IDEA Part B

LEA Coordinated Early Intervening Services (CEIS) Manual

NEW MEXICO

Public Education Department

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Overview

Coordinated Early Intervening Services (CEIS) can provide help to children who need additional academic and behavioral support. These services can include educational and behavioral evaluations, services, support, and professional development. The Individuals with Disabilities Education Act (IDEA) outlines the provisions of CEIS, which can be voluntary or mandatory.

- **Voluntary CEIS** is defined by the regulations under 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—or a blend of these—to implement voluntary CEIS. This allows LEAs the flexibility to address the needs of students without disabilities who require additional support.
- **Mandatory CEIS** is defined by regulations under 34 CFR § 300.646(d). IDEA regulations outline the mandatory provisions of CEIS, which is referred to as comprehensive CEIS (CCEIS). These regulations require LEAs that have been identified by the New Mexico Public Education Department (NMPED) as having significant disproportionality based on race or ethnicity to reserve 15 percent of IDEA Part B Section 611 and Section 619 funds—or a blend of these—to implement CCEIS. The NMPED is required to identify disproportionality concerning identification, placement, and/or disciplinary removals.

Purpose and Authority

Both voluntary and comprehensive CEIS play a crucial role in identifying and addressing learning and behavioral difficulties early on. Delays in providing support could result in a need for increased services at a greater cost to address a child's educational challenges.

- Voluntary CEIS may be provided to children without a disability in kindergarten (including 4-year-old kindergarten students) through grade 12, with a particular emphasis on students in kindergarten through grade 3.
- CCEIS may be provided to children with or without disabilities aged 3 through grade 12, specifically, but not exclusively, to children in those groups who were significantly overidentified. CCEIS activities cannot be limited to only children with disabilities.

Both types of CEIS may also help ensure that students at risk are referred for special education or related services only when necessary. For example, this can help prevent the inappropriate overidentification of particular subgroups of children with disabilities.

Voluntary Coordinated Early Intervening Services

IDEA Fiscal Requirements

The allowance for an LEA to set aside up to 15 percent of its IDEA Part B Section 611 and Section 619 funds to implement voluntary CEIS is outlined in 34 CFR § 300.226.

- CEIS funds are available for the same period of performance as IDEA funds.
- There are 27 months available for the LEA to obligate funding and an additional 90 days to liquidate those obligations.
- LEAs that have voluntarily set aside funds for CEIS may still request that these funds be made available for other allowable IDEA Part B purposes during the period of performance.

LEAs that choose to set aside funds for voluntary CEIS must complete an application and submit it to the NMPED. The application and review process are further detailed below.

The funds that are set aside for this purpose

- must be used in a way that does not supplant any existing funded activities at the LEA,
- must be used for CEIS activities that the NMPED has approved, and
- must be used for students in kindergarten through grade 12 who are not currently identified as having a disability.

LEA Voluntary CEIS Application and Review Process

To set aside funds for CEIS, LEAs are required to submit an application that is then reviewed by the NMPED Office of Special Education. In this process, the LEA

- submits the request to set aside IDEA Part B funds for CEIS through the LEA's annual subgrant application through the SharePoint online platform;
- has the LEA subgrant application signed by the LEA Board of Education president, superintendent, and director of special education; and
- specifies what funds, if any, will be used in combination with the IDEA Part B funds for CEIS—LEAs then budget CEIS funds to codes 24106 for the 611 grant and 24109 for the 619 grant.

If the LEA makes adjustments to the CEIS budget following the approval of the submitted budget that involves greater than 10 percent of budget funds moving from one budget line item to another, a budget adjustment request (BAR) form must be submitted.

The LEA must also submit a plan for CEIS (Appendix A) to the NMPED Office of Special Education as an attachment to the grant application that includes the following:

- the number of students and their grade level(s) to be served who need academic and/or behavioral support
- the services to be provided for the identified students, including
    - professional development for teachers
    - educational and behavioral evaluations
    - educational and/or behavioral supports and services
- how the LEA will report the number of students in the NOVA data system who receive CEIS and the number of students who subsequently receive special education and related services

The deputy director/assistant deputy director of data and finance reviews the programmatic components of the submitted CEIS plan to ensure the activities listed are allowable. This is followed by a review of the fiscal component of the plan to ensure the activities do not exceed 15 percent and that all amounts are correct.

Once the LEA subgrant application is considered substantially approvable and the Office of Special Education has the approved plan for voluntary CEIS, including the CEIS budget, the NMPED sets up the budget authority for the LEA in the Operating Budget Management System (OBMS) using the Uniform Chart of Accounts (UCOA) for CEIS.

CEIS Allocation Process

The NMPED issues a Grant Award Notification (GAN) to the LEA when the subgrant application is approved. Once the LEA has received the GAN, requests for reimbursement may occur, including requests for funds set aside for CEIS.

CEIS Allowable Activities

LEAs can carry out the following CEIS activities as outlined under 34 CFR § 300.226(b):

- 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
- educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction

CEIS activities may take place to support aligned activities funded by the Elementary and Secondary Education Act (ESEA). Any funds that are used for this purpose must be used to supplement, not supplant, funds available under the ESEA.

CEIS Monitoring and Reimbursement of Funds

The NMPED monitors LEAs that voluntarily set aside funds for CEIS using the OBMS platform and expenditures aligned with the LEA CEIS plan submitted through LEA Requests for Reimbursement (RfRs). Additionally, quarterly CEIS expenditure reports are reviewed and sent to LEAs.

As part of the NMPED's monitoring of CEIS expenditures, the LEA is required to submit a CEIS report, which includes the following:

- the CEIS activity/activities that were supported by the CEIS funds expended
- the total year-to-date amount of CEIS funds spent
- a comparison of the amount budgeted in the CEIS plan to the amount spent to date

LEA CEIS Reporting

The LEA is required to submit a final progress report that includes the students' progress and whether the students were referred for special education and are now receiving services. This report is due annually during the end-of-year (EOY) reporting period.

To complete the final progress report, the LEA must track student and staff data through the following process:

- Students who have been identified by the LEA to receive CEIS should be entered into NOVA by the LEA.
- Within the NOVA system, each student has a unique identification number that allows the NMPED Office of Special Education to verify information, such as the student's race/ethnicity and grade level.
- If a student is entered into NOVA through the regular education portal and is later referred for special education and related services, it should be noted within the system for tracking purposes.
- If a student who was receiving CEIS becomes eligible for special education services, they will then be included in the special education portion of NOVA.
- Staff members who participated in CEIS-funded professional development must also be tracked and included in CEIS reporting.
- The NMPED deputy director/assistant deputy director of data and finance will generate data from the NOVA system during each of the reporting periods (40 days, 80 days, 120 days, and end of year) to keep on record.

The reporting required to be submitted to the NMPED needs to include the following information:

- the number of students without disabilities who received CEIS support during the current school year
- the number of students with disabilities who received CEIS support during the current school year
- the number of students who received CEIS who were referred for special education services
- the number of students who received CEIS who were referred and then qualified for special education services
- the number of school staff who attended or participated in professional development activities as part of CEIS

This report is due to the NMPED by the EOY reporting deadline and is used for monitoring purposes and for the completion of the maintenance of effort (MOE)/CEIS report due to the Office of Special Education in August of each year.

Mandatory Comprehensive Coordinated Early Intervening Services

Definition of Significant Disproportionality

Under 34 CFR § 300.646, the NMPED is required to "provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the LEAs of the State with respect to:

- The identification of children as children with disabilities, including the identification of children in accordance with a particular impairment described in Section 602(3) of the Act;
- The placement in particular educational settings of these children; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions."

In New Mexico, an LEA is considered to have significant disproportionality based on race and ethnicity to be determined through use of a Westat Risk Ratio and Weighted Risk Ratio.

IDEA Fiscal Requirements

LEAs that are identified with significant disproportionality are required to reserve 15 percent of the total IDEA Part B Section 611 and Section 619 funds for CCEIS per 34 CFR § 300.646(d).

- CCEIS funds are available for the same period of performance as IDEA funds.

- There are 27 months available for the LEA to obligate funding and an additional 90 days to liquidate those obligations.
- LEAs who have been identified with significant disproportionality are required to set aside 15 percent of IDEA funds and cannot use these funds for other purposes and must be held to the end of the period of availability.
- Funds not used by the end of the period of availability are returned to the U.S. Department of Education.

LEAs who are required to set aside funds for CCEIS must develop and submit a CCEIS plan to NMPED. The process is further detailed below.

The funds that are set aside for this purpose

- must be used in a way that does not supplant any existing funded activities at the LEA;
- must be used for CCEIS activities that have been approved by the NMPED;
- are required to be used for students ages 3 through 21, with or without disabilities; and
- may not be limited to only children with disabilities.

To support compliance with the CCEIS fiscal requirements, LEAs that are identified with significant disproportionality need to engage in the following activities:

- The LEA must indicate on the annual IDEA Subgrant Application that it is mandated to reserve 15 percent of its Part B funds to provide CCEIS.
- LEAs are required to use the specific fund codes, 24106 (school age) and 24109 (preschool), that have been set up in the OBMS.
- LEAs are required to submit a BAR for the 15 percent change in the budget if the notification of significant disproportionality comes following the submission of the subgrant application.
- Prior to submitting the BAR, LEAs are required to have the budget adjustment approved by the LEA Board of Education and the superintendent.
- Once the CCEIS plan is approved by the NMPED, the LEA will send RfRs to the Office of Special Education.
- Through the review of the RfRs, the NMPED will request detailed ledgers to validate costs.

The deputy director/assistant deputy director of data and finance reviews the programmatic component of the submitted CCEIS plan to ensure the activities listed are allowable. The NMPED deputy director/assistant deputy director of data and finance then reviews the fiscal component of the plan to ensure the LEA does not exceed 15 percent and that all amounts are correct.

Once the CCEIS plan has been approved, the NMPED requests a BAR form from the LEA to adjust the budget. The adjustment will take into consideration the CCEIS set-aside and sets up the budget authority in the OBMS using the UCOA for CCEIS for the LEA.

Significant Disproportionality Identification

Annually, the NMPED reviews data in the areas of identification, placement, and discipline:

- The data are submitted from the LEA to the Office of Special Education via the NOVA system.
- The data are sorted accordingly into the Westat Calculator, concerning the area of significant disproportionality being examined.
- All data are reviewed as an aggregate by LEA regardless of the "*n*" size.
- The data are compared longitudinally to determine whether there are possible trends.

The NMPED uses the following procedures to determine whether an LEA is significantly disproportionate in the identification of students, placement in a particular educational setting, and disciplinary actions:

Identification of Students

- Annually, in the spring, the NMPED Office of Special Education calculates the risk ratio and weighted risk ratio for all disabilities under IDEA to determine whether significant disproportionality, based on identification, race and ethnicity, is occurring in the state and in LEAs in New Mexico.
- As part of the NMPED's general supervision responsibility, all data are examined regardless of the sample size.
- The NMPED reviews data from LEAs with fewer than 10 students who qualify for all the disability categories.
- The data are compared to the data from the previous year and are monitored over time to determine whether any patterns or irregularities exist.
- The Office of Special Education uses the state and LEA child count obtained annually through the EdPass reported data.

Placement in a Particular Educational Setting

- Annually, the NMPED Office of Special Education calculates the risk ratio and weighted risk ratio for all disabilities under IDEA to determine whether significant disproportionality, based on placement in a particular educational setting, race and ethnicity is occurring in the State and the LEAs of the State.
- The Office of Special Education uses the State and LEA child count obtained annually through the EdPass reported data.

Data are examined annually by race and ethnicity for every LEA, regardless of sample size, as part of the NMPED's general supervision responsibility.

- The NMPED will review data from LEAs with fewer than 10 students who qualify for all the disability categories.
- The data are compared to the data from the previous year and are monitored over time to determine whether any patterns or irregularities exist.

Disciplinary Actions

- Annually, using the EOY reports, the Office of Special Education calculates the risk ratio and weighted risk ratio in all disabilities under IDEA to determine whether significant disproportionality, based on incidence, duration, and the type of disciplinary action, then based on race and ethnicity, is occurring in the state and the LEAs of the state.
- The Office of Special Education uses the LEA's current data on disciplinary removals from the EdPass report.
- Data are reviewed annually by race and ethnicity for every LEA, regardless of sample size, as part of the NMPED's general supervision responsibility.
- The NMPED reviews data from LEAs with fewer than 10 students who qualify on all of the disability categories.
- The data are compared to the data from the previous year and are monitored over time to determine whether any patterns or irregularities exist.

LEAs are notified of significant disproportionality in the fall, before the approval of the LEAs' annual subgrant application and initial budget. This notification is in writing and sent from the NMPED secretary of education or designee. It includes directions on what the LEA must do fiscally and programmatically, including data submission, and regarding the review of policies, procedures, and practices.

CCEIS Plan Development, Review, and Approval

After the LEA is notified in writing that there is significant disproportionality, the NMPED Office of Special Education will review the LEA policies, procedures, and practices related to the

- identification of children with disabilities,
- placement in educational settings, and
- incidence and duration of disciplinary action.

Once the NMPED has completed the review of the policies, procedures, and practices, they will provide additional detail to the LEA regarding any deficient components found during the review process. If there are areas of any policies, procedures, and/or practices that require revisions, the LEA is notified in writing by the NMPED and required to address those areas:

- The LEA is required to revise any policies, practices, or procedures that are not in compliance with the requirements of 34 CFR § 300.646 (c)(2).
- The LEA is then required to publicly report on the revision of policies, procedures, and policies, including posting on the LEA's website.
- Once the LEA has made the needed revisions to these documents, they are resubmitted to the NMPED for final review.
- The public notice must remain on the LEA website until it has been determined by the NMPED that the policies, procedures, and practices have been revised.

In addition to the review of policies, procedures, and practices, the LEA is required to submit a plan for CCEIS that must be approved prior to implementation.

The plan must include the following information:

- how the LEA will use funds to support students within the LEA, including those who were not in the group that was considered significantly disproportionate
- the plan to provide services to students in grades K–12 who are not yet identified as needing special education and related services but who do need additional support (academic and/or behavioral) to succeed in the general education environment
- how the students targeted for the CCEIS plan intervention(s) will be identified, including what criteria will be used
- how funds will be spent on allowable activities as outlined in 34 CFR § 300.226(b)
    - professional development in the areas of academic and behavioral interventions
    - educational and behavioral evaluations, services, and supports
- how the LEA will report the number of students in the NOVA data system who receive CCEIS and the number of students who subsequently receive special education and related services
- how the LEA will notify the public of any revisions to the policies, procedures, and practices

CCEIS Allowable Activities

Outlined in 34 CFR § 300.646(d), in implementing CCEIS, LEAs may use set-aside funds for activities that include

- professional development and
- educational and behavioral evaluations, services, and supports.

CCEIS activities must be aligned to the factors that were determined to be contributing to the identified significant disproportionality, including policies, practices, and procedures.

CCEIS Monitoring and Reimbursement of Funds

The NMPED monitors LEAs who are required to set aside funds for CCEIS using the OBMS platform and LEA RfRs submitted expenditures aligned with the LEA CCEIS plan.

As part of the NMPED's monitoring of CCEIS expenditures, the LEA is required to submit a CEIS report that includes

- the CCEIS activity/activities that were supported by the CCEIS funds expended,
- the total year-to-date amount of CCEIS funds spent, and
- a comparison of the amount budgeted in the CCEIS plan to the amount spent to date.

OBMS has specific fund codes under the UCOA that are used to track expenditures and encumbrances. The UCOA also includes codes for professional development, evaluations, and staff that should be used by LEAs to track CCEIS expenses.

These codes should be used by the LEA when

- setting up budgets,
- requesting budget authority from the department, and
- requesting reimbursements.

CCEIS funds set aside are not allowed to be transferred to another fund code through a budget adjustment request. Those funds are required to remain reserved for CCEIS for the remainder of the grant period and are required to be fully expended on approved CCEIS activities in order to remain compliant.

LEA CCEIS Reporting

The LEA is required to submit a final progress report that includes the students' progress and whether the students were referred for special education and are now receiving services. This report is due annually during EOY reporting.

To complete the final progress report, the LEA should track student and staff data through the following process:

- Students who have been identified by the LEA to receive CCEIS should be entered into NOVA by the LEA.
- Within the NOVA system, each student has a unique identification number that allows the NMPED Office of Special Education to verify information, such as the student's race/ethnicity and grade level.
- If a student is entered into NOVA through the regular education portal and is later referred for special education and related services, that should be noted within the system for tracking purposes.

- If a student who was receiving CCEIS who was not initially eligible becomes eligible for special education services, they would then be included in the special education portion of NOVA.
- Staff members who participated in CCEIS-funded professional development must also be tracked and included in CCEIS reporting.
- The NMPED deputy director/assistant deputy director of data and finance will generate data from the NOVA system during each of the reporting periods (40 days, 80 days, 120 days, and end of year) to keep on record.

The reporting required to be submitted to the NMPED needs to include the following information:

- the number of students without disabilities who received CCEIS support during the current school year
- the number of students with disabilities who received CCEIS support during the current school year
- the number of students who received CCEIS who were referred for special education services
- the number of students who received CCEIS who were referred and then qualified for special education services
- the number of school staff who attended or participated in professional development activities as part of CCEIS

CEIS and LEA MOE Reduction Interaction

The IDEA LEA MOE requirement found in 34 CFR § 300.203 outlines the requirement that LEAs maintain their level of expenditures on special education and related services, year to year, using local-only funds or state and local funds. It is further outlined in 34 CFR § 300.205 that should the IDEA Part B Section 611 allocation for the current federal fiscal year exceed the allocation for the previous year, the LEA may reduce its MOE by up to 50 percent of the increase in the Section 611 allocation. An LEA, identified as having significant disproportionality and required to use Part B funds to implement CCEIS, may not use the MOE reduction allowance.

An LEA that has voluntarily set aside IDEA Part B funds for voluntary CEIS may be able to reduce the level of its MOE as long as

- the LEA meets the requirements of Part B,
- the LEA establishes and maintains programs of free appropriate public education (FAPE), or

- the NMPED has not acted against the LEA under IDEA Section 616.

When considering the interaction between CEIS and an LEA MOE, the following should be noted:

- The regulations regarding the interaction between CEIS and the LEA MOE reduction are intended to minimize reduced funding for children with disabilities.
- The combined amount of the voluntary CEIS set aside for the current fiscal year and the LEA MOE reduction that an LEA may take may not exceed the lesser of the maximum amount available for CEIS or the maximum amount available for the LEA MOE reduction.

CEIS/CCEIS Federal Reporting

- States are required to report LEA MOE reduction and CEIS data in the EDFacts Metadata and Process System (E*MAPS*).
- The NMPED must report the Part B Section 611 and Section 619 funds that were set aside for CEIS and CCEIS and the number of children who received services.
- The NMPED is required to report the reason for LEAs being identified with significant disproportionality.
- Per 34 CFR § 300.646(c)(2), LEAs identified with significant disproportionality are required to report on the revision of policies, practices, and procedures.

Timeline and Due Dates

Activity	Lead staff	Due date
Submission of child count to the NMPED	Deputy director/assistant deputy director of data and finance	October
LEA notification of significant disproportionality	NMPED director of special education	Fall
Technical assistance to support LEAs to develop CEIS/CCEIS plans	NMPED educational administrators	Ongoing
MOE/CEIS EMAPS reporting	Deputy director/assistant deputy director of data and finance	August
Submission of CEIS/CCEIS plans to the NMPED	Office of Special Education	Dependent upon when the LEA is notified
Approval of CEIS/CCEIS plans	Deputy director/assistant deputy director of data and finance and director of special education	Dependent upon when the LEA is notified
Approval of CEIS/CCEIS budgets	Deputy director/assistant deputy director of data and finance	Dependent upon when the LEA is notified
Submission of CEIS/CCEIS Expenditures Report and reimbursement requests	Deputy director/assistant deputy director of data and finance	Ongoing
Final CEIS/CCEIS reports	NMPED director of special education	During EOY reporting

Should there be unexpected circumstances requiring an adjustment to the time frames outlined above that would result in changes for LEAs, NMPED will notify LEAs within a reasonable amount of time to inform LEA administration of the changes to the time frame.

Appendices

Appendix A: NMPED CEIS Plan

Coordinated Early Intervening Services (CEIS) Plan

School Year:			
Local Education Agency:		Contact Person:	Pam Renteria
Phone:		Email:	
Select CEIS type:	CEIS Type	Select area of disproportionality:	Area of Disproportionality

Instructions: Please answer each question below, 1. through 5.

Section 1 - CEIS Plan

1. Describe the ***targeted students to be receiving*** CEIS and how the intervention will meet the diverse needs of these at-risk students.

Note: ***Voluntary CEIS*** may be provided to children *without a disability* in grades K–12, with a particular emphasis on students in kindergarten through grade three. ***Comprehensive CEIS*** may be provided to children *with or without* ***disabilities*** age 3 through grade 12, particularly, but not exclusively, children in those groups who were significantly overidentified (see 34 CFR §300.646(d)(2)). Comprehensive CEIS activities cannot be limited to only children with disabilities.

Targeted School(s):	
Targeted Grade Level(s):	

2. Describe the ***intervention for the targeted students,*** including the essential components of the intervention. Also describe how the Intervening services must support the identified needs of the targeted group of students based on data analysis.

Note: Please see allowable use of Part B funds for CEIS in Section 2.

3. Describe the ***entrance and exit tool(s)*** and ***criteria*** used to identify students for entry and exit from CEIS.

Note: Each school may identify entrance/exit criteria appropriate for CEIS services and demographics. The process should allow students to exit at anytime; exit from CEIS service must be tracked. *Tools must be evidenced-based.*

Tools:	
Criteria:	

4. Describe the ***ongoing progress monitoring procedures*** to be used to measure student outcomes. Include the frequency progress monitoring will occur.

***Note*:** Progress monitoring procedures should provide frequent data collections a minimum of once a month, at consistent intervals, to support at-risk students in meeting individualized goals.

5. Describe the plan to ***monitor and assess fidelity of CEIS implementation*** at the district level. Include the individuals responsible for monitoring the CEIS plan for fidelity and monitoring procedures.

Instructions: Please complete each section below. Consider the information in the Note before developing budget.

Section 2 - CEIS Budget

Proposed Expenditures

Function Code	Object Code	Brief Explanation of Expenditure	Amount

Function Code	Object Code	Brief Explanation of Expenditure	Amount
		Total Expenditures	0.00

Proposed Budget Amount	
a. Carryover CEIS Funds (Applies to LEAs with Mandatory CEIS only.)	
b. 15% for CEIS (Mandatory CEIS must be 15%; Voluntary up to 15%)	
c. Total Budget (a. combined with b.)	0.00

Proposed Student Counts

Function Code	Object Code	Brief Explanation of Expenditure	Amount

d. Proposed number of ***students with disabilities*** to receive Comprehensive CEIS

e. Proposed number of ***students without disabilities*** to receive CEIS.

Allowable use of Part B funds for 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)).

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)). In addition, these LEAs must also: address the factors contributing to the significant disproportionality (34 CFR §300.646 (d)(1)(ii)); and address a policy, practice, or procedure identified by the LEA as contributing to the significant disproportionality (34 CFR §300.646 (d)(1)(iii)).

PED Use Only			
Program Review		Fiscal Review	
Target audience appropriate for CEIS type		Proposed expenditures are allowable use of Part B funds for CEIS	
Interventions appropriate for CEIS type		Carryover CEIS funds not budgeted for Voluntary CEIS	
Entrance and exit tools appropriate		Total Budget does not exceed 15%	
Ongoing progress monitoring steps identified		Proposed number of students to receive CEIS provided	
Plan to monitor and assess fidelity of CEIS implementation appropriate		Total expenditures do not exceed total budget	
Program Approval Type:	Type	Fiscal Approval Type:	Type
Program Approval Signature:		Fiscal Approval Signature:	
Notes:			

Appendix B: CEIS/CCEIS Comparison Chart

Element	Coordinated Early Intervening Services	Comprehensive Coordinated Early Intervening Services
Abbreviation	CEIS	CCEIS
type	Voluntary—LEAs may choose to use a portion of their IDEA Part B funds for services to a defined group of students at risk.	Required—LEAs who are identified as having significant disproportionality in identification, placement, and/or disciplinary removals must use IDEA Part B funds for CCEIS.
Grade level/ages served	Kindergarten through grade 12 Serves children without disabilities	Age 3 through grade 12 Serves children with and children without disabilities
Funds	Up to 15% of IDEA Part B funds (611 and 619)	Exactly 15% of Part B funds (611 and 619)
Permitted activities	Professional development for teachers and other school staff to support with the delivery of scientifically based academic and behavioral intervention, including, where appropriate, instruction on the use of adaptive and instructional software, educational and behavioral evaluations, services, and supports	Professional development and educational and behavioral evaluations, services, and supports; activities must address factors and policies, practices, or procedures contributing to significant disproportionality
Reporting requirements	An LEA is required to report to the state, followed by the state reporting to the U.S. Department of Education, the following: Number of students that received CEIS in the reporting school year	An LEA is required to report to the state, followed by the state reporting to the U.S. Department of Education, the following: Number of students with disabilities that received CCEIS in the reporting school year

Element	Coordinated Early Intervening Services	Comprehensive Coordinated Early Intervening Services
	Number of students that received CEIS in the reporting school year and the past 2 years who were identified as needing special education and related services LEAs who voluntarily reserved funds for CEIS Amount reserved for CEIS	Number of students without disabilities that received CCEIS in the reporting school year LEAs identified with significant disproportionality Area(s) LEAs were identified as having significant disproportionality Amount reserved for CCEIS

Appendix C: CEIS/CCEIS Expenditures Report Template

CEIS/CCEIS Expenditures Report

School Year	
School District Name	
Director Email	
Fiscal Lead Email	
Grant Number	

Comprehensive or Voluntary	
611 Allocation for Current FY	
619 Allocation for Current FY	
CEIS 15%	
CEIS Funds Expended to Date	

	Certified salaries	Noncertified salaries	Employee benefits	Purchased services	Conferences and travel	Professional development and training	Materials and supplies	Equipment and technology	Indirect costs	Total
Budget code										
Approved CEIS budget										
Amount of CEIS funds expended during this										

	Certified salaries	Noncertified salaries	Employee benefits	Purchased services	Conferences and travel	Professional development and training	Materials and supplies	Equipment and technology	Indirect costs	Total
period (for monthly or quarterly reporting)										
Total CEIS funds expended to date										
Amount of CEIS funds remaining in current fiscal year										
Amount of CEIS funds carried over from the previous fiscal year										