IDEA Grant Training

April 2025

Save the Date

IDEA Grant opens:

April 22, 2025

Submission Due Date:

May 31, 2025, 5:00 PM

NC CCIP Basics

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LEA Roles in CCIP

- LEA EC Data Entry (optional role)
  - Move to Draft Started, Create Application, Cannot move to Draft Completed
- LEA EC Director
  - Move to Draft Started, Create Application, Moves to Draft Completed
- LEA Chief Administrative Officer
  - Reviews and moves to LEA Chief Administrative Officer Returned or Approved

Assigning Roles in CCIP

- Local User Access Administrator
  - Is the only one who can change or add users with the LEA.
  - NC DPI staff cannot add users to the LEA.
  - Users must have an NCID to be added as users in CCIP.

Access and Logging In

- Log in:
  - https://ccip.schools.nc.gov
  - Using NCID (Not the PowerSchool ID)
  - Do NOT use the browser BACK button when in the system.
  - The Save or Go To button will automatically save your work
  - There is a 1 hour timer for the system. You must save the page you are working on before the end of the hour or you will lose it.
  - The timer will reset each time you click Save/Go To or move to a different page.

Verify Contact Information

- When you log in, click on your name below the left-side menu.
  - This will bring up your User Profile
  - Verify your email address, name and phone number and edit as needed. This email address is used for all CCIP communications.
- Review the Address Book
  - Open the Address Book from the menu
  - Verify the appropriate LEA staff members have access to EC grant application.
  - Notify the Local User Access Administrator of personnel to be removed from the Address Book

Getting Started

- Change the Grant Year to 2026
  - CCIP will default to 2025 until July 1.
- Change the status to Draft Started

Sections Page

- Funding applications have a Sections page
- Functions as the table of content for the grant and navigation to the sections
- At the top of the Sections page, change the status to begin the application
- When the draft is completed, change the status to move it forward for review
- Error messages will appear on the right side of the Sections page

Co-Working in the Grant

- Multiple people can be in the grant at the same time but not on the same page.
    - If someone is working on a page, a notice will show at the top of the page that it is being edit by someone else.
- People can work in 619 and 611 at the same time.
- The grant cannot be moved forward without both sections of IDEA being completed.

Federal EC Funding

Basic Allotments

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PRC 060

- Federal IDEA Section 611 (3 through 21) funds are allocated to Local Education Agencies (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.

PRC 049

- Federal IDEA Section 619 (3 through 5) funds are allocated to LEAs 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.

PRC 070

Coordinated Early Intervening Services

- IDEA regulations mandate 15% of IDEA 611 and 619 funds are set-aside for any LEA with significant disproportionality (Mandatory Use)

- LEAs without significant disproportionality may use up to 15% of their IDEA 611 and 619 funds for CEIS (Permissive Use)

IDEA Grant Section 611

Required Content

Maintenance of Effort Budget

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

- The information in the table may not reflect a level in which the LEA met MOE. Refer to the MOE spreadsheet submitted in the prior year's grant for the budget levels required to meet in at least one area.

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MOE Budget: How to meet it

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

Private School Proportionate Share

- Traditional LEAs are required to provide special education services to SWD who are parentally-placed in non-public schools which are located in the LEA.

- 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: Annual Meeting

- During the meeting, the LEA 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: Annual Meeting Follow up

- Written explanation by LEA regarding services
    - If the LEA 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 LEA will provide to the private school officials a written explanation of the reasons why the LEA chose not to provide services directly or through a contract.

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

Private School: Ongoing Communication

- At least annually, the LEA 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)

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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.

- **Link for guidance document**

Proportionate Share Calculations

- Section 611 (PRC 060) and Section 619 (PRC 049) will be calculated separately

- The LEA 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 LEAs 611 Proportionate Share funds until all 611 funds are expended.

- Preschool Private School Memo

Using the Funds

- My CFO just utilized state or local funds rather than IDEA funds. Is this permissible? 300.133 (d)

- **NO**

- 300.133 (d) Supplement, not supplant. State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities under this part.

Possible Issues Monitored

- LEA is not expending the full proportionate share; high carryover year to year

- LEA is not expending carryover during carryover period

- LEA is returning most or all proportionate share carryover funds back to IDEA general budget after carryover period

✓ Look back at your data in the grant. Do any of these apply to you?

CCEIS Plans

- If the LEA is required to provide CCEIS or is utilizing permissive funds, this section will open when the CCEIS Application Supplement is completed.

- A special training will be held for LEAs required to complete CCEIS plans.

- If your LEA intends to utilize permissive funds, notify your Fiscal Consultant.

Coordinated Early Intervening Services

- Things to remember
  - If the LEA has remaining funds to expend, the use of funds will follow the approved plan for the year the funds were awarded.
  - If the LEA utilized funds in the 2023-2024 or 2024-2025 school year but is not continuing to utilize funds, the LEA must continue to track the students who received services and upload the spreadsheet.

Coordinated Early Intervening Services

- If the LEA is not required to provide CCEIS , skip this page.

- Mandatory Use: If the state identifies the LEA 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 LEA 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. Contact Fiscal Consultant.

Project Narrative: LEA Description: Part A

- Number of Schools
- Number of EC students on December 1, 2024 child count will be imported
- Socio-economic Data for the county in which the LEA 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](#)

- [2024 County Map book](#)

Project Narrative: LEA Description: Part A

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

Project Narrative: LEA Description: Part A

- Continuum of Services
  - A description of How the LEA is providing the full continuum of services
  - Include regular, resource, separate, home/hospital
  - Add details specific to your LEA
  - If the LEA does not currently have students requiring one or more of the levels of the continuum, explain how the LEA 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

Project Narrative Part B: Use of Funds

- 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 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
ℹ	Salary	3	5210	142
ℹ	Other	3	5210	162
ℹ	Other	3	5210	164
ℹ	Other	3	5210	180
ℹ	Other	3	5210	181
ℹ	Other	3	5210	184
ℹ	Other	3	5210	199
ℹ	Other	3	5210	211
ℹ	Other	3	5210	221
ℹ	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
- 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.

Project Narrative Part C: Personnel and Comprehensive System of Personnel Development

- 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.

Project Narrative Part C: Personnel and Comprehensive System of Personnel Development

- Workshops: Description of planned staff development for all EC <mark>personnel regardless of the funding source for the PD</mark> 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.

- LEAs are required to provide FAPE and complete the assurances even if not completing the IDEA grant application.

Equity Statement Update

All LEAs must update the equity statement

- Note progress on the milestones from the 2025 plan
  - These notes should be after question # 4 on the document.
- Develop new milestones as needed
  - o New milestones may be for more than one year

LEA Self Risk Assessment

- New Requirement

- Click the link at the bottom of the Required Components page.

- Once the survey has been completed, click the box on the Required Components page.

- To prepare for the Risk Assessment, a template of the questions is linked below. Do not complete on the template, use the link in the grant.

- Link for template

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

- Examples

- Daily Publication: Posted Monday & Tuesday. Review period begins Wednesday or later

- Biweekly Publication: Posted Tuesday & Thursday of the same week. Review period can begin Friday but weekend cannot be counted in the minimum days of review period.

- Weekly Publication: Posted for 2 consecutive Wednesdays. Review period can begin after the second posting on Thursday.

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

A sample of the Public Notice wording is available in the grant. Please use this.

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 <u>not</u> acceptable

IDEA Grant – Section 619

Locati

All		
⊞	**History Log**	
⊞	**Allotments**	
⊞	**Contacts**	
⊟	**IDEA Basic - 611 (PRC 060) - Application**	
	Introduction	
	Maintenance of Effort - Budget	
	Private School	
	CCEIS	
	Narrative	
	Required Components	
	Public Notice	
	Related Documents	
⊟	**IDEA Basic - 611 (PRC 060) - Budget**	
	Budget	
	Grant Award Notification (GAN)	
⊟	**IDEA Preschool - 619 (PRC 049) - Application**	
	Introduction	
	Use of Funds	
	Related Documents	
⊟	**IDEA Preschool - 619 (PRC 049) - Budget**	
	Budget	
	Grant Award Notification (GAN)	
	CEIS (070) - Budget	

Go To ▶

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

Go To ▶

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Introduction Overview

❑ LEA is applying for IDEA Preschool – 619 (PRC 049)

❑ Applicants understand that all introductory and required components of Section 611 grant also apply to Section 619. The Section 611 portion of the application must be submitted in order to apply for Section 619 funds.

Introduction Overview

- III. Please confirm that the Preschool Data Collection has been submitted by checking the box.
  - If a Charter, Lab School or State Operated program, check Not Applicable.
  - 2025 Preschool EC Data Collection Qualtrics link (for submission): https://ncdpi.az1.qualtrics.com/jfe/form/SV_2rbUj6ZKoo4hz94
  - 2025 Preschool EC Data Collection LEA internal use link (make a copy): https://docs.google.com/document/d/10YbT6dnIJaWzYC3axzh8TdaCsAuayJLAXNQXPwn7AO0/edit?usp=sharing

Use of Funds Sections

I. use of Funds Narrative

II. Continuum of Part B Section 619 Placement Options

III. Continuum for Charter/Lab Schools

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.

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Use of Funds: Continuum

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 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. (see note next slide)

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: Continuum

- Note for Home placement:
  - 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.
  - [Link to IDEA Preschool Continuum Plan](#)

Use of Funds: Continuum for Charter/ Lab Schools

- Charter / Lab Schools receive Section 619 funds for Kindergarten students that were 5 years old on December Child Count.

- For Part II, Charter / Lab Schools will put NA in each box (A – D)

- Under Part III, the Charter/Lab Schools will check the box indicating the school will follow the continuum describe in Section 611.

Budget

- Budget imports directly from the local LEA Budget System.
- If the LEA is not applying for Section 619 (PRC 049) funds, the waiver box must be checked prior to submitting the application.

Save And Go To ▶

☐ 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.

This Budget has not yet been received by CCIP.

Save And Go To ▶

IDEA Assurances

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IDEA Assurances

- Checkboxes
- Program and Fiscal Program Assurances
- Debarment Assurance

Grant Review Process

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Grant Review Workflow and Checklist

- Beginning with the 2026 IDEA grant, the assigned Fiscal Consultant will review all sections of the grant application.

- Consultants will make notes on the IDEA Checklist items.

- Items requiring revision will be noted with comments on what is needed to bring the item into federal compliance.

- If revisions are needed, the grant will be returned to the LEA

- When all sections are in compliance, the grant will move forward for Chief Administrator approval.

- The Fiscal Consultant will do the final approval for the budgets and grant application.

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Contacts

Region	Fiscal Consultant	Email
Northeast (1)	Milinda Martina	Milinda.martina@dpi.nc.gov
Southeast (2)	Bethany Mayo	Bethany.mayo@dpi.nc.gov
North Central (3)	Elizabeth Millen	Elizabeth.millen@dpi.nc.gov
Sandhills (4)	Keisha Pritchard	Keisha.Pritchard@dpi.nc.gov
Piedmont-Triad (5)	Brooke Keener	Brooke.keener@dpi.nc.gov
Southwest (6)	Lisa Blanton	Lisa.Blanton@dpi.nc.gov
Northwest (7)	Adam Parent	Adam.parent@dpi.nc.gov
Western (8)	Adam Parent	Adam.parent@dpi.nc.gov

Check accessibility before sharing
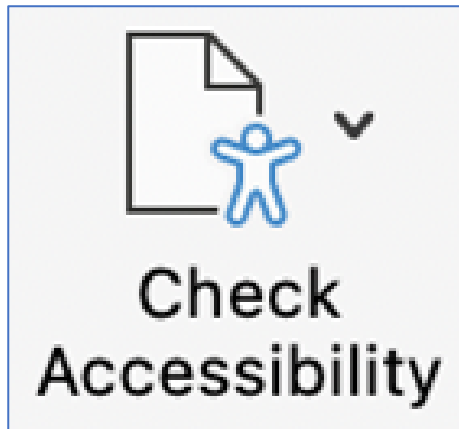
- Use the Accessibility Checker in PowerPoint to help identify and fix common accessibility issues.
- Note: The accessibility checker will not catch all errors. Some items still require manual review.
- How to access the Accessibility Checker
  - Navigate to Review > Check Accessibility
  - View report and remediate errors
  - Complete any suggest manual checks

Accessibility commitment

This presentation has been [designed to be accessible](#) through:

- Clear structure/layout
- High color contrast
- Effective use of color
- Readable font
- Distinct slide titles

- Descriptive links
- Captioned video
- Accessible tables
- Effective use of images
- Alt text with images
- Logical reading order
- Accessibility check