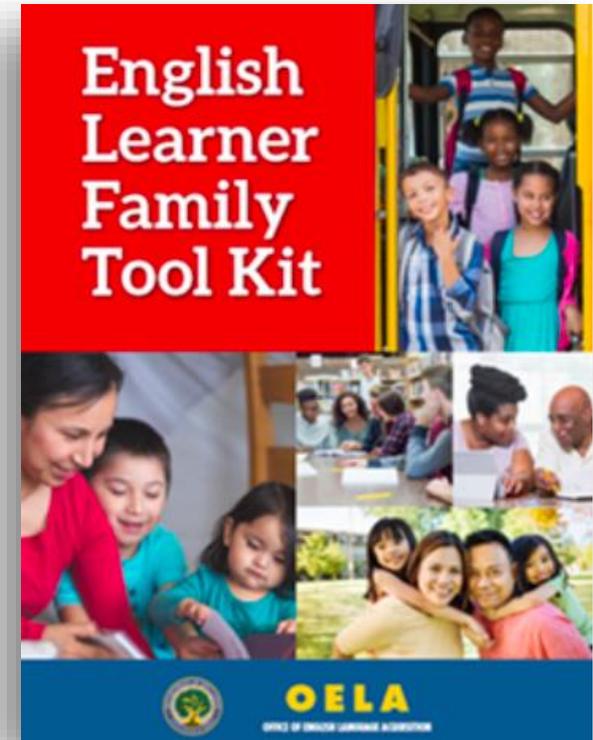
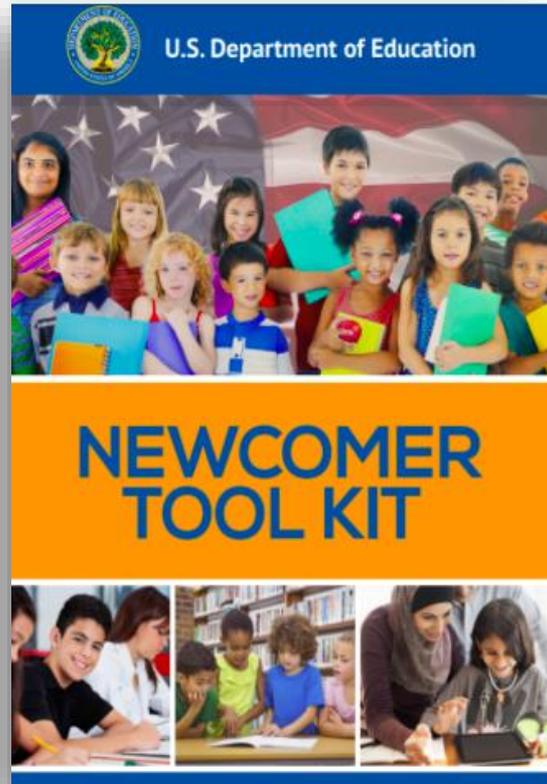
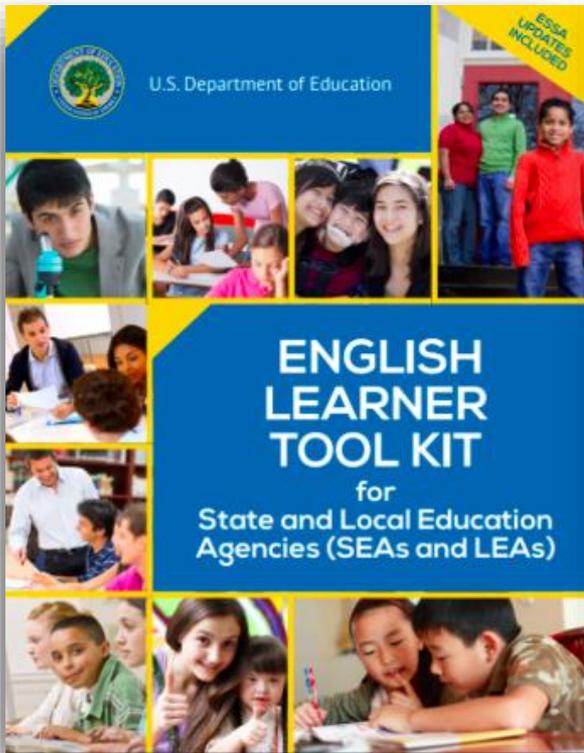
Resources

- **ML/Title III Hours**
- 2022-2023 [ML/Title III Timeline](#)
- Listserv: **Teachers of English Learners**
(Subscribe at *bit.ly/NCDPIupdates*)
- Twitter Handle: **@NCDPI_MLs**



Tools Available:

Federal Guidance



Tools Available:

State Guidance

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English Learner (EL) Data

English Learner (EL) Data

**Please note: The terms on this page may alternate between "English Learner" (EL) and "Multilingual Learner" (ML). As of March 21, 2022, NCDPI shifted to using "English Learner" for policy and legislation purposes and "Multilingual Learner" for all other purposes. See this letter for more details.*

EL Identification, Data Collection, and Reporting

PowerSchool (PS) serves as the authoritative source for EL student data and therefore serves as the official system for verifying student EL status. EL functionality is managed at the state level by the NCDPI ESL/Title III staff and locally by program coordinators and designees. EL data collection and reporting through PowerSchool includes:

- EL Identification (WIDA Screener scores)
 - [Policy and Guidance for Testing Students Identified as English Learners](#)
- EL Headcount
 - The Headcount of English Learners is used to determine the distribution of PRC 054 state funds and LEA/Charter school eligibility for the federal Title III PRC 104 Language Acquisition Grant. In accordance with SL 2003-284, Section 7.15(b), the Department of Public Instruction is required to prepare a headcount of all English Learner students and report it to the Joint Legislative Education Oversight Committee by December 15 of each year ([21-22 EL Headcount](#)).
- Immigrant Headcount
 - The Headcount of Immigrant students is used to determine the distribution of PRC 111 federal funds and Public School Units (PSU) eligibility for the federal Title III PRC 111 Language Acquisition (Significant Increase) Grant.
- ACCESS for ELLs and Alternate ACCESS for ELLs
 - ACCESS for ELLs (ACCESS) is taken annually by English language learners in Kindergarten through Grade 12.
 - Alternate ACCESS for ELLs (Alternate ACCESS) is a large-print, paper-based test individually administered to students in Grades 1-12 who are identified as ELs with the most significant cognitive disabilities.
- ACCESS for ELLs and Alternate ACCESS for ELLs Data Validation
- EL PD Survey

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EL Program Quality

Program Quality

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Program Quality includes all aspects of Multilingual Learner (ML) education that should be considered in order to develop the school district's Language Instruction Educational Program (LIEP). The ESL/Title III Team provides leadership for the development, enhancement, assessment, and maintenance of standards implementation at the K-12 level with special emphasis on English language development (ELD), and coordinates professional learning opportunities for all teachers and school administrators to raise performance outcomes in all content areas for students identified as MLs.

Language Instruction Educational Program (LIEP)

According to the [State Board of Education Policy 16 NCAC 06D .0106](#) (d) all PSUs are required to adopt a program or programs for multilingual learner students who need assistance that have a reasonable chance of allowing students to progress in school. The program may be one of the following unless some other method or process can be effectively substituted: (1) English as a second language (ESL); (2) bilingual education; (3) programs that provide neither instruction in the native language nor direct instruction in ESL but which adapt instruction to meet the needs of these students.

The most commonly reported LIEP types in the NC public schools include programs that utilize two languages for instruction and programs that utilize English for instruction. Read the description of the [LIEP Types in NC](#) to learn more about these programs.

More information about some of the programs implemented in the state may be found at [Dual Language/Immersion in NC](#) and [Global Education in NC](#).

NC ELD Standard Course of Study

On March 4, 2021, the State Board of Education unanimously approved the 2020 Edition of the WIDA English Language Development (ELD) Standards as the NC ELD Standard Course of Study (SCOS). Implementation of the ELD standards will begin with the 2022-2023 school year.

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EL Program Compliance

Program Compliance

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Language Instruction Educational Program (LIEP) Service Chart

All PSUs (LEAs and Charter schools) that have at least one identified English learner (EL) student on the annual EL Headcount must complete the LIEP Service Chart.

The purpose of the LIEP Service Chart is to represent the services provided to students identified as multilingual learners across all schools within a district. Each school is encouraged to have its own version of the district's LIEP Service Chart that represents its specific subset of services.

The LIEP Service Chart is completed to provide stakeholders with relevant data for programming, scheduling, advocacy, and compliance.

- PSUs that receive Title III funding are required to submit the service chart with their grant application documents via CCIP.
- All charter schools are required to submit the service chart in Epicenter as part of the A5 EL Component of the Charter Schools' Performance Framework.

Note: Charter schools that are Title III subgrantees should upload the service chart to Epicenter after it has been approved by the Title III consultant in CCIP.

+ Title III Subgrantees

+ Non-Title III Subgrantees

QUESTIONS?

For further information, contact us at
ESLTitleIII@dpi.nc.gov





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