Room 104

Federal Program Directors Summer Institute

Federal Program Monitoring and Support Division

July 26-28, 2022

North Carolina Department of
PUBLIC INSTRUCTION

21st Century Community Learning Centers (PRC 110)

Susan Brigman, Section Chief ~ Specialty Programs
Megan Orleans, Special Projects Program Administrator

Purpose of the 21st CCLC Grant:

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015, to provide federal funds to establish or expand community learning centers that operate during out-of-school hours with three specific purposes:

Programs **_must provide_**:

1. **opportunities during non-school hours for academic enrichment, including providing tutorial services to help students (particularly students in high poverty areas and those who attend low performing schools) meet state and local student performance standards in core academic subjects such as reading and math;**

2. **students a broad array of additional services, programs, and quality enrichment activities that are designed to reinforce and complement the regular academic program of participating students;**

3. **families of students served by 21st CCLCs opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development** designed to support a child's academic and social development.

How is the 21st CCLC Grant Program Different from other Federal Programs?

- Formula grants are awarded to State educational agencies, which in turn manage statewide **competitions** and award grants to eligible entities

- **21st CCLC Eligible entities include**:
    - Local educational agencies;
    - Community-based organizations;
    - City or County government agencies;
    - Faith-based organizations;
    - Institutions of higher education; and
    - For-profit corporations.

21st CCLC Grant Awards and Duration
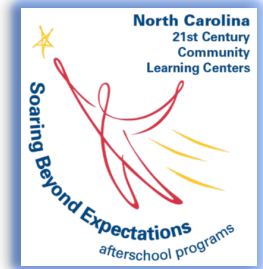
- State Board of Education has final funding approval

- Fund requests range from $50,000 to $400,000

- Total request based on Wallace Foundation Out-of-School Time Cost Calculator & NC Dept. of Commerce County Distress Rankings (Tiers) (more instructions to follow)

  - By number of program hours per week
  - By total number of program weeks per year, and
  - By number of student slots.

- Three-year funding cycle (as funds are available and contingent on making progress toward program goals)

- Proposed budget is **NOT** the final budget

- Funds are issued on a reimbursement basis and in 3 installments

Basic 21ˢᵗ CCLC Grant Parameters

- Programs operate throughout the school year (during non-school hours) for a <u>minimum of 12 hours per week</u>.
  - Before School, After School, Evenings, Saturdays, and during summer or intersessions.

- Programs must serve a <u>minimum of 50 students</u>.
  - Students participating in public schools providing instructional programs for *Kindergarten* through 12ᵗʰ grade are eligible to participate
  - In NC, Pre-K students are not eligible to be served

Allowable Use of Funds

For further guidance on allowable and non-allowable costs, refer to the
[NCDPI 21st CCLC Grant Guidance](#)*.*

Funds MAY be used (i.e., reimbursed) for program implementation as well as for operational expenses, including, but not limited to the following:

- Personnel and personnel benefits (see Section 2.D.)

- Staff development and training

- Consultants, subcontracts and evaluators

- Transportation costs for students (see Section 2.F.)

- Educationally related field trips (see Section 4.I.)

- Approved food purchases (see Section 4.I.4 and Section 4.J.)

- Renting space to the extent that the rates are reasonable and in alignment with 200.465, if necessary

- Teacher substitutes

- Travel reimbursements (see Section 2.G.)

- 21st CCLC program equipment and supplies, including computers and software (see Section 2.C.4)

- Memberships in warehouse clubs or business, technical and/or professional organizations if the membership is in the name of the 21st CCLC Program

- Memberships in any civic or community organization

Non-Allowable Use of Funds

For further guidance on allowable and non-allowable costs, refer to the
[NCDPI 21st CCLC Grant Guidance.](#)

Funds may NOT be used (i.e., reimbursed) for the following:

- Purchase of vehicles

- Costs for developing the proposal

- Food purchases for staff (see Section 2.G.)

- Fundraising costs

- Land acquisition
    - Capital Improvement (Building or Renovation Cost) 2CFR Part 200.439 (3)

- Building or renovation costs

- Leases or contract service agreements

- Cost of conducting an audit if total of all federal grants received is less than $750,000**

- Direct cash or gift cards in any amount for students or their parents

- Field trip tickets purchased in advance for those who do not attend

- Entertainment or any costs associated with entertainment including diversions and social activities

- Charitable contributions

- Bonuses of any kind

This list is not all INCLUSIVE

LEA Collaboration Form

- **Non-LEAs are required to complete in full.**
- **LEAs are required to:**
  - **Fill out the basic information**
  - **Select box A-3 in Section A**
  - **Sign section E.**
- Must complete for each listed feeder school
- Joint applicants must still complete a form for each feeder school.

LEA Collaboration Form ~ Section A

AFFIRMATION OF NOTIFICATION, INVITATION & CONSULTATION
FOR TITLE IV-B COLLABORATIVE EFFORTS WITH LEAs
BY A NON-LEA 21st CENTURY COMMUNITY LEARNING CENTER (21st CCLC PROGRAM)

LEA/Feeder School Name:	**Phone:**
21st CCLC ORGANIZATION NAME & UNIT #:	

SECTION A: The LEA/feeder school representative checks <u>one</u> box.

A-1 ☐ THE **LEA/FEEDER SCHOOL HEREBY AFFIRMS**:

☐ Their awareness of the non-LEA organization's 21st CCLC Program and its efforts to recruit students from its school during the 2022-23 school year.

☐ Their willingness to assist the non-LEA organization with student recruitment and enrollment in its 21st CCLC Program during the 2022-23 school year.

☐ Their agreement to meet with the non-LEA organization regularly (i.e., at least four times a year) during the 2022-23 school year to discuss the 21st CCLC program and its impacts on students from the feeder school.

☐ Their willingness to engage in discussions with the non-LEA organization regarding data sharing agreements to support NCDPI impact reporting requirements for students enrolled in the 21st CCLC Program.

OR

A-2 ☐ THE **LEA/FEEDER SCHOOL HEREBY ASSERTS** it **does not affirm** one or more of the four conditions listed above. Complaints or concerns regarding the non-LEA's 21st CCLC Program may be filed with Susan Brigman, Section Chief ~ Specialty Programs at susan.brigman@dpi.nc.gov.

A-3 ☐ The 21st CCLC subgrantee completing this form is an **LEA.** The subgrantee can proceed to Section E.

LEA Collaboration Form ~ Section B

SECTION B:	**1- Only the LEA/feeder school may check the boxes in this section.**
ACCEPT	DECLINE
☐ The LEA/feeder school hereby **accepts** participation in Title IV-B collaborative efforts with LEAs for the 2022-23 school year implementation of the non-LEAs 21st CCLC Competitive Grant Program.	☐ The LEA/feeder school hereby **declines** participation in Title IV-B collaborative efforts with LEAs for the 2022-23 school year implementation of the non-LEAs 21st CCLC Competitive Grant Program.

LEA Collaboration Form ~ Section C

SECTION C: The LEA/feeder school representative provides a hand-written signature to affirm selections in A & B

Name of LEA/feeder school Official:	Signature of LEA/feeder school Official:	Date Signed:

LEA Collaboration Form ~ Section D

SECTION D: If the LEA/feeder school representative did not complete Sections A, B & C, the 21st CCLC Program must check this box:

☐ THE 21st CCLC Program **HEREBY AFFIRMS** and has documented that the LEA/feeder school was notified of the availability of federally funded afterschool program services provided by non-LEA's 21st CCLC Competitive Grant Program and was invited to collaborate, but the LEA/feeder school:

    a.   did not complete Sections A, B & C,
    b.   actively refused the invitation to collaborate or
    c.   did not respond, despite three timely and direct invitations being sent.

LEA Collaboration Form ~ Section E

SECTION E: The 21st CCLC Program's Fiscal Agent Chief Administrator or Designee **official's signature is required in all cases.**

Name of Fiscal Agent Chief Administrator or Official Program Designee:	Signature of Fiscal Agent Chief Administrator or Official Program Designee:	Date Signed:

If a non-LEA has selected Section D or if the LEA/feeder school has declined the offer to collaborate in Section B: The non-LEA organization must remove the listed LEA/feeder school from their proposed feeder school list. Non-LEA organizations can then submit to serve a new LEA/feeder school or can increase enrollment at their other LEA/feeder schools who are willing to collaborate. The non-LEA should file a Programmatic Amendment form detailing these changes and submit the form via CCIP.

All affirmation forms must be uploaded in CCIP by the application deadline.
Documentation of invitations and consultation meetings must be kept on file by the 21st CCLC Program.

21st CCLC Programs by Region Activity

- Select a non-LEA Cohort 14 21st CCLC Program in your region

- Locate the non-LEA's funding application in CCIP
  - Search > Organizations > Type in Org Name > Select Org > Select Funding on left-hand menu > Select Funding Applications > Select most recent revision (21st CCLC) > Select Grant Details

- Review Grant Details:
  - Feeder Schools
  - Program Goals
  - Program Implementation Strategies

- Review Basic Information Form
  - Sections Page > Related Documents > Basic Information Form

- Determine if potential alignment for partnership

Using 21st CCLC Funds beyond ESSER/ARP funding

- Possible Summer Mini Grant Competition in Summer 2023
  - Supplement PRC 176/177 and other summer learning PRCs

- Anticipate 3-Year Cohort 17 Competition in 2024
  - Anticipated competition opening in March 2024
  - Anticipated funding beginning 2024-25 school year for awarded subgrantees

North Carolina Department of Public Instruction
Office of Federal Programs ~ 21st CCLC Program Team

NCDPI Fiscal Team - West
Katrina Blount- Fiscal Monitor
Monica Pask- Fiscal Analyst

NCDPI Fiscal Team - East
Tara Powe- Fiscal Monitor
Ashton Moss- Fiscal Analyst

NCDPI Data Management
Anita Harris- Data Quality Manager & Business Analyst

Administrative Support
Melba Strickland
Shana Fryar

Leadership
Dr. LaTricia Townsend ~ Senior Director
Susan Brigman, Section Chief ~ Specialty Programs

NCDPI 21st CCLC Program Administrators
Dr. Darren Hamilton – Southwest/West/Northwest
Gina White – Piedmont-Triad
Eric Rainey – North Central
Hawhana Locklear - Sandhills
Wendy Buck – Northeast/Southeast
Megan Orleans – Special Projects/ELISS

Migrant Education Program (PRC 051)

Dr. Heriberto Corral, Data and Parent/Family Coordinator
Juan Carlos Alvarez, ID&R Coordinator
Hunter Ogletree, Compliance Coordinator

North Carolina 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.
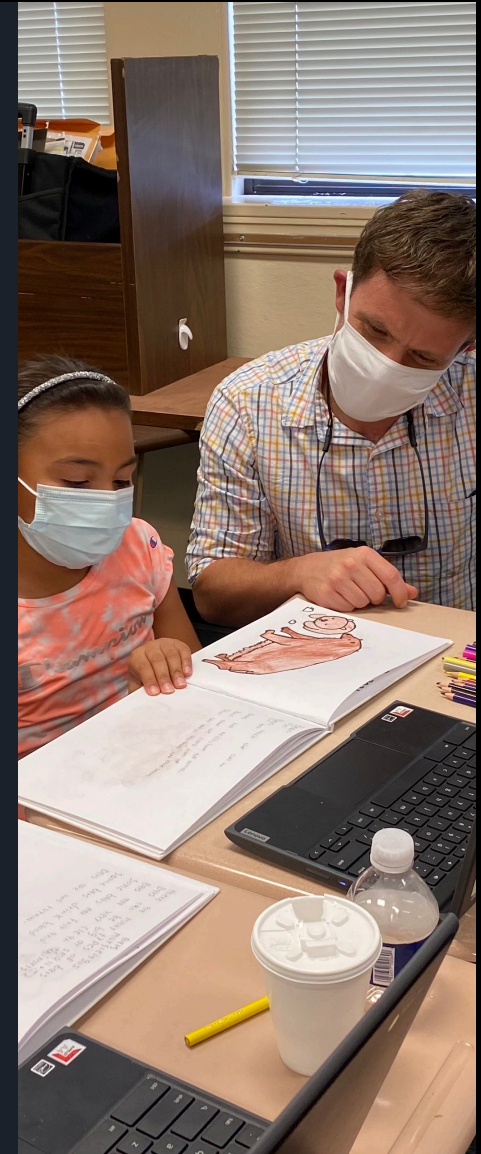
MIGRANT EDUCATION PROGRAM
Subgrantees
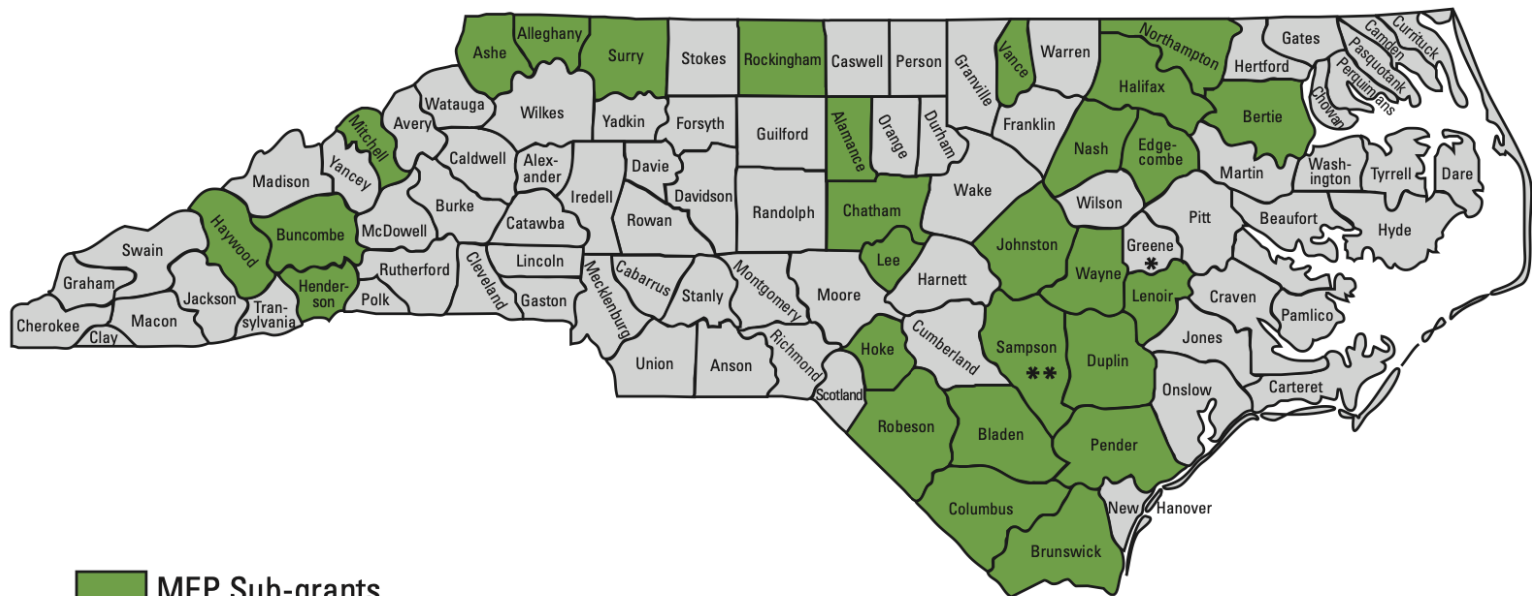
Legend:
- MEP Sub-grants
- Areas of Regional Recruitment and Services
- * MOU with Lenoir County MEP
- ** MOU with Clinton City

Regional NC MEP Counties

NC MEP Child Counts

NC MEP Child Count

Grade	2020-2021	2019-2020	2018-2019
OSY	881	816	1153
9-12	754	827	834
6-8	664	716	718
K-5	1523	1628	1715
0-5	320	279	440
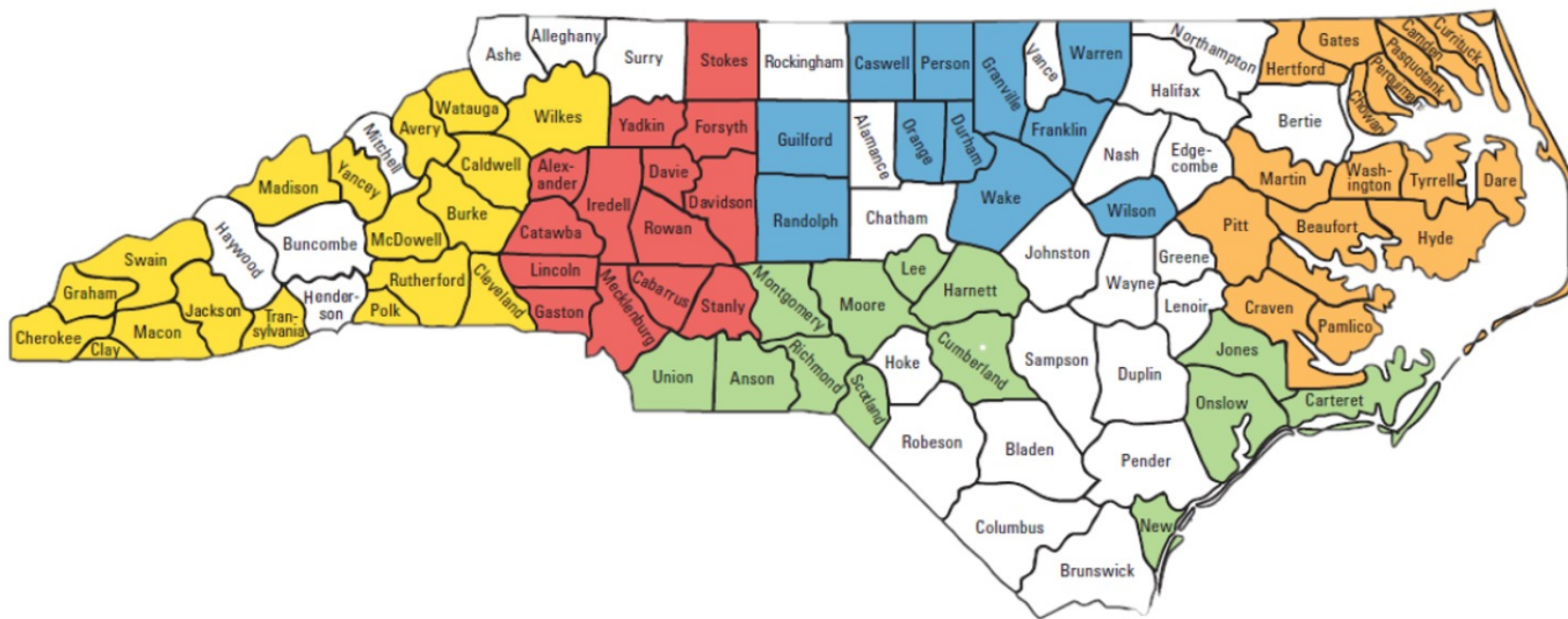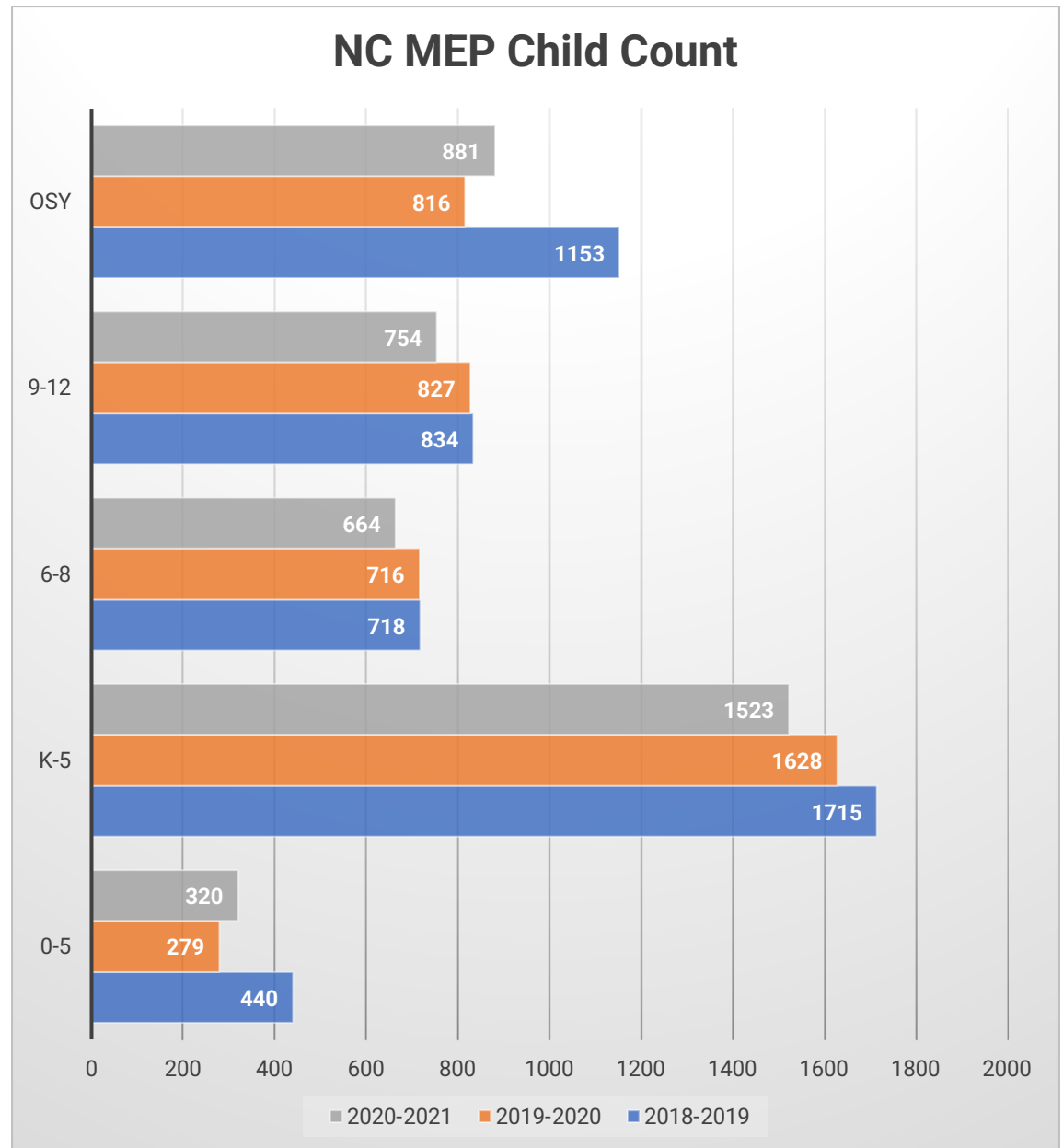
Who are migratory children and youth?

- Age 3-21;

- Have not yet received a high school diploma or its equivalent;

- Have moved into a school district within the last 36 months;

- Whose parents, guardians, spouses, or selves have moved due to economic necessity and have

- Worked in agricultural production or fishing within the last 36 months

Federal Program Handbook Page 73

Supplemental Services to Address Needs of Migratory Students
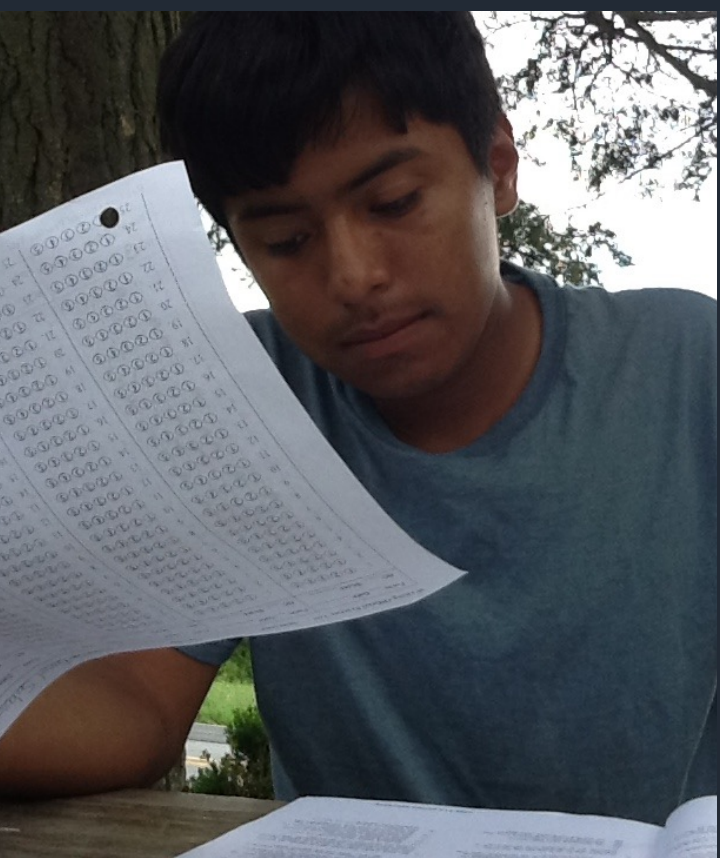
Four Focus Areas per NC MEP Service Delivery Plan that align with needs identified in NC MEP's CNA:

- ELA and Math

- School Readiness

- High School Graduation and OSY Achievement

- Support Services

What MEP-funded PSUs Need To Do to Support Migratory Children?

- Identify and recruit all eligible migratory children and youth in your district, including Pre-K and out-of-school youth (OSY).

- Implement CNA and evaluation activities for your program

- Implement parent engagement activities including a district MEP PAC

- Professional development

- MEP coordination and inter/intra-state coordination.

- Provide services to all migratory children, including Pre-K and OSY.

What all PSUs/Charters Need To Do to Support Migratory Children?

- Ensure a protocol is **created** and **implemented** to include the Occupational Survey in all PSUs' enrollment packets and **share** the results with NC MEP DPI team *Section 1304(c)(7), 1309 (2)*

- Part of Title I Statement of Assurances in CCIP Application.

PUBLIC SCHOOLS OF NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*
WWW.DPI.NC.GOV

Occupational Survey

Student Name : _____
Last Name   First Name

School: _____   Grade: _____

The Migrant Education Program, through the North Carolina Department of Public Instruction, provides support and instructional services to children and families who have moved in the past three years and who have done agriculture or fishing work. We appreciate your help in determining if your children or relatives qualify to receive services in this program. Please answer the following questions and return the survey to the school.

1. Have you or someone in your family worked in any of the following areas below in the last three years?
   No_____   Yes _____   (Select all that apply and continue to question number 2)

2. Have you or your family moved to another school district or to another city or county in the last three years?
   No_____   Yes_____

Work in the harvest of fruits and vegetables, tobacco, sweet potatoes, nuts, cotton, or in agricultural farms, ranches, fields, and vineyards ☐	Working in a fruit or vegetable cannery or in a fruit or vegetable packing plant ☐	Working in a dairy ☐	Working in a fishery or on a shrimp or catfish farm ☐
Working in a slaughter house (chicken, cow, or pig) ☐	Working on a poultry or hog farm ☐	Working in a plant nursery or orchard; growing or harvesting trees ☐	Other similar work in agriculture, please explain:

3. How long ago did you arrive to this school district?   Month _____   Year ____
4. Parent(s)' Name(s) _____
5. What is your current address?

Address _____

City _____   State _____   Zip Code _____

6. Phone Number(s): _____

FEDERAL PROGRAM MONITORING & SUPPORT DIVISION
6351 Mail Service Center, Raleigh, North Carolina 27699-6351 | 984) 236-2786 | Fax (984) 236-2099
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

What is the Occupational Survey?

- Similar to the Home Language Survey.

- Used to identify potential migratory children and youth in PSUs to receive services under Title I, Part C of the ESEA in the state.

- Non-MEP PSUs are not expected to make determinations around a child's potential eligibility under Title I, Part C.

- The MEP team at DPI will make those determinations.

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┌─────────────────────────┐     ┌─────────────────────────┐     ┌─────────────────────────┐
│ Family completes PSU's  │     │ If both Occupational    │     │ School files original   │
│ Enrollment Form which   │ ──► │ Questions responses are │ ──► │ Enrollment Form in      │
│ includes DPI required   │     │ NO, then no further     │     │ the cumulative folder.  │
│ Occupational Survey     │     │ action is required of   │     │                         │
│ Questions.              │     │ the PSU.                │     │                         │
└─────────────────────────┘     └─────────────────────────┘     └─────────────────────────┘
```

Family completes *PSU's Enrollment Form* which includes DPI required **Occupational Survey Questions.**

If **both Occupational Questions responses are NO,** then no further action is required of the PSU.

School files original *Enrollment Form* in the cumulative folder.

If either **Occupational Question responses are YES**, then this child/family may potential qualify for Title I, Part C**.**

School shares a copy of the Occupational Survey with a *district point person, such as the federal programs director, and files the original occupational survey in the cumulative folder.*

The district point person, securely alerts the **NCDPI MEP team the same day** the *Enrollment Form* is received. See below for options for alerting the NCDPI MEP team.

NCDPI MEP team contacts the family and conducts an eligibility interview for services under Title I, Part C. The NCDPI MEP team provides on-going services to the family/child under Title I, Part C.

Small Group Discussion

1. What steps has your PSU taken to create and implement an Occupational Survey protocol?

2. To what extent is your protocol similar or different from the suggested protocol above?

What all PSUs/Charters Need To Do to Support Migratory Children?

"Migrant children are eligible for Part A services on the same basis as other children who are selected to receive services. Because PSUs that receive migratory children normally do so on a regular basis, PSUs should consider their needs when planning, or helping schools to plan, Part A services.

Regardless of whether an PSU receives migrant funds, the district and school comprehensive needs assessment should include the needs of identified migrant students to ensure that the needs of this highly mobile population are addressed along with other at-risk students within school plans for the schools they attend." (Federal Program Handbook Page 63)

But how do you know who your migratory children are in your PSU and where do they go to school?

Useful PowerSchool Roster CFDC Migrant Roster

CFDC Migrant Roster – Cont.

CFDC Migrant Roster

CFDC Migrant Roster – Cont.

CFDC Migrant Roster

Parameters - **Regular School Year Period:** Yes   **Eligible Migrant Student:** Yes

A variety of useful information and data regarding migratory children within your PSU!

| Make Current Selection | Copy | CSV | TAB | Print | PDF |

| First Name | Middle Name | Last Name | Student Number | DOB | Services | Grade Level | School Number | OSY | Report Date | MSIX Id | Qualifying Arrival Date | Interview Date | Migrant Status | PFS |

| Migrant EL | Migrant Enroll Date | Migrant Withdraw Date | PS Withdraw Date | None | City | Address |

Search:

First Name	Middle Name	Last Name	Student Number	DOB	Services	Grade Level	School Number	OSY	Report Date	MSIX Id	Qualifying Arrival Date	Interview Date	Migrant Status	PFS	Migrant EL	Migrant Enroll Date	Migrant Withdraw Date	PS Withdraw Date	Phone	City	Address

Small Group Discussion

How do you/will you use the CFDC Migrant Roster within your PSU?

How do you/will you include the needs of identified migratory students in your PSU's CNA to ensure that the needs of this highly mobile population are addressed?

Has your PSU received training in MSIX?

- If **YES**, then PSU just needs to maintain active accounts

- If **NOT**, then PSU needs to request training with DPI MEP Data-Parent/Family Engagement Coordinator

NC MEP Staff Contact Information

Dr. LaTricia Townsend latricia.townsend@dpi.nc.gov
Director, Office of Federal Programs

Susan Brigman   susan.brigman@dpi.nc.gov
Specialty Programs - Section Chief

Dr. Heriberto Corral heriberto.corral@dpi.nc.gov
Data and Parent & Family Engagement Coordinator

Juan Carlos Alvarez juan.alvarez@dpi.nc.gov
ID&R Coordinator

Hunter Ogletree hunter.ogletree@dpi.nc.gov
Compliance Coordinator

REGIONAL MIGRANT RECRUITERS

Name	Email	Region
Rafael Ruiz	rafael.ruiz@dpi.nc.gov	Northwest
Aubrey Avery	aubrey.avery@dpi.nc.gov	North Central
Maria Alcala	maria.alcala@dpi.nc.gov	Sandhills
Carlos Valle	carlos.valle@dpi.nc.gov	Northeast
Juan Carlos Alvarez	juan.alvarez@dpi.nc.gov	Western
Alexandra Arroyo	TBA	Southwest & Piedmont-Triad

Title III ~ Language Acquisition (PRC 104 & PRC 111)

Marshall Foster, ESL/Title III Consultant
Office of Academic Standards

NCDPI ESL/Title III Team

EL Data and Title III Compliance

Susan Walz
ESL/Title III Consultant (EL Data Collection, Reporting, & PowerSchool)
susan.walz@dpi.nc.gov

Marshall Foster
ESL/Title III Consultant (EL Program Compliance)
marshall.foster@dpi.nc.gov

EL Program Quality

Ivanna Mann Thrower Anderson
ESL/Title III Consultant (West)
ivanna.anderson@dpi.nc.gov

Xatli Stox
ESL/Title III Consultant (East)
xatli.stox@dpi.nc.gov

Administrative Support

Stacy Daniel, Ed.D.
Section Chief for ELA & Languages
stacy.daniel@dpi.nc.gov

Teresa Parker
Administrative Assistant for ELA & Languages
teresa.parker@dpi.nc.gov

EL Program
Compliance and Data
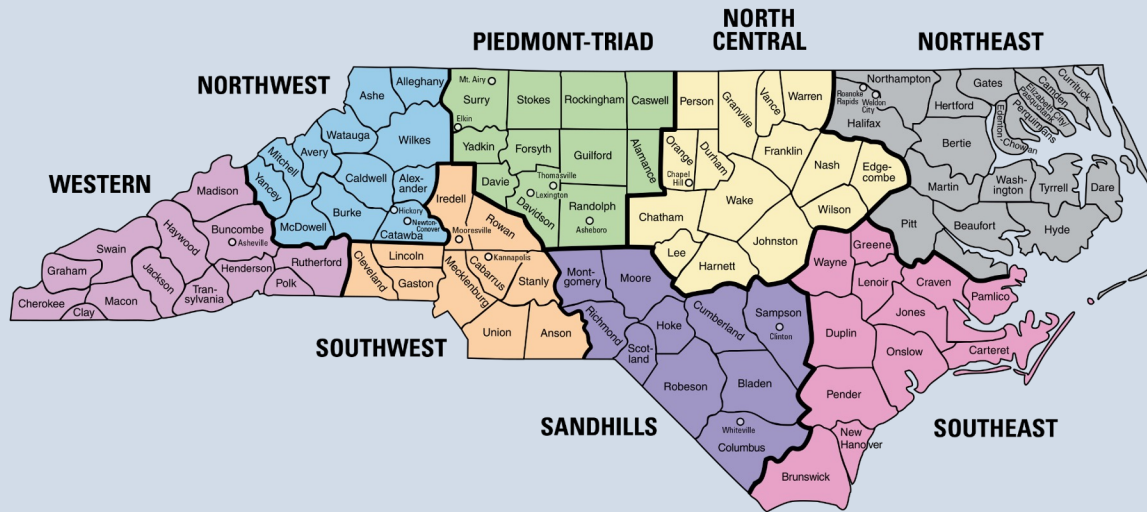
COMPLIANCE
Marshall Foster
marshall.foster@dpi.nc.gov
984-236-2790

DATA
Susan Walz
susan.walz@dpi.nc.gov
(984) 236-2847

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 and BASS

EL Program Quality

PIEDMONT-TRIAD · NORTHWEST · WESTERN · SOUTHWEST · NORTH CENTRAL · NORTHEAST · SANDHILLS · SOUTHEAST
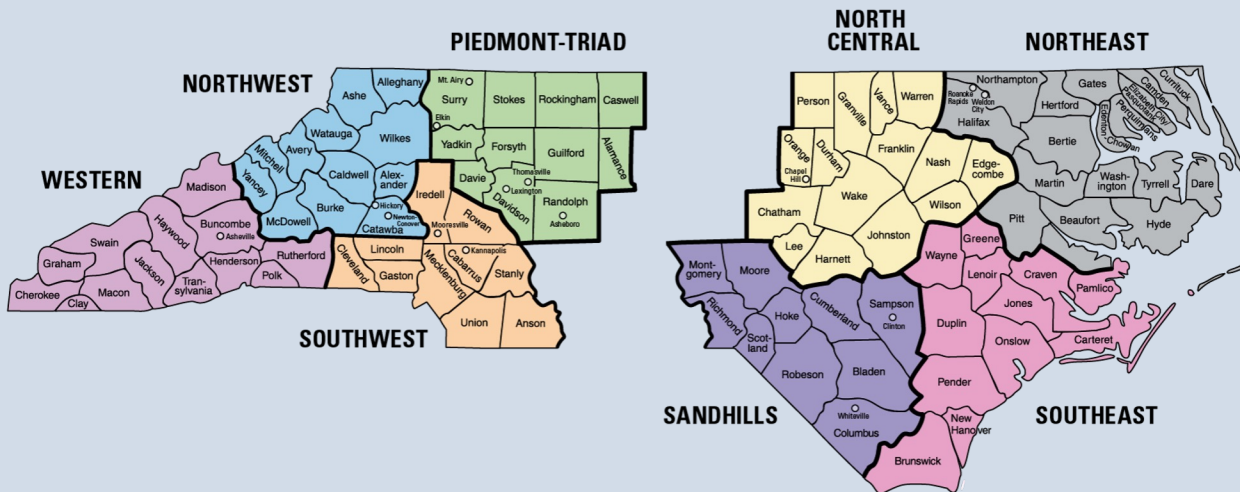
WEST
Ivanna MT Anderson
ivanna.anderson@dpi.nc.gov
phone: 984-236-2828

EAST
Xatli Stox
xatli.stox@dpi.nc.gov
(984) 236-2834

- **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 ELs**
- **Charters: Performance Framework A5. EL Component**

Session's Topics

- **Title VI of CRA**

- **Title III of ESSA**

- **Allotments: PRCs 036, 054, 104, & 111**

- **Consolidated Application & Monitoring**

- **Available Resources**

Title VI of CRA

Title III Part A.
English Learner Funding and Compliance

Photo by moren hsu on Unsplash

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

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]**

Allotments: PRCs 036, 054, 104, & 111

Title III Part A.
English Learner Funding and Compliance

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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

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 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 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.

2022-2023
EL & Immigrant Headcount

Immigrant Headcount: Pulled from PowerSchool on October 1st

The term "immigrant children and youth" is defined in Title III, Section 3201(5) as individuals who:

- are aged 3 through 21;
- were not born in any state; and
- have not been attending one or more schools in any one or more States for more than 3 full academic years.

English Learner Headcount: Pulled from PowerSchool on November 1st

- Students enrolled an identified as EL in PowerSchool by November 1st are included in the annual headcount.
- Reported to the Joint Legislative Education Oversight Committee each year.

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: 16 NCAC 06D .0106 LIMITED ENGLISH PROFICIENCY PROGRAMS

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)**

Additional Resources

Title III Part A. English Learner Funding and Compliance

Resources

- **ESL/Title III Office Hours**
  [Joining link](#) - No registration required
  Tuesdays, 3:00 pm - 4:00 pm

- 2022-2023 [ESL/Title III Timeline](#)

- Listserv: **Teachers of English Learners**
  *(Subscribe at **bit.ly/NCDPIupdates**)*

- Twitter Handle: **@NCDPI_MLs**

Tools Available:
Federal Guidance
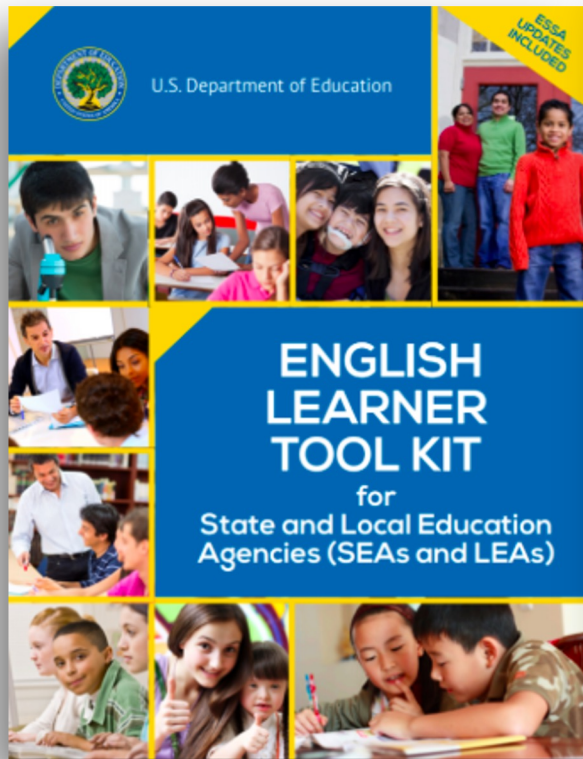
Tools Available:
State Guidance

QUESTIONS?

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

North Carolina Department of
PUBLIC INSTRUCTION