

CCEIS Overview & Training

For PSUs that have been identified as
Significant Disproportionality - Mandatory

PSU Preparation

Goals for Today

**Prepare PSUs to develop an effective
CCEIS Plan and Budget**

**Share next steps regarding how DPI will
support identified PSUs**

How did we get here?

How did we get here?

We all have bias. Our goal as leaders is to make rational decisions.



How can beliefs and biases impact the decisions we make for students?

Deficit-Thinking

- Discounts the presence of systemic inequalities as the result of race-based process, practices and politics.
- Blames the group for the conditions they find themselves experiencing.
- Creates ideas of superiority and inferiority between various groups.

Checking our “Belief” Blind Spots

- Confront the possibility that biases influence decisions about disciplinary referrals, identification and school suspensions
- Eliminate the habit of characterizing entire populations of young people
- Poverty is not a deterministic condition
- Seek out information on how to address assumptions and beliefs.

CEIS vs CCEIS

Understanding The Differences Between Voluntary CEIS & Mandatory CCEIS

Element	Coordinated Early Intervening Services	Comprehensive Coordinated Early Intervening Services
Abbreviation	CEIS	CCEIS
Regulation	34 CFR §300.226	34 CFR §300.646
Type	Voluntary – LEAs can choose to use a portion of their IDEA Part B funds for services to a defined group of at-risk students.	Mandatory – LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals must use IDEA Part B funds for CCEIS.
Grade level/ ages served	Kindergarten through grade 12	Age 3 through grade 12
Groups served	Only children who are not currently identified as needing special education or related services.	<p>Children who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.</p> <p>Children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group).</p>
Funds	Up to 15 percent of IDEA Part B funds (611 and 619)	Exactly 15 percent of IDEA Part B funds (611 and 619)

<p>Permitted activities</p>	<p>Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software.</p> <p>Educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.</p>	<p>Professional development and educational and behavioral evaluations, services, and supports.</p> <p>The activities must address factors and policy, practice, or procedure contributing to significant disproportionality.</p>
<p>Reporting requirements</p>	<p>An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following:</p> <ul style="list-style-type: none"> the number of children served under this section who received early intervening services; and the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period. 	<p>An LEA is required to publicly report on the revision of policies, practices, and procedures.</p> <p>An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following:</p> <ul style="list-style-type: none"> the number of children served under this section who received early intervening services; and the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.

Making a Plan

Understanding the Elements of an Effective CEIS/CCEIS Plan

Review of CCEIS/CEIS Components

[Link to copy of these materials](#)



(forced copy for note taking)

CCEIS/CEIS Review Rubric IDEA Grant Supplement

- Comprehensive Coordinated Early Intervening Services (CCEIS) - Mandatory
 Coordinated Early Intervening Services (CEIS) - Permissive

Component	Reviewer Look Fors
1. Indicate the areas, or potential areas of disproportionality	<ul style="list-style-type: none"> List the areas of significant disproportionality for which the PSU is currently identified (align with current OEC memo) List any areas of significant disproportionality for which your PSU has carryover funds from the previous year and must address in this grant cycle. If your PSU is selecting to permissively use CEIS funds to address potential areas of disproportionality, list those areas.
2. Based on the PSU's review of Policies, Practices, Procedures, what areas were identified as contributing to the Significant Disproportionality (SD)?	<ul style="list-style-type: none"> Utilizing the documentation from the PSU's Indicator 4, 9, 10 problem-solving process, summarize the factors identified by your local team as contributing to the identified areas of significant disproportionality.
3. Which recommendations are the PSU currently addressing from the review of Policies, Practices, Procedures to reduce the SD?	<ul style="list-style-type: none"> Utilizing the documentation from any prior or current Indicator 4, 9, 10 problem-solving process, consider the recommendations in the PSU Summary that have already been implemented. Describe any progress that has been made around these recommendations and any impact that has been noted in regards to the identified area(s) of significant disproportionality. Note if the PSU has not addressed any area of significant disproportionality

Start with the end in mind!!

Things to Remember...

- **Remember the Why**
 - The plan is intended to provide early intervening services to support students
- **Involve Key Stakeholders**
 - Include teachers, interventionists, parents, and administrators in planning process
 - Gain buy-in and input from those who will be involved in implementation
- **Ensure ALIGNMENT**
 - **Align** CCEIS goals with school/district improvement plans
 - **Align** resources/supports with identified student needs
 - **Align** measurement with desired outcomes

Things to Remember...

- **Make it Sustainable**
 - Build capacity & infrastructure so efforts can continue over time
 - Choose research-based interventions less likely to require significant ongoing costs
- **Focus on Your Targeted Student Population**
 - Develop customized interventions tailored to meet identified needs
 - Consider the root causes behind students' challenges
- **Leverage Existing Resources First**
 - Strategically utilize resources already in place (staff, programs, assessments)
 - Fill gaps with extra supports and services

Component # 1

Indicate the areas, or potential areas of disproportionality

List the areas of significant disproportionality for which the PSU is currently identified

- Be sure these areas align with current OEC memo
- If you have carryover funds from a previous year and must use them, be sure to list any areas of significant disproportionality related to those carryover funds.
- If your PSU is selecting to permissively use CEIS funds to address potential areas of disproportionality, be sure to list those areas.

****Note, you could have instances where your PSU falls into more than one of these based on data from previous years**

Component # 2

Based on the PSU's review of Policies, Practices, Procedures, what areas were identified as contributing to the Significant Disproportionality(SD)?

Utilizing the documentation from any prior or current Indicator 4, 9, 10 problem-solving process...

Summarize the factors identified by your local team as contributing to the identified areas of significant disproportionality.

What might be some examples of contributing factors?

This information should inform plan development.

Component # 3

Which recommendations are the PSU currently addressing from the review of Policies, Practices, Procedures to reduce the SD?

Consider the recommendations in the PSU Summary that have already been implemented...

Describe progress around recommendations and any impact that has been noted in regards to the identified area(s) of significant disproportionality.

If the PSU has not addressed any area of significant disproportionality (Ind 4/9/10) prior to the development of the CCEIS/CEIS plan, please be sure to indicate that here.

Component # 4

What new actionable steps will be implemented to address the SD?

When do you anticipate these steps being completed? (Who and by When)

Using data and information from root cause analysis discussions, provide a simple outline that includes:

- actionable steps (measurable and observable), including the services targeted students will receive
 - responsible parties
 - timeline for completion
-
- **ALIGN** the actionable steps to the area(s) of identified significant disproportionality (or potential significant disproportionality for permissive use)

Actionable steps that involve the use of CCEIS/CEIS funds must **ALIGN** to the budget/Use of Funds and be allowable expenditures under PRC070.

Component # 5

Describe the group of students who have been targeted for CCEIS.

Describe the group of students who will receive CCEIS/CEIS services by these descriptors:

- age/grade
- area of academic, behavior, or other concern
- disability area if addressing already eligible EC students

Data should be used to determine this group of students

Component # 6

Describe the data used in determining what students were targeted.

Describe any available data (state or locally developed) that will be used to determine which students receive CCEIS/CEIS services under this plan.

Where might this data come from?

Component # 7

Describe how the PSU will track the effectiveness of the Early Intervening Services.

Describe how the PSU will monitor the implementation of the actionable steps outlined in this plan.

Describe how the PSU will progress monitor how targeted students respond to the implemented CCEIS/CEIS services.

The CCEIS/CEIS Student Log (in CCIP) must be utilized so that state level data can be reported.

Funding the Plan

Understanding the how to effectively connect funds to the CEIS/CCEIS
Plan

Fiscal Guidance and Budgeting

Submitted PRC 070 budget line items should align with actionable steps and/or positions addressed in component 4 of the approved CEIS/CCEIS Application.

Use of Funds must be allowable expenditures under the provisions of *IDEA Coordinated Early Intervening Services*.



Fiscal Guidance

Supplement, **Not Supplant** Rule

Federal IDEA Part B funds budgeted for coordinated early intervening services may be used to supplement, but not supplant, services aligned with activities funded by and carried out under any federally funded project.

Funds for coordinated early intervening services may be used to support a multi-tiered system of instruction and intervention (for CEIS/CCEIS students ONLY) but may not be used to support the implementation of core (universal) Multi-Tiered System of Support (MTSS). MTSS is a total school improvement framework for all students.

Fiscal Guidance

Time and Effort

Per the requirements for federal awards (2 CFR §200), any individual whose personnel costs are charged to a federal grant must provide time and effort documentation, semi-annual certification of a single cost objective or monthly personnel activity reports.

Allowable Costs.....



- Guidance Counselor Salaries-School Based
- Indirect Cost
- Instructional Equipment and Electronic Devices
- Mentors
- Nurse Salaries -School Based
- ParaProfessional -Salaries
- Professional Development Services
- Psychologist Salaries-School Based
- Pupil Services Staff - Salaries
- Social Workers Salaries - School Based
- Substitute Teacher Salaries
- Teacher Salaries - General Education
- Travel (Staff)
- Tutors

Allowable w/ Caution....



- Software
- Physical or Occupational Therapist Salaries
- Instructional Technology Staff Salaries
- Student Transportation Costs
- Coordinator Salary



Not Allowed.....

- Computer Network Costs
- Evaluations for Special Education Eligibility Determinations
- Screening - Special Education Child Find
- Office Equipment
- Remodeling/Renovation
- Utilities
- Rent or Occupancy Costs
- Teacher Salaries - Special Education
- Universal School Improvement Supports/Staff (MTSS)
- Alternative Education or At-Risk Programing
- Universal Screening

All Expenditures

Are subject to formal review.

If expenditures are found to be non-allowable and an exception is noted, funds are reimbursed to the Federal Government.

The best way to ensure you are in compliance is to align expenditures with the following: identified students, schedules of staff and students, and the budget. While also maintaining documentation of schedules, service logs and expenditures.

Expenditures con.....

Time and effort records must be maintained and record for PRC 70

If equipment is purchased, you must also follow federal inventory requirements under PRC 70 and only the students identified may utilize the equipment purchased.

Remember to
**TRACK , TRACK,
TRACK.....**



Evaluating the Plan

Measuring and Reporting CEIS/CCEIS Outcomes

Measuring and Reporting

Ensure student data collection

- Implement systems to gather relevant student data needed for evaluation and improvement
- Verify data is being collected consistently and accurately

Review Data Frequently

- Analyze student outcome data at least quarterly
- Check that data covers key metrics needed to assess progress

Track Implementation Fidelity

- Assess alignment between plan and actual practice
- Identify any implementation challenges

Gather Input from a Variety of Sources

- Get feedback from teachers, parents, students
- Observe intervention implementation
- Review records of services provided

Measuring and Reporting

Ask What Adjustments Are Needed

- Determine what is working well and what needs improvement
- Modify interventions or supports accordingly

Check for Unintended Consequences

- Determine if disproportionate representation is increasing
- Assess for over-identification of disabilities

Review expenditures and budget

- Regularly analyze spending in relation to allocated budget
- Identify areas of over/under-spending and make adjustments to align expenditures with priorities
- Allocate resources strategically based on data and student needs

Navigating CCIP

Completing the CCEIS Application Supplement in CCIP

Completing CCEIS in CCIP: Application Supplement

-PSU starts IDEA draft for 2025

-Navigate to Funding then Application Supplements in the right-hand column

The screenshot shows the NCCCIP website interface. On the left is a vertical navigation menu with the following items: NCCCIP Home, Search, Inbox, Planning, Funding (highlighted with a red arrow), Project Summary, LEA Document Library, Address Book, Budget Inquiry Reports, NCDPI Resources, Help for Current Page, Contact NCDPI, and NCCCIP Sign Out. Below the menu is the text 'Director, EC'. On the right is the main content area for 'North Carolina CCIP'. It includes the school name 'Asheville City Schools (11)', a red warning 'This is the TEST site. Please', and a list of links: 'Funding Applications', 'Budget Summary', and 'Application Supplements' (highlighted in blue). Below this is an 'Announcements' section dated (2/7/2023) with a yellow highlight for 'FY24 Innovative'. The announcement text reads: 'On February 2, 2023, the Partnership Grant (IPG) Opens: Wednesday, February 8, 2023 Closes: Wednesday, February 15, 2023'. The final sentence of the announcement is 'The defined eligibility re'.

Completing CCEIS in CCIP: Application Supplement

- Select Comprehensive Coordinated Early Intervening Services (CCEIS)
- Change status to Draft started

Comprehensive Coordinated Early Intervening Services (CCEIS) Sections

Asheville City Schools (111) Regular Local School District - FY 2024 - Comprehensive Coordinated Early Intervening Services (CCEIS) - Rev 0

This is the TEST site. Please be sure to complete your work on the PRODUCTION site.

Status: Not Started

Change Status To: Draft Started



Completing CCEIS in CCIP: Application Supplement

-Complete Narratives as described in prior training

Narratives

Asheville City Schools (111) Regular Local School District - FY 2024 - Comprehensive Coordinated Early Intervening Services (CCEIS) - Rev 0

This is the TEST site. Please be sure to complete your work on the PRODUCTION site.

Go To 

* 1. Indicate the areas, or potential areas of disproportionality.

* 2. Based on the PSU's review of Policies, Practices, Procedures, what areas were identified as contributing to the Significant Disproportionality (SD)?

* 3. Which recommendations are the PSU currently addressing from the review of Policies, Practices, Procedures to reduce the SD?

* 4. What new actionable steps will be implemented to address the SD. When do you anticipate these steps being completed? (Who and by When?)

* 5. Describe the group of students who have been targeted for CCEIS.

* 6. Describe the data used in determining what students were targeted.

* 7. Describe how the PSU will track the effectiveness of the EIS.



Go To 

Completing CCEIS in CCIP: Application Supplement

- Upon completing this Application Supplement section, the PSU will change status to Draft completed
- The PSU will complete the all required sections of the IDEA grant and change the status to revision completed.
- With initial submission the CCEIS section of the IDEA grant will not be open to be able to complete until review of the application supplement is completed.

Completing CCEIS in CCIP: Application Supplement to IDEA

- Once submitted the Regional Coordinator (RC) will review the application supplement and IDEA grant and provide feedback.
- Once the CCEIS Application Supplement is **approved** by the RC, the CCEIS IDEA section will be open for completion.

	IDEA Basic - 611 (PRC 060) - Application
	Introduction
	Maintenance of Effort - Budget
	Private School
	CCEIS 
	Narrative
	Required Components
	Public Notice
	Related Documents

Completing CCEIS in CCIP: CCEIS/CEIS IDEA

1. Check first box

CCEIS Application Supplement has been completed and reviewed.

2. Identify:

Permissive or Mandatory

3. Select CCEIS status

This maybe multiple depending on identification and carryover

4. Enter PRC 070

Planning allotment

CCEIS Application Supplement has been completed and reviewed.

N/A - Check N/A if there will be no PRC 070 funds including carryover, no requirements reported in the CCEIS plan #8 for three years 2020-2021, 2021-2022, and 2022-2023)

* Select the appropriate CCEIS status:

Permissive Use Mandatory

If you selected Permissive Use status, please upload a completed form below.

Type	Doc
CCEIS Permissive Use Form [Upload up to 1 document(s)]	

* Select the appropriate CCEIS Status: (Check all that Apply)

Carryover

1st Year

2nd Year

3rd Year

\$ * Enter PRC 070 (CCEIS) Planning Allotment/Projected Budget:

Completing CEIS in CCIP: CCEIS/ CEIS IDEA

1. Describe how the funds will be expended (example: a portion of an individual's salary, supplies and materials, etc.):

* 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. If funds are used to purchase equipment, indicate how the equipment will improve the education of students with disabilities. The grant cannot be approved until the budget is submitted.


The questions above should be used like your use of funds for IDEA 611 Grant.

Items listed must connect to plan and correspond to the submitted PRC 070 budget.

Completing CCEIS in CCIP: CCEIS IDEA

2. Total number of students who received Coordinating Early Intervening Services under the IDEA anytime in the past three school years (2020-2021, 2021-2022 and 2022-2023) and who also received special education and related services in 2022-2023:

3. Attach the CCEIS Student Log (Do not include student names in the log)


Documents		
Type	Document Template	Document/Link
IDEA CCEIS Grant Student Log [Upload at least 1 document(s)]	 CCEIS Grant Student Log for 2022-23	

Enter the total number of students who received CEIS any time in the past 3 school years and also received special education services in 23-24 school year.

Completing CCEIS in CCIP: CCEIS IDEA

2. Total number of students who received Coordinating Early Intervening Services under the IDEA anytime in the past three school years (2020-2021, 2021-2022 and 2022-2023) and who also received special education and related services in 2022-2023:

3. Attach the CCEIS Student Log (Do not include student names in the log)

Documents		
Type	Document Template	Document/Link
IDEA CCEIS Grant Student Log [Upload at least 1 document(s)]	 CCEIS Grant Student Log for 2022-23	

Complete the upload the student log documenting the students who will be served with the funds.

Completing CCEIS in CCIP: CCEIS IDEA

- Once all areas are completed the PSU change the status to Draft completed.
- RC will review all corrections (as needed) and
- The Fiscal monitor will review the IDEA grant including the CCIES plan in IDEA and application supplement and provide feedback as need.

CEIS/CCEIS Timeline

April/May 31, 2024 - PSUs develop and submit IDEA grant

- *Grant support at May Regional Meetings and drop in sessions.*

IDEA grant is due May 31, 2024. CCEIS/CEIS Application Supplements must be submitted (changed to draft completed) no later than June 30, 2024.

June - July, 2024 - OEC reviews IDEA grant and CEIS/CCEIS plans

July, 2024 - March, 2025 - PSUs implement CEIS/CCEIS plans

Resources

[North Carolina Equity
in Special Education
Website](#)

[Navigating CCEIS
Voice over](#)



 North Carolina Department of
PUBLIC INSTRUCTION