
CEIS/CCEIS

Coordinated Early Intervening Services

and Comprehensive Coordinating
Early Intervening Services

CEIS vs Comprehensive CEIS – What's new with the reserve?

CEIS

- **Voluntary** reserve
- Not significantly disproportionate
- Children in K-12
- Children without disabilities/IEPs
- Must track and report students who receive the services

Comprehensive CEIS or CCEIS

- **Required** reserve
 - Identified with significant disproportionality in identification, placement, and/or discipline
 - Children **ages 3 up** through grade 12
 - Children **with or without IEPs** but not exclusively children with disabilities
 - Must track and report students who receive the services
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Comprehensive CEIS (CCEIS) Defined by Regulations

A broad range of activities that include:

- professional development and
 - educational and behavioral evaluations, services, and supports,
 - e.g. functional behavioral assessments, behavioral interventions plans, and positive behavioral interventions and supports.
 - ADDRESSING FACTORS leading to disproportionality
 - Examples:
 - Lack of access to high quality instruction;
 - economic, cultural, or linguistic barriers to appropriate identification or placement;
 - lack of access to screenings;
 - inappropriate use of disciplinary removals
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Comprehensive CEIS (CCEIS) Defined by Regulations

- As part of implementing comprehensive CEIS, an LEA must identify and address the factors contributing to the significant disproportionality. (81 FR 243, pg. 92378)
 - New § 300.646(d)(1)(iii), requires an LEA, in implementing comprehensive CEIS, to address any policy, practice, or procedure it identifies as contributing to significant disproportionality, including any policy, practice or procedure that results in a failure to identify, or the inappropriate identification of, a racial or ethnic group (or groups). (81 FR 243, pg. 92378)
 - The LEA has discretion as to how to address the policy, practice, or procedure, including by eliminating, revising or changing how it is implemented, as long as it does so in a manner consistent with the requirements of the IDEA and its implementing regulations. (See 34 C.F.R. §300.646(d)(1)(iii).)
 - New § 300.646(e) clarifies that *LEAs that serve only children with disabilities* are not required to reserve IDEA Part B funds for comprehensive CEIS. (81 FR 243, pg. 92378)
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Comprehensive CEIS (CCEIS)

Amended § 300.646(b) (2) (new § 300.646(d))

Who may receive CCEIS (when an LEA has been identified with significant disproportionality)?

- Children from age 3 through grade 12, regardless of whether they are children with disabilities, and,
 - May not serve ***only*** children with disabilities
 - The LEA may distribute the IDEA Part B funds reserved for CCEIS to its schools to carry out CCEIS, and the LEA retains discretion about how to allocate those funds within the LEA. As such, if an LEA determines that it is best able to address the factors contributing to the identified significant disproportionality by providing a portion of its reserved funds to a particular subset of schools for CCEIS, it is permitted to do so.
 - In contrast, a district that ***voluntarily*** reserves CEIS may not serve children younger than Kindergarten or children with IEPs with the funds.
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Comprehensive CEIS (CCEIS)

Amended § 300.646(b) (2) (new § 300.646(d))

Implications for IEPs

- If CCEIS funds are used to provide services that address factors contributing to the significant disproportionality identified by the State, then the fact that those services are also identified in some children's IEPs does not make the services impermissible or the expenditures improper.
- However, we generally would not expect that using CCEIS funds for the purpose of providing services already identified on a child's IEP would address factors contributing to the significant disproportionality identified by the State.
- An LEA may use CCEIS funds for functional behavioral assessments and behavioral intervention plans, but only to the extent that it is doing so to address the factors identified by the LEA as contributing to the significant disproportionality identified by the State.

CEIS Activities Defined by Regulations

[34 CFR 300.226(b)] [20 U.S.C. 1413(f)(2)]

- 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; and
 - Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.
 - When district voluntarily reserve EIS funds
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CEIS Guidance

Who may receive CEIS - a voluntary reserve?

- Children who are not yet in kindergarten may not receive CEIS.
 - Children with IEPs may not receive CEIS
 - An LEA determines which students need additional support.
 - For example, an LEA might consider factors such as performance on reading or math assessments, disciplinary referrals, or suspension and expulsions.
 - If an LEA chooses to use CEIS funds to support school-wide interventions, it must be able to provide documentation that CEIS funds were used to provide services only to students in need of additional support and that other funds were used to fund the school-wide intervention for special education students and students who do not need additional support.
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CEIS Guidance

How should an LEA count and track students who received CEIS when funds are used for professional development or a school-wide intervention initiative?

- It would be appropriate for an LEA to count, and subsequently track for **two years**, the number of students in need of additional support who received instruction from personnel who participated in the professional development program.
 - **It would not be appropriate to count every student who was taught by these personnel if some of the students were not in need of additional support or were receiving special education services.**
 - An LEA should only count the students and the personnel who participated in the professional development program **in the year(s) of or the year(s) immediately after the training**, rather than counting the students and those personnel each year after the training.
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CEIS Guidance

How should an LEA count and track students who received CEIS when funds are used to provide behavioral and educational evaluations?

- LEAs may use CEIS funds to provide behavioral and educational evaluations to determine the supports that are needed by students to succeed in a general education environment.
 - However, funds may not be used for evaluations that are intended for use in determining eligibility for special education and related services.
 - Students who are evaluated to determine the supports necessary for success in a general education environment should be counted as receiving CEIS in the year of or the year immediately following the evaluation and tracked for the following two years.
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CEIS Guidance

How may CEIS funds be used to implement RTI/MTSS?

- CEIS funds may be used to support RTI/MTSS as long as the CEIS funds are used for services to nondisabled students in need of additional academic or behavioral support and supplement, not supplant, other funds used to implement RTI/MTSS.
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CEIS Guidance

What are the supplement not supplant requirements for CEIS funds?

- Must be used to supplement State, local, and other Federal funds and not to supplant those funds. This requirement applies to all Part B funds including any used for CEIS.
 - In addition, 34 CFR §300.226(e) states that CEIS funds may be used to carry out CEIS aligned with activities funded and carried out under the ESEA if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted using CEIS funds.
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Questions and Answers

On Early Intervening Services (EIS)

- **Question E-3:** What services can be defined as early intervening services? For example, are physical therapy, occupational therapy, and assistive technology considered early intervening services?
 - **Answer:** Nothing in the Act or regulations prevents States and LEAs from including related services personnel in the development and delivery of educational and behavioral evaluations, services, and supports for teachers and other school staff to enable them to deliver coordinated, early intervening services.
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Using CEIS/CCEIS in MTSS/RTI

- (1) **Tier one (Primary Intervention)**, for all students using high quality scientific research-based instruction in their general education setting. ***It would not be appropriate to use CEIS funds*** for these activities since these students do not need additional academic and behavioral support to succeed in a general education environment.
- (2) **Tier two (Secondary Intervention)**, for specialized small group instruction of students determined to be at risk for academic and behavioral problems. It would be ***appropriate*** to use CEIS funds to support these activities.
- (3) **Tier three (Tertiary Intervention)** for specialized individualized instructional/behavioral support for students with intensive needs. ***CEIS funds could be used for children without disabilities unless the district is required to reserve CCEIS and can then include children with disabilities.***

eRIDE Data Collection

Program names: Program description

Individual Student File Upload

- **Intervention - behavior/social emotional:** Interventions provided to general education students to address behavioral and/or social emotional needs (can include social skills, behavior management, counseling, etc.)
 - **Intervention – math:** Interventions provided to general education students to improve and support math skills
 - **Intervention – reading:** Interventions provided to general education students to improve and support reading skills
 - **Intervention - oral language:** Interventions provided to general education students to improve and support oral language skills (can include articulation, pragmatic language, etc.)
 - **Intervention – writing:** Interventions provided to general education students to improve and support writing skills
 - **Intervention - other academic:** Interventions provided to general education students to improve and support other academic skills besides math, reading, oral language, writing (can include general education students who receive instruction from staff specially trained with EIS funds within one year from the date of training)
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Program codes

Item Value	Value Name	Definition/Description
1410	Intervention - behavior/social emotional	Interventions provided to general education students to address behavioral and/or social emotional needs (can include social skills, behavior management, counseling, etc.)
1411	Intervention - math	Interventions provided to general education students to improve and support math skills
1412	Intervention - reading	Interventions provided to general education students to improve and support reading skills
1413	Intervention - oral language	Interventions provided to general education students to improve and support oral language skills (can include articulation, pragmatic language, etc.)
1414	Intervention - writing	Interventions provided to general education students to improve and support writing skills
1415	Intervention - other academic	Interventions provided to general education students to improve and support other academic skills besides math, reading, oral language, writing (can include general education students who receive instruction from staff specially trained with EIS funds within one year from the date of training)

Collection format for CCEIS/CEIS

SASID	LASID	DISTCODE	LAST NAME	PROGRAM CODE	PROGRAM SDATE	PROGRAM EDATE	PROGRAM_EXIT CODE

- CEIS are not intended to serve the same children for years as a proxy for special education.
 - Please do not project end dates several years down the road.
- Include RTI/MTSS Tier 2 or 3 interventions funded with CEIS or CCEIS.
- Do not include any RTI/MTSS interventions funded with Title I or local or other dollars besides CEIS/CCEIS.
- This is not a PLP or Early Childhood collection.

How do I know what we are tracking?

- District leadership would provide data managers and personnel completing the upload with the list of students who benefitted from CEIS \$ in IDEA.
 - The point person varies by district: it may be the curriculum coordinator, /MTSSRTI coordinator, special education directors, literacy coordinator, etc.
 - Open the IDEA Part B portion of Accelegrants.
 - Refer to the EIS Plan in related documents &
 - Budget pages in Part B only marked program code 14
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Accelegrants



Early Intervening Services Plan

- Purpose of Intervention/Training
 - Targeted school(s) & Targeted grade level(s)
 - Proposed # of students
 - Description of students who will receive intervention/benefit from teachers who receive this training
 - Targeted subject area
 - Description of staff who will deliver intervention/receive training
 - Entrance criteria for intervention
 - Description of ongoing progress monitoring for students receiving intervention or benefit from teacher training
 - Exit criteria for intervention
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Budget Details




Program: IDEA Part B

Budget Details: Personnel Services - Compensation - 51000

	LOC-BLDG	FTN	PRG	SUBJ	OBJ	JOB	FTE	AMOUNT ▲
  	01405	222	14	2101	51111	1295		\$3,510.00
Reserve: Early Intervening Services								
Cost Basis: \$90/day x 3 days week x 13 weeks								
Description: Subs to Provide Coverage for Standing RTI Teams								
Justification: To ensure that data & problem solving teams meet to review efficacy of targeted and intensive (Tier 2/3) interventions								



Count any general education students served by these targeted and intensive interventions and teams.







	LOC-BLDG	FTN	PRG	SUBJ	OBJ	JOB	FTE	AMOUNT ▲
  	03000	112	14	2100	51115	1295		\$3,200.00
Reserve: Early Intervening Services								
Cost Basis: 8 teachersx5 daysx\$80								
Description: Professional Development on PBIS (SUBS)								
Justification: Provide gen ed PD re additional strategies to support gen ed students needing social-emotional interventions beyond school-wide approaches								

Students may benefit from EIS through working with teachers who have received particular training and/or materials.

Budget Details

Program: IDEA Part B

Budget Details: Supplies & Materials - 56000

	LOC-BLDG	FTN	PRG	SUBJ	OBJ	JOB	FTE	AMOUNT ▲
  	01400	212	14	0000	56000	0000		\$2,000.00
Reserve: Early Intervening Services								
Cost Basis: \$2000 for schools as determined								
Description: Professional Library Materials								
Justification: To provide resource materials to support educators in providing Tier 2 and 3 interventions for selected gen ed students								
  	01400	114	14	0000	56000	0000		\$2,400.00
Reserve: Early Intervening Services								
Cost Basis: \$300 per school								
Description: SWIS software and checkIN CheckOut software								
Justification: To monitor progress of gen ed students receiving Tier 2 or 3 behavioral interventions								



Likewise, count any general education students who benefit from the interventions connected to these materials.

Resources on disproportionality and Comprehensive CEIS

- Significant Disproportionality 101 Presentation

<https://www.youtube.com/watch?v=g8xbJr9QruE&feature=youtu.be>

This 30 minute, pre-recorded *Significant Disproportionality 101* presentation provides a more detailed description of the significant disproportionality regulation. We encourage you to watch this presentation if you would like to learn about more detailed, foundational information. You can also view the [PowerPoint presentation](#) for this event.

- **Fact Sheet: Equity in IDEA** <https://ideadata.org/resources/resource/1590/equity-requirements-in-idea> & <https://www.ed.gov/news/press-releases/fact-sheet-equity-idea>

This fact sheet from the U.S. Department of Education provides background on the topic of significant disproportionality and summarizes the new regulations.

- Dear Colleague Letter: Preventing Racial Discrimination in Special Education

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-racedisc-special-education.pdf>

This letter addresses the issue of significant disproportionality and provides guidance to States, districts, and schools regarding this topic.

- **U.S. Department of Education's Rethinking Discipline Webpage**

<https://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

This webpage links to several federal resources and guidance documents related to the issue of significant disproportionality and equitable discipline practices.

- **Resources from OSEP IDEAs that Work** [Disproportionality and Equity | OSEP Ideas That Work](#).



Resources on disproportionality and Comprehensive CEIS

- [CEIS Guidance Document from the U.S. Department of Education](https://www2.ed.gov/policy/speced/guid/idea/ceis_pg3.html)

https://www2.ed.gov/policy/speced/guid/idea/ceis_pg3.html

This document provides an overview of CEIS and offers guidance to stakeholders about how CEIS may be used to address significant disproportionality.

- www.intensiveintervention.org

The Mission of the NCII is to build capacity of state and local education agencies, universities, practitioners, and other stakeholders to support implementation of intensive intervention in reading, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs.

- [New York University's Technical Assistance Center on Disproportionality: Identifying the Root Causes of Disproportionality](https://steinhardt.nyu.edu/scmsAdmin/media/users/ll81/Identifying_the_Root_Causes_of_Disproportionality.pdf)

https://steinhardt.nyu.edu/scmsAdmin/media/users/ll81/Identifying_the_Root_Causes_of_Disproportionality.pdf

This resource aims to help personnel from State and district education agencies identify the root causes of disproportionality at the district level.

- <https://ideadata.org/resources/resource/133/equity-inclusion-and-opportunity-addressing-success-gaps-indicators-of>

This rubric allows a team of users from a school or district to systematically examine the root causes of success gaps among groups of students by focusing on equity, inclusion, and opportunity.

- [CEEDAR Innovation Configuration on Culturally Responsive Teaching](http://cedar.education.ufl.edu/wp-content/uploads/2014/08/culturally-responsive.pdf)

<http://cedar.education.ufl.edu/wp-content/uploads/2014/08/culturally-responsive.pdf> This paper features an innovation configuration (IC) matrix that can guide teacher preparation professionals in the development of appropriate culturally responsive teaching (CRT) content.