Coordinated Early Intervening Services Collection Overview

Contents

[Purpose 1](#_Toc37068257)

[Data Collection Reporting Requirements 1](#_Toc37068258)

[CEIS DATA 1](#_Toc37068259)

[USE OF IDEA FUNDS FOR CEIS 1](#_Toc37068260)

[Other Requirements 2](#_Toc37068261)

[Provision of CEIS 2](#_Toc37068262)

[Required (Mandatory) CEIS 2](#_Toc37068263)

[Limitations on CEIS Amounts 3](#_Toc37068264)

[CEIS Expenditures 3](#_Toc37068265)

[Resources 3](#_Toc37068266)

# Purpose

The purpose of Coordinated Early Intervening Services Collection is to collect data from districts regarding their use of IDEA funds for 1) voluntary Coordinated Early Intervening Services (CEIS) and 2) required (mandatory) Coordinated Early Intervening Services (CCEIS). For purposes of this collection, both will be referred to as CEIS. The regulations for CEIS and CCEIS can be found in [34CFR Sec. 300.226](https://sites.ed.gov/idea/regs/b/c/300.226) and [34CFR Sec. 300.646](https://sites.ed.gov/idea/regs/b/f/300.646) respectively. The statutory authority for this data collection can be found in [IDEA 2004 (20 USC 1413 (f))](https://sites.ed.gov/idea/statute-chapter-33/subchapter-II/1413).

The CEIS Collection is accessed via the IDEA Data Manager under Other Collections. All districts are required to submit information for this collection, even if the district is not required or is voluntarily using IDEA funds for CEIS. For step-by-step submission instructions, see the [CEIS User Guide](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Documents/CEISUserGuide.docx).

## Data Collection Reporting Requirements

### CEIS DATA

Districts using IDEA funds must track and report annually to ODE:

1. CEIS Student Count – The number of students who received CEIS using IDEA funds during the school year. This is an unduplicated count of students so each student is **to be** **counted only once**.
2. Special Education Student Count – The number of students who received special education and related services under Part B of IDEA during the school year and CEIS during the current and/or preceding two-years. This is an unduplicated count so each student is **to be counted only once**.
3. Actual Expenditures for CEIS – The total amount of IDEA funds reserved for CEIS. This is the exact total amount for voluntary or required CEIS that your district is expending for CEIS.

Note this information is subject to audit. Please maintain the appropriate documentation on file as required by OAR 166-400-0060 and [2 CFR Part 200](https://www.ecfr.gov/cgi-bin/text-idx?SID=f6519da36d37208e035112f505f7d74d&mc=true&tpl=/ecfrbrowse/Title02/2cfrv1_02.tpl#200) to substantiate the program and financial information reported by the district.

### USE OF IDEA FUNDS FOR CEIS

If using IDEA Part B funds for CEIS, districts must also report the following information to ODE:

1. Total CEIS Funds to be Reserved - Total amount to be reserved for CEIS based on IDEA Flow-Through Allocation estimate.
2. Grade Level Range – Indicate the low and high grade that will be the focus of the CEIS plan.
3. Group Served – If Required, the district will need to identify if the plan will focus on just students without disabilities or a combination of students with and without disabilities. Funds for required CEIS may also be used for children currently identified as needing special education or related services, but not exclusively for this group. Caution should be exercised when required CEIS includes students with disabilities, as these students are already pre-identified and therefore receiving special education and related services, which supports their ability to succeed in general education.
4. Academic/behavioral areas that will be the focus of the plan
   1. Reading
   2. Mathematics
   3. Language Arts
   4. Attendance
   5. Office Referrals
   6. Suspension/Expulsion
   7. Other
5. Projected Count - Estimated count of students who will receive CEIS
6. The type of CEIS activities planned with a general description

## Other Requirements

Districts required to reserve 15% of IDEA funds for CEIS as a result of significant disproportionality are required to publicly report on the revision of policies, practices and procedures. The report may include how CEIS supports and services were used to address significant disproportionality.

## Provision of CEIS

For voluntary CEIS, services are provided to students in Kindergarten through grade 12 (with a particular emphasis on students in Kindergarten through grade 3). For required CEIS, see Required (Mandatory) CEIS.

These services are for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment. The IDEA (20 U.S.C. §1413(f) (2)) and its regulations (34 CFR §300.226(b)) identify the activities that may be included as CEIS:

(1) 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

(2) Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

For example, a district might use CEIS to provide behavioral interventions to nondisabled students who receive a certain number of disciplinary office referrals, perhaps as a part of a Positive Behavioral Interventions and Support (PBIS) initiative. CEIS also might be used to help fund reading or math specialists to work with nondisabled students who have not reached grade-level proficiency in those subjects, or to fund after-school tutoring for nondisabled students who score below proficient on the Statewide assessment.

Section 613(f)(5) of the IDEA also states that CEIS funds may be used to carry out services aligned with activities funded by and carried out under the Elementary and Secondary Education Act of 1965, as amended (ESEA), if IDEA funds are used to supplement, and not supplant, funds made available under the ESEA for those activities. Thus, if the IDEA funds do not supplant ESEA funds, they may be used to supplement school improvement activities conducted under other programs, such as Titles I or III, that are being implemented in a district.

If a district is required or chooses to use part of its IDEA funds for CEIS, it must consider the effect that the decrease in the available Part B funds might have on the district’s maintenance of effort obligation. In short, the amount of dollars used for CEIS affects the amount of dollars a district can use for a voluntary maintenance-of-effort reduction.

### Required (Mandatory) CEIS

Under [34 CFR §300.646(b)(2)](https://sites.ed.gov/idea/regs/b/f/300.646), if a State identifies significant disproportionality based on race or ethnicity in a district with respect to the identification of children as children with disabilities, the identification of children in specific disability categories, the placement of children with disabilities in particular educational settings, or the taking of disciplinary actions, the district must use the maximum amount (15%) of funds allowable for CEIS for children in the district, particularly, but not exclusively, for children in those groups that were “significantly over-identified.”

For required CEIS, services are provided to student’s age 3 through grade 12. The permitted activities are professional development and educational and behavioral evaluation, services and supports. The activities must address factors and policy, practice and procedure contributing to significant disproportionality. The regulations for CCEIS can be found in [34CFR Sec. 300.646](https://sites.ed.gov/idea/regs/b/f/300.646).

## Limitations on CEIS Amounts

The IDEA regulations cap the amount that can be set-aside under CEIS to no more than 15% of a district’s Part B flow-through allocation. For example, a district that has an IDEA Part B flow-through allocation of $100,000 (which includes 611 and 619 funds), may set-aside and expend up to $15,000 dollars of its IDEA funds on academic and behavioral intervention-related activities ([34 CFR §300.226](https://sites.ed.gov/idea/regs/b/c/300.226)).

Under IDEA, districts who are identified as having significant disproportionality are required to set-aside and expend the full 15% of their IDEA Part B flow-through allocation on Coordinated Early Intervening Services funded activities ([34 CFR §300.646(b)(2)](https://sites.ed.gov/idea/regs/b/f/300.646)). Annual notifications go out to districts in spring.

## CEIS Expenditures

The district should code these costs to Fund Class 200, Area of Responsibility 340, in their accounting system as well as the ODE Actual Expenditures collection. This code identifies it as a cost that was charged to the IDEA flow-through grant for that fiscal year specifically for CEIS. For further information, see [Program Budgeting and Accounting Manual](https://www.oregon.gov/ode/schools-and-districts/finance/Pages/default.aspx).

## Resources

Further information about CEIS activities, can be found on [the CEIS webpage](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/CoordinatedEarlyInterveningServicesDataCollection.aspx) under Technical Assistance and Resources.