

Comprehensive & Targeted Support (CTS) Presentation

A helpful guide for Comprehensive and Targeted Support (CTS) for Public School Units (PSU) and School-level leaders. Viewers will be guided through resources related to evidence-based interventions, tools for enhancing parent and family engagement, resource allocation review, NCStar strategies, and more.

Resources from our presentation

<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/comprehensive-and-targeted-support>



CTS Website

 North Carolina Department of
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Our Comprehensive and Targeted Support (CTS) website has been redesigned to make it easier for PSUs and schools to find the tools, templates, and resources needed for successful implementation.

You'll find:

The reference materials we discuss today, sample documents,
Direct links to NCStar, Parent Notification Sample Letters, and PRC

0105 resources

Upcoming webinar dates as well as recorded webinars like today's

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	Tenisea Madry – CTS Program Administrator Northeast, Southeast (including charters: 00A, 00B, 33A, 35A, 35C, 51A, 51B, 64A, & 98B in the North Central Region)
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	Dr. Penny Crooks – CTS Program Administrator Northwest, Piedmont-Triad (including charters 13A, 13C, 13D, 49B, & 49F in the Southwest Region and 62N in the Sandhills)
	Julia Higdon – CTS Program Administrator Western, Southwest (NOT including charters: 13A, 13C, 13D, 49B, and 49F)

Before we dive in, let's take a moment to introduce the CTS team. We are a statewide support team within the Office of Federal Programs. You'll see that each Program Administrator supports specific regions and assigned charters or lab schools. Our work is collaborative; we're here to help PSUs and schools interpret requirements, plan strategically, and align resources for impact. Please make note of your CTS contact; they'll be your first call for support and technical assistance.

Session Agenda

Welcome & Objectives

Resource Allocation Review (RAR)

PSU NCStar Feedback

Non-Regulatory Guidance – School Improvement
and Related Provisions

Non-Regulatory Guidance – Using Evidence to
Strengthen Education Investments

PRC 0105 Allowable Use Reference Guide

Resources: Parent and Family Engagement / Multi-
Tiered System of Support (MTSS)



Welcome, everyone, and thank you for joining today's webinar. Our time together will focus on strengthening our shared understanding of the tools, guidance, and resources that support ATSI and CSI across North Carolina.

We'll begin with an overview of the Resource Allocation Review (RAR) process, examining how each school's use of resources connects directly to student outcomes and needs. From there, we'll move into the PSU NCStar Feedback process to ensure we're aligned on expectations for school plan review and monitoring.

Next, we'll review two key non-regulatory guidance documents from the U.S. Department of Education. The first addresses School Improvement and Related Provisions, outlining how federal requirements support continuous improvement planning. The second, Using Evidence to Strengthen Education Investments, helps us make informed, evidence-based decisions about strategies and interventions.

We'll also walk through the PRC 0105 Allowable Use Reference Guide, which provides clarity on how CSI and ATSI funds can be used effectively and compliantly to support improvement efforts.

Finally, we'll highlight additional NCDPI resources that reinforce this work, including Parent and Family Engagement supports and the Multi-Tiered System of Support (MTSS) framework through the Integrated Academic and Behavior Systems (IABS) office. Together, these tools provide a comprehensive foundation for advancing evidence-based improvements.

Resource Allocation Review (RAR)

- Required by ESSA to review resource allocation the at state, district, and school levels
- Identifies needs affecting disadvantaged students
- Informs continuous improvement and funding decisions

To begin, this section focuses on the Annual Resource Allocation Review (RAR) required for schools identified as Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI). We'll walk through the purpose, expectations, and dimensions of the self-assessment, and how this process helps ensure equitable allocation of resources that truly support student learning. We will have a separate webinar for the PSU Resource Allocation Review.

The Every Student Succeeds Act requires annual resource allocation reviews to identify where needs may exist and how resources can be better aligned with student needs. This process isn't just about compliance, it's about reflection, transparency, and ensuring that every dollar supports improved student outcomes.

Resource Allocation Review (RAR)

- **State – Level Review:** Evaluates PSUs with ATSI / CSI identified schools
- **PSU – Level Review:** Assesses resource distribution among schools
- **School – Level Review:** Examines needs and impact within the school itself

Resource allocation happens at multiple levels. At the state level, reviews identify PSUs needing targeted support. Districts then examine how funds and supports are distributed among schools, and at the school level, leadership teams analyze whether resources directly improve instruction and student performance.

Resource Allocation Review (RAR)

How to Complete the School Self-Assessment

- Review and rate each statement
- Note: Meets, Partially Meets, Does Not Meet, or N/A
- Calculate total and overall score
- Upload completed school self-assessment to NCStar Indicator D.1.02 / CSI-ATSI .02

The self-assessment is designed for reflective discussion by the school leadership team. Each statement should be reviewed collaboratively, and the ratings should reflect actual implementation, not intentions. Once complete, the final document is uploaded into NCStar to serve as annual evidence of review and progress as well as to assist the PSU when completing the PSU Resource Allocation Review.

Resource Allocation Review (RAR)

Dimension #1: School-wide Supports for ATSI and CSI schools

- Adequacy and clarity of funding structures
- Autonomy to use funds based on school needs
- Comprehensive and active ATSI / CSI plans
- Annual review of resources

Dimension 1 focuses on whether systems and structures are in place to support effective use of resources. This includes clarity from the district, flexibility at the school level, and the existence of an actionable CSI or ATSI plan. Schools demonstrating strong alignment between funding and needs typically show quicker progress in exiting identification status.

Resource Allocation Review (RAR)

Dimension #2: Teacher Quality in ATSI and/or ATSI schools

- Certification, experience, and effectiveness of teachers
- Equitable distribution of highly effective teachers
- Support and professional learning for novice educators

Teacher quality is one of the most powerful predictors of student achievement. This dimension examines whether effective teachers are equitably distributed and whether novice teachers receive sufficient support. Schools should use this reflection to strengthen recruitment, retention, and development strategies.

Resource Allocation Review (RAR)

Dimension #3: High-Quality Teaching and Learning in ATSI / CSI Schools

- Standards-aligned curriculum and relevant materials
- Instructional time and class size
- Access to advanced courses and enrichment opportunities
- Evidence-based intervention supports

Dimension 3 assesses the instructional core curriculum, instruction, and access. Schools should ensure that all students, including those from historically underrepresented groups, have access to advanced learning opportunities, intervention supports, and resources that reflect their cultures and identities.

Resource Allocation Review (RAR)

Dimension #4: Whole Child Supports in ATSI / CSI schools

- Safety, belonging, and positive relationships
- Fair discipline practices
- Mental health and social-emotional supports
- Family engagement and communication

This final dimension reminds us that student success extends beyond academics. Whole-child supports ensure that students feel safe, connected, and supported socially and emotionally. Strong partnerships with families and community agencies enhance these efforts and help remove barriers to learning.

Resource Allocation Review (RAR)

- Each dimension receives a total score
- Scores determine rating:
 - Resources are allocated equitably
 - At least one resource inequity is present
 - Several resource inequities are present
 - Resource inequities are prevalent
- Describe needs if concerns are identified

Scores provide a snapshot within each dimension, but the written reflection is where real value lies. Teams should describe not just what needs improvement, but also what strategies will address those findings moving forward.

Resource Allocation Review (RAR)

- Next steps and submission
 - Finalize and upload in NCStar under D.1.02 / CSI-ATSI .02
 - Use findings to update ATSI / CSI plans and budgets
 - Engage PSU for support

Once the self-assessment is complete, schools should use the findings to work with the PSU to adjust their improvement plans and resource allocations. The goal is continuous improvement, aligning dollars, time, and talent to strategies that have the greatest impact on student achievement and opportunity.

PSU NCStar Feedback

- Update Profile – Profile and Team
 - Specific Membership
- Manage Meetings – Our Meetings
 - Agendas and Minutes
- Set Direction – Mission, Vision, Values

Now we move into The required NCStar feedback. The PSU NCStar feedback form will help PSUs in reviewing and documenting feedback on each school's ATSI and/or CSI plan in NCStar. It aligns with state and federal requirements and reinforces the PSU's responsibility for monitoring and providing feedback through the NCStar platform.

Each school's school improvement team should demonstrate broad and balanced representation of the school community. Membership must include a parent representative who is not a school employee, and all member names and positions should be publicly available. This ensures transparency and inclusive participation in the school improvement process.

Schools must hold at least one documented school improvement team meeting each month. Meeting minutes should reflect the full scope of discussion, decisions, and action items, including monitoring of ATSI and/or CSI indicators. Minutes must be shared publicly, easily accessible, and kept current in NCStar.

Each school must have clearly documented mission, vision, and values statements that align with its ATSI or CSI plan and overall school improvement efforts. These

foundational statements help ensure alignment between the school's goals, actions, and accountability priorities.

PSU NCStar Feedback

- Set Direction – Goals and Performance Measures
- Set Direction – Data Review and Indicator Selection
- General Feedback – Distributed Leadership

Each school's plan should include clearly defined goals written with SMART characteristics: specific, measurable, attainable, relevant, and time-bound, to ensure meaningful progress toward ATSI and/or CSI outcomes. These goals should focus on the current school year and include performance measures that allow the school and PSU to effectively monitor and adjust implementation as needed.

PSUs must ensure that school's current data is available to inform decision-making and that all required ATSI and/or CSI indicators are selected and active in NCStar. As part of this process, the Resource Allocation Review (RAR) school self-assessment must be uploaded within the Initial Assessment section of indicator D.1.02 / CSI-ATSI .02, ensuring alignment between resource use and improvement priorities.

Finally, evidence of distributed leadership is essential. Leadership roles, responsibilities, and indicator assignments should be shared across multiple School Improvement Team members to build collaboration, accountability, and sustainability of improvement efforts over time.

PSU NCStar Feedback

- General Feedback – Monitoring Indicators and Action Steps
- For Schools Identified as Comprehensive Support and Improvement – Low Performing (CSI-LP)
- Coaching Comments & Review
 - PSUs are required to provide coaching comments

PSUs should consistently monitor all indicators and action steps to ensure they remain current and actively reflect implementation progress. No indicators or action steps should be past due, demonstrating that the school is maintaining steady momentum toward achieving its improvement goals.

For schools identified as Comprehensive Support and Improvement – Low Performing (CSI-LP), performance measures must be established based on student performance aligned with the State’s long-term goals, providing a clear benchmark for tracking growth and success over time.

Each PSU is responsible for providing monthly coaching comments and reviews within the NCStar platform for each ATSI and/or CSI identified school. These comments serve as ongoing documentation of PSU support and progress monitoring, ensuring consistent feedback and accountability throughout the school improvement process.

Non-Regulatory Guidance – School Improvement and Related Provisions

- Clarifies roles under ESSA
- Defines identification and support
- Emphasizes flexibility and continuous improvement

The first non-regulatory guidance we'll look at explains how states and PSUs can support CSI and TSI schools under Title I, Part A. It clarifies expectations for identification, planning, and exit from improvement status. Most importantly, it emphasizes that improvement should be flexible and responsive—not one-size-fits-all—and should focus on building local capacity to sustain results over time.

Non-Regulatory Guidance – School Improvement and Related Provisions

- Key Guidance Concepts
 - Identifications
 - Planning
 - Support
 - Exit Based on Accountability Data and Local Context

The federal guidance lays out the process clearly: identify schools through accountability data, develop and implement plans based on local needs, provide ongoing support, and define clear exit criteria. The goal is continuous improvement—not temporary compliance. Each phase of the process builds upon the last, keeping schools focused on progress and sustainability.

Non-Regulatory Guidance – School Improvement and Related Provisions

- **Building Local Capacity**
 - Focus on capacity
 - Not just compliance
 - Use evidence-based strategies
 - Coordinate supports for sustainability

This guidance encourages schools and PSUs to think beyond meeting requirements. Building local capacity means developing systems and practices that will continue after the designation ends. It's about integrating evidence-based strategies into everyday operations and aligning all supports—financial, instructional, and human—so that success can continue independently.

Non-Regulatory Guidance – Using Evidence to Strengthen Education Investments

- Updated federal guidance
- Supports evidence-based decision making
- Applies across all Federal Programs

The second non-regulatory guidance, updated in 2023, focuses on using evidence to strengthen educational investments. It expands the ESSA framework to include all federal programs and provides a simple process for selecting and implementing strategies that are proven to work. It reinforces the idea that every decision, every dollar spent, should connect to evidence of impact.

Non-Regulatory Guidance – Using Evidence to Strengthen Education Investments

- **The Cycle of Continuous Improvement**
 - Identify needs
 - Select evidence-based strategies
 - Plan for implementation
 - Implement
 - Examine and reflect

This cycle is at the heart of continuous improvement. It starts with identifying needs through data and stakeholder input, then selecting strategies supported by research. After that, teams plan and implement with fidelity, and finally, they reflect and adjust based on results. It's the same rhythm used in NCStar—planning, doing, checking, and acting for improvement.

Non-Regulatory Guidance – Using Evidence to Strengthen Education Investments

- Applying the cycle locally
 - Engage stakeholders
 - Monitor implementation
 - Use data to adapt and sustain

As PSUs and schools apply this model, the key is engagement and reflection. Engage your stakeholders early—teachers, parents, and community voices matter. Monitor your progress throughout implementation and use data to make informed adjustments. The goal is not perfection; it's progress built through learning and refinement over time.

Non-Regulatory Guidance – Using Evidence to Strengthen Education Investments

- Criteria for EDGAR Evidence Levels
 - Strong Evidence
 - Moderate Evidence
 - Promising Evidence
 - Demonstrates a Rationale

The Education Department General Administrative Regulations provide a common framework for defining and applying levels of evidence across federal education programs. This framework supports consistent use of research-based strategies in programs such as ESEA, IDEA, Perkins, and the Higher Education Act, helping the Department and grantees make informed, evidence-driven decisions when implementing or funding interventions.

EDGAR defines four levels of evidence used to determine the strength and reliability of educational practices:

Strong Evidence – Supported by at least one well-designed experimental study showing a statistically significant, positive effect on relevant outcomes across multiple sites or populations.

Moderate Evidence – Supported by experimental or quasi-experimental research showing positive effects with no significant negative findings, demonstrating effectiveness in settings similar to those proposed.

Promising Evidence – Supported by at least one credible study—experimental, quasi-experimental, or well-designed correlational—with statistical controls indicating a positive impact on relevant outcomes.

Demonstrates a Rationale – Based on a clear logic model and informed by prior

research or evaluation findings that suggest the approach is likely to improve outcomes.

This framework helps PSUs identify and select evidence-based interventions that meet federal standards and are most likely to yield measurable, sustainable improvements in student performance.

Non-Regulatory Guidance – Using Evidence to Strengthen Education Investments

- Connecting evidence to CSI / TSI
 - Use Evidence Levels to justify strategies
 - Document rationale in NCStar and CCIP
 - Reflect through RAR & monitoring

Evidence is what ties all of this together. Each CSI or TSI plan should clearly show how chosen interventions connect to one of the four evidence levels. The rationale and supporting documentation belong in NCStar and CCIP. During your RAR and monitoring updates, reflect on whether those strategies are achieving the intended results, and adjust if needed. This cycle ensures both compliance and continuous growth.

Non-Regulatory Guidance – Using Evidence to Strengthen Education Investments

Accessing Key Guidance Documents

Comprehensive and Targeted Support (CTS) Website:

<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/comprehensive-and-targeted-support>

- School Improvement Non-Regulatory Guidance
- Using Evidence to Strengthen Investments
- What Works Clearinghouse

You can access each of these federal documents directly online through our CTS website. The School Improvement guidance clarifies responsibilities under ESSA. The Evidence-Based Investments guidance helps you apply the right strategies. And the What Works Clearinghouse is a searchable database where you can explore interventions by grade, subject, or population, making it a great resource when designing your plans.

PRC 0105 Allowable Use Reference Guide

- Temporary and supplemental funding source
- Designed to accelerate improvement in CSI / TSI schools
- Intended to build sustainable systems that continue after funds expire

This next section will focus on the PRC 0105 Allowable Use Reference Guide: PRC 0105 funds are temporary and supplemental, not permanent or recurring. Their purpose is to accelerate improvement in CSI and TSI schools by funding targeted, evidence-based interventions. The real measure of success isn't just what we implement while the funds are active, but what continues when the funds expire

PRC 0105 Allowable Use Reference Guide

- **Aligned:** Activities must connect directly to the approved CSI / TSI plan
- **Necessary:** Essential for improving identified outcomes
- **Reasonable:** Cost-effective and fiscally sound
- **Supplemental:** Expands beyond required activities
- **Sustainable:** Designed to continue after the funding period

Every allowable use must meet these five key principles. First, funds must be aligned with the CSI/TSI plan, meaning each expenditure should clearly connect to an identified strategy. Activities should be necessary and reasonable, ensuring fiscal integrity and targeted use. Funding must be supplemental, enhancing rather than replacing existing resources. Finally, sustainability is critical, each funded activity should leave behind a system or practice that endures beyond the life of the grant

PRC 0105 Allowable Use Reference Guide

Instructional Supports

Allowable Examples	Not Allowable
Hiring tutors or interventionist	Incentive pay or long-term positions without sustainability
Purchasing evidence-based instructional software and materials	General supplies not tied to evidence-based strategies
Contracting with instructional coaches tied to the CSI / TSI plan	Covering existing staff salaries already funded elsewhere

PRC 0105 Allowable Use Reference Guide

Professional Development

Allowable Examples	Not Allowable
Training in evidence-based instructional practices.	Holiday parties.
Coaching cycles, mentoring programs, or workshops linked to the CSI / TSI plan.	Entertainment.
Travel and registration for staff attending approved instructional conferences (must directly support the CSI/TSI plan).	

PRC 0105 Allowable Use Reference Guide

Student & Family Engagement

Allowable Examples	Not Allowable
Translating parent communication materials (tied to CSI/TSI plan).	Translation services unrelated to the CSI/TSI plan.
Hosting family literacy/math nights with evidence-based instructional materials and light snacks.	Gift cards or cash incentives for student attendance or activities.
Printing parent resource guides in multiple languages (tied to CSI/TSI plan).	Catering or entertainment at parent events.

PRC 0105 Allowable Use Reference Guide

Extended Learning & Incentives

Allowable Examples	Not Allowable
Stipends for teachers leading after-school or summer tutoring aligned to the CSI/TSI plan (activities outside of the regular school day and responsibilities).	Incentive pay for regular duties (not sustainable).
Extended learning programs (before/after school, summer) targeting identified gaps (activities outside of the regular school day and responsibilities).	Trips to amusement parks, movies, or other recreational sites.
Field trips that directly support career or college readiness (e.g., college tours, worksite visits, STEM centers).	

PRC 0105 Allowable Use Reference Guide

District / Charter / CMO Administration

Allowable Examples (up to 20% of annual funding)	Not Allowable
Staff time dedicated to CSI/TSI plan implementation (e.g., monitoring, compliance, coordination).	Paying off old PSU debt.
Contracted services for data analysis or program evaluation.	General operations (e.g., utilities, custodial services, office furniture).
	Staff lounge refreshments.

PRC 0105 Allowable Use Reference Guide

Next Steps:

- Review your PSUs use of funds
- Align all expenditures to approved CSI / TSI plans
- Contact your assigned Program Administrator for clarification

As a reminder, this guide serves as a reference to support consistency and compliance across the state and is subject to change. Always confirm allowability when in doubt, and document how each expense ties back to the CSI/TSI plan. Collaboration with your assigned Program Administrator ensures alignment, transparency, and accountability

The NC Office of Federal Programs [webpage](#)

- Recognizes the critical role that partnerships among public school units (PSUs), parents, families, and communities play in student success.
- High-quality parent and family engagement (PFE) programming can significantly improve student outcomes.

Parent and Family Engagement

The North Carolina Department of Public Instruction (NC DPI) Office of Federal Programs recognizes the critical role that partnerships among public school units (PSUs), parents, families, and communities play in student success. High-quality parent and family engagement (PFE) programming can significantly improve student outcomes.

NC DPI supports PSUs using a systematic process, evidence-based practices, and a PFE strategic plan to advance family and community engagement goals and drive measurable improvements. Research supports PSUs using a self-assessment tool or instrument to examine organizational conditions and identify barriers to family engagement. Such instruments are essential for informed planning, goal setting, and effective implementation of a comprehensive, school-level, parent, family, and community engagement program.

To support North Carolina PSUs, the *7 Essential Components: A Guide for Strategic Planning and Program Improvement with Parent and Family Engagement*, has been developed and includes:

- A self-assessment tool with embedded evidence-based practices
- Process measures and data-informed action steps
- Resources to support the development of a strong PFE Strategic Plan to help the infrastructure, operation, and implementation of a comprehensive, family engagement program at the school level

Every Student Succeeds Act (ESSA)

Requirements and activities for public school units receiving Title I funds per the Every Student Succeeds Act (ESSA), Sec. 1116: Parent and Family Engagement and Sec. 1112(c) Parents Right-To-Know are supported within the ESSA PFE and Parent Right-to-Know Toolkit.

- *ESSA Parent and Family Engagement and Parent Right-to-Know Toolkit*

The Toolkit breaks down the law to help PSUs better understand district and school level compliance and monitoring areas specific to the PFE policy, reservation of funds, annual meeting title I meetings, school-parent compact, capacity building, and accountability. Below are a few ESSA stand-alone tools and examples of letters for PSUs to consider with programming and compliance efforts.

Tools:

- [USDOL PFE Non-Reg. Guidance](#) ⁽²⁾
- [PFE Training, Overview & Resources for NC PSUs 10.8.2025](#) ⁽²⁾
- [PFE Policy - 1 Page Guidance 8.27.25](#) ⁽²⁾
- [Sec. 1116\(a\)\(1\) & 1112\(c\) - ESSA](#) ⁽²⁾
- [School-Parent Compact Checklist](#)
- [Creating an Effective and Jointly Developed School-Parent Compact](#)
- [Sample Letter: Parents Right-to-Know and Annual School Report Card Notifications](#)
- [Sample Letter: Teachers' Next Meeting Licensing Schedule Qualifications](#)

As we continue to align with North Carolina's 2025–2030 Strategic Plan, Pillar 3 The updated PFE webpage consolidates state and federal resources designed to help PSUs move beyond compliance toward sustainable, evidence-based engagement practices. This includes new and updated tools such as the ESSA Parent and Family Engagement Toolkit, the School-Parent Compact Checklist, and sample parent communication templates aligned with federal "Right-to-Know" and school report card notifications.

The Dual Capacity Building Framework and The 7 Essential Components Guide provide PSUs with practical strategies for building comprehensive parent, family, and community engagement systems. Evidence shows that using structured leadership teams, self-assessment tools, and strategic plans leads to more consistent, effective implementation across schools. Ultimately, these resources are designed to help districts and schools go beyond compliance, to build engagement practices that are collaborative, data-informed, and embedded in continuous improvement efforts. By applying evidence-based approaches, PSUs can ensure that family engagement is not an event, but a sustained partnership that supports every student's success.

Go Beyond Compliance - APPLY EVIDENCE-BASED PRACTICES
With Comprehensive Parent, Family, and Community Engagement (PFCE)

PROGRAMMING

Dr. Karen Mapp: Family-school relationships are a two-way street. Schools and districts hoping to improve family engagement must focus on building the capacity of both families and staff around student learning and development. Only then can schools and districts cultivate deep partnerships with families that support student achievement and other key educational outcomes.

RESEARCH SAYS schools with strong, effective Family Engagement Programming in Schools have:

- Better Student Attendance
- Students with Improved Pro-Social Skills
- Higher Graduation Rates
- Students with Higher Test Scores, Improved Academic Performance

Evidence suggests that PSUs using a PFE leadership team structure, a self-assessment instrument, and a strategic plan are vital for PFCE planning, improvement, and implementation.

The [7 Essential Components: A Guide for Strategic Planning and Program Improvement with Parent and Family Engagement](#) to improve comprehensive family and community engagement programming:

The Dual Capacity-Building Framework for Family-School Partnerships, Version 2 - <https://www.dualcapacity.org> (Mapp, K. L. & Bergman, E. (2019))

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Dr. Mapp's research highlights the need for both districts and schools to be intentional with building capacity of staffs and families to improve family engagement programming.

Use the available address link to access Dr. Mapp's videos, resources, and the Dual Capacity-Building Framework for Family-School Partnerships

Resources

- Integrated Academic & Behavior Systems (IABS)
 - North Carolina Multi-Tiered System of Support (NC MTSS)

<https://www.dpi.nc.gov/districts-schools/districts-schools-support/integrated-academic-behavior-systems>

- Year-at-a-Glance

<https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/comprehensive-and-targeted-support#Tab-Resourcesegpresentationsrecordingsnon-regulatoryguidance-7788>

As we continue discussing how schools can strengthen improvement efforts, it's important to recognize one of our key statewide support structures, the Integrated Academic and Behavior Systems (IABS) Office at NCDPI.

The IABS team supports the work of implementing and sustaining a Multi-Tiered System of Support (MTSS) framework through the lens of data, systems and practices for all students. The MTSS framework for districts and schools focuses on academics and behavior from Pre-K through 12th grade.

NC MTSS is a school improvement framework that encompasses academic, behavioral, social, and emotional instruction and support. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

Their mission is to build the capacity of public school systems to implement and sustain a Multi-Tiered System of Support through the provision of professional development, coaching, technical assistance, and resources.

Please access and review the address link provided for resources

Please take a moment to review the *Year at a Glance* located on the CTS website. This resource provides an overview of key dates, deadlines, and activities to help ensure timely planning and implementation throughout the school year.

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Our CTS team is available to provide guidance, technical assistance, and ongoing support to help your PSU navigate CSI and TSI requirements. Each Program Administrator will be reaching out after this presentation to offer virtual one-on-one office hours to answer questions and provide individualized support. PSUs are also encouraged to reach out to the assigned PA at any time to schedule additional support sessions as needed.

We value your feedback

<https://forms.gle/ivuT1Fbqq9RTFa8L7>



Thank you for joining today's session! Your input helps us strengthen the support and resources we provide across the state. Please take a few moments to share your feedback on today's presentation — what was helpful, what could be clearer, and what additional topics you'd like us to cover in future sessions. Your insights guide our continuous improvement, just as we support yours! Thank you