



# Coordinated Early Intervening Services (CEIS) and Comprehensive CEIS (CCEIS)

## Federal Regulations

34 Code of Federal Regulations (C.F.R.)  
§300.226, §300.646 and §300.647



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# Disproportionality and CCEIS

# What is Disproportionality?

- **Defined (Disproportionate Representation):**
  - The over- or under-representation of a particular population or demographic group
  - “Accordingly, we encourage States and LEAs to consider multiple sources of data when attempting to determine the factors contributing to significant disproportionality, including school level data, academic achievement data, relevant environmental data that may be correlated with the prevalence of a disability, or other data relevant to the educational needs and circumstances of the specific group of students identified.”

USED/OSEP: <https://sites.ed.gov/idea/files/significant-disproportionality-ga-03-08-17-1.pdf>

- **Disproportionality is a complex issue that impacts:**
  - Racial and Ethnic Groups
  - English Language Learners (ELLs)
  - Gender
  - Socio-Economic Status (SES)
  - Instructional Setting (Least Restrictive Environment)
  - Discipline (Disciplinary Practices)

## What are some of the contributing factors?

- Inadequate general education instruction, intervention and services -
  - Shortcomings of the general education system when addressing struggling/at-risk students.
  - The ineffectiveness of scholastic and behavioral support systems/systems of care.
- Insensitive referral practices -
  - Exposes limited understanding/acceptance of the impact of race, gender, age and ethnicity (not an all inclusive list) on school functioning and the referral process.
  - Generates disproportionate rates of disciplinary referrals, suspicions of disability (evaluation referrals) and ESE eligibility.

# What are Coordinated Early Intervening Services?

- [34 CFR § 300.226](#) – Early Intervening Services
  - Coordinated Early Intervening Services (CEIS) are services provided to students in kindergarten through grade 12 not currently identified as needing special education, but who need additional academic and behavioral support to succeed in general education, that are funded by no more than 15% of IDEA Part B funds.
- The services may include:
  - Professional development
  - Educational and behavioral evaluations
  - Educational and behavioral services
  - Educational and behavioral supports

## How are CEIS and CCEIS different?

- [34 CFR §300.226](#) (Early Intervening Services)
  - Coordinated Early Intervening Services (CEIS)
    - Districts **voluntarily** set aside up to 15% of IDEA Plan B funding to service **K-12, non-ESE students** that need academic/behavioral support.
- [34 CFR §300.646](#) (Disproportionality) and [34 CFR §300.647](#) (Determining Significant Disproportionality)
  - Comprehensive Coordinated Early Intervening Services (CCEIS)
    - Districts **mandatorily** set aside 15% of IDEA Plan B funding to service **all students ages 3 through grade 12** (ESE and non-ESE), specifically, but not exclusively, targeting the group of students significantly overidentified (ESE identification, ESE placement and/or disciplinary removal practices).
    - Districts may not exclusively limit services to students with disabilities (SWD).

## CEIS

- **Voluntary** reserve
- Not significantly disproportionate
- Children K-12<sup>th</sup> grade
- Children without disabilities
- Must track and report students who receive the services

## Comprehensive CEIS

- **Required** reserve
- Significantly disproportionate
- Children ages 3 to 12<sup>th</sup> grade
- Children with or without disabilities
- Must track and report students who receive the services

## Why is Disproportionality Data Collected?

- “IDEA Section 618(d) requires States to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the local educational agencies (LEAs) of the State with respect to:
  - (A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;
  - (B) the placement in particular educational settings of such children; and
  - (C) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.”

<https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-1.pdf>



Significant Disproportionality addresses *inequitable practices* for *students with disabilities*, by *race and ethnicity*, based on:

## Identification Ages 3-21

- Intellectual Disabilities
- Specific Learning Disabilities
- Emotional/Behavioral Disabilities
- Speech or Language Impairments
- Other Health Impairments
- Autism Spectrum Disorders

## Placement Ages 6-21

- Inside regular class\* less than 40 percent of day
- Separate schools and residential facilities

\*term used in federal regulation

## Discipline Ages 3-21

- Out-of-school suspensions/expulsions of 10 days or less
- Out-of-school suspensions (including expulsions) of greater than 10 days
- In-school suspensions of 10 days or less
- In-school suspensions of greater than 10 days
- Total disciplinary removals

## Risk Ratio Comparisons by Race/Ethnicity

Race/Ethnicity
White
Hispanic/Latino of any race
Black or African American
Asian
American Indian or Alaska Native
Native Hawaiian or Other Pacific Islander
Two or more races

# Data Years Crosswalk to Grant Year for CCEIS

## Discipline

*Source: Survey 5*

Data Years	Grant Year
2016-17 2017-18 2018-19	<b>2020-21</b>
2017-18 2018-19 2019-20	<b>2021-22</b>
2018-19 2019-20 2020-21	<b>2022-23</b>

## Identification and Placement

*Source: Survey 2*

Data Years	Grant Year
2017-18 2018-19 2019-20	<b>2020-21</b>
2018-19 2019-20 2020-21	<b>2021-22</b>
2019-20 2020-21 2021-22	<b>2022-23</b>



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# **CCEIS and CEIS Fiscal Implications for IDEA, Part B Projects**

## Fiscal Implications of LEAs Using CEIS Funds

- Voluntary CEIS is defined by regulations at 34 CFR §300.226. These regulations allow local educational agencies (LEAs) to use up to 15 percent of their IDEA Part B Section 611 and Section 619 funds to implement voluntary CEIS.
- IDEA regulations guiding the mandatory provision of CEIS — referred to as comprehensive CEIS (CCEIS) — were revised in 2016. These regulations require LEAs identified by their states as having significant disproportionality based on race or ethnicity to reserve 15 percent of IDEA Part B Section 611 and Section 619 funds to implement comprehensive CEIS.

## How can Part B funds be used for Voluntary CEIS?

Voluntary CEIS activities that may be funded under Part B by LEAs include:

- Providing 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 [see 34 CFR §300.226(b)].

## CEIS Funds

- OSEP released memo 08-09 Coordinated Early Intervening Services in July 2008, stating “In this framework, tier one applies to all students in a general education setting. It would not be appropriate to use CEIS funds for tier one activities that support these students because these activities are designed to provide high-quality instruction to the entire class or school and not principally intended to address the needs of students who are struggling”.
- Cannot be used for student universal screening.
- Cannot be used for school-wide initiatives that are intended for all students.
- Cannot be used for Tier 1 activities.
- According to [34 CFR §300.226](#), an LEA may not use more than 15 percent of the amount the LEA receives under Part B of the Act for any fiscal year to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12, 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.

<https://sites.ed.gov/idea/idea-files/osep-memo-08-09-coordinated-early-intervening-services/>

## How can Part B funds be used for Comprehensive CEIS?

Comprehensive CEIS activities that may be funded under Part B by LEAs include:

- Providing professional development and educational and behavioral evaluations, services, and supports [see 34 CFR §300.646 (d)(1)(i)].
- The activities must address factors and policy practice, or procedure contributing to significant disproportionality [see 34 CFR §300.646 (d)(1)(ii)].
- Address a policy, practice, or procedure identified by the LEA as contributing to the significant disproportionality [see 34 CFR §300.646 (d)(1)(iii)].



## Fiscal Implications of LEAs Using Comprehensive CEIS/LEA Maintenance of Effort (MOE) Reduction

- LEAs are required to maintain their level of year-to-year expenditures on special education and related services, using local-only funds or state and local funds.
- LEAs that are required to use Part B funds to implement comprehensive CEIS **may not reduce** its MOE amount because they have been identified as having significant disproportionality [see 34 C.F.R. §300.203(b)].



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# Maintenance of Effort

## Maintenance of Effort

- Under section 613(a)(2)(A)(iii) of IDEA, LEAs may not reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.
- An LEA must maintain at least the same amount of LEA budgets for the education of children with disabilities.
- Local funds only; combination of State and local funds; local funds only on a per capita basis; or combination of State and local funds on a per capita basis.
- Exception to the rule
  - Retirement or departure of special education or relate services personnel
  - Decrease in enrollment of student with disabilities
  - Termination of obligation to provide a program of special education to SWD
  - High cost

## **Fiscal Implication of LEAs Using Voluntary CEIS/LEA Maintenance of Effort (MOE) Reduction**

- LEAs that are implementing voluntary CEIS may potentially be able to reduce the level of its MOE, unless the LEA is determined not to meet the requirements of Part B, is unable to establish and maintain programs of free appropriate public education (FAPE), or the state educational agency (SEA) has taken action against the LEA under IDEA Section 616.

## Example of interaction of an LEA's voluntary use of Part B funds for CEIS and the LEA MOE reduction amount

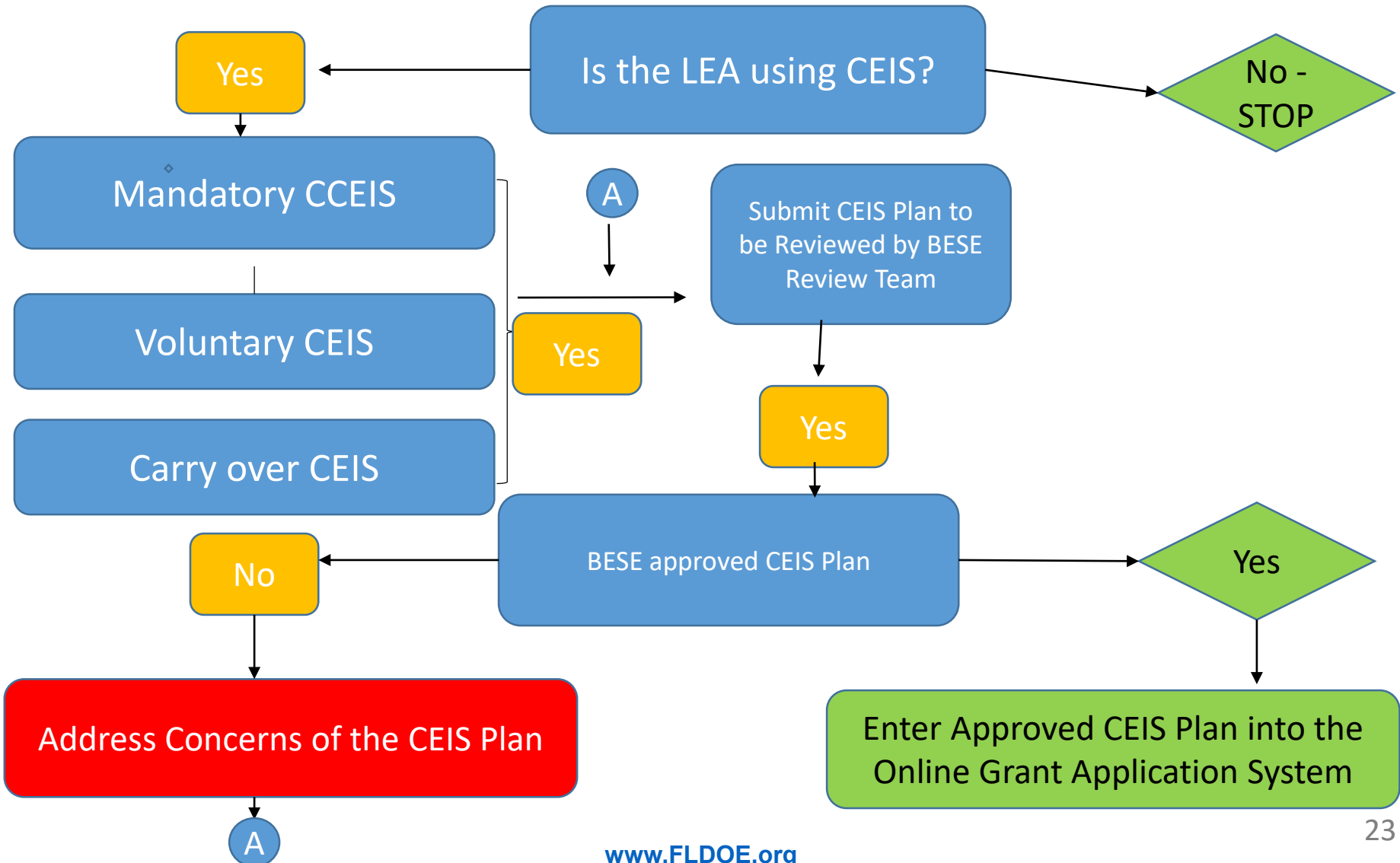
Funds received and amounts available for voluntary CEIS and LEA MOE reduction	Dollar amount
Prior federal fiscal year IDEA Section 611 funds received	\$1,000,000
Current federal fiscal year IDEA Section 619 funds received	\$100,000
Current federal fiscal year IDEA Section 611 funds received	\$1,400,000
Maximum amount available for voluntary CEIS (current 611 funds + current 619 funds) x 15 percent	\$225,000
Maximum amount available for LEA MOE reduction (current 611 funds – prior 611 funds) x 50 percent	\$200,000
Maximum combined amount available for voluntary CEIS set-aside funds and LEA MOE reduction (lesser of the maximum amount available for CEIS or the maximum amount available for LEA MOE reduction)	\$200,000
<b>NOTE: IDEA, Part B Section 611 funds (K-12) and 619 funds (Pre-K)</b>	



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# State Application for IDEA, Part B Grant – Online Grants Application System

# CEIS/CCEIS Plan Review Process



# A Quick Overview of the Application – Program Main Menu

## INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) 2021-2022

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Grant Application Menu

Program Main Menu

Log-out

### PROGRAM MAIN MENU

**Instructions:** Applicants are required to complete the following sections of the IDEA entitlement application as indicated below. Once all sections of the application have been completed and reviewed thoroughly for accuracy, use the links listed under the section, **Complete Application to**

PRINT copies of the application, using the [Printer Friendly Format of Your Application](#) link.

SUBMIT notification to FDOE that application is complete, using the [Verify & Submit to FDOE](#) link.

The following resources are available to applicants for preparing the IDEA Entitlement application

[Request for Application \(RFA\)](#)

[Instructions for Using the Web-Based Application](#)

#### Standard DOE Grant Forms

[DOE 100 for Part B Entitlement](#)

 [DOE 101 - Budget for Part B Entitlement](#)

[DOE 100 for Part B Preschool Entitlement](#)

[DOE 101 - Budget for Part B Preschool Entitlement](#)

#### IDEA General and Special Assurances

 [IDEA General and Special Assurances](#)

[IDEA Assurances Private Schools](#)

[Schoolwide Programs Under Title I of the ESEA](#)

[Parent Involvement and Participation](#)

#### Permissive Use of Funds

 [Benefits to Nondisabled Students](#)

[Coordinated Early Intervening Services \(CEIS\)](#)

[Administrative Case Management](#)

#### Entitlement Narratives



## IDEA General and Special Assurances/ Maintenance of Effort



**Budgetary Amounts**

Fiscal year 2020-21

Fiscal year 2021-22

**Expenditures**

Fiscal Year 2019-20

**These figures are calculated:**



- Using local funds only  
 the combination of state and local funds

**These figures represent:**



- Total amounts  
 Per capita amounts

**Will you be reducing MOE for the FY 2021-22?**



- Yes  
 No

If Yes, please explain: Explanations must be provided when the fiscal year 2021-22 budgeted number is less than that of the 2019-20 fiscal year expenditures.

# Permissive Use of Funds – Click the link [Coordinated Early Intervening Services \(CEIS\)](#)

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Grant Application Menu


Program Main Menu

Log-out


### COORDINATED EARLY INTERVENING SERVICES (CEIS)

**Instructions:** According to 34 CFR §300.226 or §300.646, describe the services or programs that will be implemented using IDEA, Part B, coordinated early intervening services (CEIS) funds.

Is the LEA using CEIS funds for the fiscal year 2021-22?

-   YES: CONTINUE TO THE NEXT QUESTION.  
 NO: THE LEA SHOULD SKIP THE CEIS SECTION.

Is your district required to use comprehensive CEIS funds for the fiscal year 2021-22?

-   YES: MANDATORY CCEIS: THE LEA MUST RESERVE THE MAXIMUM ALLOWED FOR INTERVENING SERVICES (15%) TO PROVIDE COMPREHENSIVE CEIS. COMPLETE ALL SECTIONS BELOW.  
 NO: VOLUNTARY CEIS: THE DISTRICT MAY NOT USE MORE THAN 15% TO PROVIDE EARLY INTERVENING SERVICE. LEA USING VOLUNTARY CEIS FUNDS SHOULD COMPLETE THE BELOW SECTION. LEA using carry forward only, should use the approved purpose, root cause of analysis, goals and strategies responses from the prior year's CEIS plan. Provide a new progress monitoring, use of funds, and discretionary projects responses in the below text boxes.

## Coordinated Early Intervening Services (CEIS)

### CEIS Plan Narrative

- Purpose
- Root Cause of Analysis
- Goals
- Strategies
- Progress Monitoring
- Use of Funds
- Discretionary Projects

Responses are limited to 1200 characters.

## Carry-Forward Allocation for Comprehensive CEIS

- Reserved funds must be used during the period of their eligibility for CCEIS.
- If an LEA was required to provide CCEIS 2020-21 and did not expend the full amount required, any unexpended funds must be carried forward into 2021-22.
- The carryover requirement still applies even if the significant disproportionality is resolved during that timeframe.

<https://sites.ed.gov/idea/idea-files/osep-memo-08-09-coordinated-early-intervening-services/>

## Carry-Forward Allocation for Voluntary CEIS

- Reserved funds must be used during the period of their eligibility for CEIS.
- If an LEA voluntarily set aside funds, the LEA may use up to the maximum amount allowed for CEIS (15 percent).
- If an LEA voluntarily set aside funds, the LEA may reallocate any unspent funds during the time that the funds are available for obligation.

<https://sites.ed.gov/idea/idea-files/osep-memo-08-09-coordinated-early-intervening-services/>

# CEIS Plan Narrative – Bottom of Page

## CEIS Funds

Did the LEA use CEIS funds for FY 2020-2021?



- YES  
 NO

Was the LEA required to use CEIS funds for FY 2020-2021?



- YES  
 NO

Does the LEA have any unexpended funds from CEIS (carry forward amount) from FY 2020-2021?



- YES  
 NO

If the LEA answered yes to all the above questions, the district is required to carry forward any unexpended CEIS funds from the previous year. Additionally, if the LEA was required to use the CEIS set-aside in years prior and those funds have remained unspent, the funds too must be carried forward until fully expended. If the LEA answered no to any of the questions above, the LEA may choose to carry forward any unspent funds for the purposes of CEIS or may reallocate those funds for IDEA purposes (34 CFR §300.646(b)(2)).

If the LEA is not using CEIS funds, Please enter zeros in the entry boxes below.



Total Amount of Carried Forward funds from FY 2020-2021	\$ 10.00
Required CEIS Amount for FY 2021-2022	\$ 0.00
Required CEIS Budget for FY 2021-2022	\$ 10.00

Save

# Standard DOE Grant Forms – DOE101 – Budget

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[Grant Application Menu](#)

[Program Main Menu](#)

[Log-out](#)

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#### IDEA General and Special Assurances

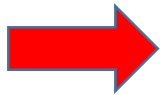
[IDEA General and Special Assurances](#)

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[Parent Involvement and Participation](#)

#### Alternative Use of Funds



# Budget Page

## FLORIDA DEPARTMENT OF EDUCATION BUDGET

[Grant Application Menu](#) | [Print or View Budget Data](#)

[Return to Program Main Menu](#)

**For IDEA PartB K-12 Entitlement 2020-**

**301**

If you prefer, you may upload your budget data in a "tab delimited" text file format. [Go to Data Upload Screen](#)

[Green Book](#) | [Red Book](#) | [Budget Instructions](#) |

**Funds Requested:**                      **Budget Total:**                      **Amount Remaining: \$0 (rounded to the nearest dollar)** Edit the budget data in the rows provided and click the "Save Records" button. Each time you save, 10 additional rows will be added to the table.

NOTE: Only rows that have a function and object code will be saved. If the function or object code is left blank, the row will be ignored.

Save Records


	Program Set-Aside Code <a href="#">view codes</a>	Function <a href="#">view codes</a>	Object <a href="#">view codes</a>	Account Title and Description	FTE (decimal value)	Amount (decimal value, no dollar signs)	delete
1	I-1 ▾	5200	130 <input type="checkbox"/> exception to FTE rule Alt. desc: <input type="text"/>	SLP and instructional staff to deliver services to students with disabilities enrolled in private schools. ▲▼	2.000	104119.09	<input type="checkbox"/>
2	I-1 ▾	5200	130 <input type="checkbox"/> exception to FTE rule Alt. desc: <input type="text"/>	Approximately 5 sign language interpreters for hearing impaired students with disabilities during school. ▲▼	5.000	140000.00	<input type="checkbox"/>



## Budget Page – View Codes – I-1

Save Records

count	Program Set-Aside Code <a href="#">view codes</a>
1	I-1 ▼



I-1	IDEA	Coordinated Early Intervening Services (CEIS)
AoF-9	TitlePartA	Foster Care
AoF-10	TitlePartA	College and Career Readiness
I-2	IDEA	Proportionate Share for Services to Parentally Placed Private School Children

## Budget Page – View Budget Data



count	<a href="#">view codes</a>	Function <a href="#">view codes</a>	Object <a href="#">view codes</a>	Account Title and Description	FTE (decimal value)	Amount (decimal value, no dollar signs)	delete
1	I-1 ▾	5200	130 <input type="checkbox"/> exception to FTE rule Alt. desc:	Other Certified Instructional Personnel: SLP and instructional staff to deliver services to students with disabilities	2.000	104119.09	<input type="checkbox"/>
2	N/A ▾	5200	130 <input type="checkbox"/> exception to FTE rule Alt. desc:	Other Certified Instructional Personnel: SLP and Occupational Therapist to assess SWD needs for Assistive	0.800	55068.40	<input type="checkbox"/>
3	I-1 ▾	5200	510 <input type="checkbox"/> exception to FTE rule Alt. desc:	Paper, markers, curriculum materials, ink cartridges,	5.000	140000.00	<input type="checkbox"/>

## Budget Page – Print View



count	Function	Object	Account Title and Description
1	I-1 5200	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel: SLP and instructional staff to deliver services to students with disabilities enrolled in private schools.
2	N/A 5200	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel: SLP and Occupational Therapist to assess SWD needs for Assistive Technology in order to access the curriculum and communicate. SLP and OT provide on-going case management to students with disabilities.
3	I-1 5200	130	<u>Other Certified Instructional Personnel</u> Other Certified Instructional Personnel: Approximately 5 sign language interpreters for hearing impaired students with disabilities during school activities.



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## Resources to Support Implementation of CEIS/CCEIS

# IDEA Data Center (IDC) and Center for IDEA Fiscal Reporting (CIFR)

- [Addressing Success Gaps: White Paper](#)
- [Addressing Success Gaps: Indicators of Success Rubric](#)
- Data Meeting Toolkit <https://www.ideadata.org/data-meeting-toolkit>
- [Spreadsheet for calculating disproportionality CEIS Fiscal and Student Data Tracker](#)
- Center for IDEA Fiscal Reporting <https://cifr.wested.org/resources/ceis/>

## Discretionary Projects that Support CEIS/CCEIS

- Student Support Services Project <http://sss.usf.edu>
- Florida Positive Behavior Support Project  
<http://flpbs.fmhi.usf.edu>
- Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)  
<http://sednetfl.info>
- Florida Problem-Solving/Response to Intervention Project  
<http://www.floridarti.usf.edu>
- Florida Diagnostic Learning Resource System (FDLRS)  
<http://www.fdlrs.org>
- Florida Inclusion Network (FIN) - LRE  
[www.floridainclusionnetwork.com/](http://www.floridainclusionnetwork.com/)

## Resources

- **Coordinated Early Intervening Services (CEIS) Resources Step by Step**

<https://cifr.wested.org/resources/ceis/ceis-step-by-step/>

- **A Comparison of Mandatory Comprehensive Coordinated Early Intervening Services (CCEIS) and Voluntary Coordinated Early Intervening Services (CEIS)**

[https://ideadata.org/sites/default/files/media/documents/2017-09/idc\\_ceis\\_chart.pdf](https://ideadata.org/sites/default/files/media/documents/2017-09/idc_ceis_chart.pdf)

- **OSEP Significant Disproportionality (Equity in IDEA) Essential Questions and Answers (pp. 21–25)**

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-03-08-17.pdf>

- **OSEP Memo 08-09 Coordinated Early Intervening Services (pp. 11-12)**

<https://sites.ed.gov/idea/idea-files/osep-memo-08-09-coordinated-early-intervening-services/>

- **What Do I Do When...<sup>®</sup> The Answer Book on Fiscal Compliance in Special Education (pp. 19-20)**

[https://www.shoplrp.com/product\\_p/300650.htm](https://www.shoplrp.com/product_p/300650.htm)



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