

IDEA Grant 2025

Save the Date

IDEA Grant opens:
April 22, 2024

Submission Due Date:
May 31, 2024

Federal EC Funding – Basic Allotments

Federal IDEA Section 611 (3 through 21) funds are allocated to Public School Units (traditional, charters and State Operated Programs) through PRC 060 based on a formula that includes a base payment, ADM and the number of children living in poverty.

Federal EC Funding – Basic Allotment (PRC 049)

- Federal IDEA Section 619 (3 through 5) funds are allocated to PSUs through PRC 049 based on a formula that includes a base payment, ADM, and the number of children living in poverty.
- Charter schools may receive Section 619 (PRC 049) funding beginning in the second year of operation if the December Child Count included students age 5.

Federal EC Funding PRC 070

Coordinated Early Intervening Services

- IDEA regulations mandate 15% of IDEA 611 and 619 funds are set-aside for any PSU with significant disproportionality (Mandatory Use)
- PSUs without significant disproportionality may use up to 15% of their IDEA 611 and 619 funds for CEIS (Permissive Use)

Access and Logging In

- Log in
 - <https://ccip.schools.nc.gov>
 - Using NCID (Not the PowerSchool ID)
 - Do NOT use the browser BACK button

Assigning Roles

- Local User Access Administrator
 - **Is the only one who can change or add users with the PSU.**
 - **NCDPI staff cannot add users to the PSU.**

Roles in CCIP

Role	Permissions
LEA EC Data Entry (optional role)	Move to Draft Started Create Application <u>Cannot</u> move to Draft Completed
LEA EC Director	Move to Draft Started Create Application Moves to Draft Completed
NCDPI EC Regional Coordinator	Move to NCDPI EC Regional Coordinator Returned or Approved
LEA Chief Administrative Officer	Reviews and moves to LEA Chief Administrative Officer Returned or Approved
NCDPI EC Program Consultant	Reviews and moves to NCDPI EC Consultant Returned or Approved (final approval)

Verify Contact Information

1. Log in and click on your name below the menu
2. Verify your email address, name, phone number and edit as needed

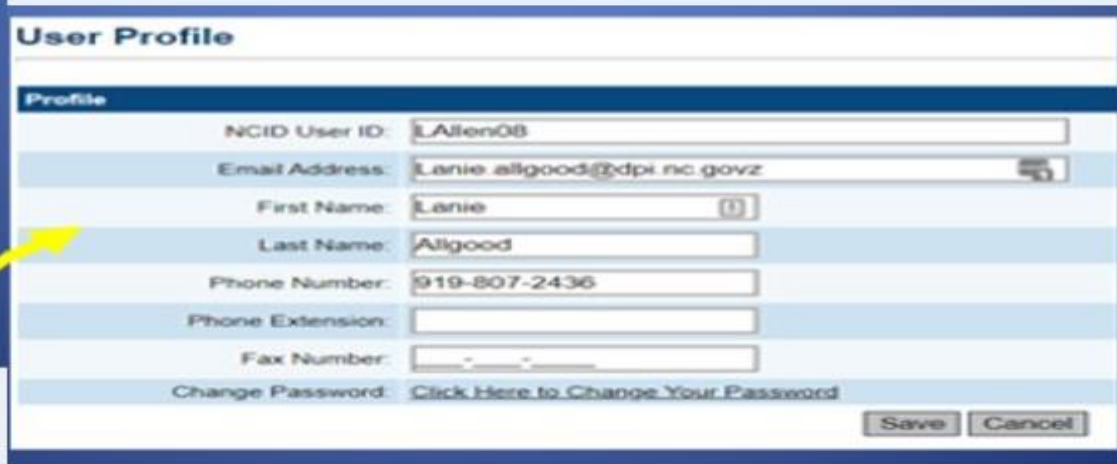


Public Schools
State Board of Education

- NCCIP Home
- Administer ▶
- Search ▶
- Inbox ▶
- Planning ▶
- Funding ▶
- Project Summary
- LEA Document Library
- Address Book
- NCDPI Resources
- Help for Current Page
- Contact NCDPI
- NCCIP Sign Out

Allgood, Lanie

Demmo



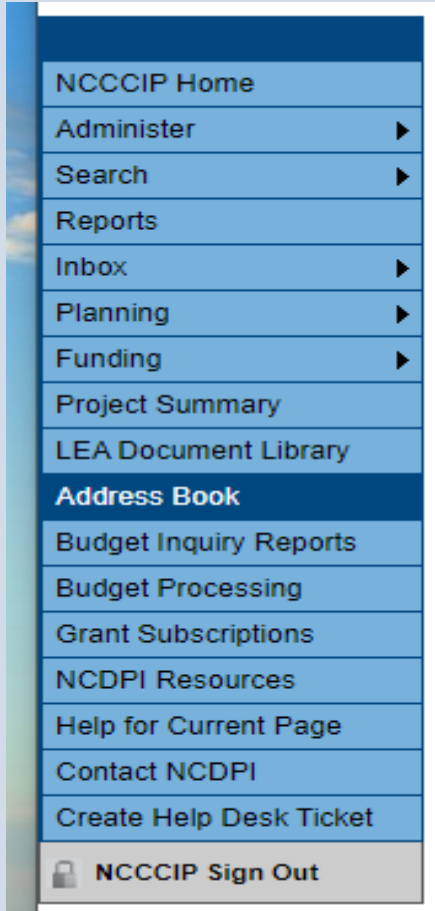
User Profile

Profile

NCID User ID:	LAllen08
Email Address:	Lanie.allgood@dpi.nc.govz
First Name:	Lanie
Last Name:	Allgood
Phone Number:	919-807-2436
Phone Extension:	
Fax Number:	- -
Change Password:	Click Here to Change Your Password

Save Cancel

Review Address Book



- Open the Address Book
- Verify the appropriate PSU staff members have access to the grant applications
- Notify the Local User Access Administrator of personnel to be removed from the Address Book

Beginning the Application

- Change the Year to 2025 (the system will change to 2025 on July 1)
- Click on Draft Started to begin completing the application.

2024 ▾ All Active Applications ▾

2025 ▾ All Active Applications ▾

Entitlement Funding Application

CTE Local Application (PRC 13, PRC 14, PRC 17)

IDEA

Application Status: Not Started

Change Status To: **Draft Started**

Sections Page

- All funding applications have a Sections page
- Functions: change status, links to grant pages, print, find errors, access Change Log

View Change Log	
Description (View Sections Only View All Pages)	
All	
<input type="checkbox"/>	History Log
	History Log
	Create Comment
<input type="checkbox"/>	Allotments
	Allotments
<input type="checkbox"/>	Contacts
	Contacts
<input type="checkbox"/>	IDEA Basic - 611 (PRC 060) - Application
	Introduction
	Maintenance of Effort - Budget
	Private School
	CCEIS
	Narrative
	Required Components
	Public Notice
	Related Documents
<input type="checkbox"/>	IDEA Basic - 611 (PRC 060) - Budget
	Budget
	Grant Award Notification (GAN)
<input type="checkbox"/>	IDEA Preschool - 619 (PRC 049) - Application
	Introduction
	Use of Funds
	Related Documents
<input type="checkbox"/>	IDEA Preschool - 619 (PRC 049) - Budget
	Budget
	Grant Award Notification (GAN)

Navigation of CCIP Support Links

[Link to PowerPoint](#)

[Link to Voiceover](#)

IDEA Grant Section 611

Required Content

Maintenance of Effort Budget

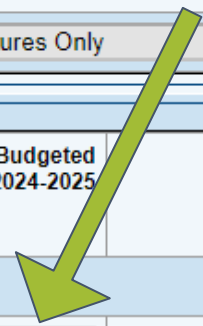
The PSU must budget at least as much state and/or local funds as they expended in the last year for which information is available.

Maintenance of Effort - Budget

(a) Enter LEA budget for the education of students with disabilities. (34 CFR 203) Funds Budgeted FY 2024-2025 must equal or exceed funds spent from the same funding source for FY 2022-2023. If a Reduction Amount is greater than 0, an exception and/or adjustment must be documented below in section (b) for an eligible reduction allowance.

Selected Budget Method 2024-2025	Selected MOE Method 2022-2023
* <input type="text" value="Select..."/>	<input type="text" value="Total Local Expenditures Only"/>

Methods for Determining Budget	(I) Funds Budgeted 2024-2025
<input type="text"/> * Projected Child Count	
Total State and Local	* \$ <input type="text"/>
Total Local Only	* \$ <input type="text"/>
Per Child State and Local Total	\$ <input type="text" value="0.00"/>
Per Child Local Total Only	\$ <input type="text" value="0.00"/>



MOE Budget: How to meet it

- Local funds only
- The combination of state and local funds
- Local funds only on a per capita basis
- Combination of state and local funds on a per capita basis

MOE: Budget 1b

- **Reduction Allowances**
- 34 CFR 300.204
- 34 CFR 300.205
- 34 CFR §300.203 (b) MOE - §300.200 LEA Eligibility

Private School: Proportionate Share

- Traditional PSUs are required to provide special education services to SWD who are parentally-placed in non-public schools which are located in the PSU.
- Equitable services may be provided to SWD enrolled by their parents in private, religious, and home schools that meet the definition of elementary and secondary schools
- Private school evaluations are covered under Child Find and are not included in proportionate share set aside funds

Private School: Ongoing Communication

- At least annually, the PSU must hold a consultation meeting with representatives of the private schools including home schools
- Communication with private schools and parents is ongoing throughout the year (does not end after the formal meeting)

Private School: Ongoing Communication

- During the meeting, the PSU and private school representatives will reach an agreement of the services to be provided
 - This agreement will include the type of services to be provided (not disability specific)
 - How, where and by whom special education and related services will be provided
 - How special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school students
 - How and when those decisions will be made

Private School: Ongoing Communication

- Written explanation by PSU regarding services
 - If the PSU disagrees with the views of the private school official on the provision of services or the types of services (whether provided directly or through a contract), the PSU will provide to the private school officials a written explanation of the reasons why the PSU chose not to provide services directly or through a contract.

Authority: 20USC1412(a)(10)(A)(iii); 34CRF300.134

Proportionate Share Calculations

- The planning allotments will be automatically pulled in when it is released.
- Number of eligible private school students includes students with service plans and students eligible but without service plans.

Change to Proportionate Share Calculations

NEW

- Section 611 (PRC 060) and Section 619 (PRC 049) will be calculated separately
- The PSU must spend and track the calculated amount out of each PRC separately
- Please keep in mind that once 619 funds for three- to five-year-olds are spent from your proportionate share, you must continue to serve these children through the PSUs 611 Proportionate Share funds until all 611 funds are expended.
- [Preschool Private School Memo](#)

Proportionate Share Calculations *NEW*

Proportionate Share Calculation for Parentally-Placed School Children with Disabilities

Number of Eligible Public and Private School Children:

Number of Eligible Private School Children: (Between October 1 & December 1)

Planning Allotment for PRC 060:

PRC 060 Proportionate Share to Private School Children:

PRC 060 Carry-over Proportionate Share Funds:

Total PRC 060 Proportionate Share for Private School Children FY 2024-2025:

Planning Allotment for PRC 049:

PRC 049 Proportionate Share to Private School Children:

PRC 049 Carry-over Proportionate Share Funds:

Total PRC 049 Proportionate Share for Private School Children FY 2024-2025:

Coordinated Early Intervening Services

- **Mandatory Use:** If the state identifies the PSU with significant disproportionality based on race and ethnicity of students with disabilities with respect to identification, including specific disability categories, placement in particular educational settings, and incidence, duration and type of disciplinary actions.
- **Permissive Use:** A PSU may voluntarily use up to 15% of its IDEA Part B funds to provide CEIS to children ages 5 to 21 who need additional academic and behavioral support to succeed in a general education environment.

Coordinated Early Intervening Services

CCEIS Application Supplement has been completed and reviewed.

- If the PSU is not required to provide CCEIS, skip this page.
- If the PSU is required to provide CCEIS or is utilizing permissive funds, this section will open when the CCEIS Application Supplement is completed.

CCEIS Plans

- A special training will be held for PSUs required to complete CCEIS plans.
- If your PSU intends to utilize permissive funds, notify your RC and Fiscal Consultant

Coordinated Early Intervening Services

- Things to remember
 - If the PSU has carryover funds to expend, the full plan is required
 - If the PSU utilized funds in the 2022-2023 or 2023-2024 school year but is not continuing to utilize funds, the PSU must continue to track the students who received services and upload the spreadsheet.

Project Narrative

PSU Description: Part A

- Number of Schools
- Number of EC students on December 1, 2023 child count will be imported
- Socio-economic Data for the county in which the PSU is located (within last 2 years)
 - Economy
 - Poverty
 - Average income
 - Ethnic background

Locations of Socio-economic data

- The county website for each county will have some data
- [US Census Quick Facts](#):
- [Access NC Community Demographics](#)
- [2023 County Map Book](#)

Project Narrative

PSU Description: Part A (continued)

- Building Accessibility
 - PSU describes their ADA compliance
 - What accessibility features does the PSU have?
 - If noncompliance exist, what is the plan?

Project Narrative

PSU Description: Part A (continued)

- Continuum of Services
 - A description of How the PSU is providing the full continuum of services
 - Include regular, resource, separate, home/hospital
 - Add details specific to your PSU
 - If the PSU does not currently have students requiring one or more of the levels of the continuum, explain how the PSU would provide the services when the need arises
 - Do not copy and paste the policy definition

Project Narrative

Part B: Use of Funds

- Utilization of Funds: The narrative must agree with the submitted budget.
- Employer provided benefits: If social security, hospitalization, retirement, supplementary & benefits related pay (supplement, bonus, longevity) will be paid from this grant, it can be included in one bullet as “benefits”
- Any additional benefits paid from this funding source that all employees do not receive (salary differential, additional responsibility stipend, etc.) must be listed separately from benefits
- If Indirect Cost and Unbudgeted funds are in the budget, they must be listed in Use of Funds
- List the line-item names only
- The number of positions is not required in the narrative.
- Dollar amounts per line item are not included in the Use of Funds
- The grant cannot be approved until the budget is submitted.

Project Narrative

Part B: Use of Funds

- With the budget now in CCIP, it is easier to align the Use of Funds with the budget.
- By clicking on the icon, the budget will take you to the next page with a description of the budget code.

000 - School Level Expenditures

View	Type	Funding	Purpose	Object
	Salary	3	5210	142
	Other	3	5210	162
	Other	3	5210	164
	Other	3	5210	180
	Other	3	5210	181
	Other	3	5210	184
	Other	3	5210	199
	Other	3	5210	211
	Other	3	5210	221
	Other	3	5210	231

Fund Code	Purpose Code	Object Code	Site Code	Local Code	Field 503 Code	COA Title
3	5210	142	000	000	85	EC - Salary - TA - NCLB

Project Narrative

Part B: Use of Funds

- Funds for Equipment
 - Must indicate how the equipment will improve the education of students with disabilities.
 - If not using funds for equipment, enter NA
- Funds for Workshops:
 - Description of planned staff development and how it will improve the education of students with disabilities.
 - If not using IDEA funds for staff development, enter NA

Project Narrative

Part B: Use of Funds

NEW

- Funds for Field Trips:
 - If funds are used for field trips, list the types of field trips, and describe how the field trips support the education of students with disabilities.

NEW Project Narrative Part B: Carryover Funds

- Carryover Funds will no longer appear in the IDEA grant.
- The PSU will submit a separate budget for any remaining funds.
- The budget must align with the Use of Funds from the year the funds were allocated.
- If required, the previous Use of Funds may be revised and the grant resubmitted.

NEW

Carryover Funds (continued)

For example:

- 2024 PRC 060 has \$50,000 in remaining funds
 - Submit budget for funds
 - If funds align with 2024 Section 611 Use of Funds, budget will be approved
 - If funds do not align with 2024 Section 611 Use of Funds, 2024 Use of Funds can be revised and submitted or budget can be denied

Project Narrative

Part C: Personnel and Comprehensive System of Personnel Development

C. Personnel and Comprehensive System of Personnel Development

* Address licensure status and number of all teachers of students with disabilities (regardless of funding source), i.e. twenty fully certified EC teachers, five EC teachers holding lateral entry license, etc.

* Provide relevant information on current and anticipated personnel vacancies, etc.

* Training for personnel paid from the IDEA grant: Describe all in-service training, from all funding sources, provided to personnel paid from the IDEA grant.

- Licensure status and number of all teachers of students with disabilities (regardless of funding source), i.e. twenty fully certified EC teachers, five EC teachers holding lateral entry license, etc.
- Provide relevant information on current and anticipated personnel vacancies, etc.
- Workshops: Description of planned staff development for all EC personnel regardless of the funding source for the PD and how it will improve the education of students with disabilities.
 - What type of training (ex: AU, EC Conference, ECATS, etc.)
 - Who is attending (ex: EC Teachers, Related Service, Administrators, etc.)

Required Components: Assurances

- **By checking the ‘Yes’ box, the applicant certifies that the LEA meets all the assurance and certification requirements necessary to receive IDEA, part B funds.**
- **PSUs are required to provide FAPE and complete the assurances even if not completing the IDEA grant application.**

Equity Statement Update

NEW

All PSUs must update the equity statement

- Note progress on the milestones from the 2024 plan
- Develop new milestones
 - New milestones may be for more than one year

Public Notice: Requirements

- Type of media (daily, weekly)
 - Newspaper or Journal
- Media Agency Name (ex: Charlotte Observer)
- Affidavit with dates the Public Notice ran (no longer will take a copy or screenshot of the article as evidence)
- Must run more than 1 day
- Must run before public comment

Clarifying Public Notice and Public Review Timeframe

Type of Publication	Days Posted in newspaper	First Day available for Review Period
Daily	Monday & Tuesday	Wednesday
Biweekly	Tuesday & Thursday (same week)	Friday (weekend cannot be counted in the minimum days of review period)
Weekly	Wednesday for 2 consecutive weeks	Thursday after the second posting

- Examples of the timeframe to ensure compliance

Public Notice: Requirements

- Look for in Ad:
- Location of the project public review
- Contact person for the project review
- Dates the project review will be available for public review
 - Must be after last day Public Notice ran in paper
- Grant can **NOT** be submitted until after last Public Review date

Public Notice: Sample

SAMPLE OF PUBLIC NOTICE

Public Notice

The Individuals with Disabilities Education Act (IDEA-Part B, Public Law 108.446) Project is presently being amended. The Project describes the special education programs that _____ (name of your LEA) proposes for Federal funding for the 2024-2025 School Year. Interested persons are encouraged to review amendments to the Project and make comments concerning the implementation of special education under this Federal Program. All comments will be considered prior to submission of the amended Project to the North Carolina Department of Public Instruction in Raleigh, North Carolina. The IDEA-Part B Project is open to the public for review and comments during the week of _____ (insert the dates you select) in the office of _____ (insert the name of the Director of E C Programs) located at _____ (insert the address of your E C Office).

SAMPLE SAMPLE SAMPLE SAMPLE

Public Notice: Attachment Requirements

- Attach an affidavit from the media source
- Visible name of the newspaper
- Visible date of the publication
- Photos, Clippings, receipt, order forms, Word documents are not acceptable

IDEA Grant – Section 619

Sections

NCDPI (000) Test District - FY 2024 - IDEA - Rev 0

Application Status: Not Started

Change Status To: [Draft Started](#)

[View NCDPI History Log](#)

[View Change Log](#)

Description ([View Sections Only](#) [View All Pages](#))

All

 [History Log](#)

 [Allotments](#)

 [Contacts](#)

 [IDEA Basic - 611 \(PRC 060\) - Application](#)

[Introduction](#)

[Maintenance of Effort - Budget](#)

[Private School](#)

[CEIS](#)


[Narrative](#)

[Required Components](#)

[Public Notice](#)

[Related Documents](#)

 [IDEA Preschool - 619 \(PRC 049\) - Application](#)

 [Introduction](#)

[Use of Funds](#)

[Related Documents](#)

 [Maintenance of Effort - Expenditures](#)

 [Assurances](#)

 [IDEA Checklist](#)

 [Grant Award Notification \(GAN\)](#)


All

Locating Section 619

Introduction

NCDPI (000) Test District - FY 2024 - IDEA - Rev 0 - IDEA Preschool - 619 (PRC 049) - Application

Go To

  LEA is applying for IDEA Preschool - 619 (PRC 049) funds.

Go To

Introduction Overview

Go To 

LEA is applying for IDEA Preschool - 619 (PRC 049) funds.

* Applicants understand that all introductory and required components of the 611 grant also apply to the 619 grant project funds. A 611 grant application must be submitted in order to apply 619 grant funds.

Funding

The funding for local educational agencies (LEAs) is based upon 75% of the 1997 grant award amount with the remaining funds to be allocated in the following formula: (a) 85% based upon the number of children enrolled in public and private elementary and secondary schools and (b) 15% based upon the number of those same children living in poverty.

Interagency Council

Each LEA shall participate in an interagency council or committee from the community to work on establishing new programs or to utilize existing programs and services that are in place. Involving other agencies is an important part of establishing a comprehensive service delivery model for 3-, 4-, and 5-year-old children with disabilities. Interagency cooperation is essential in Child Find activities and community awareness to identify eligible children and to avoid duplication of program planning. When all agencies work together, more program options with inclusive settings are available to families and children. The NC ICC receives its federal authority and charge through the Individuals with Disabilities Education Act (IDEA) under Public Law 108-446 and its state authority through NC General Statute 143B-179.5.

I. Use of Funds

These monies must be used to initiate or expand special education and related services to children with disabilities who are 3-, 4-, and those 5-year-old children who are not yet 6 prior to December 1 child count. In addition to the information provided regarding use of funds in the 611 grant application, 619 funds may be used for:

- **Contracts with Existing Programs (Only Preschool programs will address in grant)** - Local educational agencies may contract with existing preschool programs (developmental day or private programs) to provide educational services to identified children. When placing preschool children with disabilities in educational programs, identification and placement procedures outlined in [Policies Governing Services for Children with Disabilities](#) must be followed. Programs in which the children are placed must be staffed by appropriately licensed personnel. If a local educational agency elects to contract with another agency for services, a copy of that contract should be on file in the LEA.
- **Collaborative Programs (ie. Head Start) with Other Agencies or Local Educational Agencies (Only Preschool programs will address in grant)** - Local educational agencies may establish cooperative programs with other agencies or other local educational agencies to provide more comprehensive services to identified children. Cooperative agreements outlining areas of responsibility should be completed by the participating agencies and kept on file in the LEA.
- **Other** - Local educational agencies may use grant funds for other activities which are relevant to children ages 3-5 with disabilities. Such activities may include parent education programs, in-service training for professional staff and/or volunteers, establishment of an interagency council, interagency activities, resource staff to integrate children into various preschool programs and transition services to assist preschool children as they move into kindergarten as applicable.

II. Eligibility Requirements

Children to be served must be 3-, 4-, and 5-years of age (who are not yet 6 prior to December 1 child count) and identified as having a disability according to the definitions included in [Policies Governing Services for Children with Disabilities](#). A child with disabilities is eligible for services when he/she reaches the third birthday, his/her parents request services from the local education agency and the child meets established eligibility criteria. Three options are available when a child reaches his/her third birthday and is eligible for services under the 619 Grant Program:

1. The child may remain in his/her current program without local educational agency involvement.
2. The child may remain in his/her current program receiving services from outside the school system and the local education agency may offer rights and/or provide additional services if needed.
3. The local educational agency will become the actual service provider. (example: child will be placed in a school-based preschool program or receive special education (Only Preschool programs will address in grant) and related services in the child's least restrictive environment, e.g., home, child care, Head Start or private preschool.)

III. Please confirm that the Preschool Data Collection has been submitted.

- * Tool Submitted
- Not Applicable - We are a Non-Traditional PSU (Charter, State-Operated, etc.)

Introduction Overview

- LEA is applying for IDEA Preschool – 619 (PRC 049) funds.

- * Applicants understand that all introductory and required components of the 611 grant also apply to the 619 grant project funds. A 611 grant application must be submitted in order to apply for 619 grant funds.

LEA is applying for IDEA Preschool - 619 (PRC 049) funds.

* Applicants understand that all introductory and required components of the 611 grant also apply to the 619 grant project funds. A 611 grant application must be submitted in order to apply 619 grant funds.

Introduction Overview

- IDEA 619 Funding
- Interagency Council
- I. Programming Use of Funds
- II. Eligibility Requirements
- III. Preschool Data Collection

Introduction Overview

III. Please confirm that the Preschool Data Collection has been submitted.

*

Tool Submitted

Not Applicable - We are a Non-Traditional PSU (Charter, State-Operated, etc.)

Go To



Use of Funds Sections

- I. Use of Funds Narrative
- II. Continuum of Part B 619
Placement Options
- III. Personnel

Use of Funds Narrative

- A. The narrative must agree with the submitted budget.
- B. If funds are used to purchase equipment, indicate how the equipment will improve the education of students with disabilities.
- C. If funds are budgeted for workshops, describe the planned staff development activities.
- D. If funds are used for field trips, list the types of field trips, and describe how the field trips support the education of students with disabilities.

LEA is applying for IDEA Preschool - 619 (PRC 049) funds.

Please only include 3-, 4- and 5-year-olds, including five- year-olds in kindergarten who are not yet 6 prior to December 1 child count. Include all activities that are paid for with PRC 049 funds and do not include activities that are not paid for with PRC 049 funds. Each area should match the items included in the submitted budget.

I. Use of Funds Narrative

A. State specifically how funds will be utilized. This section can be completed using bullets instead of full sentences.

** The narrative must agree with the submitted budget. Employer provided benefits (if social security, hospitalization, retirement and supplementary and benefits related pay (i.e. supplement, bonus, longevity) will be paid from this grant, it can be included in one bullet as "benefits", covering all employees paid under this funding source.) Any additional benefits paid from this funding source that all employees do not receive (salary differential, additional responsibility stipend, etc.) must be listed separately from "benefits". If Indirect costs and unbudgeted funds are in the budget, they should be listed in use of funds. The grant cannot be approved until the budget is submitted.*

* B. If funds are used to purchase equipment, indicate how the equipment will improve the education of students with disabilities.

* C. If funds are budgeted for workshops, describe the planned staff development activities.

* D. If funds are used for field trips, list the types of field trips, and describe how the field trips support the education of students with disabilities.

Use of Funds: Continuum

- A. Describe how the LEA ensures the Regular Early Childhood Program (RECP) placement options is available for all IEP teams to consider during IEP development and review.
- B. Describe how the LEA ensures the Separate Setting placement option is available for all IEP teams to consider during IEP development and review.
- C. Describe how the LEA ensures the Home placement option is available for all IEP teams to consider during IEP development and review
 - (Note: the home placement option for preschoolers differs from Homebound and should be considered an appropriate placement option for all preschool-aged IEP teams, not just those serving children with medication needs or extenuating circumstances)
- D. Describe how the LEA ensures the Service Provider Location placement option is available for all IEP teams to consider during IEP development and review.

II. Provide an overview of the continuum of Part B 619 Placement Options. Include specific information regarding how the LEA makes the full continuum of placement options (RECP, separate setting, home, provider location) available for all IEP teams to consider during IEP development and review throughout the year. All placement options must be addressed regardless of whether the option is currently being utilized. Please ensure the response to this overview only references the continuum provided for children age-eligible for 619 funds. For charter schools, this narrative should only reference eligible 5-year-olds in kindergarten.

* A. Describe how the LEA ensures the Regular Early Childhood Program (RECP) placement option is available for all IEP teams to consider during IEP development and review:

* B. Describe how the LEA ensures the Separate Setting placement option is available for all IEP teams to consider during IEP development and review:

* C. Describe how the LEA ensures the Home placement option is available for all IEP teams to consider during IEP development and review (Note: the home placement option for preschoolers differs from homebound and should be considered an appropriate placement option for all preschool-aged IEP teams, not just those serving children with medical needs or extenuating circumstances.):

* D. Describe how the LEA ensures the Service Provider Location placement option is available for all IEP teams to consider during IEP development and review:

Use of Funds: Personnel

III. Personnel

Check if there are current Part B 619 vacancies and/or plans for staffing changes.

* If so, please briefly describe related program planning processes.

Documents Page

Required Documents

This page is currently not accepting Related Documents.

Go To



Budget

- Imports directly from the local PSU Budget System

[Download Budget Data] [Collapse Budget] [Hide Unbudgeted Categories]			
Object Code	Purpose Code	EC 5210	Pre-K - EC 5230
113	Salary - Director and/or Supervisor		
121	Salary - Teacher	0.00	0.00
122	Salary - Interim Teacher - Non Cert		0.00
124	Salary - VIF		0.00
125	Salary - New Teacher Orientation		0.00
126	Salary - Extended Contracts		0.00
129	Held Harmless Salary		0.00
131	Salary - Instruct. Support I - Reg.		0.00
132	Salary - Instruct. Support II - Adv.		
133	Salary - Psychologists	0.00	
134	Salary - Teacher Mentor	0.00	0.00
141	Salary - TA - Other	0.00	
142	Salary - TA - NCLB	0.00	0.00
143	Salary - Tutor		0.00
144	Salary - Interpreter/Brailist/Translator		0.00
145	Salary - Therapist		0.00

By checking this box the LEA is waiving allocation for this grant or submitted a budget in error and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

Checklist

<input type="checkbox"/> 6. 619 - Introduction	Regional Preschool Coordinator	Not Reviewed <input type="button" value="v"/>
1. Affirmation completed		
<input type="checkbox"/> 7. 619 - Use of Funds	Regional Preschool Coordinator	Not Reviewed <input type="button" value="v"/>
1. IDEA 619 Use of Funds (see comments below)		
2. Funds are used to purchased equipment, indicate how the equipment will improve the education of students with disabilities.		
3. Funds are budgeted for workshops, describe the planned staff development activities.		
4. Carryover funds amount		
5. Carryover utilization		
<input type="checkbox"/> 8. 619 - Continuum of Services Overview	Regional Preschool Coordinator	Not Reviewed <input type="button" value="v"/>
1. Continuum of Services		
<input type="checkbox"/> 9. 619 - Personnel Vacancies and Adjustments	Regional Preschool Coordinator	Not Reviewed <input type="button" value="v"/>
1. Personnel vacancies and adjustments		

IDEA Grant Assurances

IDEA Assurances

- Checkboxes
- Program and Fiscal Program Assurances
- Debarment Assurance

Co-Working in the Grant

- Multiple people can be in the grant at the same time but not on the same page.

Page is being edited by 'Charles Carmichael'.

Go To

To be eligible for Title II, Part A funds LEAs must assess their needs related to improving educator effectiveness. Title II, Part A funds are provided to LEAs to increase student academic achievement through strategies such as in-

- People can work in 619 and 611 at the same time.
- The grant cannot be moved forward without both sections of IDEA being completed.

Grant Review Workflow

NEW

- Upon submission all initial programmatic and fiscal reviews will be conducted.
 - IDEA 611 Programmatic review will be conducted by EC Regional Coordinators
 - IDEA 611 Fiscal review will be conducted by IDEA 611 Fiscal Monitoring Consultants
 - IDEA 619 Programmatic review will be conducted by ECEC Regional Coordinators
 - IDEA 619 Fiscal review will be conducted by IDEA 619 Fiscal Monitoring Consultants
 - All items on the IDEA checklist in CCIP will be reviewed by their respective OEC representatives. Items requiring revision will be noted in the comments of the IDEA Checklist with instructions for completing the revision.

Grant Review Workflow

NEW

- Once each PSU review has been completed the IDEA 611 Fiscal Monitor will:
 - return the grant for revisions as needed
 - or
 - will approve in CCIP and move the grant to Chief Admin approved.

IDEA Grant Timeline

Status Move to	What happens	Due Date
Draft Started	Application open for editing	April 22, 2024
Draft Completed	Change status to draft completed Application locked/ no editing	May 31, 2024
Draft Completed	Review public notice first for all and notify PSU EC Director if the public notice must be reposted.	June 30, 2024
NCDPI EC Regional Consultant Reviews & EC Fiscal Consultant	If corrections are needed, returned to PSU EC Director and with notes for areas needing attention All corrections completed by August 31, 2024. If no corrections are needed, moved forward to PSU Chief Administrator	August 31, 2024
Budgets Submitted	PSU finance submits budgets	July 31, 2024
PSU Chief Administrator Reviews	If approved, moved forward to EC Program Consultant If not approved, returned to EC Director for corrections	September 15, 2024
EC Fiscal Consultant Reviews and approves.	When approved, initial application is complete, and grant is available for revision as needed.	September 30, 2024

IDEA Grant Timeline

MOE Steps	What happens	Due Date
NCDPI opens grant for MOE submission	PSUs can begin entering MOE data and uploading spreadsheet	10/01/2024
Grant status Revision Completed	PSUs must complete MOE data and uploading spreadsheet	10/31/2024 *IDEA funds will not be released until MOE submission is received
Fiscal Consultant reviews MOE	If corrections or additional information needed, consultant returns	Reviewed in order of submission
PSU completes any corrections or additional information required	PSU makes corrections and returns to Fiscal Consultant	12/20/2024
Fiscal Consultant final review	Fiscal Consultant approves MOE	12/30/2024

Technical Assistance Sessions

- Regional Coordinators and Fiscal Consultants will be available for technical assistance.
 - Regional Meetings April 30 – May 3, 2024

Online drop-in support sessions:

May 22, 2024, 9:00am – 11:00am

May 23, 2024, 2:00pm – 4:00pm

*See OEC Weekly Update for links to meetings

Contacts for IDEA reviews

Region	611 Regional Coordinator	619 Regional Consultant	611 Fiscal Consultant	619 Fiscal Consultant
Northeast (1)	See assigned RC in CCIP	Shana LeGrant	Milinda Martina	Bethany Mayo
Southeast (2)	See assigned RC in CCIP	Melody Greenhouse	Milinda Martina	Bethany Mayo
North Central (3)	See assigned RC in CCIP	Holly Lee	Elizabeth Millen	Bethany Mayo
Sandhills (4)	See assigned RC in CCIP	LaQuasia Cousar	Elizabeth Millen	Bethany Mayo
Piedmont-Triad (5)	See assigned RC in CCIP	Susan Long	Lisa Blanton	Keisha Pritchard
Southwest (6)	See assigned RC in CCIP	Jessy Sheehan	Adam Parent (Traditional) Lisa Blanton (Charters)	Keisha Pritchard
Northwest (7)	See assigned RC in CCIP	Peggy Nuckolls	Adam Parent	Keisha Pritchard
Western (8)	See assigned RC in CCIP	TBH/Brenda Little (temp)	Adam Parent	Keisha Pritchard

Assignments are for IDEA grant reviews. Actual 611 RC assignments may be different.



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