

Office of Federal Programs

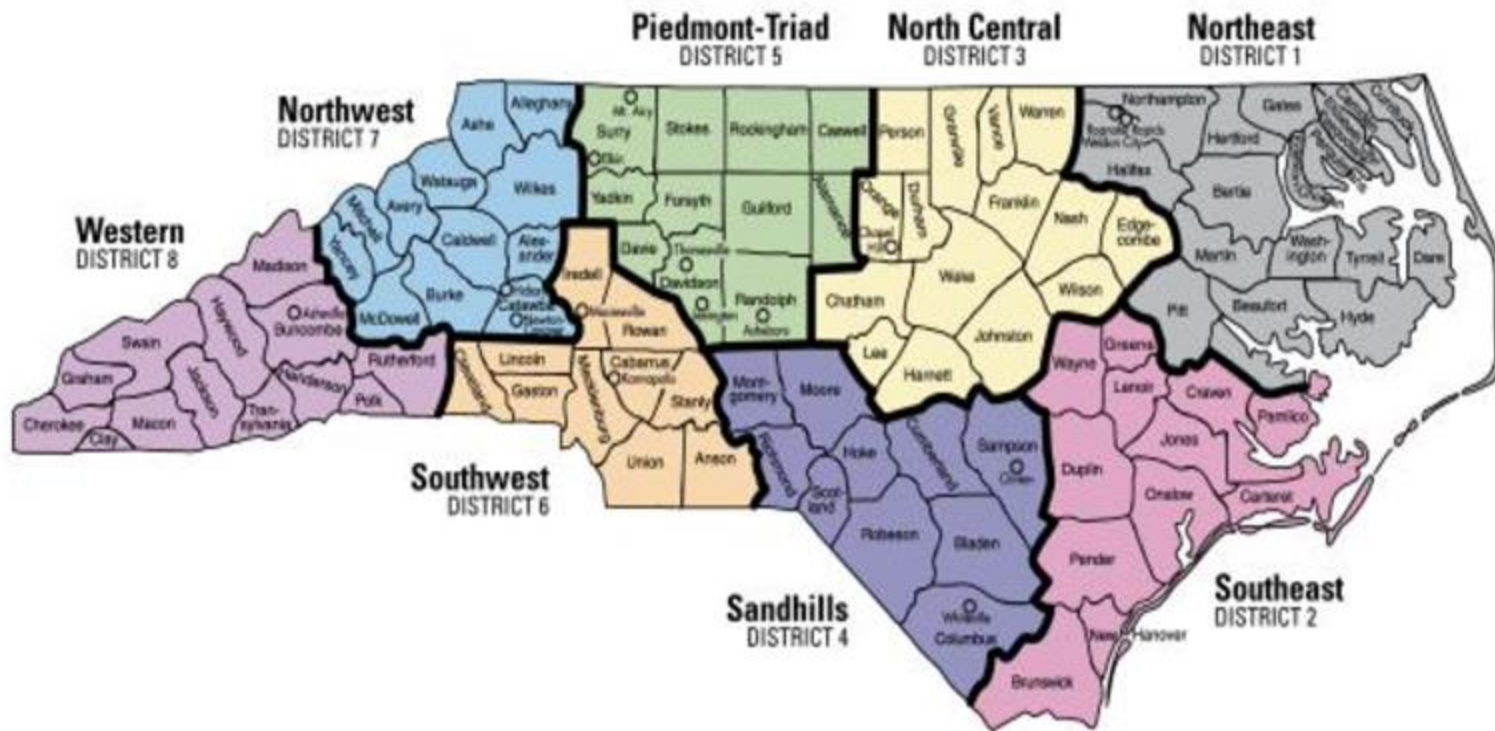
October 2025



North Carolina Department of
PUBLIC INSTRUCTION

10/8/25: 9:15 am-10:15 am-ML State & Federal Funding-Marshall

This session will cover federal and state funding, and the allowable uses and compliance associated with each of the three funding sources, PRCs 054 (036-charters), 104 and 111. The session will also cover the Basic obligation that a PSU has for their MLs using the federal guidance regarding MLs that stems from Title VI of the 1964 Civil Rights Act. Other state and federal sources like EEOA, Title I & Title III within ESSA, and results from litigation will be touched upon. Finally, the session will take a brief look at the Consolidated Application process for Title III in the CCIP as it relates to ensuring supplement vs supplant.



- ❖ Alex Charles, Senior Director
- ❖ Melissa Eddy, Assistant Director
- ❖ Susan Brigman, Section Chief 21st CCLC
- ❖ Dr. Heriberto Corral, Section Chief Specialty Programs
- ❖ Tim Dryman, Section Chief Consolidated
- ❖ James Popp, Section Chief IMPaCT/CTSS

**NCDPI Office of
Federal Programs
Leadership Team**



State & Federal Funding for MLs

*NCFEPA Conference
October 2025*



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Agenda

1

Title VI of OCR

2

Title III of ESSA

3

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



1

Title VI of CRA

*Title VI 1964 Civil
Rights Act.*

Photo by moren hsu on [Unsplash](#)



Title VI

1964

Civil

Rights

Act

The Supreme Court of the United States determined that in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services.

Common Civil Rights Issues

- A. Identifying and Assessing All Potential EL Students
- B. Providing EL Students with a Language Assistance Program
- C. Staffing and Supporting an EL Program
- D. Providing Meaningful Access to All Curricular and Extracurricular Programs
 - 1. Core Curriculum
 - 2. Specialized and Advanced Courses and Programs
- E. Avoiding Unnecessary Segregation of EL Students
- F. Evaluating EL Students for Special Education Services and Providing Special Education and English Language Services
- J. Ensuring Meaningful Communication with Limited English Proficient Parents



Reference Guide

Handbook Reference p. 78-81

[...] - within each bracket is a reference to either a funding source, a PSU obligation, or an artifact or action

Ex.

- **[PRC 111]** - funding source
- **[ACCESS test]** - action
- **[Report Card]** - artifact
- **[Basic Education Program]** - obligation

Appendix 8: Title III, Part A - Handbook Reference p. 78

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 8: Title III, Part A

Handbook Reference p. 78-79

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 8: Title III, Part A

Handbook Reference p. 78-79

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 8: Title III, Part A

Handbook Reference p. 78-79

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 - **[student schedule]**
- 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 8: Title III, Part A

Handbook Reference p. 78-79

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



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Title III of ESSA

*Title III Part A.
ML Funding*



Appendix 8: Title III, Part A

Handbook Reference p. 79

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 8: Title III, Part A

Handbook Reference p. 79

Use of Funds [PRCs 104 - 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]**
 - to develop and enhance their capacity to provide effective instructional programs designed to prepare English Learners - **[PRC 104]**
- 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*



Finding Your Funding

Allotments — Funding Public School Units

Allotment Data - Public Site



Welcome to the North Carolina Department of Public Instruction School Allotment Section - Allotment Data web application.

- This site is being provided for general information purposes regarding State and Federal allocations to LEAs, Charter Schools and other enti
- The data for the current fiscal year is accurate as of the date of posting. Allotments are revised continually throughout the fiscal year.
- If you have any questions, please contact the School Allotments Section at 919-807-3739.



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Using Your Funding

Chart of Accounts as of August 18, 2025

Working Documents

- [COA in Excel](#)

Supporting Documents

- [Program Report Codes](#)
- [Purpose Codes Summary](#)
- [Object Codes Summary](#)



PRC 054 - State

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.



PRC 054 - State

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 036 - State

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 104 - Federal ???????

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)

3)



PRC 104 - Federal

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 - Federal

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 - Federal ????

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.



Title III Funding

Title III (PRC 0104 - Language Acquisition)

Title III PRC 0104 - Application

- Located inside the Consolidated Application shell.
- Supplemental funding.
- PRC 0104 allotments are based on EL
- headcount.
- Who receives an application
 - Any PSU with an allotment of \$10,000 or more based on EL headcount.
- How many EL students generate an allotment of \$10,000?
 - Approximately 100

Title III (PRC 0104 - Language Acquisition)

Title III Language Acquisition PRC 0104 in CCIP

Title III-Language Acquisition PRC 0104

[Title III \(PRC 0104\) Budget](#)

[Title III \(PRC 0104\) Grant Details](#)

[Title III \(PRC 0104\) Related Documents](#)

Title III (PRC 0104 - Language Acquisition)

Title III Language Acquisition PRC 0104 in CCIP

1. Allowable Purposes for Title III Funds (SEC. 3115(a)(1-4))

* Indicate below the activities the LEA will implement to improve the education of English learners and immigrant children and youth by assisting the children to learn English and meet the challenging State academic standards. Check each box that applies; check at least one item.

- ☒ Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.
- ☒ Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth.
- ☒ Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- ☒ Implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

Note: Approaches and methodologies must be effective for teaching English Learners, immigrant children and youth in meeting challenging State academic standards.

Title III (PRC 0104 - Language Acquisition)

Title III Language Acquisition PRC 0104 in CCIP

2. Parent, Family and Community Engagement. (SEC. 3115(c)(3)(A) & (B) and SEC. 3116(b)(3))

* Select how your organization will promote parent, family, and community engagement in the education of English learners (EL) that will enhance or supplement the EL program being used in your organization. (Check one or more boxes as applicable)

☒ Engage families of EL students and community in academic support sessions

☒ Provide language assistance services to support EL families during Title III required or authorized activities.

☒ Provide opportunities for family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children

☐ Other (provide narrative)

Title III (PRC 0104 - Language Acquisition)

Required Documents	
Type	Document Template
Language Instruction Educational Plan (LIEP) [Upload 1 document(s)]	 FY26 Language Instruction Educational Plan (LIEP)
Title III PD Chart [Upload 1 document(s)]	 FY26 Title III PD Chart

Optional Documents	
Type	Document Template
Job Descriptions for Title III Funded Positions - TEMPLATE NOT PROVIDED [Upload up to 10 document(s)]	N/A

Title III (PRC 111 - Significant Increase)

Title III PRC 0111 Application

- Located in a separate shell for those that qualify for funding.
- Based on a significant increase in the number of identified immigrant students, Immigrant headcount
- Usually identified and allotted in October/November.
- Supplemental funding.

Title III (PRC 0111 - Significant Increase)

Title III PRC 0111 Application in CCIP

Title III-Significant Increase PRC 111

Budget

Grant Details

Related Documents

Title III (PRC 0111 - Significant Increase)

1. Activities for LEAs Experiencing Substantial Increases in Immigrant Children and Youth (SEC. 3115 (e)(1))

* Indicate the activities the LEA will implement to provide enhanced instructional opportunities for immigrant children and youth.

- ☐ Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children
- ☒ Recruitment of, and support for personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth
- ☐ Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- ☒ Identification, development and acquisition of curricular materials, educational software, and technologies to be used in the programs carried out with awarded funds

2. Supplement, Not Supplant (SEC. 3115(g))

☒ * Title III funds will 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 immigrant children and youth and in no case to supplant such Federal, State, and local public funds."

3. Equitable Share for Private Schools

Determine the amount required for Title III (PRC 111) equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title III (PRC 111) allocation.

* Do you have Private school(s) participating?

☐ No (also includes Charter/Lab schools as this question does not apply)

☒ Yes

Title III (PRC 0111 - Significant Increase)

Required Documents	
Type	Document Template
Statement of Assurances [Upload 1 document(s)]	 <u>FY25 Title III Assurances</u>

Optional Documents	
Type	Document Template
Language Instruction Educational Plan (LIEP) [Upload up to 1 document(s)]	 <u>FY25 LIEP Template</u>
Title III PD Chart [Upload up to 1 document(s)]	 <u>FY25 Title III PD Chart</u>
Job Descriptions for Title III Funded Positions - TEMPLATE NOT PROVIDED [Upload up to 10 document(s)]	N/A

Resources



ML Data Collections



Immigrant Headcount: [Slides/Recording](#)

October 1, 2025



EL PD Survey

March 1, 2026



EL Headcount: [Registration](#)

November 1, 2025

Language diversity fosters mutual understanding within our global community. In North Carolina, approximately one-fifth of the public school student population reports a primary language other than English spoken in the home.

North Carolina proudly embraces linguistic diversity, with a total of 389 languages spoken within the state. The Language Map illustrates the distribution of primary home languages among students currently enrolled in the North Carolina Public School system. The representation of home languages is specific to each student's attendance area within the county. This linguistic diversity highlights the rich multicultural tapestry within the state's educational landscape.

There are at least 389 Diverse Languages Spoken in homes across North Carolina

Number of Different Languages Other than English



Top Five Languages Spoken in NC Schools

Spanish	236,108
Arabic/Egyptian/Lebanese/Syrian	2,873
Telugu	5,676
Chinese/Chinese Mandarin	5,194
Hindi/Indonesian/Urdu	4,387

Language Diversity Briefing

Top 5 Languages

- Spanish
- Arabic/Egyptian/Lebanese /Syrian
- Telugu
- Chinese/Mandarin Chinese
- Hindi/Indian/Urdu

English Language Development in North Carolina Schools

English Language Development (ELD) Standards

The NC ELD standards framework serves as a guide for the development of the curriculum and instruction for multilingual learners (MLs). These standards are not intended to replace the curriculum, nor do they indicate the whole of the curriculum to be written by a Unit (PSU). The ELD standards, together with cross-disciplinary academic content standards and disciplinary practices, define the language MLs need as they move toward career, and civic readiness. The use of the NC ELD standards should be completed as a well-developed, content-rich curriculum, and effective pedagogical approach to an equitable educational program for MLs (WIDA 2020).

Each year, approximately 5-10%, or 5,000-11,500 graduates earn the

Global Languages Endorsement (GLE), NC's Seal of Biliteracy

Graduating seniors demonstrate proficiency in English and a World Language, approximately 5-10% or 5,000-11,500 graduates earn this distinction. The World Language recognized with GLEs since it began with the Class of 2015 are: American Sign Language, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Persian, Russian, Swahili, and Ukrainian. Details and annual data are available at <https://bit.ly/7VW>

Dual Language/Immersion (DL/I) Programs

- DL/I programs, where academic content is taught in English and another language, are growing across the state. Currently, there are 260+ DL/I programs in across 51 districts, 6 charter schools, and 6 private schools.
- By language: 226 Spanish, 21 Chinese, 7 French, 5 German, 4 Japanese, 1 Greek, 1 Urdu
- By school level: 149 elementary schools, 60 middle schools, 30 high schools, 19 other PreK-12

For more information about NC's DL/I programs, go to <https://bit.ly/NCDLInfo>

Resources

A variety of support for Multilingual Learners and other language acquisition and development programs are available for PSUs across the state. Resources and information of support for language development and programs can be found at:

- Dual Language/Immersion: bit.ly/NCDLInfo

USED English Learner Tool Kit

[English Learner Tool Kit
\(OELA\)](#)

CHAPTERS

1. Identifying All English Learner Students
2. Providing English Learners with a Language Assistance Program
3. Staffing and Supporting an EL Program
4. Meaningful Access to Core Curricular, Extra Curricular Programs
5. Creating an Inclusive Environment and Avoiding Unnecessary Segregation
6. Addressing English Learners with Disabilities
7. Serving English Learners who Opt-Out of EL Programs
8. Monitoring and Exiting English Learners from EL Programs and Services
9. Evaluating the Effectiveness of a District's EL Program
10. Ensuring Meaningful Communication with Limited English Proficient Parents



Introduction available in 10 languages

USED Newcomer Tool Kit: UPDATED

CHAPTERS

1. Who are Newcomers?
2. Welcoming Newcomers to a Safe, Inclusive and Thriving School Environment
3. Supporting Newcomers' Social, Emotional, and Mental Health Needs
4. Providing High-Quality Instruction for Newcomers
5. Establishing Partnerships with Families



[Download](#) the UPDATED Newcomer Tool Kit



USED EL Family Tool Kit

CHAPTERS

1. Enrolling Your Child in School
 2. Attending School in the United States
 3. Other Educational Programs and Services for Your Child
1. Finding Extracurricular Activities for Your Child
 2. The Health and Safety of Your Child at School
 3. Helping Your Child Be Successful in School

Downloadable in [Arabic](#), [Chinese](#), [English](#), and [Spanish](#)

[Family Toolkit |](#)
[NCELA](#)



ML/Title III Timeline

25-26 Calendar

- Monthly Expectations
- Deadlines
- Link for Office Hours
- ML/Title III Contacts
- Column with updated registrations, recordings, and other important information

Check it often!



QUESTIONS?



