

Language Instruction Educational Program (LIEP) Services

Please verify that your PSU is a Title III Subgrantee (based on your PRC 104 allotment or consortium membership) before completing this form. You may determine this by searching for your PSU information in the [public estimated \(planning\) allotment site](#). Select the year you need (i.e. 2023-2024) from the drop-down menu, look for PRC 104 and then if the allotment that is listed is below \$10,000, then you're a non-subgrantee and if it is above, then you are a subgrantee.

PSU Name: Craven County Schools	Email: jason.griffin@cravenk12.org	
PSU Number: 250	Contact Name: Jason Griffin	Phone: 252-514-6374

Please complete both sections of this document:

- *section I BASIC Program and*
- *section II Title III (PRC 104) Supplemental*

I. BASIC Program:

"Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs. EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers." [Providing English Learners Equal Access to Curricular and Extracurricular Programs, EL ToolKit, Chapter 4.](#)

Using the constructs below, create an LIEP continuum rubric of services (Basic and Supplemental) for your LEA/Charter. Consider the **Context** in which services are provided in the LEA/Charter, the **Criteria** for determining the category of service, and the actual **Menu/List of Services** that correspond to each category of service from the sample list below. Specify how you are providing LIEP services for EL/AIG and EL/EC students.

The frequency and services may vary from district to district and school to school based on EL population, resources, and schedules. Students can be served by an array of educational professionals through a variety of services in collaboration with ESL staff.

¹ Context/Resources
<p>Context: Medium-sized PSU approximately _____ enrolled in May 2026. Approximately ____ of the PSU population are English Learners. The teacher-student ratio ranges from 1:___ to 1:___ at each elementary level site. At the middle school level, the teacher-student ratio ranges from 1:___ to 1:___ depending on the site. High School has ratios ranging from 1:_ to 1:__. All teachers but one serve more than one school (itinerant). The program provides eight full-time ESOL teachers, six of which are fully ESOL certified and two are in the process. There is one part-time teacher who is also itinerant. The EL plan is developed at the school level for each English Learner. We have _____ active EL students as</p>

of May 2026 with _____ being newcomers (Year 1 or 2) and _____ being long-term English Learners (identified prior to 2021). Through a partnership grant with a community agency, up to nine schools have had part-time tutors provided. When needed, the district maintains a contract through a document translation service for communication, as well as one with a dedicated language interpretation phone line. Efforts are made to provide a variety of information regarding the support of English Learners to classroom teachers, including a dedicated Canvas resource, monthly newsletters and offerings of professional development sessions.

² **Criteria to determine the category in which each EL is “placed”**

NCDPI recommends the utilization of multiple data sources and data reflective practices

Comprehensive - Intensive Entering/ Emerging			Supportive - Moderate Developing			Transitional - Transitional Expanding		
<ul style="list-style-type: none"> ● Students tend to be in Year 1 or Year 2 of schooling in US ● Have very limited or no English language proficiency ● May or may not have had formal school prior to enrollment (interrupted or continuous) ● Able to participate in learning activities with extensive language scaffolding ● Struggle significantly to manage classroom content ● Require scaffolding and modification to participate ● Not proficient on EOGs/EOCs ● Multiple-enrollment students with comparable services (EC/AIG/Tier 2 or 3) may be classified as moderate or transitional 			<ul style="list-style-type: none"> ● Students tend to be in Year 3 or Year 4 of schooling in the US ● Able to converse with teachers and peers in English about familiar topics and some academic topics. ● Able to participate in classroom activities with some language scaffolding ● May be able to manage grade-level content with language scaffolds ● Struggles with proficiency in academics or testing ● Typically not proficient on EOGs/EOCs ● Multiple-enrollment students with comparable services (EC/AIG/Tier 2 or 3) may be classified as transitional 			<ul style="list-style-type: none"> ● Students tend to be in Year 4 (or more) of schooling in US (varies) ● Able to converse with teacher and peers in English about most academic topics ● Able to participate in classroom activities with occasional language scaffolding ● Manage grade-level content with occasional need for support ● May be proficient on EOGs/EOCs ● May be multiple-enrollment students with comparable services (EC/AIG/Tier 2 or 3) 		
WIDA Screener or ACCESS for ELLs 2.0 Results	Gr. K (1st Semester)	Overall PL 1.0-2.0 Listening or Speaking 1.0-2.0	WIDA Screener or ACCESS for ELLs 2.0 Results	Gr. K (1st Semester)	Overall PL 2.0-4.0 Listening or Speaking PL 2.0-4.0	WIDA Screener or ACCESS for ELLs 2.0 Results	Gr. K (1st Semester)	Overall PL 4.0-5.0 Listening or Speaking PL 4.0-5.0
	Gr. K (2nd Semester)	Overall PL 1.0-2.0 Reading or Writing PL 1.0-2.0 Listening or Speaking 1.0-2.0		Gr. K (2nd Semester)	Overall PL 2.0-4.0 Reading or Writing PL 2.0-3.5 Speaking or Listening PL 2.0-4.0		Gr. K (2nd Semester)	Overall PL 4.0-5.0 Reading or Writing PL 3.5-5.0 Speaking or Listening PL 4.0-5.0
	Gr. 1 (1st Semester)	Overall PL 1.0-2.0 Reading or Writing PL 1.0-2.0 Listening or Speaking 1.0-2.0		Gr. 1 (1st Semester)	Overall PL 2.0-4.0 Reading or WRiting PL 2.0-3.5 Speaking or Listening PL 2.0-4.0		Gr. 1 (1st Semester)	Overall PL 4.0-4.8 Reading or WRiting PL 3.5-6.0 Speaking or Listening PL 4.0-6.0
	Gr. 1 (2nd Semester)	Overall PL 1.0-2.0 Reading or Writing PL 1.0-2.0 Listening or Speaking 1.0-2.0		Gr. 1 (2nd Semester)	Overall PL 2.0-4.0 Reading or WRiting PL 2.0-3.5 Speaking or Listening PL 2.0-4.0		Gr. 1 (2nd Semester)	Overall PL 4.0-4.8 Reading or WRiting PL 3.5-6.0 Speaking or Listening PL 4.0-6.0
	Gr. 2- Gr. 5	Overall PL 1.0-2.0 Reading or Writing PL 1.0-2.0 Listening or Speaking 1.0-2.0		Gr. 2- Gr. 5	Overall PL 2.0-4.0 Reading or WRiting PL 2.0-3.5 Speaking or Listening PL 2.0-4.0		Gr. 2- Gr. 5	Overall PL 4.0-4.8 Reading or WRiting PL 3.5-6.0 Speaking or Listening PL 4.0-6.0
			Gr. 6-12	Overall Composite 2.0-4.0		Gr. 6-12	Overall Composite	

	Gr. 6-12	Overall Composite PL 1.0-2.0 Reading and/or writing PL 1.0-2.0 Speaking and/or Listening PL 1.0-2.0			Reading and/or Writing PL 2.0-4.0 Speaking and/or Listening PL 2.0-4.0			4.0-4.8 Reading and/or Writing PL 3.5-5.6 Speaking and/or Listening PL 4.0-6.0
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³ **Menu of Services** (include frequency **and** length of time of services provided: i.e daily, 2x, 3x, 4x week, and 30, 45, 60 or 90 minutes, also provide this information for applicable grade levels, i.e. elementary, middle, high, K-8, 6-12 etc..)

Elementary K-5		
Comprehensive Language Services	Supportive Language Services	Transitional Language Services
<ul style="list-style-type: none"> ●K-5: Pull out 1-5 times a week for a minimum of 30 minutes for English Language Development standard support. ● K-5: Small to medium group pull out, differentiated English Language Development classes taught by ESOL teachers in a separate setting. ● K-5: Appropriate instructional modifications given in the regular classroom with support from ESOL teachers. ● K-5: Use of Lexia English program 2-5 times a week for intensive students. ● K-5: Sharing of Newcomer Resources with the classroom teacher and the family as needed. ● K-5: At multiple elementary schools, part-time tutors funded by the Refugee School Impact Program provide additional support to the EL students. An additional CCS part-time tutor supports students at other elementary schools. 	<ul style="list-style-type: none"> ●K-5: Pull out 1-2 times per week for a minimum of 30 minutes for English Language Development standard support. ● K-5: Small to medium group pull out, differentiated English Language Development classes taught by ESOL teachers in a separate setting. ● K-5: At multiple elementary schools, part-time tutors funded by the Refugee School Impact Program provide additional support to the EL students. An additional CCS part-time tutor supports students at other elementary schools. ● K-5: Appropriate instructional modifications given in the regular classroom with support from an ESOL teacher. 	<ul style="list-style-type: none"> ● K-5: Regular contact between ESOL teachers and content teachers of ELs to identify student needs via Professional Learning Community meetings, e-mail, and face-to-face. ●K-5: Transitional students monitored with formal teacher feedback two times a year. ●K-5 Modifications and any needed accommodations are shared with the classroom teacher for differentiated support, including information regarding English Language Development standard alignment with content standards.
Middle Grades 6-8		
Comprehensive Language Services	Supportive Language Services	Transitional Language Services
<ul style="list-style-type: none"> ●6-8: Pull out up to 45 minutes 1-3 times per week. ● 6-8: Small to medium group pull out, differentiated English Language Development classes taught by ESOL teachers in a separate setting. ● 6-8: Appropriate instructional modifications given in the regular classroom with support from ESOL teachers. 	<ul style="list-style-type: none"> ●6-8: Pull out up to 45 minutes 1-2 times per week. ● 6-8: Small to medium group pull out, differentiated English Language Development classes taught by ESOL teachers in a separate setting. ● 6-8: Appropriate instructional modifications given in the regular classroom with support from ESOL teacher. ● At multiple middle schools, part-time tutors funded by the Refugee School Impact Program provide additional 	<ul style="list-style-type: none"> ●6-8: Regular contact between ESOL teachers and content teachers of ELs to identify student needs via Professional Learning Community meetings, e-mail, and face-to-face. ●6-8: Transitional students monitored with formal teacher feedback two times a year. ●6-8 Modifications and any needed accommodations are shared with the classroom teacher for differentiated support

<ul style="list-style-type: none"> ● 6-8: Sharing of Newcomer Resources with the classroom teacher and the family as needed. ● 6-8: Use of Lexia English program 2-5 times a week for intensive students. ● 6-8: At two middle schools when staffing allows, time on master calendar exploratory schedule for a dedicated EL time with the ESOL teacher. ● 6-8: Clustering of students in content areas is encouraged with school leaders. ● At multiple middle schools, part-time tutors funded by the Refugee School Impact Program provide additional support to the EL students. An additional CCS part-time tutor may support students at other middle schools. 	<p>support to the EL students. An additional CCS part-time tutor may support students at another middle school.</p>	<p>including information regarding English Language Development standard alignment with content standards.</p>
<p>High School 9-12</p>		
<p>Comprehensive Language Services</p>	<p>Supportive Language Services</p>	<p>Transitional Language Services</p>
<ul style="list-style-type: none"> ●9-12: Pull out 30-45+ minutes 2-5 times per week. ●Clustering of students in content areas is encouraged with school leaders. ● 9-12: At one school pending staffing, 85-90 minutes 5 times per week in a seated class for English Language Development. ● 9-12: EL students clustered in some content classrooms using sheltered or supportive strategies. ● 9-12: Appropriate instructional modifications are in place. ● 9-12: At the largest high school, a part-time tutor funded by the Refugee School Impact Program provides additional support to the EL students. 	<ul style="list-style-type: none"> ●9-12: Pull out 30-45+ minutes 1-2 times per week. ● 9-12: At one school pending staffing, 85-90 minutes 5 times per week in a seated class for English Language Development. ● 9-12: EL students clustered in content classrooms using sheltered or supportive strategies at some sites when available. ● 9-12: Appropriate instructional modifications are in place. ●9-12: At the largest high school, a part-time tutor funded by the Refugee School Impact Program provides additional support to the EL students. 	<ul style="list-style-type: none"> ●9-12: Regular contact between ESOL teachers and content teachers of ELs to identify student needs via Professional Learning Community meetings, e-mail, and face-to-face. ●9-12: Transitional students monitored with formal teacher feedback two times a year. ●9-12: Modifications and any needed accommodations are shared with the classroom teacher for differentiated support including information regarding English Language Development standard alignment with content standards.

The U.S. Department of Education’s (ED) Student Achievement and School Accountability Programs (SASA) office, Title III State Consolidated Grant Group monitored the North Carolina Department of Public Instruction (NCDPI) the week of October 24-27, 2011. This was a comprehensive review of NCDPI’s administration of Title III, Part A, authorized by the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As a result of this monitoring visit, NCDPI is collecting each PSU’s Language Instruction Educational Program (LIEP) information.

*Title III PRC 104 Subgrantees will upload the LIEP to the NCCCIP as part of the Title III PRC 104 Application under ‘Related Documents’; consortium Fiscal Agents will upload each member’s LIEP. Non-Title III Subgrantees will submit based on instructions that can be found on the [EL Program Compliance](#) page.

II. Title III (PRC 104) Supplemental

ESSA: Title III: Programs and Activities (SEC. 3115(c)(1)(A) & (B) and SEC. 3116(b)(1))

*(How will you use your Title III PRC 104 funds to **supplement** your BASIC program LIEP, in section I above?)*

- Salary/retirement/FICA/MED/travel (single tutor for district to supplement instruction)/contracted service
- Curriculum materials
- Supplies/materials for classroom use
- PD (For Teachers; State supported initiatives for ESOL Teachers; conferences)
- Parent outreach
- Supplemental translation/interpretation costs
- Equitable services to local private schools

