



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

Bureau of Exceptional Education and
Student Services (BEESS)



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Federal Regulations

- The federal regulations for CEIS and CCEIS are as follows:
 - Title 34, sections (§) 300.226, Code of Federal Regulations (C.F.R.)
 - 34 C.F.R. § 300.646
 - 34 C.F.R. § 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 (local educational agencies) 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/Office of Special Education Programs (OSEP):

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



What is Disproportionality? (Continued)

- Disproportionality is a complex issue that impacts:
 - Racial and ethnic groups
 - English language learners
 - Sex
 - Socio-economic status
 - 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, sex, age and ethnicity (not a complete list) on school functioning and the referral process.
 - Generates disproportionate rates of disciplinary referrals, suspicions of disability (evaluation referrals) and exceptional student education (ESE) eligibility.



What are CEIS?

- [34 C.F.R. § 300.226](#) – Early Intervening Services
 - CEIS are services provided to students in kindergarten (K) 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 Individuals with Disabilities Education Act (IDEA) Part B funds.
- The services may include:
 - Professional learning
 - Educational and behavioral evaluations
 - Educational and behavioral services
 - Educational and behavioral supports



How are CEIS and CCEIS Different?

- [34 C.F.R. § 300.226](#) (Early Intervening Services)
 - CEIS
 - Districts voluntarily set aside up to 15% of IDEA Part B funding to service K-12, non-ESE students that need academic/behavioral support.



How are CEIS and CCEIS Different? (Continued)

- [34 C.F.R. § 300.646](#) (Disproportionality) and [34 C.F.R. § 300.647](#) (Determining Significant Disproportionality)
 - CCEIS
 - Districts mandatorily set aside 15percent of IDEA Part 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.



CEIS

- Voluntary reserve
- Not significantly disproportionate
- Children K through 12th grade
- Children without disabilities
- Must track and report students who receive the services

CCEIS

- Required reserve
- Significantly disproportionate
- Children ages 3 through 12th 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 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 disorder

Placement

Ages 6-21

- Inside regular class* less than 40% 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
2019-20 2020-21 2021-22	2023-24
2020-21 2021-22 2022-23	2024-25
2021-22 2022-23 2023-24	2025-26

Identification and Placement

Source: Survey 2

Data Years	Grant Years
2020-21 2021-22 2022-23	2023-24
2021-22 2022-23 2023-24	2024-25
2022-23 2023-24 2024-25	2025-26



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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 C.F.R. § 300.226. These regulations allow LEAs to use up to 15% of their IDEA Part B Section 611 and Section 619 funds to implement voluntary CEIS.
- IDEA regulations 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% of IDEA Part B Section 611 and Section 619 funds to implement CCEIS.



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 learning 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 C.F.R. § 300.226(b)].



CEIS Funds

- OSEP released Memo 08-09, titled 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.”

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



CEIS Funds (Continued)

- CEIS funds:
 - Cannot be used for student universal screening.
 - Cannot be used for schoolwide initiatives that are intended for all students.
 - Cannot be used for Tier 1 activities.

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



CEIS Funds (Continued)

- According to [34 C.F.R. § 300.226](#), an LEA may not use more than 15% of the amount the LEA receives under Part B of the IDEA for any fiscal year to develop and implement CEIS, which may include interagency financing structures, for students in K 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 CCEIS?

- CCEIS activities that may be funded under Part B by LEAs include:
 - Providing professional learning and educational and behavioral evaluations, services and supports (see 34 C.F.R. § 300.646(d)(1)(i)).
 - The activities must address factors and policy practice, or procedure contributing to significant disproportionality (see 34 C.F.R. § 300.646(d)(1)(ii)).
 - Address a policy, practice or procedure identified by the LEA as contributing to the significant disproportionality (see 34 C.F.R. § 300.646(d)(1)(iii)).



Fiscal Implication of LEAs Using CCEIS/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



MOE

- Under section 613(a)(2)(A)(iii) of IDEA, LEAs may not reduce the level of expenditures for the education of students 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 students 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.



MOE (Continued)

- Exception to the rule:
 - Retirement or departure of special education or relate services personnel
 - Decrease in enrollment of students with disabilities
 - Termination of obligation to provide a program of special education to students with disabilities
 - High cost



Fiscal Implication of LEAs Using Voluntary CEIS/LEA 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, or the state educational agency has taken action against the LEA under Section 616 of IDEA.



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%	\$225,000
Maximum amount available for LEA MOE reduction (current 611 funds – prior 611 funds) x 50%	\$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
<u>NOTE: IDEA Part B Section 611 funds (K-12) and 619 funds (Prekindergarten)</u>	

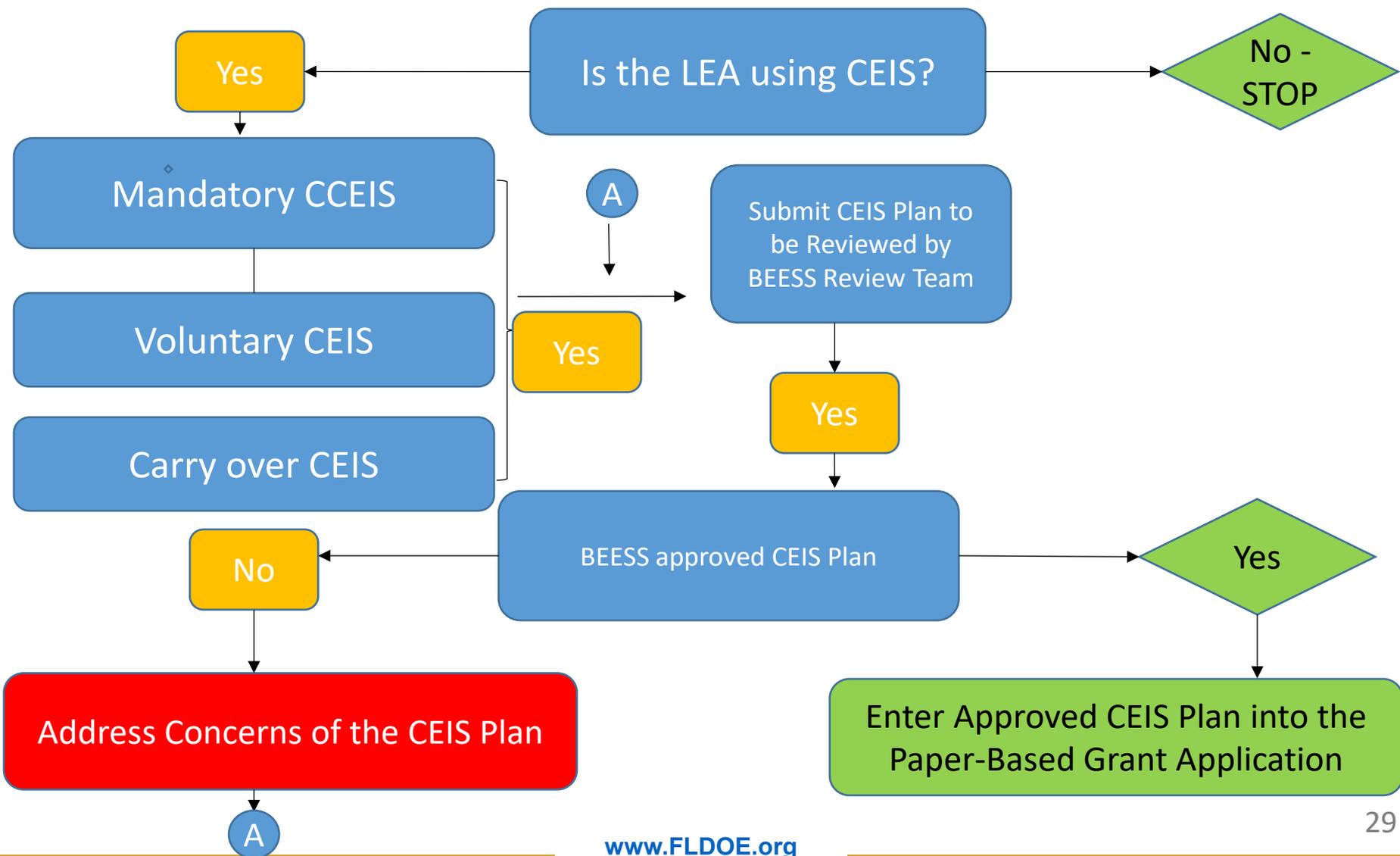


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State Application for IDEA, Part B Grant – Paper-Based Grants Application



CEIS Plan Review Process





A Quick Overview of the Application – Fillable Word Document

Individuals with Disabilities Education Act (IDEA) 2025-2026


LEA Name

IDEA General and Special Assurances

Instructions: Please review the following assurances and place a check mark in the "Agreed" box indicating certification of compliance with these requirements.

Child Find

Agreed

In accordance with Title 20 sections 1401(3) and 1412(a)(3), United States Code (U.S.C.), and Title 34, section 300.111, Code of Federal Regulations (C.F.R.), local educational agencies (LEAs) shall ensure that all children residing within its jurisdiction, including children with disabilities who are homeless or are wards of the state and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

-- LEA will carry out screening, referral and student evaluation procedures as required by Rule 6A-6.0331, Florida Administrative Code (F.A.C.), and as described in the LEA's currently approved Exceptional Student Education Policies and Procedures document ensuring that all children residing within the jurisdiction of the LEA and who are in need of special education and related services are identified, located and evaluated. These procedures will be carried out in collaboration with the Florida Diagnostic and Learning Resources System (FDLRS).

-- LEA cooperate with the Department of Health Early Steps for IDEA, Part C, child find activities to ensure that all infants and toddlers with disabilities ages birth through two are identified, located and evaluated, and receive appropriate transition services.



IDEA General and Special Assurances/MOE



Budgetary Amounts:

Fiscal year 2024- 25|

Fiscal year 2025- 26

Expenditures:

Fiscal Year 2023- 24

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 2025-26?



- Yes
- No

If Yes, please explain: Explanations must be provided when the fiscal year 2025-26 budgeted number is less than that of the 2024-25 fiscal year expenditures.



Permissive Use of Funds – CEIS

➔ Instructions: Describe the services or programs that will be implemented using IDEA, Part B, CEIS funds.

Is the LEA using CEIS funds for fiscal year (FY) 2025-26?

- Yes: Continue to the next question.
- No: The LEA should skip the CEIS section.

➔ Is the LEA required to use Comprehensive CEIS funds for FY 2025-26?

- 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 LEA MAY NOT USE MORE THAN 15% TO PROVIDE EARLY INTERVENING SERVICE. An LEA using voluntary CEIS funds should complete the below section. An 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 new progress monitoring, use of funds, and IDEA-Funded State Projects responses in the text boxes below.



CEIS Plan Narrative

- Purpose
- Root Cause Analysis
- Goals
- Strategies
- Progress Monitoring
- Use of Funds
- IDEA Funded-State Projects



Carry-Forward Allocation for CCEIS

- Reserve funds must be used during the period of their eligibility for CEIS.
- In an LEA voluntarily sets aside funds, the LEA may use up to the maximum amount allowed for CEIS (15%).
- The carryover requirement still applies even if the significant disproportionality is resolved during this 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

CEIS Funds

 Did your LEA use CEIS funds for FY 2024-2025?

- Yes
- No

 Was your LEA required to use CEIS funds for FY 2024-2025?

- Yes
- No

 Does your LEA have any **unexpended** funds from CEIS (carry forward amount) from **FY 2024-2025**?

- Yes
- No

If **the** LEA answered yes to **all** the above questions, **the** LEA is required to carry forward any unexpended CEIS funds **from** the previous year. Additionally, if the LEA was required to use the CEIS funds set aside in years prior and those funds have remained unspent, the funds 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 you are not using CEIS funds, please enter zeros in the entry boxes below.

Total Amount of Carried Forward funds from FY 2024-2025	\$0.00
Required CEIS Amount for FY 2025-2026	\$0.00
Required CEIS Budget for FY 2025-2026	\$0.00



Standard Department of Education (DOE) Grant Forms

GRANTS MANAGEMENT

Home | Finance | Contracts, Grants & Procurement | Grants Management | Department of Education Grant...

Department of Education Grants Forms

**Project Application and
Amendment Procedures for
Federal and State Programs
(Green Book)**



DEPARTMENT OF EDUCATION GRANTS FORMS

If you have any problem accessing any of the forms below, please contact the Office of Grants Management at 850-245-0496.

- [Project Application Single \(DOE100A\)](#) (Word)
- [Budget Narrative Form \(DOE101\)](#) (Excel)
- [Budget Narrative Form - DOE 101S - \(DOE101S\)](#) (Excel)
- [Project Amendment Request \(DOE150\)](#) (Word)
- [Budget Amendment Narrative Form \(DOE 151\)](#) (Excel)
- [Project Performance Accountability, Instructions and Forms](#) (Word)
 - [Deliverables](#) (Word)

For the following Risk Analysis documents below, please send the completed form and supporting documentation to: FDOERiskAnalysis@fldoe.org.

- [Risk Analysis Federal and State Grant Funding Florida School Districts, State Colleges, State Universities and State Agencies \(DOE610\)](#) (Excel)
- [Risk Analysis Federal and State Grant Funding Governmental and Non-Governmental Agencies \(DOE 620\)](#) (Excel)
- [Allocations Schedule](#) (Excel)

[department-of-edu-grants-forms](#)



Budget Page: DOE – 101 (Excel Format)

	A	B	C	D	E	F	G
1	A)					TAPS Number	
2		Name of Eligible Recipient					
3	B)						
4		Project Number (DOE Use Only)					
5							
6	FLORIDA DEPARTMENT OF EDUCATION						
7	BUDGET NARRATIVE FORM						
8							
9	(1)	(2)	(3)			(4)	(5)
	Function	Object	Account Title & Narrative			FTE Position	Amount
11	I-1 5200						
12							
13							
14							
15							



Please insert **I-1** code before Function code to identify CCEIS allocation



Budget Page – Examples

	A	B	C	D	E	F	G	H
1	LEA							
2	A) Name of Eligible Recipient					TAPS Number		
3						26C001		
4	B) Project Code (DOE Assigned)							
5	FLORIDA DEPARTMENT OF EDUCATION							
6	BUDGET NARRATIVE FORM							
7	(1)	(2)	(3)			(4)	(5)	
8	Function	Object	Account Title & Narrative			FTE Position	Amount	
9	 I-1 5200	510	Supplies Purchase instructional materials, teaching supplies, and curriculum related materials to enhance academic and behavioral instruction for SWD (manipulatives, intervention materials and supplies, protocols, sensory products). Range \$1-\$450 for 15 classrooms					

(1)	(2)	(3)	(4)
Function	Object	Account Title & Narrative	FTE Position
 I-1 5200	150	Aides Hire paraprofessionals including teacher assistants to assist students and classrooms with behavioral needs.	8

Please submit all DOE – 101s in Excel format for editing purposes.



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Resources to Support Implementation of CEIS/CCEIS



IDEA Data Center and Center for IDEA Fiscal Reporting

- Addressing Success Gaps: White Paper
https://ideadata.org/sites/default/files/media/documents/2017-09/success_gaps_white_paper.pdf
- Addressing Success Gaps: Indicators of Success Rubric
https://ideadata.org/sites/default/files/media/documents/2017-09/success_gaps_rubric_0.pdf
- Data Meeting Toolkit
<https://www.ideadata.org/data-meeting-toolkit>
- Spreadsheet Application for Calculating Disproportionality Measures and User's Guide
<https://ideadata.org/resources/resource/1484/spreadsheet-application-for-calculating-disproportionality-measures-and>
- Center for IDEA Fiscal Reporting
https://cifr.wested.org/resources/?_topic=part-b-coordinated-early-intervening-services-ceis

IDEA-Funded State Projects that Support 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 <http://sednetfl.info>
- Florida Problem-Solving/Response to Intervention Project
<http://www.floridarti.usf.edu>
- Florida Diagnostic Learning Resource System <http://www.fdlrs.org>
- FIN – Least Restrictive Environment
<https://fin-network.org/>



Resources

- CEIS Resources Step by Step
<https://cifr.wested.org/resources/ceis/ceis-step-by-step/>
- A Comparison of Mandatory CCEIS and Voluntary CEIS
https://ideadata.org/sites/default/files/media/documents/209/idc_ceis_chart.pdf
- OSEP Significant Disproportionality (Equity in IDEA) Essential Questions and Answers (pp. 21–25)
[IDEA Part B Regulations-Significant Disproportionality \(Equity in IDEA\). Essential Questions and Answers. \(PDF\)](#)



Resources (Continued)

- 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...[®] The Answer Book on Fiscal Compliance in Special Education (pp. 19-20)
<https://shoplrp.com/search?Terms=what+do+i+do+when...+The+answer+book+on+fiscal+compliance+in+Special+education>



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