

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

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 quality instruction;
 - economic, cultural, or linguistic barriers to appropriate identification or placement;
 - lack of access to screenings.
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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)

Comprehensive CEIS (CCEIS)

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

Who may receive Comprehensive CEIS (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 comprehensive CEIS to its schools to carry out comprehensive CEIS, 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 comprehensive CEIS, 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 comprehensive CEIS 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 comprehensive CEIS 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 comprehensive CEIS 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.
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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

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.

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

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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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://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 on CEIS from the Center for IDEA Fiscal Reporting

<http://cifr.wested.org/resources/ceis/>

This page contains information on CEIS and related requirements.

Resources on disproportionality and Comprehensive CEIS

- IDEA Data Center's FAQ on Navigating CEIS

https://ideadata.org/files/resources/55354d14140ba0253f8b45b0/5543c5bc140ba0346f8b45dd/42820_idc_moe_ceis_faqs_v8for508/2015/05/01/42820_idc_moe_ceis_faqs_v8for508.pdf

This document focuses on helping State Education Agencies (SEAs) and Local Education Agencies (LEAs) understand CEIS and its reporting requirements.

- CEIS Guidance Document from the U.S. Department of Education

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.

- IDC's Resources on Disproportionality

<https://ideadata.org/resource-library/listing/?search=&indicators=all&topics=569933ee150ba0114f8b45c7>

This page lists resources developed by IDC and IDC partners on the topic of disproportionality, including white papers, presentations, rubrics and other tools.

- 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

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

- CEEDAR Innovation Configuration on Culturally Responsive Teaching

<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.