




Allowable Costs for Comprehensive Coordinated Early Intervening Services (CCEIS)









A local system must use funds reserved for CCEIS to identify and address the factors contributing to the significant disproportionality in the system for the identified category(ies) of analysis. These factors may include a lack of access to scientifically based instruction; economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings; inappropriate use of disciplinary removals; lack of access to appropriate diagnostic screenings; differences in academic achievement levels; and other similar policies, practices, or procedures that contribute to the significant disproportionality.









GROUPS SERVED:

- **Children who are not currently identified as requiring special education or related services** but who need additional academic and behavioral support to succeed in the general education setting; and
- **Children currently identified as requiring special education or related services** (funds may not be used exclusively, for this group)

SYMBOL KEY:	 Always Allowed	 Possibly Allowed <i>But special requirements or additional information required</i>	 Never Allowed
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BUDGET ITEM	
	COACHES (Mentors): A system may hire or contract with individuals or organizations for mentoring/ coaching services to help carry out activities funded by CCEIS. A mentor or coach, unless appropriately licensed, may not provide instruction to students. Mentors and coaches may support, reinforce, or follow-up on instruction provided by and under the supervision of an appropriately licensed general education teacher.
	EXTENDED CONTRACTS/EXTENDED HOURS: CCEIS reserved funds may be used to pay for extended contracts or extended hours for staff directly involved with the coordination, supervision, or delivery of academic or behavioral interventions and progress monitoring
	GENERAL EDUCATION TEACHER SALARIES: Under CCEIS funding, general education teachers may provide academic interventions, behavioral interventions, assessments and receive/deliver professional development. Any staff charged to a federal grant must be appropriately licensed in the area in which they are providing academic instruction.
	GUIDANCE COUNSELOR SALARIES – SCHOOL BASED: Examples of activities that may be funded with CCEIS include a school guidance counselor’s effort to implement behavioral interventions, progress monitoring, other CCEIS evaluations, and related professional development. School guidance counselors may not deliver reading or math instruction under CCEIS funding unless they also hold the appropriate license to deliver reading or math instruction.
	PROFESSIONAL DEVELOPMENT SERVICES: A system may purchase professional development services provided it is “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; and providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.
	PSYCHOLOGIST SALARIES – SCHOOL BASED: Examples of activities that may be funded include a school psychologist’s efforts to implement behavioral interventions, progress monitoring, other CCEIS evaluations, and related professional development. School psychologists may not deliver reading or math instruction

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	under CCEIS funding unless they also hold the appropriate license to deliver reading or math instruction.
	RTI/MTSS COORDINATOR SALARY: CCEIS funds may be used for salaries and fringe benefits, or portion thereof, of staff that directly coordinate or supervise the delivery and monitoring of academic or behavioral interventions. RTI Coordinator costs must align with the local system’s activities as reported in the CCEIS narrative. CCEIS funds may not be used to fund coordination of services intended to benefit all students or only students with disabilities.
	SOCIAL WORKERS SALARIES – SCHOOL BASED: Examples of activities that may be funded with CCEIS include a school social worker’s effort to implement progress monitoring, other CCEIS evaluations, behavioral interventions, and related professional development. School social workers may not deliver reading or math instruction under CCEIS funding if they do not hold the appropriate license to deliver reading or math instruction.
	SUBSTITUTE TEACHER SALARIES: Systems may budget for general education substitute teachers to help carry out activities funded by CCEIS, including providing opportunities for teachers to participate in professional development and other related to CCEIS activities.
	TRAVEL (STAFF): Travel costs must be generated as a result of implementing activities funded by CCEIS, such as professional development.
	TUTORS: A system may hire or contract with individuals or organizations for tutoring services to carry out CCEIS activities. Tutors may: participate in or provide professional development to enable teachers and other school staff to deliver scientifically based academic and behavioral interventions, and, if appropriate, the use of adaptive and instructional software; support, reinforce or follow-up on the provision of educational and behavioral services provided by and under the supervision of an appropriately licensed general education teacher.
	COMPUTING DEVICES: CCEIS funds may be used to purchase computers, laptops, touch screen devices, etc., if the devices will be used primarily for the delivery of academic or behavioral interventions in an established multi-level system of supports. <i>Note: The local system must track these devices and ensure that their usage aligns with the local system’s activities as reported in the approved CCEIS Plan narrative and budget.</i>
	INSTRUCTIONAL MATERIALS: Instructional materials purchased with CCEIS funds must be exclusively used for delivering academic or behavioral interventions to students who, through a universal screening process, have been determined to be struggling. <i>Note: CCEIS funds may not be used to purchase materials used in the core instructional program intended for all students.</i>
	SOFTWARE (Instructional): Software purchased with CCEIS funds must be exclusively used in the delivery of academic or behavioral intervening services, which includes instruction and progress monitoring. <i>Note: CCEIS funds may not be used to purchase software used in the core instructional program nor universal screening intended for all students.</i> <i>Computer software used for CCEIS often include a universal screening function along with interventions for the students who are identified as needing Tier 2 and Tier 3 supports. The universal screening aspect of such software is unallowable, and the local system must be able to determine what portion of the cost of the software is allocable to CCEIS funding, dividing the cost or the program can be funded through CCEIS and what has to be absorbed by the local system. If the local system is unable to make this determination, then the cost is unallowable.</i>

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











BUDGET ITEM	
	<p>SPECIAL EDUCATION TEACHER SALARIES: <i>Note: Special education staff may not be funded with CCEIS dollars to deliver special education to students. Special Education Teachers may be compensated through CCEIS to deliver Tier 2 and Tier 3 interventions to students needing such interventions. In such instances, proper time and effort records must be kept.</i></p>
	<p>ALTERNATIVE EDUCATION: CCEIS funds may not be used for alternative or at-risk programming that replaces universal/core programming. CCEIS funds may be used only in programming that provides interventions in addition to universal/core programming.</p>
	<p>BUS, VAN or OTHER STUDENT TRANSPORTATION COSTS: Not allowed.</p>
	<p>CORE CURRICULUM: Universal/core activities are designed to provide high quality instruction to all students in a grade, school, or local system. These activities may not be funded with CCEIS dollars. CCEIS funds may be used to fund supplemental academic and behavioral interventions for students determined to need additional academic and behavioral supports to succeed in general education.</p>
	<p>FURNITURE: Desks, tables, chairs, file cabinets, and other furniture not allowed.</p>
	<p>EVALUATIONS FOR SPECIAL EDUCATION ELIGIBILITY DETERMINATIONS: Evaluations, including outside evaluations, for determining eligibility for special education services are not considered part of the delivery of academic or behavioral interventions and thus may not be funded with CCEIS reserved. Costs of special education referrals and evaluations are eligible costs under IDEA flow-through.</p>
	<p>OCCUPATIONAL OR PHYSICAL THERAPIST SALARIES: OT and PT are related services and may be provided only to students with disabilities in accordance with an IEP, 504 or service plan.</p>
	<p>OFFICE EQUIPMENT: Not allowed.</p>
	<p>PHYSICAL OR OCCUPATIONAL THERAPIST SALARIES: OT and PT are related services provided to students with disabilities in accordance with an IEP or service plan. CCEIS may only be used to serve students who have been determined to need Tier 2 or Tier 3 academic or behavioral interventions.</p>
	<p>RENT or OCCUPANCY COSTS: Rent or occupancy costs do not meet the criteria for the utilization of CCEIS reserved funds.</p>
	<p>TRANSPORTATION – STUDENT: Student transportation does not meet the criteria for the utilization of CCEIS reserved funds.</p>
	<p>UNIVERSAL SCREENING COSTS: CCEIS funds may not be used for activities intended to provide high quality instruction to an entire class or school. Universal screening is part of the core instructional program provided to all students and not principally intended to address the needs of students without disabilities who require additional academic and behavioral support to succeed in a general education environment.</p>
	<p>SCREENING - SPECIAL EDUCATION CHILD FIND: A system may not use CCEIS funds for activities aimed at identifying, locating, or evaluating students with disabilities including screening for pre-school, hearing, or vision disabilities. Child Find costs may be charged to the flow-through or preschool portion of the IDEA grant.</p>

Table modified from Louisiana State Department of Education - www.louisianabelieves.com/docs