










Allotments

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Allotments

Allocation Type	(1) I-A CFDA: 84.010A	(2) I-D CFDA: 84.013A	(3) II-A CFDA: 84.367A	(4) III-LA CFDA: 84.365A	(5) Title IV-A CFDA: 84.424A	(6) I-C CFDA: 84.011A	Total
Allotment	\$7,762,151.00	\$0.00	\$1,140,597.00	\$89,195.00	\$567,105.00	\$0.00	\$9,559,048.00
Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$7,762,151.00	\$0.00	\$1,140,597.00	\$89,195.00	\$567,105.00	\$0.00	\$9,559,048.00

FP-Consolidated Related Documents

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - FP-Consolidated Related Documents







Required Documents		
Type	Document Template	Document/Link
Debarment Certification (PDF) [Upload 1 document(s)]	 <a href="#">FY25 Debarment Certification</a>	
NC Prayer Certification and Single Set of Assurances [Upload 1 document(s)]	 <a href="#">FY25 NC Prayer Certification and Single Set of Assurances</a>	
Comprehensive Needs Assessment [Upload 1 document(s)]	 <a href="#">FY25 Comprehensive Needs Assessment</a>	 <a href="#">OCS CNA 24-25</a>
Goals and Strategies [Upload 1 document(s)]	 <a href="#">FY25 Goals and Strategies</a>	 <a href="#">OCS Goals and Strategies 24-25</a>
Optional Documents		
Type	Document Template	Document/Link
Affirmation ESEA In-District [Upload up to 3 document(s)]	 <a href="#">FY25 Affirmation ESEA In-District</a>	 <a href="#">FY25AffirmationIn District</a>
Affirmation ESEA Out of District [Upload up to 1 document(s)]	 <a href="#">FY25 Affirmation ESEA Out of District</a>	
Indian Education Grant Recipients – Receives at least \$40,000 of Title VI - TEMPLATE NOT PROVIDED [Upload up to 10 document(s)]	N/A	



Related Documents Waived Allocation

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - FP-Consolidated Related Documents

☐ All allocation in the application has been waived.

Documents		
Type	Document Template	Document/Link
Debarment Certification (PDF) [Upload 1 document(s)]	 <a href="#">FY25 Debarment Certification</a>	
NC Prayer Certification and Single Set of Assurances [Upload 1 document(s)]	 <a href="#">FY25 NC Prayer Certification and Single Set of Assurances</a>	
Comprehensive Needs Assessment [Upload 1 document(s)]	 <a href="#">FY25 Comprehensive Needs Assessment</a>	 <a href="#">OCS CNA 24-25</a>
Goals and Strategies [Upload 1 document(s)]	 <a href="#">FY25 Goals and Strategies</a>	 <a href="#">OCS Goals and Strategies 24-25</a>

## Grant Details

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

**"LEA" = District, Charter School or Lab School**

### 1. Local Educational Agency ("LEA" = District, Charter School or Lab School) Plans (SEC. 1112)

The LEA's Consolidated Plan has been developed with timely and meaningful consultation with (SEC. 1112(a)(1)):

- ☒ \* Teachers
- ☒ \* Principals
- ☒ \* Other school leaders
- ☒ \* Paraprofessionals
- ☒ \* Specialized Instructional Support Personnel
- ☒ \* Administrators (including administrators of programs described in other parts of this title)
- ☒ \* Parents of children in schools served under this part, and
- ☐ If applicable, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)
- ☐ Leadership of Tribal organizations, if LEA receives \$40,000 or more for Indian Education

☒ ☐ Other stakeholders:

\* Enter the date(s) for stakeholder meeting(s) (MM/DD/YYYY):

03/19/2024, 04/09/2024, 04/16/2024, 05/16/2024

### 2. Parent and Family Engagement (SEC. 1116 (a)(2))

\* The LEA has a current LEA Parent and Family Engagement Policy posted on their website. Enter the active URL (direct link) made available to the public for the LEA's written Parent and Family Engagement Policy. Provide instructions on how to access the Parent and Family Engagement policy from LEA webpage.

<https://www.onslow.k12.nc.us/academics/federal-programs/title-i-parent-and-family-engagement-policy>

Go to [www.onslow.k12.nc.us](http://www.onslow.k12.nc.us)>Click on Academics>Click on Federal Programs>Click on Title I Parent and Family Engagement Policy

### 3. Parent and Family Engagement - Use of Funds (SEC. 1112 (b)(7))

\* Funds reserved for parent and family engagement shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one (1) of the following (SEC. 1116(a)(3)(D)):

- ☐ **Check this box if you are receiving less than \$500,000 in total Title I allotment and no Parent and Family Engagement Title I funds are set-aside.**
- ☒ Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent



and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i))

☒ Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii))

☒ Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (SEC. 1116(a)(3)(D)(iii))

☐ Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (SEC. 1116(a)(3)(D)(iv))

☒ Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. (SEC. 1116(a)(3)(D)(v))

#### 4. Carryover (Estimated as of June 30th)

\$ 3,798,974.89 A. Total Carryover from previous year's budget

\$ 138,319.99 B. Parent and Family Engagement Carryover - Funds remaining from the required 1% set-aside from previous year's budget. (This does not include any additional PFE funds the district chose to budget.)

\$ 3,200,000.00 C. Carryover for school allocation - Amount must be the same value as Line 16 on the Set Asides Page, 'Current Fiscal Year' column.

\$ 209,335.20 D. Carryover for Private School Proportionate Share - Amount must be the same value as Line 2 on the Set Asides Page, 'Carryover' column.

\$ 0.00 E. Remaining Carryover not included in B, C or D. (List use of funds below to include same values entered in Set Asides, 'Carryover' column)

Parent and family engagement carryover will be used to address strategies for connecting parents with schools district wide. Carryover for school allocation will be added to our Title I schools' budgets to better help schools serve students. Carryover for private school proportionate schools will be used to impact low income county students who are attending private schools.

#### 5. LEA/School Report Cards Attestation (SEC. 1111(h)(2)) Please check all applicable boxes.

☒ The LEA indirectly distributes the Annual LEA Report Cards in compliance with Title I requirements. (Districts and Lab Schools only)

☒ \* Schools directly and indirectly distribute the Annual School Report Cards in compliance with Title I requirements. (Districts, Charters and Lab Schools)

☒ \* The LEA ensures that the Annual LEA and School Report Cards are distributed as designated in a language and format that is understandable to parents and families. (Districts, Charters and Lab Schools)

#### 6. Method for Determining Funding for Title I and Low-Income Rank Order (SEC. 1113)

\* A. Identify the data sources used for low-income and membership numbers and date(s) collected. (SEC. 1113(a)(2))

☒ Direct Certification - Community Eligibility Provision (CEP)

☒ Household Application



\* Date(s) collected

2/26/24

☐ Other (please explain in text box, below)

☐ Charter/Lab School (Skip to Question 7)

\* B. Describe how the LEA determines which schools will be served. (SEC. 1113(a)(3))

Rank order was determined by dividing the number of students receiving free or reduced meals divided by the school's ADM for the same PMR month. Once a percentage was obtained for each school, the schools were ranked from the highest percentage of ED students to the lower percentage of ED students with priority given to elementary schools. The LEA then identified all elementary and middle schools whose free/reduced percentage was equal to or greater than 35% to be served.

## 7. Participation of Children Enrolled in Private Schools (SEC. 1117)

A. Select the box below that best describes your LEA:

☐ Charter/Lab School (Move to Question 8)

☐ A district with no private schools located within its attendance area.

☒ A district with one or more private schools located within its attendance area. (Please consult NCDPI's [Equitable Services for Private Schools](#) page. One In-District Affirmation form for each of these schools must be uploaded in the Consolidated Related Document section.)

B. Select one response for each of the statements below:

1) Did the district notify or attempt to notify any out-of-district private schools about the availability of Title I services? This would be required if the district has reason to believe that such a school enrolls a child who would have attended one of its Title I served schools:

☐ Yes (One Out-of-District Affirmation form for each of these schools must be uploaded in Consolidated Related Documents, whether the school responded or not.)

☒ No or N/A

2) One or more low-income students who live in a **Title I-A** served enrollment zone or a comparably served enrollment zone in this district attend a private school that has accepted **Title I-A** equitable services and is in a different district:

☐ Yes

☒ No or N/A

3) One or more private schools located in this district have accepted **Title I-A** equitable services and enroll low-income student(s) living in a **Title I-A** served enrollment zone or a comparably served enrollment zone of a different district:

☐ Yes

☒ No or N/A



☐ Yes (The district(s) providing services to these students will upload their Out-of-District Affirmation forms into their CCIP application.)

**8a. Homeless Children and Youths Services (SEC. 1112(b)(6))**

\* Name of Homeless Liaison Point of Contact (POC):

Emily Feagle

\* Email address of Homeless Liaison Point of Contact (POC):

Emily.Feagle@onslow.k12.nc.us

\* How are Title I homeless set-aside funds used to provide support for identified homeless students? Check any/all boxes (must check at least one box) that Title I funds are used to support students identified as homeless (this does not include McKinney Vento funds).

☒ Excess transportation

☒ School supplies

☐ School uniforms

☐ Experiential field trips

☐ Tutoring

☒ ☐ Other

\* Describe the rationale/method for determining the set aside amount (data must be included to support).

The set aside funds are used to cover the cost of transportation to the student's school of origin once they become permanently housed. The Division of Student Services oversees nurses, guidance counselors, and social workers. The division assists students with school supplies, resources, and clothes. Social workers connect families with services through community partnerships. They refer homeless families to different agencies and conduct mental health referrals. The final set aside amount is determined by actual expenditures during the 23-24 school year and consultation with Student Services.

**8b. Foster Care (SEC. 1111(g)(1)(E)(iv))**

\* Name of Foster Care Point of Contact (POC):

Emily Feagle

\* Email address of Foster Care Point of Contact (POC):

Emily.Feagle@onslow.k12.nc.us

\* Name of DSS Foster Care Point of Contact (POC):

John Heinzman

\* Email address of DSS Foster Care Point of Contact (POC):

john-heinzman@onslowcountync.gov

**9. Early Childhood Education Programs (SEC. 1112(b)(8))**

\* Name of Title I Preschool Point of Contact (POC):



Luisa Davis

\* Email address of Title I Preschool Point of Contact (POC):

Luisa.Davis@onslow.k12.nc.us

### A. Support, Coordination and Integration of Services in Early Childhood Education Programs

Describe how the LEA will support, coordinate and integrate Title I services with early childhood education programs, including plans for the transition of children to elementary school.

The Onslow County School System operates a blended early childhood program of which Title I provides approximately 24% of the funding. Title I funds are combined with Head Start funds, NC Pre-K funds, Exceptional Children's funds and local funds to ensure a quality program. As part of the program, our early childhood center typically offers a Transition Fair to the parents of all students served through the program. In addition, transition sessions are held between pre-K teaching staff and district kindergarten teachers. Individual schools also develop their own transition programs ranging from orientations to summer kindergarten transition camps. Thompson Early Childhood Center, our pre-school center has Family Specialist/Family Services staff who can provide teachers and parents with information about available community services.

Indicate any/all partners that assisted with the development of transitions plans:

- ☒ NC Pre-K
- ☒ Exceptional Children
- ☒ Head Start
- ☒ Private Childcare
- ☒ Other (Describe below)

The Onslow County Schools Early Childhood Program serves students through Title I, Head Start, NC Pre-K, and Exceptional Children. Therefore each of these programs is an integral part of planning transition activities as children and families prepare to transition to kindergarten. Students served through the NC Pre-K program operated through One Place (Onslow County Partnership for Children) are assessed using TS Gold. Each year, TS Gold results are shared with kindergarten teachers as NC Pre-K students transition to kindergarten.

### B. LEA Preschool Programs (check all that apply)

☐ None - This option is available ONLY to charter schools. Move to section 10.

☒ Title I Preschool

- ☒ Preschool set asides (line 9 on the Set Asides page)
- ☐ School Allocation funds per schoolwide decision process

- ☒ Exceptional Children
- ☒ Head Start
- ☒ NC Pre-K
- ☒ Other (describe below)  
Local funding



## 10. Coordination Requirements (SEC. 1119(a)-(b))

\* A Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start is required for each LEA receiving Title I funds, regardless of whether it operates a Title I preschool program. The current MOU/MOA with Head Start must be uploaded as a Title I related document. The MOU requirements can be found in Section 1119 (a)-(b) (<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/title-i-resources>)


☐ Check here if you are a Charter or Lab School without an elementary (K-5) grade span; you are not required to have an MOU.

☐ Check if LEA/Charter/Lab School has a Memorandum of Understanding/Memorandum of Agreement (MOU/MOA) with Head Start.


Documents		
Type	Document Template	Document/Link
Current MOU/MOA with Head Start [Upload up to 1 document(s)]	 <a href="#">FY25 Current MOU/MOA with Head Start</a>	 <a href="#">OCS HS MOU 24-25</a>

Enter the effective dates for the MOU/MOA:

\* Start Date:

08/25/2024 

\* End Date:

06/30/2025 

## 11. Strategies to Facilitate Effective Transitions (SEC. 1112(b)(10)(A)-(B))

☐ Check here if your LEA does not have grade spans beyond 7th grade (Skip to Section 12)

\* Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (check all that apply):

- ☒ The high school(s) host prospective students at visitation events designed to help them prepare for and succeed at that level.
- ☒ The high schools conduct back-to-school events near the start of the school year that specifically address the issues related to the recent transition into high school from middle grades.
- ☒ Students are provided with alternatives such as early college high school, advanced placement coursework, and/or college-preparatory courses.
- ☒ Students are provided with opportunities for dual enrollment with an institution of higher education.
- ☒ Elective courses are offered online at no charge to students.
- ☒ Representatives from high schools visit elementary and/or middle schools for specially planned events to help prospective students and their families prepare for the transition to high school and for success at that level.
- ☒ Representatives from one or more institutions of higher education visit secondary schools for specially planned events to help prospective students and their families prepare for the transition and success at that level.



- ☒ Career development counseling is provided to students to promote successful transitions to higher education.
- ☒ The district helps students pursue assistance in paying tuition for higher education.
- ☒ The district coordinates with business and community partners to facilitate access to job internships with local employers to help students build their skills and develop possible opportunities for gaining college credits relevant to a career path.

☐ Other:

## 12. Reduce Overuse of Discipline Practices (SEC. 1112(b)(11))

\* Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

One of the strategies of the Onslow County School System is to implement a multi-tier system of support (MTSS) to provide differentiated academic and behavior instruction. Among the activities the district has focused on include the requirement that every school have a research based, uniform behavior support and behavior modification plan and to identify and utilize Tier II and III resources to best identify interventions for individual student's behavioral and academic needs and for the creation of necessary intervention plans. Another activity is to create alternatives to suspension. The hope is that through an integrated instructional and behavior framework, the district and schools will work to create effective learning environments and implement highly engaging instructional strategies. The more engaging the instruction, the less aversive discipline practices are needed. In addition, schools across the district are implementing a PBIS or similar model to enhance the discipline programs at the schools. The school system is also providing virtual learning opportunities that will allow students who may be out for classroom for disciplinary reasons to continue his/her education in a virtual learning environment.

The Onslow County Preschool program implements the SEFEL/PYRAMID framework to address all behavior and discipline needs that may arise. This tiered framework of evidence-based practices promotes healthy social-emotional development for children (birth through age five years). Using the framework of strategies allows our teaching staff to build positive relationships with children and one another, create a supportive learning environment, teach children to understand and express their emotions, and how to solve social problems. The framework focuses on the prevention of problem behaviors, explicit teaching of strategies for emotional-social development, data-based decision making, and administrative participation and support. It also places more emphasis on the role of the adults supporting children in managing their own behavior, given that the preschooler's brain is still developing self-regulation. Our federal Head Start Program Standards prohibit and severely limit the use of suspension due to a child's behavior, and may only be used as a last resort in extraordinary circumstances where there is a serious safety threat. Therefore, it is highly imperative that our focus remain on prevention of challenging behaviors and promotion of appropriate social behaviors using the tiered framework with fidelity.

## 13. Comparable Services (SEC. 1113(b)(1)(D))

☐ Check here if you are a Charter or Lab School (Skip to Question 14)

☒ LEA did not skip schools within rank order (Skip to Question 14)

## 14. Targeted Assistance Schools (please make sure this aligns with ESSR) (SEC. 1115)


☒ All served schools operate a SW program only (Skip to Question 15)

## 15. If Title I funds are identified as Unbudgeted Reserve as a Set Aside, please provide justification.



  No funds placed in unbudgeted reserve (Skip to Question 16)

#### 16a. District-wide Instructional Initiative Set-Aside

 ☐ Check here if you are not setting aside funds for District-wide Initiative

If setting aside funds (Line 12 - District-Wide Instructional Initiative on Set Asides, 'Current Fiscal Year' column page), describe initiative(s):

District wide initiatives include Core Curriculum support for Reading and Math and the Onslow County Schools' Instructional Framework. Due to the increasing numbers of ML students, district wide initiative funds will also be used to provide instructional support for ML students through employment of teachers or other instructional staff and instructional materials. In addition, these funds will be used to support class-size reduction teacher positions (or other instructional positions) at Title I schools who are low-performing or who recently exited low-performing status based on individual school needs. The district set-aside may also be used to enhance efforts to support parent and family engagement.

#### 16b. Professional Development for Teachers Set-Aside

 ☐ Check here if you are not setting aside funds for Professional Development for teachers

If setting aside funds (Line 6 - Professional Development for Teachers on Set Asides page), describe how funds will be used:

Professional development funds may be used for professional learning to address subgroups who are performing below grade level or may be used in academic areas and/or subgroups that are below the state average. Additional PD funds may be used to support the use of high yield strategies and evidence based instruction.

#### 16c. CSI/TSI Set-Aside

 ☐ Check here if you are not setting aside funds for CSI/TSI schools (*these are funds above and beyond PRC105 and PRC115*)

If setting aside funds (Line 5 School Improvement Interventions and Line 5.1 Financial Incentive for CSI/TSI schools on Set Asides page), describe how funds will be used:

CSI/TSI funds are set aside to address subgroups who are performing below grade level or may be used in academic areas that are below the state averages. Funds may be used to provide assistance to schools to allow time for PD, data analysis, instructional materials and/or instructional support positions.

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

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

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

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

Onslow County Schools allocates State and local funds to each school on a formula basis utilizing the average daily membership of the school to ensure that each school receives all the State and local funds it would otherwise receive if it were not receiving the applicable federal assistance.  
State Funds



Nursing supplies-\$100 to every K-12 School  
 PSAT-Schools are typically reimbursed for PSAT expenditures.

#### FY2024-25 INITIAL SCHOOL ALLOTMENTS

School#	School	ADM	Textbooks	Supplies	At-Risk	Copier/Other
304	Bell Fork E	503	\$12,173.00	\$11,383.00	\$7,523.00	\$6,982.00
308	Blue Creek E	486	\$11,761.00	\$10,998.00	\$7,395.00	\$6,746.00
310	Carolina Forest E	717	\$17,351.00	\$16,226.00	\$9,128.00	\$9,952.00
311	Clear View E	629	\$15,222.00	\$14,234.00	\$8,468.00	\$8,731.00
312	Clyde Erwin E	281	\$6,800.00	\$6,359.00	\$5,858.00	\$3,900.00
313	Coastal E	718	\$17,376.00	\$16,248.00	\$9,135.00	\$9,966.00
314	Dixon E	633	\$15,319.00	\$14,325.00	\$8,498.00	\$8,786.00
318	Dixon M	934	\$22,603.00	\$21,136.00	\$10,755.00	\$12,964.00
320	Dixon H	1019	\$24,660.00	\$23,060.00	\$11,393.00	\$14,144.00
321	Hunters Creek E	567	\$13,721.00	\$12,831.00	\$8,003.00	\$7,870.00
322	Hunters Creek M	852	\$20,618.00	\$19,281.00	\$10,140.00	\$11,826.00
323	J'ville Commons E	533	\$12,899.00	\$12,062.00	\$7,748.00	\$7,398.00
324	Jacksonville H	1282	\$31,024.00	\$29,012.00	\$13,365.00	\$17,794.00
325	J'ville Commons M	1026	\$24,829.00	\$23,218.00	\$11,445.00	\$14,241.00
329	Meadow View E	581	\$14,060.00	\$13,148.00	\$8,108.00	\$8,064.00
330	Morton E	657	\$15,899.00	\$14,868.00	\$8,678.00	\$9,119.00
331	New Bridge M	460	\$11,132.00	\$10,410.00	\$7,200.00	\$6,385.00
332	Northwoods E	360	\$8,712.00	\$8,147.00	\$6,450.00	\$4,997.00
333	Northside H	1063	\$25,725.00	\$24,056.00	\$11,723.00	\$14,754.00
335	Queens Creek E	717	\$17,351.00	\$16,226.00	\$9,128.00	\$9,952.00
336	Northwoods Park M	650	\$15,730.00	\$14,710.00	\$8,625.00	\$9,022.00
337	Heritage E	514	\$12,439.00	\$11,632.00	\$7,605.00	\$7,134.00
338	Parkwood E	509	\$12,318.00	\$11,519.00	\$7,568.00	\$7,065.00
339	Richlands E	654	\$15,827.00	\$14,800.00	\$8,655.00	\$9,078.00
340	Richlands H	910	\$22,022.00	\$20,593.00	\$10,575.00	\$12,631.00



341	Sand Ridge E	537	\$12,995.00	\$12,152.00	\$7,778.00	\$7,454.00
342	Silverdale E	583	\$14,109.00	\$13,193.00	\$8,123.00	\$8,092.00
343	Southwest E	736	\$17,811.00	\$16,656.00	\$9,270.00	\$10,216.00
344	Southwest H	644	\$15,585.00	\$14,574.00	\$8,580.00	\$8,939.00
345	Southwest M	495	\$11,979.00	\$11,202.00	\$7,463.00	\$6,871.00
346	Summersill E	462	\$11,180.00	\$10,455.00	\$7,215.00	\$6,413.00
347	Stateside E	586	\$14,181.00	\$13,261.00	\$8,145.00	\$8,134.00
350	Swansboro E	695	\$16,819.00	\$15,728.00	\$8,963.00	\$9,647.00
351	Swansboro M	936	\$22,651.00	\$21,182.00	\$10,770.00	\$12,992.00
352	Swansboro H	1046	\$25,313.00	\$23,671.00	\$11,595.00	\$14,518.00
356	Trexler M	807	\$19,529.00	\$18,262.00	\$9,803.00	\$11,201.00
364	White Oak H	1105	\$26,741.00	\$25,006.00	\$12,038.00	\$15,337.00
378	Onslow Virtual E	385	\$9,317.00	\$8,713.00	\$6,638.00	\$5,344.00
379	Onslow Virtual S	470	\$11,374.00	\$10,636.00	\$7,275.00	\$6,524.00
TOTALS		26,742	\$647,155.00	\$605,173.00	\$346,825.00	\$371,183.00
Per ADM			\$24.20	\$22.63	\$7.50	\$13.88
Per School					\$3,750.00	

#### Teacher Allotments

K-3 1:19  
 4-5 1:26  
 6 1:24  
 7-8 1:23  
 9 1:26  
 10-12 1:29

AIG-Based upon the number of schools identified as AIG, 20 elementary schools and 8 middle schools are provided with a 50% AIG Specialist. High schools are provided with an AIG point of contact.

EC 1:12 in elementary and 1:14 in middle school and high school

ESL 1:30



## Building Eligibility

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

Organization Code	School Name (39 Buildings)	Grade Span	Total Resident Children	Low Income Students				Total Low-Income Students in Private Schools	Sort Order (Asc)	Eligibility For Service	School Served	Grand- father Rule	Eligibility - Program Model
				Original Number	Final Number	Original Percent	Final Percent						
670304	Bell Fork Elementary	KG - 05	538	446	446	82.90%	82.90%	10		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670308	Blue Creek Elementary	KG - 05	454	355	355	78.19%	78.19%	12		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670323	Jacksonville Commons Elem	KG - 05	509	395	395	77.60%	77.60%	8		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670312	Clyde Erwin Elementary	KG - 05	293	227	227	77.47%	77.47%	1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670321	Hunters Creek Elementary	P3 - 05	608	442	442	72.70%	72.70%	9	5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670346	Summersill Elementary	P3 - 05	455	326	326	71.65%	71.65%	22	6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670341	Sand Ridge Elementary	KG - 05	557	384	384	68.94%	68.94%	2	7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670329	Meadow View Elementary	KG - 05	505	345	345	68.32%	68.32%	8	8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670332	Northwoods Elementary	KG - 05	404	272	272	67.33%	67.33%	3	9	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670343	Southwest Elementary	P3 - 05	717	455	455	63.46%	63.46%	16	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670337	Heritage Elementary School	KG - 05	538	318	318	59.11%	59.11%	5	11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670311	Clear View Elementary	KG - 05	569	334	334	58.70%	58.70%	10	12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670330	Morton Elementary	P3 - 05	714	417	417	58.40%	58.40%	15	13	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670338	Parkwood Elementary	KG - 05	478	270	270	56.49%	56.49%	16	14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670339	Richlands Elementary	KG - 05	604	334	334	55.30%	55.30%	7	15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670310	Carolina Forest Elementary	KG - 05	629	344	344	54.69%	54.69%	13	16	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670335	Queens Creek Elementary	P3 - 05	701	381	381	54.35%	54.35%	1	17	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670342	Silverdale Elementary	KG - 05	654	345	345	52.75%	52.75%	19	18	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670347	Stateside Elementary	KG - 05	562	252	252	44.84%	44.84%	19	19	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670345	Southwest Middle	06 - 08	512	381	381	74.41%	74.41%	8	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670325	Jacksonville Commons Middle	06 - 08	969	651	651	67.18%	67.18%	26	21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670322	Hunters Creek Middle	06 - 08	880	536	536	60.91%	60.91%	12	22	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670336	Northwoods Park Middle	06 - 08	645	368	368	57.05%	57.05%	20	23	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670356	Trexler Middle	06 - 08	749	389	389	51.94%	51.94%	6	24	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670351	Swansboro Middle	06 - 08	940	453	453	48.19%	48.19%	1	25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670331	New Bridge Middle	06 - 08	453	193	193	42.60%	42.60%	1	26	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670318	Dixon Middle	06 - 08	971	412	412	42.43%	42.43%	6	27	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SW-SW
670350	Swansboro Elementary	KG - 05	636	248	248	38.99%	38.99%	3	28	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	TAS-SW
670313	Coastal Elementary	KG - 05	837	315	315	37.63%	37.63%	1	29	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	TAS-SW
670379	Onslow Virtual School	01 - XG	490	321	321	65.51%	65.51%	0		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW
670344	Southwest High	09 - XG	655	422	422	64.43%	64.43%	0		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW
670333	Northside High	09 - XG	1028	622	622	60.51%	60.51%	0		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW
670364	White Oak High	09 - XG	1159	651	651	56.17%	56.17%	0		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW
670324	Jacksonville High	09 - XG	1393	723	723	51.90%	51.90%	0		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW
670340	Richlands High	09 - XG	974	485	485	49.79%	49.79%	0		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SW



670352	Swansboro High	09 - XG	1135	475	475	41.85%	41.85%	0	SW
670320	Dixon High	09 - XG	1153	467	467	40.50%	40.50%	0	SW
670314	Dixon Elementary	P3 - 05	718	232	232	32.31%	32.31%	1	Not Title I
670300	Onslow Early College	09 - 12	188	58	58	30.85%	30.85%	0	Not Title I
<b>Totals:</b>			26,974	15,044	15,044	55.77%	55.77%	281	



## Set Asides

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

## Totals

	Carryover	Current Fiscal Year
1. Current FY Allotment		\$ 7,762,151.00
2. Equitable Services	\$ 209,335.20	\$ 199,984.01
3. Total For LEA Use		\$ 7,562,166.99

## Required Set Asides

	Carryover	Current Fiscal Year
4. Parent and Family Engagement (mandatory for those receiving \$500,000 in Title I allocation)	\$ 138,319.99	\$ 75,621.67
5. Homeless Students and Youth	\$	* \$ 100,000.00

## Optional Set Asides

	Carryover	Current Fiscal Year
6. Administrative Costs - 12% maximum	\$	\$ 850,000.00
7. School Improvement Financial Incentives and Rewards for recruitment and retention for CSI/TSI schools (5% maximum)	\$	\$
8. School Improvement Interventions for CSI/TSI schools	\$	\$ 150,000.00
9. Early Childhood Programs (PreK)	\$	\$ 1,300,000.00
10. Neglected, Delinquent or At-Risk Services	\$	\$
11. Coordinated Services (District-wide initiative, Foster Care Transportation, Professional Development for Teachers)	\$	\$ 1,574,205.32
12. Additional Parent and Family Engagement	\$	\$
13. Unbudgeted Reserve (10% maximum)		\$
14. Carryover provided to schools through Column F on the School Allocations - PPA List page	\$	



Per Pupil Amount (PPA)

	Amount
15. Title I Allotment Remaining	\$ 3,512,340.00
16. Carryover/Additional Funds to be available for PPA	\$ 3,200,000.00
17. Total Amount Available for School Allocations	\$ 6,712,340.00
18. Total LEA Number of Low-Income Students	15,044
19. 100% or 125% Rule	1.00
20. Minimum PPA	\$ 446.18



## Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

**Total School Allocation must equal site code total in budget.**

School/Attendance Area Allocation

Minimum Per Pupil Amount (PPA) \$ 446.18

Organization Code	School/ Attendance Area	Low Income		PPA	Base Allocation			Additional Allocations				Total School Allocation
		%	#		School Alloc	Additional funds from Carryover	Total Amount	Required Parent and Family Engagement	Optional Parent and Family Engagement	Optional CSI/TSI from Set Asides	Optional PreK	
		A	B		E (C x D)	F	G (E + F)	H	I	J	K	L (G + H + I + J + K)
670304	Bell Fork Elementary	82.90	446	760.00	338,960.00	0.00	338,960.00	2,921.30	0.00	0.00	0.00	341,881.30
670308	Blue Creek Elementary	78.19	355	750.00	266,250.00	0.00	266,250.00	2,325.25	0.00	0.00	0.00	268,575.25
670323	Jacksonville Commons Elem	77.60	395	750.00	296,250.00	0.00	296,250.00	2,587.25	0.00	0.00	0.00	298,837.25
670312	Clyde Erwin Elementary	77.47	227	750.00	170,250.00	0.00	170,250.00	1,486.85	0.00	0.00	0.00	171,736.85
670321	Hunters Creek Elementary	72.70	442	725.00	320,450.00	0.00	320,450.00	2,895.10	0.00	0.00	0.00	323,345.10
670346	Summersill Elementary	71.65	326	725.00	236,350.00	0.00	236,350.00	2,135.30	0.00	0.00	0.00	238,485.30
670341	Sand Ridge Elementary	68.94	384	700.00	268,800.00	0.00	268,800.00	2,515.20	0.00	0.00	0.00	271,315.20
670329	Meadow View Elementary	68.32	345	700.00	241,500.00	0.00	241,500.00	2,259.75	0.00	0.00	0.00	243,759.75
670332	Northwoods Elementary	67.33	272	700.00	190,400.00	0.00	190,400.00	1,781.60	0.00	0.00	0.00	192,181.60
670343	Southwest Elementary	63.46	455	700.00	318,500.00	0.00	318,500.00	2,980.25	0.00	0.00	0.00	321,480.25
670337	Heritage Elementary School	59.11	318	700.00	222,600.00	0.00	222,600.00	2,082.90	0.00	0.00	0.00	224,682.90
670311	Clear View Elementary	58.70	334	700.00	233,800.00	0.00	233,800.00	2,187.70	0.00	0.00	0.00	235,987.70
670330	Morton Elementary	58.40	417	700.00	291,900.00	0.00	291,900.00	2,731.35	0.00	0.00	0.00	294,631.35
670338	Parkwood Elementary	56.49	270	700.00	189,000.00	0.00	189,000.00	1,768.50	0.00	0.00	0.00	190,768.50
670339	Richlands Elementary	55.30	334	700.00	233,800.00	0.00	233,800.00	2,187.70	0.00	0.00	0.00	235,987.70
670310	Carolina Forest Elementary	54.69	344	700.00	240,800.00	0.00	240,800.00	2,253.20	0.00	0.00	0.00	243,053.20
670335	Queens Creek Elementary	54.35	381	700.00	266,700.00	0.00	266,700.00	2,495.55	0.00	0.00	0.00	269,195.55
670342	Silverdale Elementary	52.75	345	700.00	241,500.00	0.00	241,500.00	2,259.75	0.00	0.00	0.00	243,759.75
670347	Stateside Elementary	44.84	252	650.00	163,800.00	0.00	163,800.00	1,650.60	0.00	0.00	0.00	165,450.60
670345	Southwest Middle	74.41	381	575.00	219,075.00	0.00	219,075.00	2,495.55	0.00	0.00	0.00	221,570.55
670325	Jacksonville Commons Middle	67.18	651	550.00	358,050.00	0.00	358,050.00	4,264.05	0.00	0.00	0.00	362,314.05
670322	Hunters Creek Middle	60.91	536	550.00	294,800.00	0.00	294,800.00	3,510.80	0.00	0.00	0.00	298,310.80
670336	Northwoods Park Middle	57.05	368	500.00	184,000.00	0.00	184,000.00	2,410.40	0.00	0.00	0.00	186,410.40






670356	Trexler Middle	51.94	389	475.00	184,775.00	0.00	184,775.00	2,547.95	0.00	0.00	0.00	187,322.95
670351	Swansboro Middle	48.19	453	460.00	208,380.00	0.00	208,380.00	2,967.15	0.00	0.00	0.00	211,347.15
670331	New Bridge Middle	42.60	193	460.00	88,780.00	0.00	88,780.00	1,264.15	0.00	0.00	0.00	90,044.15
670318	Dixon Middle	42.43	412	460.00	189,520.00	0.00	189,520.00	2,698.60	0.00	0.00	0.00	192,218.60
670350	Swansboro Elementary	38.99	248	450.00	111,600.00	0.00	111,600.00	1,624.40	0.00	0.00	0.00	113,224.40
670313	Coastal Elementary	37.63	315	450.00	141,750.00	0.00	141,750.00	2,063.25	0.00	0.00	0.00	143,813.25
<b>Total Low Income</b>		10588		<b>Total Allocations</b>	6,712,340.00	0.00	6,712,340.00	69,351.40	0.00	0.00	0.00	6,781,691.40
				<b>Remaining</b>	0.00							



Related Documents

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050

Required Documents		
Type	Document Template	Document/Link
Title I Statement of Assurances [Upload 1 document(s)]	 <a href="#">FY25 Title I Statement of Assurances</a>	

Optional Documents		
Type	Document Template	Document/Link
Current MOU/MOA with Head Start [Upload up to 1 document(s)]	 <a href="#">FY25 Current MOU/MOA with Head Start</a>	 <a href="#">OCS HS MOU 24-25</a>



Grant Award Notification (GAN)

**Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IA PRC 050**

**A grant award letter has not yet been generated.**



## Grant Details

### Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103

**"LEA" = District, Charter School or Lab School**

\$ 1,514,690.46 \* Carryover (Estimated as of June 30th)

☐ The LEA is using 100% of Title II funds for Flexibility or Transferability or both. Therefore no further questions need to be completed on this page.

#### 1. Activities (SEC. 2102(b)(2)(A))

\* Provide a description of the Title II activities to be carried out by the LEA under this section and how these activities will be aligned with the challenging North Carolina academic standards. List of activities includes everything Title II funded through the LEA (personnel, activities, professional development, mentors, etc.).

Ongoing activities related to academic standards specific to 2024-2025 include the usage of iReady, DIBELS8, APEX, ALEKS, and Discover Education Science solutions for standards alignment, formative assessment, and the identification of student need within the mastery of each standard. Academic standards are also addressed through teachers' involvement in the development and implementation of priority standards, unwrapped content, the Data Teams process, and the implementation of the Onslow County Schools Instructional Framework. Academic standards activities include the intentional alignment of standards with the "Science of Reading," AVID methodology, IB methodology, and standards for globalization, leadership, continuous improvement and high-yield instructional strategies. Title II funding also supports 10 class size reduction teaching positions, with four serving as World Language Teachers, and six supporting identified focus (high needs) schools within the district. The inclusion of world language teachers allows schools to provide students with enhanced opportunities to receive a well-rounded education by providing high quality language instruction to our students without utilizing an ADM position. The world language positions allow schools to maximize the use of ADM positions in core content areas and maintain lower class size in both core content and exploratory courses. In addition, world language teachers provide other teachers and staff with modeling and support in developing a globally relevant curriculum. The remaining class size reduction positions will be used to support instruction at identified focus schools within the district. These positions will allow the identified focus schools to maintain smaller class sizes, avoid combination classes, etc. to allow teachers reasonable workloads to plan and differentiate instruction for their classrooms. These positions have total projected salaries budgeted at \$520,000 plus benefits. Title II funding also provides pay for mentors of beginning teachers and to support beginning teacher professional development utilizing local, regional, and state resources, as well as the North Carolina New Teacher Support Program. Education reimbursements are provided from Title II funds for identified teachers who are participating in the district-wide math initiative and who are required to take courses/exams to meet licensure requirements. Extended employment will be offered to instructional coaches and teacher leaders during the summer to assist in the planning of professional development and support standards alignment.

#### 2. Professional Growth and Improvement (SEC. 2102(b)(2)(B))

\* Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Professional growth and improvement are addressed through a variety of structures: First Year Teacher Training, a comprehensive Beginning Teacher Induction Program that includes the assignment of mentors and monthly professional development, a novice principal's induction program, an assistant principal's leadership/support program, teachers' leadership programs, and participation in professional development opportunities to include Southeast Education Alliance



and Global Teaching Partners. Additional beginning teacher support will be provided to schools with high numbers of beginning teachers. Instructional leadership opportunities for teachers include professional development programs in the Data Teams Process, OCS Instructional Framework, standards alignment, AVID, high-yield strategies, "Science of Reading," etc. Capacity and teacher leadership are also addressed through numerous world language and global initiatives. Extended employment will be offered to instructional coaches and teacher leaders during the summer to assist in the planning of professional development and support standards alignment. Professional development for K-5 teachers, coaches, and administrators in "Science of Reading" and the implementation of the the district's SOR-aligned ELA core curriculum will also be supported utilizing Title II funds. Title II funds are also used to employ literacy/ELA coordinators/directors to facilitate teacher and coach development.

### 3. Comprehensive and Targeted Support and Improvement Prioritization (SEC. 2102(b)(2)(C))

☐ **Check here if you are a Charter or Lab School or an LEA without CSI/TSI schools**

☒ \* By checking the box, the LEA assures that funds will be prioritized to schools served that are implementing comprehensive support and improvement under section 1111(d) and have the highest percentage of children counted under section 1124(c).

\* Provide a description of how the LEA will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

The Title II Program works in concert with existing Title I plan to ensure schools with the highest poverty levels receive appropriate levels of support. Poverty percentages are utilized in the planning process for Title II and are also shared with directors as they work with principals to make Title II decisions for each academic year. In addition, the district will prioritize schools for support based on accountability results, including Low-Performing and Targeted Support and Improvement identification. Those schools identified by the district as focus schools will be supported by a district team, as well as be provided additional resources and funds aligned with identified needs. Based on these identified needs, funding sources may include Title I, Title II, other federal funds, and/or local budgets. Onslow County Schools does not currently have any school identified for Comprehensive Support and Improvement.

### 4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC. 2102(b)(2)(D))

\* Provide a description of how the LEA will use data and ongoing consultation to continually update and improve activities supported under Title II Part A.

The Onslow County School System will utilize all available formative and summative data to continuously update stakeholders and to inform any decisions that are made in regards to Title II priorities and expenditures. The school system administers a needs assessment annually and administers surveys to all stakeholder groups. In addition, the district meets regularly with various stakeholder groups, including teachers of the year, teacher leaders, district personnel, parents and community members to ensure ongoing consultation.

### 5. Direct Administrative Costs (SEC. 4105 (c))

☒ **Check here if the LEA is not charging direct administrative costs to the Title II grant.**

### 6. Equitable Services Expenditures

Determine the amount required for Title II, Part A equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title II, Part A allocation.

\* Do you have Private school(s) participating?



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

☒ Yes

**A. Number of Students**

A1: LEA K-12 Enrollment (number should match ESSR)	* <input type="text" value="26,974"/>
A2: Participating Private Schools K-12 Enrollment	* <input type="text" value="644"/>
A3: Total Enrollment = A1 + A2	<input type="text" value="27,618"/>

**B. Title II, Part A Allotment**

B1: Total District Current Year Allotment	* \$ <input type="text" value="1,140,597.00"/>
B2: All (Direct and Indirect) Administrative Costs (for public and private school programs)	* \$ <input type="text" value="13,550.29"/>
B3: Amount Remaining = B1 - B2	\$ <input type="text" value="1,127,046.71"/>

**C. Per Pupil Rate**

C1: B3 divided by A3	\$ <input type="text" value="40.81"/>
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**D. Equitable Services**

Amount district must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	\$ <input type="text" value="26,281.64"/>
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Title II Flexibility

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103

**"LEA" = District, Charter School or Lab School**

**Flexibility**

\* Did your LEA receive the Small, Rural School Achievement (SRSA) from the US Department of Education for the current school year?

☒ Yes

☐ No



Title II Transferability

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103

**"LEA" = District, Charter School or Lab School**


Transferability


☐ ☐ Check here if the LEA does not intend to transfer Title II funds into another Title(s) (and therefore does not need to complete any other questions on this page).



Related Documents

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103

Required Documents		
Type	Document Template	Document/Link
Title II-A Statement of Assurances [Upload 1 document(s)]	 <a href="#">FY25 Title II-A Statement of Assurances</a>	

Optional Documents		
Type	Document Template	Document/Link
Title IIA Budget (State-Operated Programs only!) [Upload up to 5 document(s)]	 <a href="#">FY25 Title IIA Budget Form (State-Operated Programs only!).</a>	



Grant Award Notification (GAN)

**Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IIA PRC 103**

**A grant award letter has not yet been generated.**



## Grant Details

### Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title III-Language Acquisition PRC 104

☐ The allotment for this grant is carryover only.

#### 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.

#### 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 translators to support EL families during family engagement 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)

\*

- Each staff member working with students will create a "Meet the EL Teacher" flyer that will be mailed to the parents
  - Explains what is EL services
  - Brief bio of EL teacher with photo
  - Contact information for EL teacher (email and phone)
  - Online Resources for ELs (Teacher Teams Page information, Reading Smarts Login...
  - School Website information



- Schedule for when the parent's child will receive services with EL teacher
- The bottom half includes the child's name, parent/guardian name and asks parent/guardian the best way to contact them (phone, text, email...
- Positive contact home on language development through the parent preferred channel
- EL teachers have differentiated take home learning packets and homework, through collaboration with classroom teachers, as well as providing support through online and phone with completing packets. If in a brick and mortar school setting, they will continue to collaborate with classroom teachers to differentiate and scaffold content work.
- EL Teachers have delivered learning packets (while social distancing) during online learning
- Several of our EL staff have created videos that model read alouds, sight words, and other content to allow students to watch multiple times in multiple settings. This will also be a resource to parents.
- EL teachers have created bi-lingual sight word flash cards for parents to practice with their students (and hopefully learn English too)
- Bi-lingual EL teachers (during online learning) reached out to families of students not participating and collaborated with families to get students involved and participating

### 3. Equitable Share for Private Schools

Determine the amount required for Title III (PRC 104), 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 104), allocation.

\* Do you have Private school(s) participating?

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

☐ Yes



Grant Award Notification (GAN)

**Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title III-Language Acquisition PRC 104**

**A grant award letter has not yet been generated.**



Grant Details

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108

"LEA" = District, Charter School or Lab School

☐ ☐ The LEA is using 100% of Title IV funds for Flexibility or Transferability or both. Therefore no further questions need to be completed on this page.

**1. Consultation (SEC. 4106 (c)(1))**

The LEA has consulted with the following in the development of the Title IV - Part A application:

- ☒ \* Parents
- ☒ \* Teachers
- ☒ \* Principals
- ☒ \* Other school leaders
- ☒ \* Specialized instructional support personnel
- ☒ \* Students
- ☒ \* Community-based organizations
- ☒ \* Local government representatives (i.e., law enforcement agency, juvenile court, child welfare agency, public housing agency)
- ☐ Leadership of Indian tribes or tribal organizations located in region served by LEA (where applicable)
- ☐ Others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart

**2. Comprehensive Needs Assessment (SEC. 4106(d))**

☐ ☐ Check box if receiving less than \$30,000 in planning allotment (does not include carryover).

\* Date(s) Comprehensive Needs Assessment was conducted (required only if receiving \$30,000 or more):

03/19/2024, 04/09/2024, 04/16/2024, 05/16/2024

**3. Partnership(s) (SEC. 4106 (e)(1)(A))**

\* Describe any partnership(s) with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

Onslow County Schools partners with following:



- AVID, Advancement Via Individual Determination, with the districtwide implementation of an instructional framework and best practices to provide professional development and instructional resources/materials.
- Trillium Health Resources and other mental health providers to provide mental health and behavioral services and support for K-12 students.
- Curriculum Associates in the implementation of the K-8 math curriculum.
- McGraw Hill in the implementation of Math I, II and III,
- Advanced Collaborative Solutions in the implementation of the Data Teams process.
- Discovery Education in the implementation of K-8 Science curriculum and 6-8 Social Studies Curriculum.
- SpringBoard in the implementation of 6-8 English Language Arts Curriculum.
- North Carolina Advanced Placement and College Board to provide students access to rigorous and relevant advanced placement courses.
- Edmentum (formerly APEX) to provide students with virtual courses options.
- Major Clarity will provide the college and career readiness platform utilized by students and staff.

#### 4. Well-Rounded Education (SEC. 4106 (e)(1)(B-D))

☐ **LEA receives less than \$30,000 and does not choose to place funds in this section**

\* A. If applicable, describe how funds will be used for activities related to supporting well-rounded education under Section 4107. (SEC. 4106 (e)(1)(B)) (to include any positions funded using Title IV funds for this activity)

Due to a strong demand for virtual learning opportunities following the COVID pandemic, Title IV funds will be used to support the continued development and implementation of the Onslow Virtual School. During the 2023-2024 school year, OCS served 400+ students at the Onslow Virtual School. Approximately \$150,000.00 has been included in contracted services to support the Onslow K-12 Virtual School provided courses in the arts, foreign language, AP, and other elective course allowing students to pursue courses of interest outside of the core courses. Additionally, virtual courses will be offered through the Onslow Virtual Academy allowing students to extend their learning during the summer months. Contracted services may include the purchase of virtual curriculum as well as staff and resources needed to support the effective implementation of the virtual school and virtual content. Funds will also be used to purchase Health and Physical Education curricular resources to include, Choosing the Best, geared at promoting of constructive student engagement, self-control, and positive decision making. Health and PE Staff will need to be trained prior to implementing the curriculum.

The Onslow County Schools will use funds to increase student access to cultural arts and theater opportunities at the middle and high school level to promote constructive engagement. Enhancements to the audiovisual equipment and lighting will be made at select sites.

Title IV funds will continue to be used to support and expand the Onslow Virtual Academy, providing additional flexibility and online access to courses and



educational opportunities that otherwise would not be available to students. (budgeted in contracted services and additional responsibility stipend)

Title IV funds will be utilized to support the implementation of the AVID (Advancement Via Individual Determination) at all schools in support of the Onslow County Instructional Framework. Both AVID and the Onslow County Schools Instructional Framework will help ensure all students, especially underrepresented populations, are provided with equitable access to higher level courses and are equipped with the academic, organizational, and social skills necessary to be college ready. Priority will be given to Low Performing, TSI, and high poverty schools for participation in professional development, implementation of instructional strategies, and district-level support. (budgeted in contracted services and workshop expenses)

Teachers, Counselors, Career Development Coordinators will utilize Major Clarity to promote career development coordination with students in grades 5-12. The use of personality and learning style inventories will be used to assist students to develop a four-year graduation plan focused on their postsecondary goals for employment, enrollment, and/or enlistment.

Teachers and staff will facilitate a summer engineering program focusing on the new NC Science and Engineering Practices such as developing and using models, planning and carrying out investigations, analyzing and interpreting data, engaging in argument from evidence, etc.

The summer career accelerator will afford students the opportunity to explore careers in the areas of hospitality, foods and tourism, construction trades, health sciences, and/or trades and industry. Students will engage in a hands-on learning experiences, internships, and work-based learning opportunities.

**\* B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes. (SEC. 4106 (e)(1)(E))**

1. Increased student proficiency on EOG/EOC assessments.
2. Increased ACT/WorkKeys scores.
3. Increased graduation rates.
4. Provide opportunities for students to participate in CTE, STEM, and Cultural Arts related programs.

Each of the goals will be evaluated annually (at a minimum) to evaluate progress to each of the established goals as part of the district's annual needs assessment and strategic planning process. Data used for evaluation will include state accountability data, ACT/WorkKeys scores, graduation rates, and CTE, STEM, and cultural arts related enrichment offerings.

## **5. Safe and Healthy students (SEC. 4106 (e)(1)(B-D))**

☐ **LEA receives less than \$30,000 and does not choose to place funds in this section**

**\* A. If applicable, describe how funds will be used for activities related to supporting safe and healthy students under Section 4108. (SEC. 4106 (e)(1)(C)) (to include any positions funded using Title IV funds for this activity)**

Title IV funds will be utilized to support activities related to professional development and support for: (1) classroom management, (2) positive behavioral support, and (3) providing mental health/behavioral support within the school day. The primary expenditures will be on two Social Workers to support the increasing social and emotional needs of students. Additional expenditures will include a lead teacher position and one assistant position to provide behavior



support and develop strategies to assist teachers and schools in managing behaviors of high-need students. Responsibilities of these positions will include: a) assessing student and schools needs, b)advocating for students and families to receive appropriate school and community services, c)providing professional development to staff through a coaching model, and d) plan, implement, and evaluate behavioral intervention plans. Salaries for social workers and the lead teacher are projected at \$50,000 each (plus benefits) based on Social Worker and/or Lead Teacher salary schedule. (budgeted in salary - lead teacher, salary - TA, salary - social work, and related expenses)

**\* B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes. (SEC. 4106 (e)(1)(E))**

1. Reduction in number of out-of-school suspensions
2. Expanded level of support for mental health needs

Each of the above goals will be evaluated annually (at a minimum) and monitoring progress towards meeting each of the established goals will be a part of the district's annual needs assessment and strategic planning process. Data used for evaluation will include the annual suspension report, the number of personnel available to support behavior and mental health needs, and through survey results.

#### **6. Effective Use of Technology in schools (SEC. 4109 (e)(1)(B-D))**

☒ ☐ **LEA receives less than \$30,000 and does not choose to place funds in this section**

**\* A. If applicable, describe how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109. (SEC. 4106 (e)(1)(D)) (to include any positions funded using Title IV funds for this activity)**

Title IV funds will be utilized to provide ongoing professional development in the effective development and delivery of virtual instruction. Teachers and staff will also be trained on the effective and appropriate use of Artificial Intelligence for both staff and students in the educational setting.

**\* B. Describe the program objectives, intended outcomes and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106. (SEC. 4106 (e)(1)(E))**

1. Increase the percentage of teachers who indicate confidence in planning and delivering instruction through a variety of platforms.
2. Develop and implement processes and procedures for teachers and students to appropriately and effectively utilize artificial intelligence in the educational setting.

Each goal will be evaluated annually (at a minimum) and monitoring progress towards meeting each of the established goals will be a part of the district's annual needs assessment and strategic planning process. Data used for evaluation will include survey results and focus group feedback.

#### **7. Equitable Share for Private Schools**



Determine the amount required for Title IV, Part A equitable services to private school teachers and other educational personnel now that this amount must be determined based on the district's total Title IV, Part A allocation.

\* Do you have Private school(s) participating?

☐ No (also includes charter/lab schools as this question does not apply)

☒ Yes

**A. Number of Students**

A1: District K-12 Enrollment (number should match ESSR)	* <input type="text" value="26,974"/>
A2: Participating Private Schools K-12 Enrollment	* <input type="text" value="644"/>
A3: Total Enrollment = A1 + A2	<input type="text" value="27,618"/>

**B. Title IV, Part A Allocation**

B1: Total District Current Year Allotment	* \$ <input type="text" value="567,105.00"/>
B2: All (Direct and Indirect) Administrative Costs (for public and private school programs)	* \$ <input type="text" value="10,661.57"/>
B3: Amount Remaining = B1 - B2	\$ <input type="text" value="556,443.43"/>

**C. Per Pupil Rate**

C1: B3 divided by A3	\$ <input type="text" value="20.15"/>
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**D. Equitable Services**

Amount district must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	\$ <input type="text" value="12,976.60"/>
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Title IV Flexibility

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108

"LEA" = District, Charter School or Lab School

Flexibility

\* Did your LEA receive the Small, Rural School Achievement (SRSA) from the US Department of Education for the current school year?

☐ Yes

☐ No



Title IV Transferability

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108

**"LEA" = District, Charter School or Lab School**

Transferability

☐ ☐ Check here if the LEA does not intend to transfer Title IV funds into another Title(s) (and therefore does not need to complete any other questions on this page).

Set Asides

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108

Title IV - Part A

567,105.00 A. Total Title IV - Part A Planning Allotment

\$ 741,235.12 B. Carryover from Previous Year - must be allocated to same Activities section as in prior year's approved plan

\$ 1,308,340.12 C. Total Title IV Allotment

Set Asides

\$ 676,516.18 D. Activities to Support Well-Rounded Educational Opportunities (SEC. 4106 (e)(2)(C)) (20% min for allotment = \$30K)

\$ 317,872.21 E. Activities to Support Safe and Healthy Students (SEC. 4106 (e)(2)(D)) (20% min for allotment = \$30K)

\$ 300,000.00 F. Activities to Support the Effective Use of Technology (SEC. 4106 (e)(2)(E)) (a portion of the allotment)

\$ 0.00 F1. Of total reserved in F., above, the amount used to purchase technology infrastructure (15% maximum) (SEC. 4109 (b))

\$ 0.00 G. Administrative (2% maximum for direct administration from current allotment) (SEC. 4105 (c))

\$ 13,951.73 H. Indirect Costs

\$ 1,308,340.12 I. Total Title IV Set Asides' to total boxes D through H, not including F1. (I = D + E + F + G + H)



Grant Award Notification (GAN)

**Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Title IV-Student Support and Academic Enrichment (SSAE) PRC 108**

A grant award letter has not yet been generated.

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Contacts

Required Contacts	
Type	Contact(s)

Funding Application Contact (Select 1 contact(s))	<u>Mark Bulris</u>
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Substantially Approved Dates

**Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Substantially Approved Dates**

<b>Grant</b>	<b>Substantially Approved Date</b>
Title IA PRC 0050	Not Yet Substantially Approved
Title I-D	Not Yet Substantially Approved
Title IIA PRC 0103	Not Yet Substantially Approved
Title III-Language Acquisition PRC 0104	Not Yet Substantially Approved
Title IV-Student Support and Academic Enrichment (SSAE) PRC 0108	Not Yet Substantially Approved
Migrant Education Program MEP PRC 0051	Not Yet Substantially Approved



**Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Assurances**

The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

**1 TITLE I, PART A -- IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES SEC. 1112. [20 U.S.C. 6312] STATEMENT OF ASSURANCES**

Assurances are hereby provided to the State Education Agency (SEA) that the Local Educational Agency (LEA) or Charter School will:

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- (5) collaborate with the State or local child welfare agency to ensure the educational stability of children in foster care in accordance with section 1112(c)(5);
- (6) make provisions to implement schoolwide and/or targeted assistance programs in accordance with sections 1114 and 1115;
- (7) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification;
- (8) ensure that any school the local educational agency proposes to serve with funds received under section 1003 will receive all of the State and local funds it would have received in the absence of funds received under section 1003;
- (9) use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds;
- (10) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a));
- (11) comply with Section 1116 – Parent and Family Engagement;
- (12) comply with Section 1114 and/or 1115 – TAS and SW program requirements; and
- (13) comply with section 1112(e) – Parents right to know.

**2 Migrant Education**

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Local Operating Agency (LOA) will:

1. Administer the Migrant Education Project in accordance with all applicable statutes, regulations, and Project Application as required by section 1302, 1303, and 1304.
2. Make provisions for services to eligible children attending Non-Public elementary and secondary schools in accordance with section 1120.
3. Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for federal funds allotted to the LEA.
4. Select those students as "priority for services" whose education has been interrupted during the school year, and who are failing or at risk of failing to meet the state or local content and student performance standards in accordance with the requirements of section 1304(d).
5. Use state and local funds to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas which are not receiving funds under this Title.
6. Annually review program effectiveness, in accordance with subsection 1116(a); and make provisions for the implementation of school improvement procedures consistent with subsection 1116(c) and section 1306. \*
7. Transfer student records for migrant students who migrate in accordance with the requirements of section 1308.
8. Implement programs, activities and procedures for the involvement of parents consistent with provisions of section 1118.
9. Provide high-quality professional development in accordance with section 1119.
10. Maintain its fiscal effort in accordance with section 9521 of this Act.
11. Retain title and control of property and equipment purchases under this title.
12. Be responsible for repayment of MEP funds in the event of audit exception.
13. Maintain a district-wide salary schedule, as specified in section 1120A(c)(2)(i).
14. Comply with comparability requirements specified in sections 1120A(c)(2), 1114 and 1115.
15. Use federal funds under this part to supplement, not supplant, State and local funds, consistent with section 1120a(b)(1). Note: Evidence of supplement not supplant.



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### 3 Title I, Part D, Subpart I - State Agency

Assurances are hereby provided to the State educational agency (SEA) that the State agency will:

1. Comply with the supplement, not supplant requirement of section 1120A and consistent with section 1415(b).
2. In making services available to children and youth in adult correctional institutions) give priority to such children and youth who are likely to complete incarceration within a 2-year period.
3. Assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth.
4. Work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities.
5. Work with children and youth with disabilities in order to meet an existing individualized education program.
6. Notify the child's or youth's local school if the child or youth –
  - is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and
  - intends to return to the local school.
7. Work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school.
8. Train teachers and other qualified staff to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students.
9. Coordinate this program with any programs operated under the Juvenile and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.
10. Designate an individual in each affected correctional facility or institution for the neglected or delinquent children and youth to be responsible for issues relating to the transition of children and youth from such facility or institution to locally operated programs
11. Reserve not less than 15 percent and not more than 30 percent of funds under this part for transition services consistent with section 1418.
12. Be responsible for repayment of Title I funds in the event of an audit exception.

### 4 Title II-A

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. Title II, Part A funds will be used to supplement and not supplant funds from non-federal sources.
2. Non-public schools in the LEA have been contacted yearly and have been given an equitable opportunity to participate in the planning and development of the programs funded under Title II, Part A for the benefit of children attending non-public schools (LEAs only, N/A for charter schools and SOPs).
3. The LEA, SOP, or charter school will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title II, Part A.
4. Local parents, teachers, administrators, supporting personnel, and other groups as may be deemed appropriate by the LEA, SOP, or charter school have participated systematically in the design, planning, and implementation of the Title II, Part A program.
5. Through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.
6. Funds are targeted to schools that have the lowest proportion of Highly Qualified teachers, have the largest average class size, or are identified for school improvement under Title I, Sections 1116(b), 2122(b)(3); and there is equity in the assignment of Highly Qualified teachers in very high poverty and low poverty schools . \*
7. All teachers paid with Title II, Part A funds for class size reduction are Highly Qualified.
8. All new Title I hires are Highly Qualified.
9. The LEA, SOP, or charter school has developed a plan to ensure that all teachers of core academic subjects within the district are Highly Qualified at the time of assignment (Section 1119).
10. The LEA, SOP, or charter school has incorporated and will fully implement procedures if/when it is necessary to hire and/or reassign a teacher who is not Highly Qualified for the grade level(s) and/or subject(s) he or she is assigned to teach.
11. The LEA, SOP, or charter school has established procedures for developing individual teacher plans in case of the assignment of a non-Highly Qualified teacher, mutually agreed upon between the school/district and the teacher, that provide for direct communication between the school/district and individual teachers. The Individual HQ Teacher Plan or a LEA/Charter Approved Form will be used in this process.
12. Parents are informed of their right to request and receive information on the qualifications of their children's teachers (LEAs that receive Title I funding).
13. The applicant will comply with Title VI & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
14. All materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff/professional development.
15. Programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance, and with policies and procedures issued by the North Carolina Department of Public Instruction.
16. The LEA, SOP, or charter school is responsible for repayment of Title II, Part A funds in the event of an audit exception."



The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

#### 5 Title III – Language Acquisition (PRC104/PRC111)

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Charter School will:

1. use payments to be received under Every Student Succeeds Act, Title III and its authorization (20 U.S.C. 6301 et seq., Sections § 3101, 3102, 3111-3116, and 3121-3128) solely for services benefiting English learners, consistent with the purposes, requirements, and other conditions of use as stipulated under this program.
2. § 3115(b) not use more than 2 percent of allotted Title III funds for direct administrative expenses associated in administering this program.
3. § 1112(c)(2) contact yearly, private elementary schools and secondary schools in the local education agency (LEA) in accordance with section § 1117, to have timely and meaningful consultation with private school officials regarding English learner services;
4. § 3116(b)(4)(A) - § (1112)(e)(3)(A-B) provide the following information to parents of English learners not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program via a uniform notification process in a language the parent can understand:
  - a) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
  - b) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - c) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
  - d) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
  - e) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  - f) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
  - g) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
  - h) information pertaining to parental rights that includes written guidance— "(I) detailing the right that parents have to have their child immediately removed from such program upon their request; "(II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and "(III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

**SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.**—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

5. § 3116(b)(4)(B) not be in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections § 3125 and § 3126. The participation of this district or school in this program will be conducted in accordance with all federal, state, and local laws and all requirements set forth in policies and procedures as issued by the North Carolina Department of Public Instruction.
6. § 3116(b)(4)(C) consult with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III program.
7. § 3116(b)(4)(D) if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
8. § 3116(c) All teachers in a Title III language instruction educational program for English learners are fluent in English and any other language used for instruction. Each eligible entity receiving a subgrant under section § 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
9. abide by all assurances published under the above law with regard to all statutes related to nondiscrimination and other compliance features listed in the federal Standard Form 424B as revised for Non-Construction Programs, the federal Certification Regarding Lobbying, and the Federal Certification Regarding Drug-Free and Tobacco-Free Workplace Requirements.
10. § EDGAR 76.730 maintain on file, all supporting documents for expenditures under Title III, in the business office of the school district in an orderly manner to permit expenditures audit and will be made available to appropriate officials upon request.
11. comply with Title VI, Section 601, of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.

#### 6 TITLE IV, PART A, SUBPART 1 – STUDENT SUPPORT AND ACADEMIC ENRICHMENT (SSAE)

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA), or Consortium of LEAs will:

- A. Prioritize the distribution of funds to schools served by the LEA or consortium of such agencies, that –
  - I. are among the schools with the greatest needs, as determined by such LEA or consortium;
  - II. have the highest percentages or numbers of children counted under section 1124(c);
  - III. are identified for comprehensive support and improvement under section 111(c)(4)(D)(i);
  - IV. are implementing targeted support and improvement plans as described in section 1111(d)(2); or
  - V. are identified as a persistently dangerous public elementary school or secondary school under section 8532;
- B. comply with section 8501 (regarding equitable participation by private school children and teachers);
- C. use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4107;
- D. use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
- E. use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the LEA, or consortium of LEAs, will comply with section 4109(b); and
- F. annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of 4106(C) through (E).



The parties referred to in this document are all Federal agencies, including but not limited to the United States Department of Education, the United States Department of Agriculture, the United States Department of Health and Human Services and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the North Carolina Department of Public Instruction, herein referred to as the "North Carolina Department of Public Instruction", and the local educational agency, herein referred to as the "SUBGRANTEE." The North Carolina Department of Public Instruction may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with 34 C.F.R. Sections 74-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

#### 7 SRSA

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. Title VI, Part B funds will be used to supplement and not supplant funds from non-federal sources.
2. The LEA will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title VI, Part B.
3. The applicant will comply with Title VI B & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
4. All federal resources under Title VI B will be used to effectively improve the quality of instruction and student academic achievement.
5. Programs, projects, and activities will be operated in compliance with legislation and Non-Regulatory Guidance of the Title chosen to best assist in raising the district's student academic achievement and/or quality of instruction, as well as any policies and procedures issued by the State Department of Public Instruction.
6. The LEA is responsible for repayment of Title VI Part B funds in the event of an audit exception.
7. An LEA that fails to meet AYP after three years may continue to receive RLIS or SRSA funds only if the LEA agrees to use the funds to carry out the requirements of section 1116 of the ESEA. \*
8. All requirements for the funds drawn down and used under this program have met the requirements under statute.

#### 8 RLIS

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. Title VI, Part B funds will be used to supplement and not supplant funds from non-federal sources.
2. The LEA will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title VI, Part B.
3. The applicant will comply with Title VI B & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
4. All federal resources under Title VI B will be used to effectively improve the quality of instruction and student academic achievement.
5. Programs, projects, and activities will be operated in compliance with legislation and Non-Regulatory Guidance of the Title chosen to best assist in raising the district's student academic achievement and/or quality of instruction, as well as any policies and procedures issued by the State Department of Public Instruction.
6. The LEA is responsible for repayment of Title VI Part B funds in the event of an audit exception.
7. An LEA that fails to meet AYP after three years may continue to receive RLIS or SRSA funds only if the LEA agrees to use the funds to carry out the requirements of section 1116 of the ESEA. \*
8. All requirements for the funds drawn down and used under this program have met the requirements under statute.

#### 9 School Improvement Grant 1003(a)

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) will:

1. Begin implementation of interventions aligned with the turnaround principles or implementation of a SIG model in the 2012-13 school year.
2. Utilize the NC Indistar planning tool as a mechanism for continuous improvement aligned to the requirements of both SIG and the ESEA turnaround principles.
3. Provide technical assistance for an identified Priority School focused on strengthening and improving the school's instructional program and based on scientifically based research in the areas of data analysis, identification and implementation of strategies, and budget analysis.
4. Use School Improvement 1003(a) funds as a part of a comprehensive strategy to improve the school(s) and not as an add-on or stand-alone activity.
5. Use funds to supplement and not supplant funds from other non-federal sources.
6. Not reduce other federal funding the school is eligible to receive (e.g., Title I, Part A).
7. Maintain records and provide information to the SEA as may be required for fiscal audits and program evaluations consistent with the responsibilities of the SEA under this program.

- 10 \* Beginning with the 2012-2013 school year, due to waivers granted to North Carolina by the US Department of Education to certain provisions of the Elementary and Secondary Education Act (ESEA), state education agencies (SEAs) and local education agencies (LEAs) are 1) no longer required to make determinations of adequate yearly progress (AYP) for schools and LEAs, and 2) no longer required to take certain improvement actions as outlined in ESEA section 1116. For more information on the waivers, see <http://www.ncpublicschools.org/docs/program-monitoring/esea/waiver.pdf>.



## GAN Information

### Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Grant Award Notification (GAN)

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at [NCDPI School Allotment Section](#). The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

Below is a list of terms and conditions for the Federal awards managed through the CCIP Grants Management System. These include details related to key statutory and regulatory requirements for each of the programs, the compliance with which is a condition of receiving and utilizing program funds.

If you have any questions, please contact Alex Charles, Section Chief for Consolidated West Programs at [Alex.Charles@dpi.nc.gov](mailto:Alex.Charles@dpi.nc.gov) or (984) 236-2796 or Melissa Eddy, Section Chief for Consolidated East Programs at [Melissa.Eddy@dpi.nc.gov](mailto:Melissa.Eddy@dpi.nc.gov) or (984) 236-2789.

#### Comments: Title I, Part A

Federal funds received under this part must be used only to supplement the funds made available from State and local sources, allocated in a Title I neutral manner, for the education of students participating in programs assisted under this part, and not to supplant such funds. This includes funds needed to provide services that are required by law for children with disabilities and English learners.

All positions, whether full or part-time must adhere to the requirements of §200.430(i) (Standards for Documentation of Personnel Expenses).

Funds used to provide services to preschool-age children must comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

The 12% administrative cost limitation is calculated on end-of-year expenditures, not the budgeted amount.

The LEA must maintain records annually documenting compliance with comparability under §1118(c).

LEAs must implement meaningful interventions in its schools identified as CSI and TSI.

LEA/School Plan(s) should be reviewed annually in accordance with §1112(a)(5).

Teachers and paraprofessional qualifications must be documented in compliance with the requirements of §1112(c)(6).

Not more than 15% of the funds allocated may carryover for one additional fiscal year. (Excludes allocations of less than \$50,000).

ESEA §8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

#### Comments: Title II, Part A

Funds made available under Title II, Part A shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

Beginning in the 2018-19 school year, local educational agencies must prioritize schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under §1111(d).

ESEA §8101(42) defines "professional development," specifically noting that the professional development activities are sustained (not stand-alone, 1-day, or



short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

Use of Title II, Part A funds on class-size reduction activities must be evidence-based, as defined in §8101(21).

**Comments: Title III, PRC 104 & PRC 111**

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 English Learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

**Comments: Title IV, PRC 108**

Funds made available under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.

If organization receives over \$30,000, then at least 20% must be used for well-rounded education, 20% must be used for safe and healthy students, and a portion of the funds used for the effective use of technology.

**Comments: Migrant, PRC 051**

Funds provided under Title I, Part C shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under Title I, Part A may receive those services through funds provided under that part.

All positions, whether full or part-time must adhere to the requirements of §200.430(i) (Standards for Documentation of Personnel Expenses).

Migrant students with Limited English Proficiency may be served with migrant program funds only after the State has met its obligation.

The 20% administrative cost limitation is calculated on end-of-year expenditures, not the budgeted amount.



GAN Organization Data

Onslow County Schools (670) Regular Local School District - FY 2025 - FP-Consolidated - Rev 0 - Grant Award Notification (GAN)

\* Unique Entity Identifier (UEI):

QRBTJ7VAW632

\* Address:

200 Broadhurst Rd  
Jacksonville, NC 28540

Superintendent

\* Name

Dr. Barry Collins

\* Email Address

barry.collins@onslow.k12.nc.us

Key Personnel:

Name	Email Address
* Dr. Mark Bulris	* mark.bulris@onslow.k12.nc.us
* Jeff Hollamon	* jeff.hollamon@onslow.k12.nc.us
* William Laine	* william.laine@onslow.k12.nc.us
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