

New Director's Institute

**Title II
McKinney Vento / Homeless
Foster Care
School Improvement
NCStar
Distinguished Schools
Teacher Loan Forgiveness**

Room 103

*Dr. Tina Hinson
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Tenisea Madry*

Welcome & Introductions

Title II PRC 103

Handbook Reference pgs. 54-55

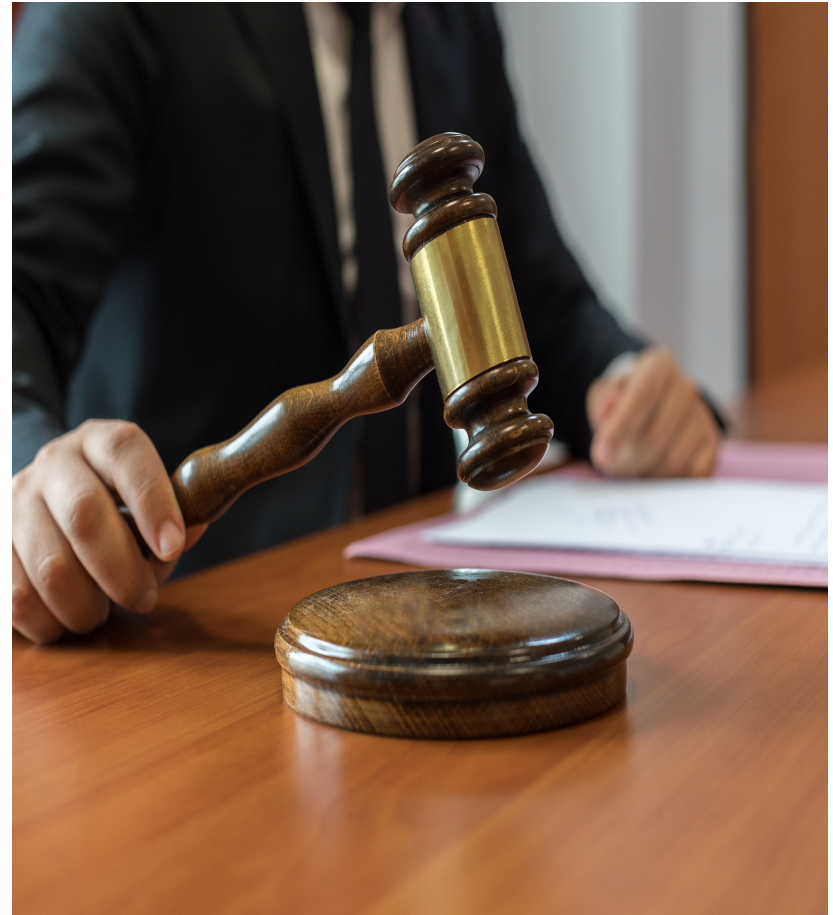
Purpose

Title II funds can be used to provide supplemental activities that:

- **Increase student achievement** consistent with the challenging State academic standards;
- **Improve the quality and effectiveness** of teachers, principals, and other school leaders;
- **Increase the number** of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools;
- **Increase low-income and minority student greater access** to effective teachers, principals, and other school leaders.

Supplement, Not Supplant

- **ESSA Section 2133(b)** states the following concerning supplanting funds:
- *SUPPLEMENT, NOT SUPPLANT* – Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart



Title II PRC 103

Title II, Part A funds are meant to be used above and beyond what the LEA is currently doing to support effective instruction

- Reasonable
- Allowable
- Necessary
- Documented
- “If my LEA/School did not have Title II Part A funds, would I still find a way to pay for this?”
- “Is this a required activity?”

Title II Expenditures



PROFESSIONAL DEVELOPMENT



- Needs Based
- Job-Embedded
- Sustainable
- Evidence-based
- Data-driven
- Classroom-focused



Recruitment

- LEAs may use funds to recruit teachers in critical shortage areas, particularly in high-poverty schools
- Pay differentials
 - Signing bonuses
 - Support for new teachers

Retention

- LEAs may use funds to implement activities that are proven to be effective in retaining teachers in a school or district
- Induction and mentoring Support
 - Leadership opportunities
 - Pay differential



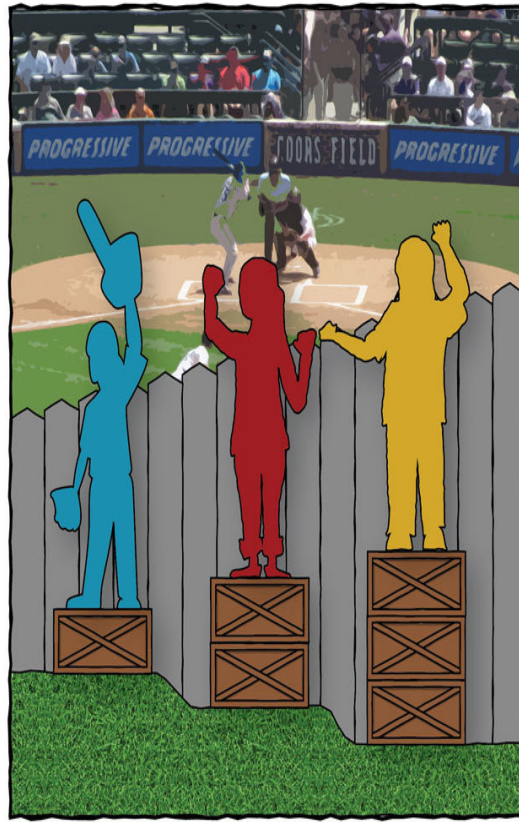
LEAs may use funds to create roles for staff that promote leadership and advancement by allow staff to remain in the classroom

**Instructional coaching
Teacher leaders / mentors
PD leader (peer-led)
PLC leader**





EQUALITY



EQUITY

LEAs may use funds to support a balanced distribution of effective teachers and principals throughout the LEA

- Strong induction program and mentoring program
- Strategic teacher/principal placement

CLASS SIZE REDUCTION

- LEAs may use funds to reduce class size by creating additional classes in a particular grade or subject. Classes must **MEET OR EXCEED** state class teacher to student ratios prior to allocating funds for CSR.
- Supplemental
- Supported by evidence and research
- Documentable effectiveness regarding student achievement



Prioritizing Funds

All LEAs must prioritize
Title II funds to schools
that are:

(1) Identified CSI
and/or TSI

AND

(2) Have the highest
poverty

ESSA 2102(b)(2)(C)



Considerations

Needs Assessment

Data-Based Planning

Stakeholder Input

**Non Public School
Consultation**

**Collaboration between
Title II
Coordinator and Finance
Officer**

**Documentation of
Evidence**

**Title II Program
Monitoring**



Reasonable?
Allowable?
Necessary?
Documented?

Needs Assessment



How to...

...help teachers and school leaders be more instructionally and professionally effective

...recruit, support, and retain effective staff to best support the needs of students

...connect effective teachers with student who have the highest needs



- All funds must be spent on activities that are based on **scientific research** (evidence based)
- Title II funds must be used to provide all children **greater access** to **effective** teachers, principals, and other school leaders
- Title II funds may only be spent to meet **prioritized needs** that are identified by data in the **comprehensive needs assessment**
- There are **16 different ways** that Title II funds can be used to **increase educator effectiveness**
- Title II funds must be spent to **supplement** what the state, local government, and other federal programs requires; it **cannot be used to supplant what is required**

McKinney Vento Homeless Funds

Handbook Reference pgs. 40, 60-61

McKinney-Vento Act

Supports students experiencing homelessness through:

Enrollment

Attendance

Academic Success

A federal law that supersedes local and state policies and laws.



Defining Homelessness

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

Fixed residence:

Stationary;
Permanent;
Not subject to change

Regular residence:

Used on a routine basis

Adequate residence:

Home setting meets both the physical and psychological needs

Unaccompanied Homeless Youth

A youth who is not in the physical custody
of parent or legal guardian

AND

lacks a fixed, regular, and adequate
nighttime residence.



Types of Situations

***To determine eligibility,
assess if the student can go to
the:***

***SAME PLACE (fixed)
EVERY NIGHT (regular)
to sleep in a
SAFE AND SUFFICIENT SPACE
(adequate)***

Sharing a home due to loss
of housing/economic
hardship

Living in motels / hotels /
trailer parks

Living in a shelter / bus or
train stations

Abandoned in hospitals

Living in cars / parks /
under bridges

Living in
campgrounds/abandoned
buildings

Migratory children

Human trafficking

Unaccompanied homeless
youth

Other situations meeting
the McKinney-Vento
definition



Determining Eligibility Key Points

Case-By-Case
Determination

Clear-Cut
OR
Require Further Inquiry
OR
Judgment Call

Living Arrangement
does not include all three
=
homeless situation

Examples Provided Not
Exclusive

Educational Rights for Students

Immediate enrollment, even when lacking records

Attend school of origin or local attendance area school

Receive transportation to and from the school of origin

Receive free school meals

Access to the dispute resolution process

Access to programs and services

Support with Early Education and Higher Education Access

Homeless Liaisons

Appointments

- LEAs, Charter, ISD, Lab, and Virtual Schools

Total in NC

- 315 plus!
- additional appointments in larger districts

Roles

Director of Student Support Services,
Assistant Superintendents, Title I Directors,
School Social Workers, Counselors, etc.

Percentage of Time

Based on amount of student identifications,
funding amounts, size of district, and type
of district



Homeless Liaison Responsibilities

- Identifications
- Immediate Enrollment
- Access & Referrals
- Parent & Student Rights
- Disputes
- Data Collection
- Program Funding
- Professional Development
- Funding
- Needs Assessments
- Policies & Procedures
- Early Education
- Higher Education
- Collaboration



Use of Title I Set-Aside Funds

- Items of clothing, to meet a school's dress or uniform requirement
- Clothing and shoes necessary to participate in physical education
- Student fees necessary to participate in the education program
- School supplies
- Birth certificates necessary to enroll or for the school records
- Immunizations needed for school
- Food needed for educational participation
- Medical and dental service referrals
- Eyeglasses and hearing aids
- Counseling services
- Outreach services to students living in shelters, motels, and other temporary residences
- Extended learning time (before and after school, Saturday classes, summer school, etc.)
- Parental involvement of homeless students
- Fees for educational testing
- Fees for SAT/ACT/etc. testing
- GED testing for school-age students
- Excess cost of transporting students to and from school, to and from extracurricular and other academic services and programs
- Homeless liaison salary in part or in full
- For educationally related support services, including PreK

Homeless Education Resources

District Appointed Homeless Liaisons

<https://hepnc.uncg.edu/local-liaisons/>

North Carolina Homeless Education Program

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

or

<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/homeless-program-monitoring>

National Center for Homeless Education

<https://nche.ed.gov/>

Lisa Phillips, State Coordinator for Homeless Education

336-315-7491 or 336-543-4285

lisa.phillips@dpi.nc.gov

Foster Care

Handbook Reference p. 41

Every Student Succeeds Act (ESSA) Foster Care – The Compelling Why

Students in Foster care are highly mobile and vulnerable:

- Percent of foster youth who change schools when entering care: **56%-75%**
- Likelihood of being absent from school: **2xs that of other students**
- Average reading level of 17-18 year-olds: **7th grade**
- Percent of foster youth who **complete high school** by age 18 is only **50%**

Reference: [Better Care Network - National Factsheet of Children in Foster Care](#) [Chapin Hall Issue Brief](#)

ESSA Foster Care – History of the Law

- Fostering Connections to Success and Increasing Adoptions Act, 2008
- Every Student Succeeds Act of 2015

Fostering Connections to Success and Increasing Adoptions Act, 2008

Title IV-B/IV-E agencies must make assurances that:

- The child's placement takes into account the appropriateness of the current educational setting and the proximity to the school of origin.
- The CWA has coordinated with Public School Units (PSUs) to ensure that a child in foster care remains in his or her school of origin if it is in the child's best interest.
- If remaining at the school of origin is not in the child's best interest, the child is immediately enrolled in a new attendance area school and records are transferred to the new school.

ESSA Foster Care, 2015

- Reauthorizes and amends the Elementary and Secondary Education Act of 1965 (ESEA)
- Includes new foster care provisions that complement requirements in the Fostering Connections Act
- Emphasizes shared agency responsibilities and decision-making

Protections and Provisions for Students in Foster Care

- Remain in the Same School When in the Child's Best Interest (ESEA, as amended, 20 U.S.C. § 6311(g)(1)(E))
- Immediate Enrollment in School and Transfer of School Records (ESEA, as amended, 20 U.S.C. § 6311(g)(1)(E)(iii))
- School Transportation when Necessary (ESEA, as amended, 20 U.S.C. § 6312(c)(5)(B))
- Awaiting foster care placement is removed from the definition of “homeless children and youths” (ESSA, Section 9105(b)(1))
- Point of Contact Designated within the SEA (ESEA, as amended, 20 U.S.C. § 6312(g)(1)(E))
- Point of Contact Designated within the PSU (ESEA, as amended, 20 U.S.C. § 6312(c)(5)(A))

Best Interest Determination Meetings (BIDs)

- ESSA requires collaboration between CWAs and PSUs to ensure school stability for children in foster care, including that a child may remain in their school of origin unless a determination is made that it is not in their best interest
- Scheduling of the BID meeting is the responsibility of the CWA social worker. They work in collaboration with the PSU POC
- Needs to consider the appropriateness of the current educational setting, proximity to the foster care placement and other child centered factors
- Transportation costs CAN NOT be considered when determining a child's best interest

Foster Care School of Origin Transportation

- Some children in foster care will need transportation to remain in their schools of origin when it is in their best interest
- PSUs and CWAs must collaborate to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child's time in foster care
- Transportation is an allowable use of federal funds, both under Title IV-E of the Social Security Act and Title I of the ESEA

Transportation procedures must ensure:

- Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. § 675(4)(A)); and
- If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the PSU will provide such transportation if:
 - A. The local child welfare agency agrees to reimburse the local education agency for the cost of such transportation;
 - B. The local education agency agrees to pay for the cost; or
 - C. The local education agency and local child welfare agency agree to share the cost.

(ESEA, as amended, 20 U.S.C. § 6312(c)(5)(B)(ii))

CCIP and Foster Care

- PSU's must enter the foster care contact information for the PSU and local CWA into the CCIP application under Title I grant details section.
- Line item to allocate funds for foster care transportation costs for under Title I set aside

Where do I Find Foster Care Resources?

<https://serve.uncg.edu/projects/nc-foster-care/>

Agency POC Contact Information:

Contact the North Carolina Foster Care Program

- Office Phone: 336.334.4638
- Email at: sbigley@serve.org
- [NC Foster Care Local Point of Contact Directory \(7.1.2021\)](#)
- [Child Welfare ESSA Point of Contact Directory \(3.31.2021\)](#)
- [Contact information form the NC Welfare Agency Point of Contact](#)
- [Contact information form for the NC Foster Care Local Point of Contact](#)

School Improvement CSI/TSI/SIG/IPG/ PRC 105, 115, and 117

Handbook Reference p. 33, 34 and 37

Targeted Support and Improvement (TSI)

- Targeted Support and Improvement (TSI) schools as defined in the North Carolina Every Student Succeeds Act (ESSA) State Plan.
- Two categories of TSI schools.
 - TSI – Consistently Underperforming Subgroups (TSI-CU)
 - TSI – Additional Targeted Support (TSI-AT)

TSI – Consistently Underperforming Subgroups to CSI Schools

Starting in 2018-19, apply identification criteria annually for TSI – Consistently Underperforming Subgroup Schools where one or more of the same subgroup(s) total overall score is an “F” for the most recent and the previous 2 years.*

NOTE: Identification of a “Watch List” will occur for the 2018-19 school year.

Starting in 2018-19, apply identification criteria for TSI – Additional targeted: School has a Subgroup(s) below the highest CSI school’s All Students group total score in the identified reporting year.

Repeat identification every 3 years

Starting in 2021-22 and every 3 years after that, apply the following exit criteria:

1. Identified subgroup(s) achieve a 3-year accountability growth index score of 1.0 or higher, OR
2. On-track for meeting long-term goals for all identified subgroups in Reading and Math as determined by the measures of interim progress.

If schools meet either of these criteria they exit identification status.

If a school does not meet either of these criteria AND is a Title I school, the school becomes identified as a CSI – Additional Targeted Support Not Exiting Such Status school.

All Schools, not already identified as CSI – Low Performing

TSI – Consistently Underperforming Subgroup Schools

TSI – Additional Targeted Support

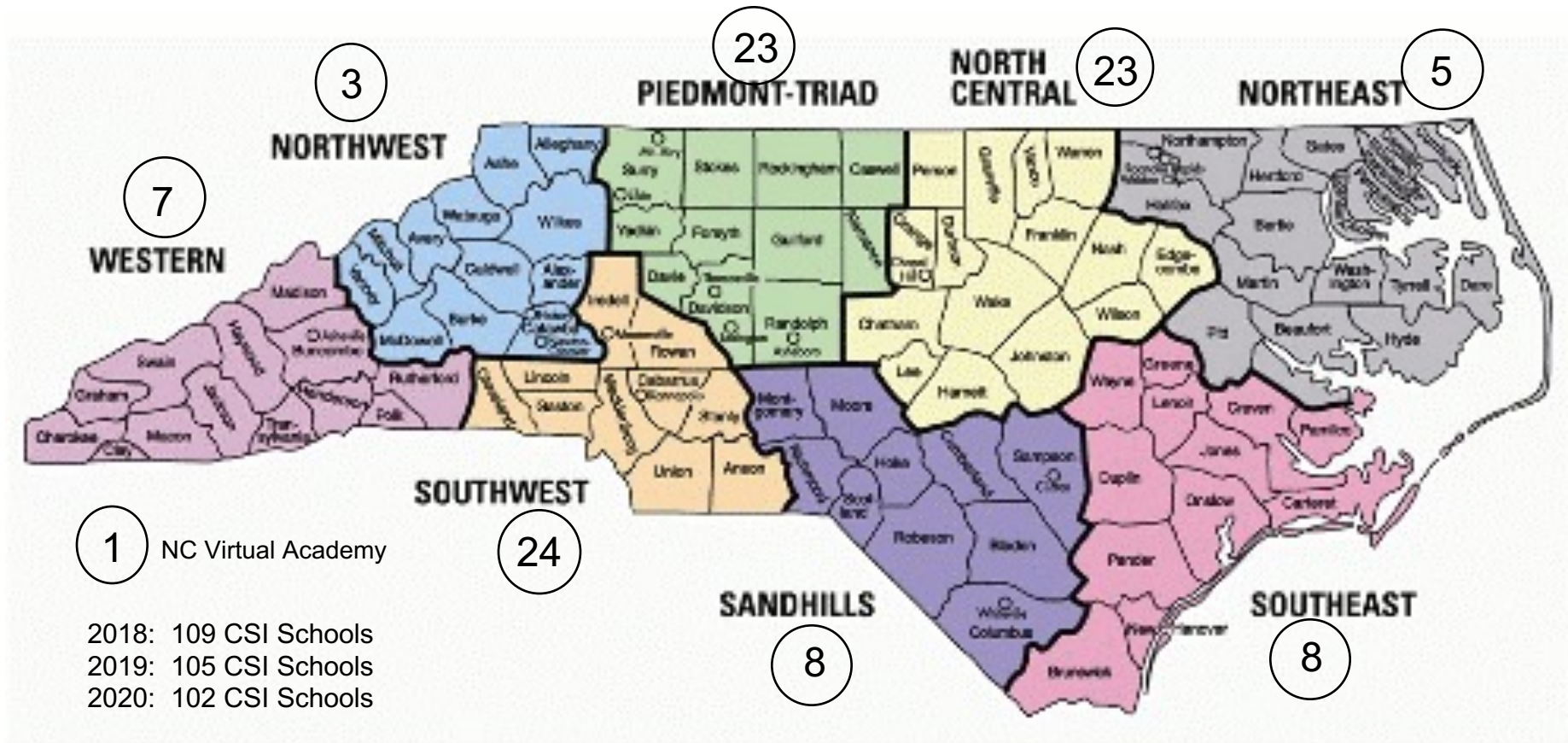
CSI – Additional Targeted Support Not Exiting Such Status

*THE INITIAL IDENTIFICATION, AFTER THE 2018-19 SCHOOL YEAR, WILL ONLY CONSIDER DATA FROM 2017-18 AND 2018-19.

Comprehensive Support and Improvement (CSI)

- CSI-LP (Low Performance)
 - Technical support and additional funding should be focused on supporting efforts towards academic improvement and increased achievement
- CSI-LG (Low Graduation Rate)
 - Technical support and additional funding should be focused on supporting efforts towards an increased graduation rate
- Some schools have designation of CSI-LP and CSI-LG

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOLS



Supports for CSI Schools

- Formula grants to all CSI schools (PRC 105)
- Annual Site Visits-Fall/Spring from Federal
- Programs Monitoring and Support Division
- Regional Support Teams
 - Cross division teams led by Regional Case Managers to coordinate academic support to LEAs and schools

CSI Formula Grants

- Annual allotment-PRC 105
- \$50,000 Base allocation
- Additional allocation based on a PPA (per pupil amount) using the prior year's best 1 of 2 average daily membership (ADM)
 - CSI-LP – total ADM of the school
 - CSI-LG – total ADM in grades 9-12
- 2020 PPA~ \$504.21 per student

PRC 105 Funds-Periods of Availability

2018-2019 Allotment

- extended by CARES Act Waiver
- Encumbered by September 30, 2020 *extended to September 30, 2021*
- Liquidated by December 31, 2020 *extended to December 31, 2021*

2019-2020 Allotment

- 27 months: July 2019-September 2021
- Encumbered by September 30, 2021
- Liquidated by December 31, 2021

2020-2021 Allotment

- 27 months: July 2020-September 2022
- Encumbered by September 30, 2022
- Liquidated by December 31, 2022

CSI School Requirements

Comprehensive School Plan developed using NC Star

- Based on Comprehensive Needs Assessment
- Includes evidence-based interventions
- Developed with input from stakeholders (parents required)
- Approved by school, district (LEA), and state (SEA)

Notify Stakeholders of CSI Status

– Instructions and sample letters provided in August 21, 2020 Federal Programs Updates listserv message

Status included on School Report Cards

School Improvement Grant (SIG)

School Improvement Grant (SIG) is authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA).

SIG funds will be available for persistently lowest-achieving schools in order to turn around and improve overall student achievement.

Overview

- School Improvement Grant (SIG) funds are awarded by formula to states, which then make competitive grants to local educational agencies (LEAs).
- LEAs and charter schools have flexibility in determining the amount of funds needed for each school, but must support the request by demonstrating that the district/charter school has sufficient capacity to implement the proposed interventions in its schools.

Funding and Priority

- For 2016 - 2017, PSUs applied to serve priority schools identified under the approved North Carolina Elementary and Secondary Education Act (ESEA) Flexibility Request.
- SIG schools PSU's had to commit to the capacity of serving schools effectively under one of the four federally required intervention models.

SIG Federally Required Intervention Models



- Turnaround
- Whole School Reform
- Restart
- Transformation

Time Line

- LEA's receiving SIG funds must annually report on the progress of meeting goals identified in the SIG grant application.
- States are required to review LEA reports on an annual basis to determine if the SIG funds will be renewed.
- Grant awards are renewable for five years and must be obligated by September 30, 2021.

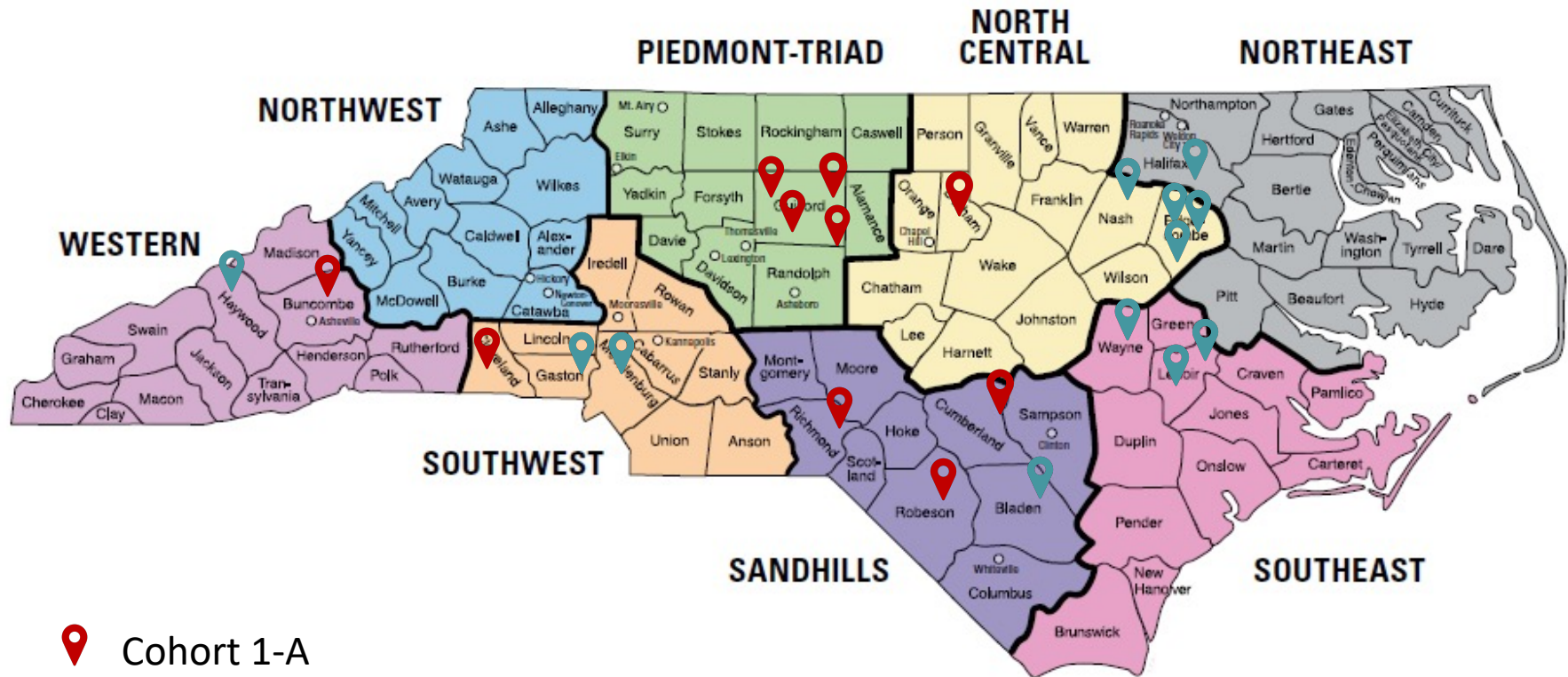
Innovative Partnership Grant (IPG)

Innovative Partnership Grant (IPG) is authorized under the State's federally approved plan for The Every Student Succeeds Act (ESSA).

This grant is provided to schools identified CSI schools in need of additional fiscal resources, technical support, and regular school visits to improve student achievement and ultimately to assist these schools with exiting the federal identification and status of CSI.

IPG COHORT I SCHOOLS

Innovative Partnership Grant Awards



 Cohort 1-A

 Cohort 1-B

FUNDING AVAILABILITY

- \$5,000,000 per year for each year of the grant will be reserved from the State School Improvement set aside.
- Maximum award of \$1,500,000
 - \$500,000 annually for each year of the grant (2021-22, 2022-23, and 2023-24)
- Base award of \$250,000 per year per school
- Additional amount from per pupil allotment (PPA) based on February 1, 2021 average daily membership (ADM)
 - Estimated at \$750/student

KEY COMPONENTS

- External collaborative partner
- 12-month IPG School Coach
- Principal commitment
- Supplemental to all other state and local funds
- NCStar for School Improvement Planning
- Annual goals for state assessments
- Annual goals for formative data and other key metrics
- Annual required convenings, role-specific meetings, and other professional development for PSU liaisons, principals, coaches, and external partners



PART I: DATA TRACKING LOG

- Three sections:
 - Discipline and Attendance Data
 - Student Achievement Data
 - Goals (green)
- Data tracked in 20-day increments
 - Will vary from district to district because of calendars
 - Only includes student days
 - Submitted for review
- Uses data from 2018-19 school year as baseline year due to no data for 2019-20 school year (COVID-19)

NCStar

Handbook Reference p. 35

NCStar is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. NCStar builds accountability as well as helps schools track their improvement plans. NCStar is premised on the firm belief that district and school improvement is best accomplished when directed by the people, working in teams, closest to the students.



NCStar requires a "culture of candor" in which district and school personnel talk openly and honestly about their professional practices that contribute to student learning.



NCStar brings all stakeholders into the continuous improvement process by allowing "view-only" capability and "real-time" transparency of the school improvement plan process to all staff, district personnel, school board members, and parents.



Since school improvement is such a unique process for each school, NCStar contains over 100 research-based effective practices (indicators) and allows schools flexibility to personalize their school improvement plans to meet their distinct needs.

Full List of School Indicators

https://ncstar.weebly.com/uploads/5/2/4/4/52444991/ncstar_130_school_student_success_indicators_2019.pdf

Full List of District Indicators

https://ncstar.weebly.com/uploads/5/2/4/4/52444991/district_support_improvement_indicators_2019-20.pdf

NCStar Key Indicators (12)

<https://www.dpi.nc.gov/media/4608/download>

NCStar Quick Reference for School Improvement Teams

https://ncstar.weebly.com/uploads/5/2/4/4/52444991/ncstar_guidance_for_schools_2019-20.pdf

- * Accessing NCStar**
- * Home Page (Main Menu)**
 - * Setting up NCStar**
- * NCStar Continuous Improvement Process**
 - * Success Cycle**
 - * Other Resources**

NCStar School Improvement Tool

https://www.youtube.com/channel/UC1aMA_Wc9cHHTCI96fC4hTQ/videos?view_as=subscriber

NCStar

Lighting the Path to Student Success

 North Carolina Department of
PUBLIC INSTRUCTION

Powered by  Indistar

NCStar Training Spring 2020

https://ncstar.weebly.com/uploads/5/2/4/4/52444991/ncstar_spring_trainings_2020.pdf

Contact:

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Website: <https://www.dpi.nc.gov/educators/home-base/nc-star#ncstar-info>

Login: <https://www.indistar.org/>



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The National ESEA Distinguished Schools Program



ESEA Network

Hosted by National Association of ESEA State Program Administrators

The National Association of ESEA State Program Administrators (NAESPA)—formerly the National Title I Association—has been selecting examples of superior, federally funded school programs for national recognition through the National ESEA Distinguished Schools program (recently renamed from its predecessor, the National Title I Distinguished Schools program) since 1996. These schools demonstrate a wide array of strengths:

- * Including team approaches to teaching and learning
- * Focused professional development opportunities for staff
- * Individualized programs for student success
- * Strong partnerships between the school, parents, and the community.

What makes National ESEA Distinguished Schools' stories especially powerful are the documented student achievement gains that have resulted from their collaborative and targeted efforts and innovations.

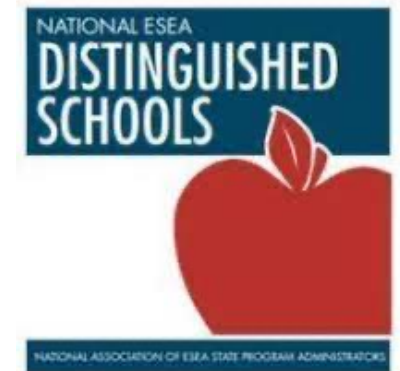


Each year two NC schools are selected by NCDPI and recognized at the national level under one of the following categories:

Category 1: Exceptional student performance and academic growth for two or more consecutive years

Category 2: Closing the achievement gap between student groups for two or more consecutive years

Category 3: Excellence in serving special populations of students (e.g. homeless, migrant, English learners, etc.)



NC Portfolio



- Cover/Assurances Page
- Parts A – E Narratives
- Partnering Agency/Organization Certification Page(s)



Cover Page and Assurances

- Names of School:
- PSU/LEA:
- Number of Students:
- Contact Person:
- Title/Position:
- Address:
- City:
- State:
- Phone:
- E-mail:



* Signed by the principal of the school

Parts A – E Narratives

- A. School Demographics (10 points)
- B. Description of Curriculum and Instructional Program, Initiatives, and Sustainability Plans (35 points)
- C. Professional Development (15 points)
- D. Collaboration, Family and Community Engagement (20 points)
- E. Innovation and Model for Other Schools (20 points)

Partnering Agency/Organization Certification Page(s)

- Legal Name of Partner:
- Contact Person:
- Title/Position:
- Address:
- City:
- State:
- Phone:
- E-mail:
- Description of Partnership/Collaboration
- Signature of Collaborative Partner





Portfolio Review and Selection Process



- Impartial, experienced reviewers on the ESEA Distinguished Schools Selection Committee will assess each portfolio using the Scoring Rubric.
- The scores from each reviewer will be combined to derive a total score for each portfolio. A reviewer may award up to 100 points for each portfolio.
- The maximum number of points awarded by reviewers will be 300. If the individual reviewer scores for a portfolio vary by 15 points or more, a fourth reviewer will assess the portfolio, and the three closest scores will be retained. Using the scores from the reviewers and data collected from the site visits to the campuses of the top scorers, the NC Title I Distinguished Schools Selection Committee will select the winners for recognition as a National Title I Distinguished School.

NC 2020 National ESEA Distinguished Schools:

Category 2: Schools that have closed the achievement gap between student groups for two or more consecutive years.

West Elementary, Kings Mountain, NC

<https://sites.google.com/a/clevelandcountyschools.org/west-elementary/>

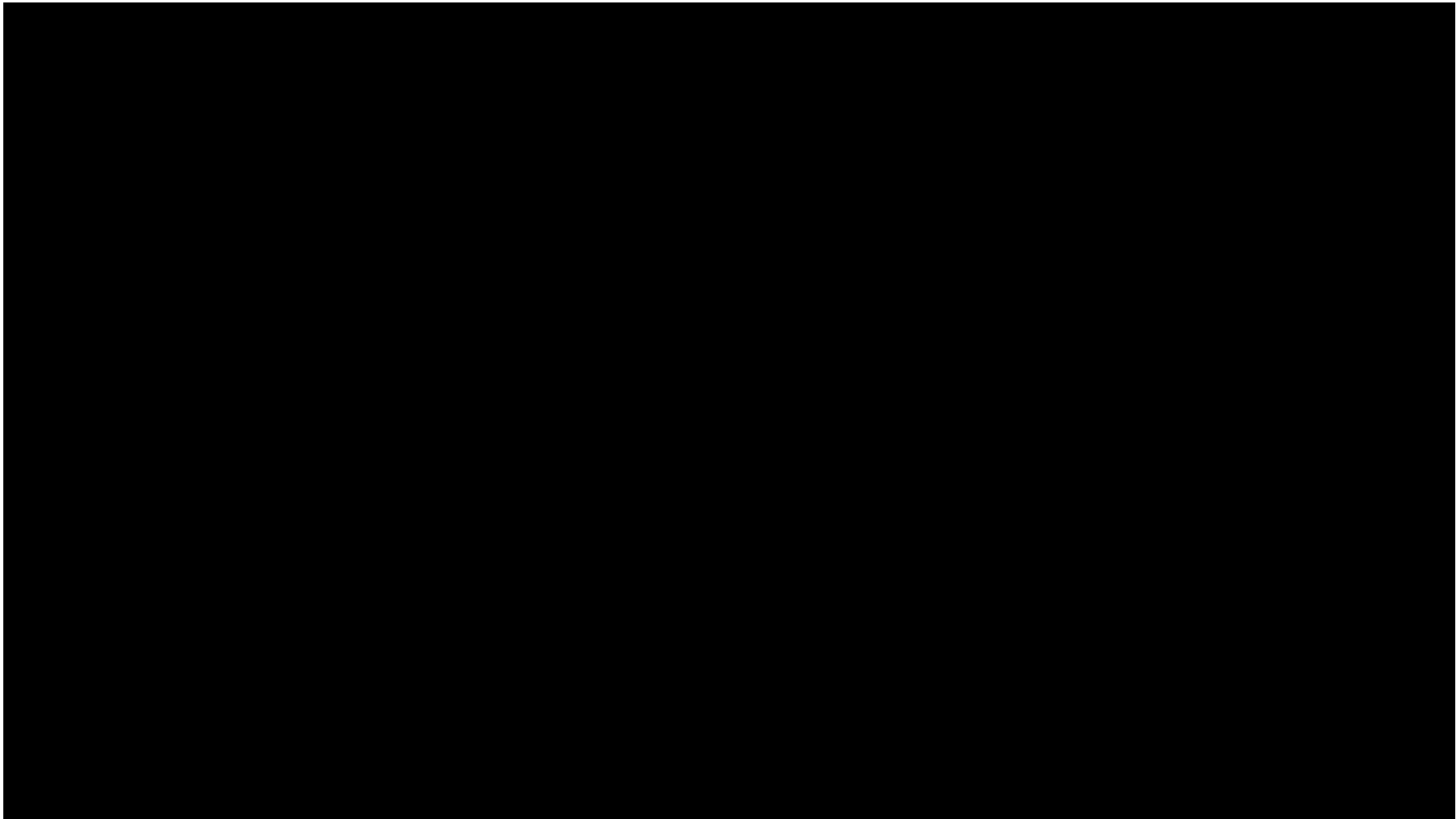
Category 3: Schools that show excellence in serving special populations of students (e.g. homeless, migrant, English learners, etc.).

Burton Magnet Elementary, Durham, NC

<https://www.dpsnc.net/Burton>

Full list of the 2020 National ESEA Distinguished Schools

<https://www.eseanetwork.org/c/titlei/files/Association/2021/DS/2020%20DS%20List%20of%20Schools%20for%20Press%20Release.pdf>



Teacher Loan Forgiveness

Teacher Loan Forgiveness and Cancellation programs are designed to attract and retain teachers in low-income schools to help all children receive the best education possible, regardless of their economic status.

- * Which program is right for you

- * Dollar amounts available

- * Eligibility criteria (loan types, job assignments, credentials, etc.)
program rules

- * Application forms and procedures.



Visit the [US Department of Education's Federal Student Aid web page](#) to learn more.



Directory of Low-Income Institutions

Loan companies consult the [federal TCLI directory of low-income institutions](#) when processing forgiveness or cancellation applications.

The directory is an official list of schools where over 30% of the students are eligible for free or reduced lunch. This is not always the same as participation in Title I programs, so it is more important to verify that a school is in the directory than it is to verify that it is a “Title I” school.



Higher Forgiveness Amounts for Special Education and Secondary Math or Science Teachers

Most teachers who participate in Teacher Loan Forgiveness may receive a benefit of up to \$5,000.

Those who teach special education or secondary math or science may qualify for as much as \$17,500.

It is strongly recommended that you contact your loan company to determine how much forgiveness a current or prospective job assignment will allow you to qualify for.



This program is provided by the US Department of Education, and the applications are processed by the loan servicing companies.

NCDPI supports the programs by updating the state's entries into the directory of low-income schools.

Prior to calling the federal help desk or NCDPI, please review the the US Department of Education web site.

<https://studentaid.gov/manage-loans/forgiveness-cancellation/teacher>



Questions

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North Carolina Department of
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