

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

NORTH CAROLINA



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

2.1 ACCOUNTABILITY

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
NORTH CAROLINA	All students	S	120599	87.6
NORTH CAROLINA	American Indian or Alaska Native	S	1434	85
NORTH CAROLINA	Asian or Pacific Islander	S	3660	94.4
NORTH CAROLINA	Black or African American	S	30510	85.2
NORTH CAROLINA	Hispanic or Latino	S	20446	81.7
NORTH CAROLINA	White	S	59444	90.8
NORTH CAROLINA	Two or more races	S	4943	85.3
NORTH CAROLINA	Children with Disabilities (IDEA)	S	15094	72.1
NORTH CAROLINA	English Learners	S	7109	71.4
NORTH CAROLINA	Economically disadvantaged students	S	41986	82.3
NORTH CAROLINA	Children in foster care	S	643	57
NORTH CAROLINA	Children who are homeless	S	4797	72.3

Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
NORTH CAROLINA	All students	61271	48121	S	S
NORTH CAROLINA	American Indian or Alaska Native	635	635	S	S
NORTH CAROLINA	Asian	2254	1153	S	S
NORTH CAROLINA	Native Hawaiian or Other Pacific Islander	55	61	S	S
NORTH CAROLINA	Black or African American	13925	13886	S	S
NORTH CAROLINA	Hispanic or Latino	6367	9954	S	S
NORTH CAROLINA	White	35717	20575	S	S
NORTH CAROLINA	Two or more races	2318	1857	S	S
NORTH CAROLINA	Female	34516	20340	S	S
NORTH CAROLINA	Male	26755	27781	S	S
NORTH CAROLINA	Children with Disabilities (IDEA)	3123	7798	S	S
NORTH CAROLINA	English Learners	846	2921	S	S
NORTH CAROLINA	Economically disadvantaged students	13431	18025	S	S

2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
NORTH CAROLINA	Children with disabilities (IDEA)	111956
NORTH CAROLINA	English learners	82822
NORTH CAROLINA	Homeless students	16339
NORTH CAROLINA	Migrant students	2020

2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
NORTH CAROLINA	American Indian or Alaska Native	14206
NORTH CAROLINA	Asian	14760
NORTH CAROLINA	Black or African American	240317
NORTH CAROLINA	Hispanic or Latino	169897
NORTH CAROLINA	Native Hawaiian or Other Pacific Islander	1268
NORTH CAROLINA	Total	749669
NORTH CAROLINA	Two or more races	38340
NORTH CAROLINA	White	270881

2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	23654	0	60	0	23714
NORTH CAROLINA	Age Birth through 2	93	0	7	0	100
NORTH CAROLINA	Grade 1	83323	249	27	123	83722
NORTH CAROLINA	Grade 10	15103	46	81	114	15344
NORTH CAROLINA	Grade 11	13472	21	45	116	13654
NORTH CAROLINA	Grade 12	13136	18	44	116	13314
NORTH CAROLINA	Grade 2	82322	210	30	115	82677
NORTH CAROLINA	Grade 3	82142	227	36	111	82516
NORTH CAROLINA	Grade 4	83696	202	35	120	84053
NORTH CAROLINA	Grade 5	86867	184	39	124	87214
NORTH CAROLINA	Grade 6	57654	312	45	128	58139
NORTH CAROLINA	Grade 7	52673	342	56	126	53197
NORTH CAROLINA	Grade 8	50844	314	59	145	51362
NORTH CAROLINA	Grade 9	18412	81	93	134	18720
NORTH CAROLINA	Kindergarten	83938	134	16	114	84202
NORTH CAROLINA	Total	747329	2340	692	1586	751947
NORTH CAROLINA	Ungraded	0	0	19	0	19

2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as “Age 3 through 5 (not Kindergarten),” only if the child’s residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2019 through August 31, 2020. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

FAQs on Child Count:

- a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.
- b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
<p>there is no concern at the moment since all our data is entered in a timely manner, and it is reviewed by our data specialist at the state level, as well as by the State MEP Program Administrators. Once a COE is reviewed and approved, it is entered into NC PowerSchool in less than 10 days, so NC is in compliance. Districts have been instructed to conduct monthly MEP roster review to verify that children in the program are actually eligible to receive services. In the event that there are discrepancies between the number of migratory children in the state specific migrant data base, which in NC is PowerSchool (PS), local maintained rosters, and MSIX, they are sent to one of the three (3) NC Data Specialists for corrections. Districts are required to report to a data specialist and to NC MEP Program Administrators (PA) any withdrawals within their district in order to keep accurate number of eligible migratory children. NC has been including the Occupational Survey (OS) in the students' enrollment packets as a way to screen potential migratory families upon students' arrival to new schools. These OS are reviewed by MEP staff who would later contact potential families. Due to COVID-19, face-to-face (f-2-f) interview at the place of residence may be conducted by maintaining social distancing, and by following NC Safety Protocol; however, if the interview cannot be conducted f-2-f then a phone call is how recruiters will get the information needed to complete the COE. If family is found eligible to receive MEP services, the district would send the state approved COE to one of the three (3) Data Specialist, who would then enter it in PS, which is NC authoritative source to keep students' information including migratory children.</p>

2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	279
NORTH CAROLINA	Kindergarten	272
NORTH CAROLINA	Grade 1	274
NORTH CAROLINA	Grade 2	304
NORTH CAROLINA	Grade 3	269
NORTH CAROLINA	Grade 4	269
NORTH CAROLINA	Grade 5	240
NORTH CAROLINA	Grade 6	254
NORTH CAROLINA	Grade 7	232
NORTH CAROLINA	Grade 8	230
NORTH CAROLINA	Grade 9	261
NORTH CAROLINA	Grade 10	218
NORTH CAROLINA	Grade 11	170
NORTH CAROLINA	Grade 12	178
NORTH CAROLINA	Ungraded	0
NORTH CAROLINA	Out of school	816
NORTH CAROLINA	Total	4266

2.4.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
NC did not have a difference greater than 10%

2.4.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
NORTH CAROLINA	Age Birth through 2	121

2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	81
NORTH CAROLINA	Kindergarten	106
NORTH CAROLINA	Grade 1	116
NORTH CAROLINA	Grade 2	123
NORTH CAROLINA	Grade 3	110
NORTH CAROLINA	Grade 4	134
NORTH CAROLINA	Grade 5	103
NORTH CAROLINA	Grade 6	101
NORTH CAROLINA	Grade 7	91
NORTH CAROLINA	Grade 8	83
NORTH CAROLINA	Grade 9	95
NORTH CAROLINA	Grade 10	89
NORTH CAROLINA	Grade 11	59
NORTH CAROLINA	Grade 12	42
NORTH CAROLINA	Out of school	234
NORTH CAROLINA	Ungraded	0
NORTH CAROLINA	Total	1567

2.4.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
The decrease in the Category 2 count is 28%, which can be explained by the following: 1. Reduced number of qualifying families moving to NC during the Summer Intersession term, which according to comments by parents, it was caused due to fear of contacting COVID-19 in their moves. 2. Farms being closed due to not being able to follow CDC guidelines to maintain social distancing, which represented in less qualifying work for potential families.

2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
NORTH CAROLINA	Age Birth through 2	17

2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments

The unduplicated count of eligible migrant children includes children and youth ages 3-21. Children two years of age whose residency in the state has been verified after turning three during the program year are also included, along with those students who reach their 22nd birthday within the program year. Reports from PowerSchool (PS), North Carolina's statewide data system, compute the fields Student 3 Bday is less than the end date of the reporting period and the Student 22 Bday is greater than the start date of the reporting period. The End of Eligibility (22nd birthday, graduated, or died) date must be greater than the beginning of the reporting period. The Qualifying Arrival Date (QAD) must be equal to or greater than 09/01/16 and be within 36 months of the Residency date. The End of Eligibility date must be greater than the QAD. The exceptions are Withdraw and Supplemental Program End dates. This date can be the same as the withdraw date from a history line, but it can stand on its own if the LEA ends a supplemental program before the student is withdrawn from a school history enrollment line. A child will be counted in the A1 count if the QAD plus 36 months is equal or greater than the beginning of the reporting period and if any of the following dates falls within the reporting range period 09/01/19 to 08/31/20: Enroll Date, Withdraw Date, Supplemental Program Start Date, or Supplemental Program End Date. The interview date must also be before or equal to the last date of the reporting period. Upon graduation or once students have obtained a High School Equivalency Diploma (HSED), students are no longer considered Active or current Migratory Children in PS. PS withdraws MEP graduated students at the end of each performance period, which means that they will not be counted in the subsequent performance period's child count. Additionally, if there is a Graduation or High School Equivalency Diploma (HSED) date in the system during the 19-20 performance period, the child's residency date is checked against the Graduation/HSED date. NC has some filters in place: 1. Recruiters don't include graduated students or OSY who have obtained a GED/HSED in the COE. 2. Recruiters and districts complete enrollment verifications for both the Regular School Year and Summer Terms and make note of any students that graduated so that they can be removed from PS. 3. NC Data Specialists, who enter all information into PS, check for graduated students and/or OSY who have obtained a GED/HSED. Enrollment means the student has a school history line in PS showing enrollment in a school or in the migrant program. Supplemental Programs are defined as services above and beyond the basic educational programs provided by the LEA. Students who were residents in NC for at least one day during the reporting period and who have activity in PS in any of the fields listed above will be counted in the Category 1 count. For this purpose, the reporting period for the A1 count and for Intersession in the A2 count goes from 09/01/19 to 08/31/20. The reporting period for summer in the A2 count goes from 06/16/20 to 08/31/20. A child will be counted in the A2 count if the child's end of eligibility is equal to or greater than the beginning of the summer program and if the child's summer services were paid in whole or part with MEP funds. For a child to be counted in Category 2 count the enrollment type must be summer. Summer participants are defined as children receiving supplemental programs as supportive services or instructional programs provided by the local MEP. At least one service must be paid in whole or in part with migrant funds. For a child with summer enrollment type to be counted, one of the following dates must fall within the specified summer time frame (06/16 to 08/31): Enroll Date, Withdraw Date, Supplemental Program Start Date, or Supplemental Program End Date. Students must have been residents in North Carolina for at least one day and have been eligible during the summer/intersession reporting period and have received at least one supplemental service for at least one day during the summer/intersession reporting period. Children are counted once per age/grade level for each child count category, regardless of the number of school history lines on the student's record for the state or the number of LEAs in which that student has resided in. MEP children are assigned a unique ID, which remains the same as the student moves within NC. Throughout the year, duplicate records are merged in the state database. Student's duplicate records are merged if the student's last name, student's first name, student's middle initial, student's DOB, mother's last name, and mother's first name match more than one record. If the student has been in more than one LEA during the same reporting period, the student is counted in the last LEA where he/she resided during that time. Student data is uploaded from LEAs and Regional Recruiters to a secure server (highly secure accountability server) maintained at DPI. The Migrant Data Specialists then retrieve the data forms (COEs, SSRs, or Enrollment Verifications) and enter data into PS. There is a maximum of ten calendar days that may occur between MEP enrollment and entry into the PowerSchool system. Student Counts and rosters are periodically uploaded to the secure server so that sub-grantees may review their counts and student information periodically. Because NC student database, PS, is the same system for all students in the state, including OSY and pre-K students who are not in school, the same process is used to generate all tables for ED Facts; hence there is no need for matching between a migrant database and the state database. We address the accuracy of migrant student data in the following ways: 1. NC conducts an enrollment verification process twice per year (Sept. and June) in which each child's home is visited by a local, regional, or state-level MEP staff member to verify residence in the state, following CDC guidelines of social distancing and NC Safety Protocol due to COVID-19. The state's enrollment methodology also ensures that only students with a residency date between 9-1-19 and 8-31-20 are included in the Category 1 child count. The enrollment process also avoids duplicate students by having as its first step the investigation of the Unique PS ID to ensure that there is only one ID per child. 2. NC enters student service data into the PS system, including OSY and Pre-K children. 3. NC has written guidelines in place that are shared during regional and statewide meetings as well as during trainings to MEP and non-MEP staff in regard to student eligibility. 4. Procedures to establish program eligibility is done by following quality control which include the use of the ID&R manual. NC conducts a face-to-face annual ID&R training, and virtual under COVID-19 restrictions, which are mandatory for all recruiters and COE reviewers. NC has been moving to the use of electronic COEs, but relies on the use of pen & paper in areas and situations that are more convenient to recruiters. The COE goes through a process of quality control that may include peer review, district official reviewer, NC Data Specialist, and NC MEP Administrator when needed. Once signed and reviewed by all the parties, the COE is entered in PS. Districts periodically use PS to review their current MEP roster against the COEs written as system of checks and balances. Districts have been instructed to conduct a migratory roster self-audit on a monthly basis and to notify NC MEP Data Specialist and NC MEP Program Admins of any discrepancies. The NCMEP Data Admin conducts MSIX student count comparisons with the State's migrant specific database PS. Districts have also been instructed to compare their MSIX student count and their PS MEP roster quarterly. Any discrepancies are sent to NCMEP MSIX DA

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.

Yes

Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?

Yes

If MSIX is utilized, please explain how.

Comments
NC continues to input migratory student data into the State's authoritative data source, PowerSchool (PS), which uploads migratory student data to MSIX on a nightly basis. Districts complete, under normal circumstances, move notifications, data requests, and review notifications sent to them. Also, NC MEP MSIX Lead Administrator continues to provide MSIX training to all new MEP staff and to other non-MEP districts staff for new User Access. The training is provided virtually due to COVID-19 and to maintain social distancing and to follow NC Safety Protocol. Every time a COE is completed, a NC MEP data specialist enters that information into PS, which uploads migratory student data to MSIX within 24-48 hours. In order to maintain the most accurate data possible, districts have been instructed to review their MSIX student count and then to compare it with their PowerSchool MEP roster. The NC MEP MSIX Data Administrator reviews move notices, merge record requests, and shares reports that districts may need such as the Missed Enrollment Report. The NC MEP MSIX technology office sends the information required by OME and MSIX as requested.

Data Quality Comments

2.4.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	150
The number of eligibility determinations sampled for which a re-interview was completed.	51
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	50

<p>What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.</p>
2019-20

Comments

FAQ on independent prospective re-interviews:

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Phone interviews
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2018-19.

Comments
<p>The NC-MEP contracted an external agency (Arroyo Research Services) to implement the state's external re-interview for the 2019-2020 performance period. Re-interviews were conducted by one external re-interviewer based in NY. The re-interviewer has no connection with migrant families from North Carolina or the NC MEP and was not involved in any of the original eligibility determinations in the sample. The re-interviews then were reviewed by a panel that included 3 out of state ID&R experts. The review from the experts added an extra layer of independence to the process. The randomly selected statewide sample included 50 "main" and 100 "alternate" names of students for whom an eligibility determination had been during the 2019-20 performance period.</p>

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
<p>The North Carolina MEP re-interview for the 2019-2020 performance period was conducted in September and October. This external re-interview was completed in December of 2020. All interviews were completed by phone because of the Covid-19 pandemic. Fifty-one (51) interviews were completed by the external re-interviewer. An independent review panel reviewed the documentation. The panel met and made determinations that 50 out of the 51 eligibility determination were correct and eligible. One re-interview was deemed ineligible. Based on the work completed the independent review team determined an error rate of less than 2% for the State. The NC MEP followed the following corrective actions for the student incorrectly identified as migrant eligible for the 19-20 performance period. · Inform the family that the child is not eligible for the NC MEP. · Cease services for any child on the ineligible COE · Take the appropriate steps to remove from the local database the migrant status or other program eligibility indicators for the migrant students affected · Ensure the information on MSIX is corrected · Do not include the child(ren) in the state's migrant child count.</p>

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having "Priority for Services." The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

FAQ on priority for services:

Who is classified as having “priority for service?” Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

2.4.4.2 English Learners (ELs)

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	1
NORTH CAROLINA	Kindergarten	58
NORTH CAROLINA	Grade 1	165
NORTH CAROLINA	Grade 2	209
NORTH CAROLINA	Grade 3	188
NORTH CAROLINA	Grade 4	182
NORTH CAROLINA	Grade 5	154
NORTH CAROLINA	Grade 6	155
NORTH CAROLINA	Grade 7	133
NORTH CAROLINA	Grade 8	130
NORTH CAROLINA	Grade 9	144
NORTH CAROLINA	Grade 10	134
NORTH CAROLINA	Grade 11	77
NORTH CAROLINA	Grade 12	82
NORTH CAROLINA	Out of school	16
NORTH CAROLINA	Ungraded	.
NORTH CAROLINA	Total	1828

2.4.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migratory children who are also children with disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Children with Disabilities (IDEA) During the Performance Period
NORTH CAROLINA	Age Birth through 2	.
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	3
NORTH CAROLINA	Kindergarten	5
NORTH CAROLINA	Grade 1	10
NORTH CAROLINA	Grade 2	18
NORTH CAROLINA	Grade 3	18
NORTH CAROLINA	Grade 4	13
NORTH CAROLINA	Grade 5	21
NORTH CAROLINA	Grade 6	24
NORTH CAROLINA	Grade 7	14
NORTH CAROLINA	Grade 8	10
NORTH CAROLINA	Grade 9	17
NORTH CAROLINA	Grade 10	10
NORTH CAROLINA	Grade 11	8
NORTH CAROLINA	Grade 12	1
NORTH CAROLINA	Out of school	1
NORTH CAROLINA	Ungraded	.
NORTH CAROLINA	Total	173

2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
NORTH CAROLINA	Age Birth through 2	72
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	95
NORTH CAROLINA	Kindergarten	88
NORTH CAROLINA	Grade 1	79
NORTH CAROLINA	Grade 2	89
NORTH CAROLINA	Grade 3	89
NORTH CAROLINA	Grade 4	79
NORTH CAROLINA	Grade 5	65
NORTH CAROLINA	Grade 6	74
NORTH CAROLINA	Grade 7	76
NORTH CAROLINA	Grade 8	69
NORTH CAROLINA	Grade 9	68
NORTH CAROLINA	Grade 10	56
NORTH CAROLINA	Grade 11	43
NORTH CAROLINA	Grade 12	34
NORTH CAROLINA	Out of school	384
NORTH CAROLINA	Ungraded	.
NORTH CAROLINA	Total	1460

2.4.5 Academic Status

The following questions collect data about the academic status of eligible migratory students.

2.4.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
NORTH CAROLINA	Grade 7	0
NORTH CAROLINA	Grade 8	1
NORTH CAROLINA	Grade 9	10
NORTH CAROLINA	Grade 10	4
NORTH CAROLINA	Grade 11	2
NORTH CAROLINA	Grade 12	2
NORTH CAROLINA	Ungraded	0
NORTH CAROLINA	Total	19

FAQ on Dropouts:

How is “dropouts” defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2019-20 performance period should not be reported in this item.

2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
1

Data Quality Comments

2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
NORTH CAROLINA	Age Birth through 2	34
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	167
NORTH CAROLINA	Kindergarten	190
NORTH CAROLINA	Grade 1	216
NORTH CAROLINA	Grade 2	257
NORTH CAROLINA	Grade 3	212
NORTH CAROLINA	Grade 4	217
NORTH CAROLINA	Grade 5	191
NORTH CAROLINA	Grade 6	193
NORTH CAROLINA	Grade 7	176
NORTH CAROLINA	Grade 8	165
NORTH CAROLINA	Grade 9	186
NORTH CAROLINA	Grade 10	154
NORTH CAROLINA	Grade 11	133
NORTH CAROLINA	Grade 12	119
NORTH CAROLINA	Ungraded	0
NORTH CAROLINA	Out of school	448
NORTH CAROLINA	Total	3058

2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “priority for services” and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	5
NORTH CAROLINA	Kindergarten	19
NORTH CAROLINA	Grade 1	62
NORTH CAROLINA	Grade 2	75
NORTH CAROLINA	Grade 3	59
NORTH CAROLINA	Grade 4	58
NORTH CAROLINA	Grade 5	51
NORTH CAROLINA	Grade 6	49
NORTH CAROLINA	Grade 7	38
NORTH CAROLINA	Grade 8	51
NORTH CAROLINA	Grade 9	42
NORTH CAROLINA	Grade 10	46
NORTH CAROLINA	Grade 11	31
NORTH CAROLINA	Grade 12	18
NORTH CAROLINA	Ungraded	0
NORTH CAROLINA	Out of school	25
NORTH CAROLINA	Total	629

2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	0
NORTH CAROLINA	Kindergarten	0
NORTH CAROLINA	Grade 1	9
NORTH CAROLINA	Grade 2	0
NORTH CAROLINA	Grade 3	0
NORTH CAROLINA	Grade 4	0
NORTH CAROLINA	Grade 5	0
NORTH CAROLINA	Grade 6	1
NORTH CAROLINA	Grade 7	0
NORTH CAROLINA	Grade 8	1
NORTH CAROLINA	Grade 9	0
NORTH CAROLINA	Grade 10	2
NORTH CAROLINA	Grade 11	2
NORTH CAROLINA	Grade 12	2
NORTH CAROLINA	Ungraded	0
NORTH CAROLINA	Out of school	0
NORTH CAROLINA	Total	17

FAQ on Continuation of Services:

What is Continuation of Services? The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

2.4.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
NORTH CAROLINA	Age Birth through 2	15
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	86
NORTH CAROLINA	Kindergarten	93
NORTH CAROLINA	Grade 1	114
NORTH CAROLINA	Grade 2	155
NORTH CAROLINA	Grade 3	129
NORTH CAROLINA	Grade 4	148
NORTH CAROLINA	Grade 5	121
NORTH CAROLINA	Grade 6	114
NORTH CAROLINA	Grade 7	92
NORTH CAROLINA	Grade 8	94
NORTH CAROLINA	Grade 9	114
NORTH CAROLINA	Grade 10	91
NORTH CAROLINA	Grade 11	78
NORTH CAROLINA	Grade 12	62
NORTH CAROLINA	Ungraded	.
NORTH CAROLINA	Out of school	262
NORTH CAROLINA	Total	1768

2.4.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	4	.	3
NORTH CAROLINA	Age Birth through 2	.	.	.
NORTH CAROLINA	Grade 1	41	20	8
NORTH CAROLINA	Grade 10	13	8	10
NORTH CAROLINA	Grade 11	10	8	3
NORTH CAROLINA	Grade 12	6	2	3
NORTH CAROLINA	Grade 2	46	25	10
NORTH CAROLINA	Grade 3	36	14	5
NORTH CAROLINA	Grade 4	56	28	12
NORTH CAROLINA	Grade 5	43	27	15
NORTH CAROLINA	Grade 6	32	20	9
NORTH CAROLINA	Grade 7	26	18	6
NORTH CAROLINA	Grade 8	24	13	14
NORTH CAROLINA	Grade 9	35	18	13
NORTH CAROLINA	Kindergarten	12	9	3
NORTH CAROLINA	Out of school	4	3	4
NORTH CAROLINA	Total	388	213	118
NORTH CAROLINA	Ungraded	.	.	.

FAQ on Types of Instructional Services:

What is “high school credit accrual”? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
NORTH CAROLINA	Age 3 through 5 (Not Kindergarten)	118	82
NORTH CAROLINA	Age Birth through 2	25	15
NORTH CAROLINA	Grade 1	183	132
NORTH CAROLINA	Grade 10	114	99
NORTH CAROLINA	Grade 11	89	79
NORTH CAROLINA	Grade 12	79	79
NORTH CAROLINA	Grade 2	218	139
NORTH CAROLINA	Grade 3	169	131
NORTH CAROLINA	Grade 4	176	125
NORTH CAROLINA	Grade 5	149	106
NORTH CAROLINA	Grade 6	155	120
NORTH CAROLINA	Grade 7	143	111
NORTH CAROLINA	Grade 8	137	96
NORTH CAROLINA	Grade 9	145	122
NORTH CAROLINA	Kindergarten	161	107
NORTH CAROLINA	Out of school	338	216
NORTH CAROLINA	Total	2399	1759
NORTH CAROLINA	Ungraded	.	.

FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

2.4.7 School Data during the Regular School Year

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

2.4.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
NORTH CAROLINA	492	2580

2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	4	90
Juvenile corrections	7	220
Juvenile detention	7	23
Neglected programs	0	0
Other programs	0	0
Total	18	.

FAQ on Programs and Facilities - Subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	4
Juvenile corrections	7
Juvenile detention	7
Neglected programs	0
Other programs	0
Total	18

Data Quality Comments

2.5.1.3 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH CAROLINA	Total Long-Term Students Served	.	64	522	359	.
NORTH CAROLINA	Total Unduplicated Students Served	.	1200	619	658	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH CAROLINA	Children with one or more disabilities (IDEA)	.	255	124	0	.
NORTH CAROLINA	English learner	.	0	0	29	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH CAROLINA	American Indian or Alaska Native	.	16	3	5	.
NORTH CAROLINA	Asian	.	3	2	9	.
NORTH CAROLINA	Black or African American	.	751	397	513	.
NORTH CAROLINA	Hispanic or Latino	.	125	57	46	.
NORTH CAROLINA	Native Hawaiian or Other Pacific	.	0	0	0	.
NORTH CAROLINA	Total	.	1200	619	658	.
NORTH CAROLINA	Two or more races	.	44	28	0	.
NORTH CAROLINA	White	.	261	132	85	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH CAROLINA	Female	.	217	73	33	.
NORTH CAROLINA	Male	.	983	546	625	.
NORTH CAROLINA	Total	.	1200	619	658	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH CAROLINA	10 years old	.	0	0	0	.
NORTH CAROLINA	11 years old	.	4	0	0	.
NORTH CAROLINA	12 years old	.	19	2	0	.
NORTH CAROLINA	13 years old	.	101	42	0	.
NORTH CAROLINA	14 years old	.	204	136	0	.
NORTH CAROLINA	15 years old	.	382	242	2	.
NORTH CAROLINA	16 years old	.	298	174	20	.
NORTH CAROLINA	17 years old	.	184	22	96	.
NORTH CAROLINA	18 years old	.	7	1	81	.
NORTH CAROLINA	19 years old	.	0	0	132	.
NORTH CAROLINA	20 years old	.	1	0	174	.
NORTH CAROLINA	21 years old	.	0	0	153	.
NORTH CAROLINA	3 through 5	.	0	0	0	.
NORTH CAROLINA	6 years old	.	0	0	0	.
NORTH CAROLINA	7 years old	.	0	0	0	.
NORTH CAROLINA	8 years old	.	0	0	0	.
NORTH CAROLINA	9 years old	.	0	0	0	.
NORTH CAROLINA	Total	.	1200	619	658	.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH CAROLINA	Enrolled in local district school		S	80	S	

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
NORTH CAROLINA	Were accepted and/or enrolled into post-secondary education			S	S	S
NORTH CAROLINA	Obtained high school diploma			S	S	5
NORTH CAROLINA	Obtained employment			S	S	S
NORTH CAROLINA	Enrolled in job training courses/programs			S	S	37
NORTH CAROLINA	Enrolled in a GED program			S	S	23
NORTH CAROLINA	Earned high school course credits			24	S	408
NORTH CAROLINA	Earned a GED			S	S	13

State	Outcomes	Juvenile Corrections - 90 Days After Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
NORTH CAROLINA	Were accepted and/or enrolled into post-secondary education	11	S	S		
NORTH CAROLINA	Obtained high school diploma	S	S	S		
NORTH CAROLINA	Obtained employment	5	S	S		
NORTH CAROLINA	Enrolled in job training courses/programs	S	228	S		
NORTH CAROLINA	Enrolled in a GED program	8	658	S		
NORTH CAROLINA	Earned high school course credits	S	S	S		
NORTH CAROLINA	Earned a GED	S	110	S		

2.5.2 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.5.2.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH CAROLINA	No Change		S	S	302	
NORTH CAROLINA	Negative change		S	S	18	
NORTH CAROLINA	More than one full grade		S	56	24	
NORTH CAROLINA	Up to one full grade		64	43	15	
NORTH CAROLINA	Total		64	100	359	

2.5.2.2 Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
NORTH CAROLINA	No Change		S	S	302	
NORTH CAROLINA	Negative change		S	S	18	
NORTH CAROLINA	More than one full grade		S	56	24	
NORTH CAROLINA	Up to one full grade		64	43	15	
NORTH CAROLINA	Total		64	100	359	

2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	0	0
Juvenile corrections	0	0
Juvenile detention	3	53
Neglected programs	22	161
Other programs	1	30
Total	26	.

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments
Other represents Delinquent Programs

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	0
Juvenile corrections	0
Juvenile detention	3
Neglected programs	22
Other programs	1
Total	26

Data Quality Comments
Other represents Delinquent Programs

2.5.3.3 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH CAROLINA	Total Long-Term Students Served	.	797	.	.	20
NORTH CAROLINA	Total Unduplicated Students Served	.	1079	.	.	310

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH CAROLINA	Children with one or more disabilities (IDEA)	.	257	.	.	93
NORTH CAROLINA	English learner	.	17	.	.	12

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH CAROLINA	American Indian or Alaska Native	.	13	.	.	1
NORTH CAROLINA	Asian	.	2	.	.	1
NORTH CAROLINA	Black or African American	.	258	.	.	188
NORTH CAROLINA	Hispanic or Latino	.	61	.	.	36
NORTH CAROLINA	Native Hawaiian or Other Pacific	.	1	.	.	0
NORTH CAROLINA	Total	.	1079	.	.	310
NORTH CAROLINA	Two or more races	.	76	.	.	10
NORTH CAROLINA	White	.	668	.	.	74

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH CAROLINA	Female	.	534	.	.	62
NORTH CAROLINA	Male	.	545	.	.	248
NORTH CAROLINA	Total	.	1079	.	.	310

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH CAROLINA	10 years old	.	65	.	.	0
NORTH CAROLINA	11 years old	.	81	.	.	0
NORTH CAROLINA	12 years old	.	91	.	.	3
NORTH CAROLINA	13 years old	.	115	.	.	17
NORTH CAROLINA	14 years old	.	122	.	.	36
NORTH CAROLINA	15 years old	.	99	.	.	87
NORTH CAROLINA	16 years old	.	126	.	.	97
NORTH CAROLINA	17 years old	.	79	.	.	60
NORTH CAROLINA	18 years old	.	58	.	.	10
NORTH CAROLINA	19 years old	.	3	.	.	0
NORTH CAROLINA	20 years old	.	2	.	.	0
NORTH CAROLINA	21 years old	.	0	.	.	0
NORTH CAROLINA	3 through 5	.	59	.	.	0
NORTH CAROLINA	6 years old	.	33	.	.	0
NORTH CAROLINA	7 years old	.	39	.	.	0
NORTH CAROLINA	8 years old	.	44	.	.	0
NORTH CAROLINA	9 years old	.	63	.	.	0
NORTH CAROLINA	Total	.	1079	.	.	310

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH CAROLINA	Enrolled in local district school		87			152

State	Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
NORTH CAROLINA	Were accepted and/or enrolled into post-secondary education			19	S	
NORTH CAROLINA	Obtained high school diploma			42	S	
NORTH CAROLINA	Obtained employment			37	S	
NORTH CAROLINA	Enrolled in job training courses/programs			27	S	
NORTH CAROLINA	Enrolled in a GED program			8	5	
NORTH CAROLINA	Earned high school course credits			432	24	
NORTH CAROLINA	Earned a GED			5	S	

State	Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
NORTH CAROLINA	Were accepted and/or enrolled into post-secondary education				S	S
NORTH CAROLINA	Obtained high school diploma				S	S
NORTH CAROLINA	Obtained employment				S	S
NORTH CAROLINA	Enrolled in job training courses/programs				11	S
NORTH CAROLINA	Enrolled in a GED program				S	S
NORTH CAROLINA	Earned high school course credits				12	S
NORTH CAROLINA	Earned a GED				S	S

2.5.3.5 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.5.3.5.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH CAROLINA	Negative change		22			S
NORTH CAROLINA	More than one full grade		71			S
NORTH CAROLINA	No change		169			6
NORTH CAROLINA	Up to one full grade		350			14
NORTH CAROLINA	Total		612			20

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019, through June 30, 2020.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2 Academic Performance in Mathematics – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
NORTH CAROLINA	Negative change		30			S
NORTH CAROLINA	More than one full grade		57			S
NORTH CAROLINA	No change		189			4
NORTH CAROLINA	Up to one full grade		336			16
NORTH CAROLINA	Total		612			20

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$21,887,554
Safe and Healthy Students	\$16,579,292
Effective Use of Technology	\$7,434,721

Data Quality Comments

The FY2020 state award for Title IV A was \$34,827,094.00. The usage reported in the CSPR II across the three areas in Title IV A totaled \$45,901,566.00. This amount possibly exceeds the high threshold of \$39,059,770 identified by the USED because carryover funds from FY2019 have contributed to the excess of the three amounts reported in the CSPR II.

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the “Any” category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	207
Safe and Healthy Students	152
Effective Use of Technology	127
Any Content Area	233

Data Quality Comments

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2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
No

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
0

Data Quality Comments

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	0	0
Supporting Effective Instruction (Title II, Part A)	0	0

Data Quality Comments

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$0	\$0
Supporting Effective Instruction (Title II, Part A)	\$0	\$0

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	44
Activities authorized under Part A of Title II	36
Activities authorized under Title III	14
Activities authorized under Part A of Title IV	29
Parental involvement activities	2

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

North Carolina utilizes its funds to provide subgrants to rural LEAs to help mitigate the factors of low resources and increase academic achievement. As a result the following represents the data composites of all RLIS grant recipients. Biology +.83%, English -.17%, Math I -12.81%, Reading -.4%, Math +1.15%, and Science +2.9%. Overall, we are seeing improvements amongst our rural LEAs. North Carolina will continue to work and support these LEAs as they use their RLIS funds to support students.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
North Carolina provides Technical Assistance to grant recipients in the following ways: - Regional training on uses of funds and application completion - Regional support network, creating relationships of support for LEAs - Application support and help - centralized application platform and dedicated staff to assist the LEA in completing the application and funds utilization.

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
North Carolina does not provide funds through a competitive process. NC uses the standard formula for providing subgrants to LEAs.

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

Data Quality Comments

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
NORTH CAROLINA	17	45.9