



WYOMING STATE DEPARTMENT OF EDUCATION

CEIS/CCEIS Manual

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Introduction

Overview

Coordinated Early Intervening Services (CEIS) are services that help children who need additional academic or behavioral support to be successful in school. They can include professional development and educational and behavioral evaluations, services, and supports. Under Individuals with Disabilities Education Act (IDEA), the provision of CEIS can be voluntary or mandatory:

- **Voluntary CEIS** is defined by 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 any combination to implement voluntary CEIS.
- **Mandatory CEIS** is defined by regulations under [34 CFR § 300.646\(d\)](#). 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 exactly 15 percent of IDEA Part B Section 611 and Section 619 funds to implement CCEIS. States must identify disproportionality with respect to identification, placement, and/or disciplinary removals.

In both cases, whether voluntary or mandatory, LEAs must use these funds on students needing additional academic and behavioral intervention to succeed in a general education environment.

Purpose and Authority

Voluntary and CCEIS are important for identifying and addressing learning and behavior difficulties early on. Delays in providing support could result in a need for increased services at a greater cost to address a child's learning difficulties. Under IDEA

- 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 age 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 CEIS

An LEA may elect to reserve up to 15 percent of its IDEA Part B allocations, Section 611 and Section 619 or a combination not to exceed the maximum amount, to implement voluntary CEIS. LEAs may use funds for students in kindergarten (including 4-year-old kindergarten students) through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who are not currently identified as needing special education or related services.

IDEA Fiscal Requirements

Under [34 CFR § 300.226](#), LEAs may set aside up to 15 percent of their IDEA Part B Section 611 and Section 619 funds or any combination to implement voluntary CEIS. LEAs who intend to set aside funds for voluntary CEIS must submit a budget and CEIS narrative of planned activities to the Wyoming Department of Education (WDE) through the IDEA Part B Consolidated Application. The funds set aside

- cannot be used to supplant any existing funded activities at the LEA level;
- must be used for approved CEIS activities; and
- must be used for students without a disability in kindergarten through grade 12.

CEIS funds are available for the same period of performance as IDEA funds. LEAs have 27 months to obligate funding and an additional 120 days to liquidate all obligations. If an LEA voluntarily reserves CEIS funds, it may request the funds be made available for other allowable IDEA Part B purposes at any time during the period of performance.

WDE LEA Voluntary CEIS Application and Review Process

Requests to set aside funds for voluntary CEIS are submitted by LEAs to the WDE through the IDEA Part B Consolidated Application in the Grants Management System (GMS). When LEAs apply for the IDEA Part B grant, there is a tab within the GMS that calculates the maximum 15 percent CEIS that can be reserved.

In the CEIS tab, LEAs must

- enter the amount to be used for CEIS;
- provide the total number of students in the target population;
- define the target population that will benefit from the CEIS funds; and
- describe the proposed CEIS activities.

In the Budget tab, LEAs must

- select the *141-Coordinated Early Intervening Services* line item of the Activities Description and
- enter the amount they plan to budget for CEIS purposes from Section 611 and Section 619 grants.

Below are the steps for the review of CEIS applications:

1. The WDE Education Consultant reviews the CEIS plan.
2. The WDE Education Consultant approves or returns the plan to LEAs for amendment as needed.
3. The WDE Senior Fiscal Analyst reviews the CEIS budget to ensure that it does not exceed 15 percent of the total allocation.
4. The WDE Senior Fiscal Analyst reviews the CEIS budget to ensure that activities are allowable and aligned with the CEIS plans.
5. The WDE Senior Fiscal Analyst approves CEIS budgets as part of the IDEA Part B Consolidated Application approval process.

WDE reviewers must ensure that planned activities are aligned with CEIS requirements. The deadline for the submission of CEIS plans to the WDE is July 1, the due date of the IDEA Part B Consolidated Application submission. IDEA Part B Consolidated Applications are reviewed through September 30 and require final approval by this date.

Figure 1. CEIS Section Screenshot.

LEA is a part of a cooperative and therefore, must complete the Maintenance of Effort for Cooperatives page instead of this Eligibility page.
Coordinated Early Intervening Requirement
 Coordinated Early Intervening Services is a set of coordinated services for students in kindergarten through grande 12 (a particular emphasis on students in K-3)

☐ No District case of Significant Disproportionality

\$ IDEA Part B Current Grant Year Allocation (611 + 619 + ARP 611 + ARP 619)

\$ 15% of Allocation (Total Available)

\$ Amount to be used for Coordinated Early Intervening Services (CEIS)

Total number of students in the target population

Define the target population which will benefit from the CEIS funds. (0 of 2500 maximum characters used)

Description of the proposed CEIS activities

CEIS Allocation Process

Once the LEA's grant application is approved by the Senior Fiscal Analyst, the status displays *Final Approved* and the LEA receives a GAN (Grant Award Notification). The GAN is automatically populated and located within the IDEA Part B Consolidated Application. After a

GAN is sent to the LEA, the funds automatically become available through the GMS, which allows LEAs to start requesting reimbursement of all funds, including CEIS funds.

CEIS Allowable Activities

Under [34 CFR § 300.226\(b\)](#), in implementing CEIS, an LEA may carry out activities that include the following:

- professional development (which may be provided by entities other than LEAs) 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
- provision of educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

CEIS activities may be used to support CEIS aligned with activities funded by and carried out under the Elementary and Secondary Education Act (ESEA) if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under this section (see Appendix A).

CEIS Monitoring and Reimbursement of Funds

Each LEA that voluntarily sets aside funds for CEIS is monitored through the review of LEA reimbursement requests and a supplemental CEIS expenditures report (see Appendix C). LEAs that voluntarily set aside funds for CEIS are required to provide a supplemental CEIS expenditures report when submitting reimbursement requests for IDEA Part B funds. Reimbursement requests without a supplemental CEIS expenditures report will not be approved. If no CEIS funds have been spent by the time the request is submitted, the LEA should enter \$0 expenditures in the supplemental CEIS expenditures report.

The supplemental CEIS expenditure report must include

- the year-to-date amount spent and
- a comparison of the amount budgeted in the CEIS plan to the amount spent to date.

In addition, CEIS are included as a component of the WDE fiscal monitoring system. LEAs selected for targeted or intensive fiscal monitoring will be required to submit evidence that demonstrates compliance with CEIS provisions.

LEA CEIS Reporting

Annually, LEAs that voluntarily reserved CEIS funds are required to track and report student information and related expenditures to the WDE.

Student Tracker (see Appendix D)

This report includes the following information:

- the number of students without disabilities who received CEIS/CCEIS during the current school year
- the number of students with disabilities who received CCEIS during the current school year
- the number of students who received CEIS in the past 2 school years who also received special education during the current school year
- the number of students who received CCEIS in the past 2 school years who also received special education during the current school year

LEAs report CEIS data through the LEA CEIS/CCEIS Students Tracker (see Appendix D) and must submit the completed LEA CEIS tracker for the prior school year by midnight on September 30. The data are used by the WDE to complete the maintenance of effort (MOE)/CEIS report due to the Office of Special Education (OSEP) in May of each year. The Senior Fiscal Analyst is responsible for the collection and submission of the MOE/CEIS report.

Students who receive services funded by CEIS must be identified. This identification allows the WDE to track students in subsequent years. For counting and tracking students who are served by personnel who participated in professional development activities supported with CEIS funds, the LEA should count the number of students in need of additional support who received instruction from personnel who participated in the professional development program. It is not appropriate to count every student who was taught by these personnel if some of the students were not in need of additional support. The 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.

For a schoolwide intervention initiative supported with CEIS funds, the LEA should count students who meet the LEA's criteria of being in need of additional support and participate in the initiative as receiving CEIS in the year(s) of or the year(s) immediately following the initiative and who are tracked for the following 2 years. Students who participate in an initiative for more than 1 year should be counted each year they participate.

Mandatory Comprehensive CEIS

Significant Disproportionality

Under federal regulation [34 CFR § 300.646](#), the WDE 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 as children with disabilities 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.”

IDEA Fiscal Requirements

Under [34 CFR § 300.646\(d\)](#), LEAs identified with significant disproportionality with respect to the identification, placement, or discipline of students with disabilities are required to reserve exactly 15 percent of IDEA Part B Section 611 and 619 funds to implement mandatory CCEIS. LEAs identified with significant disproportionality and required to set aside CCEIS funds must submit a budget and CCEIS narrative of planned activities to the WDE through the IDEA Part B Consolidated Application. The CCEIS budget and CCEIS narrative of planned activities must address factors identified to be contributing to significant disproportionality. The funds set aside

- cannot be used to supplant any existing funded activities with the LEA;
- must be used for CCEIS that address the factors contributing to significant disproportionality;
- may be used for children with and children without disabilities, ages 3 through 21; and
- may not be limited to children with disabilities.

CCEIS funds are available for the same period of performance as IDEA funds. LEAs have 27 months to obligate funding and an additional 120 days to liquidate all obligations. LEAs who are required to set aside CCEIS funds are prohibited from using those funds for any other purpose. Therefore, when CCEIS are required, those funds must remain reserved until the end of the period of availability. CCEIS funds that are not expended within the period of availability will be returned to the WDE Senior Fiscal Analyst so they may be returned to the U.S. Department of Education.

Significant Disproportionality Identification

The WDE requires any LEA identified as having significant disproportionality to reserve the maximum amount (15%) of funds to provide mandatory CCEIS. The WDE Senior Fiscal Analyst works with Data Driven Enterprise (DDE) to get a list of LEAs that have been identified with significant disproportionality and are required to set aside CCEIS funds. When an LEA with significant disproportionality is identified, there is a tab with the GMS that calculates the maximum 15 percent CCEIS that must be reserved.

There are two separate applications for Section 611 and Section 619 funds; both allow the LEA to budget up to 15 percent of its funds for CCEIS. An LEA may not reduce the amount it uses for this calculation by any other amount required by the IDEA, and the WDE does not deduct funds for other items, such as equitable services for parentally placed private school students with disabilities, before calculating the 15 percent.

CCEIS Plan Development, Review, and Approval

When LEAs apply for the IDEA Part B grant, there is a tab with the GMS that calculates the maximum 15 percent CCEIS that must be reserved.

In the CEIS tab, LEAs must

- enter the amount to be used for CCEIS;
- provide the total number of students in the target population;
- define the target population that will benefit from the CCEIS funds; and
- describe the proposed CCEIS activities.

In the Budget tab, LEAs must

- select the *141-Coordinated Early Intervening Services* line item of the Activities Description and
- enter the amount they plan to budget for CCEIS purposes from Section 611 and Section 619 grants.

Below are the steps for the review of CCEIS plans and budgets:

1. WDE Program Staff works with LEAs to develop CCEIS plans.
2. WDE Education Consultants review CCEIS Plan.
3. WDE Education Consultants approve or return the plan to LEAs for amendment if necessary.
4. The WDE Senior Fiscal Analyst reviews the CCEIS budget to ensure that it does not exceed 15 percent of the total allocation.
5. The WDE Senior Fiscal Analyst reviews the CCEIS budget to ensure that activities are allowable and aligned with the CCEIS plans.

6. The WDE Senior Fiscal Analyst approves the CCEIS budget as part of the IDEA Part B Consolidated Application approval process.

WDE reviewers must ensure that planned activities are aligned with CCEIS requirements. The deadline for the submission of CCEIS plans to the WDE is July 1, the due date of the IDEA Part B Consolidated Application submission. IDEA Part B Consolidated Applications must be approved by September 30th.

CCEIS Allowable Activities

Under 34 CFR § 300.646(d), in implementing CCEIS, LEAs may carry out activities that include the following:

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

Throughout this process, the LEA must identify and address the factors contributing to significant disproportionality, including policies, practices, and procedures.

CCEIS Monitoring and Reimbursement of Funds

Each LEA required to reserve funds for CCEIS is monitored through the review of LEA reimbursement requests and a supplemental CEIS/CCEIS expenditures report (see Appendix C). LEAs that are required to reserve funds for CCEIS must provide a supplemental CEIS/CCEIS expenditures report when submitting reimbursement requests for IDEA Part B funds. Reimbursement requests without an interim report will not be approved. If no CCEIS funds have been spent by the time the request is submitted, the LEA should enter \$0 expenditures in the supplemental CCEIS expenditures report.

The supplemental CCEIS expenditures report must include

- the year-to-date amount spent and
- a comparison of the amount budgeted in the CCEIS plan to the amount spent to date.

In addition, CCEIS are a component of the WDE fiscal monitoring system. LEAs selected for targeted or intensive fiscal monitoring will be required to submit evidence that demonstrates compliance with CCEIS provisions.

LEA CCEIS Reporting

Annually, LEAs required to set aside CCEIS funds must track and report student information and related expenditures to the WDE.

Student Tracker (see Appendix D)

This report includes the following information:

- the number of students without disabilities who received CEIS/CCEIS during the current school year
- the number of students with disabilities who received CCEIS during the current school year
- the number of students who received CEIS in the past 2 school years who also received special education during the current school year
- the number of students who received CCEIS in the past 2 school years who also received special education during the current school year

LEAs report CCEIS data through the LEA CEIS/CCEIS Students Tracker (see Appendix D) and must submit the completed LEA CEIS/CCEIS tracker for the prior school year by midnight on September 30. The data are used by the WDE to complete the MOE/CEIS report due to OSEP in May of each year. The Senior Fiscal Analyst is responsible for the collection and submission of the MOE/CEIS report.

Students who receive CCEIS must be identified. This identification allows the WDE to track students in subsequent years. For counting and tracking students who are served by personnel who participated in professional development activities supported with CCEIS funds, the LEA should count the number of students in need of additional support who received instruction from personnel who participated in the professional development program. It is not appropriate to count every student who was taught by these personnel if some of the students were not in need of additional support. The 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.

For a schoolwide intervention initiative supported with CCEIS funds, the LEA should count students who meet the LEA's criteria of being in need of additional support and participate in the initiative as receiving CCEIS in the year(s) of or the year(s) immediately following the initiative and who are tracked for the following 2 years. Students who participate in an initiative for more than 1 year should be counted each year they participate.

CEIS and LEA MOE Reduction Interaction

Under IDEA's LEA MOE requirement, 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. However, under [34 CFR § 300.205\(a\)](#), if the IDEA Part B Section 611 allocation received for the current federal fiscal year exceeds the allocation for the previous fiscal year, the LEA may reduce its MOE (i.e., level of expenditures) by up to 50 percent of the increase in the Section 611 allocation. An LEA that is required to use Part B funds to implement CCEIS may not reduce its MOE amount in this manner because they have been identified as having significant disproportionality.

However, an LEA that is implementing voluntary CEIS may be able to reduce the level of its MOE unless

- the LEA is determined not to meet the requirements of Part B,
- the LEA is unable to establish and maintain programs of a free appropriate public education (FAPE), or
- the state educational agency (SEA) has taken action against the LEA under IDEA Section 616.

LEAs must keep in mind that voluntary CEIS and the LEA MOE reduction requirements are interconnected. The regulations regarding the interrelationship are designed to minimize a decrease in funding for children with disabilities. The combined amount of the voluntary CEIS set aside for the current federal fiscal year (i.e., up to 15% of the total amount of Section 611 and Section 619 funds) and the LEA MOE reduction (i.e., up to 50% of the increase in the Section 611 allocation) that an LEA takes 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

Under Title I, Part A and Subsection 618 of IDEA, states are required to report LEA MOE reduction and CEIS data, which are combined in a single data collection form in the EDFacts Metadata and Process System (EMAPS). For CEIS, the Senior Fiscal Analyst must report the amount of Part B Section 611 and Section 619 funds that each LEA set aside for CEIS, whether voluntary or mandatory, and the number of children who received those services. LEAs are responsible for tracking and reporting this information to the Senior Fiscal Analyst. For each LEA that was required to reserve and use funds for CCEIS, states must also report the reason for which the LEA was identified with significant disproportionality. Additionally, 34 CFR § 300.646(c)(2) requires LEAs identified with significant disproportionality to publicly report on the revision of policies, practices, and procedures.

For more details regarding the EMAPS submission process, contact the Senior Fiscal Analyst.

Allowable Use of Funds

IDEA identifies two allowable activities that may be considered CEIS:

- professional development for teachers and other school staff to enable 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
- provisional educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction

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 should be tracked for the following 2 years.

IDEA identifies two allowable activities that may be considered CCEIS:

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

Throughout this process, the LEA must identify and address the factors contributing to significant disproportionality, including policies, practices, and procedures.

For more details regarding the allowable use of CEIS/CCEIS funds, see Appendix A.

Supervision

Supervision means regular, continuing interaction between the appropriately licensed staff member (supervisor) and the individual carrying out CEIS/CCEIS activities. There must be sufficient contact between the supervisor and the individual carrying out CEIS/CCEIS activities and between the supervisor and the student to monitor the services provided.

Timeline and Due Dates for LEAs and WDE Staff

Date	Activity	Responsible Staff
By December 1	Submission of child count to the WDE	LEA staff
By March 1	Completion of the root cause analysis for significant disproportionality determination	DDE
By March 15	Root cause analysis data request from DDE	Senior Fiscal Analyst
By April/May	LEA notification of significant disproportionality report and notification that they have exceeded the state's significant disproportionality threshold	Monitoring Team Supervisor
By April/May	Technical assistance to help LEAs develop CEIS/CCEIS plans	WDE Special Program staff
May 1	MOE/CEIS EMAPS reporting	Senior Fiscal Analyst
By July 1	Submission of CEIS/CCEIS plans to the WDE	LEA staff
September 30	Approval of CEIS/CCEIS plans	Education Consultant
September 30	Approval of CEIS/CCEIS budgets	Senior Fiscal Analyst
September 30	Submission of LEA CEIS tracker	LEA staff
Ongoing	Submission of CEIS/CCEIS Expenditures Reports with reimbursement requests	LEA staff

Appendices

Appendix A: CEIS/CCEIS Allowable Use of Funds

This table provides examples and considerations for decision-making when determining allowable and unallowable use of CEIS funds. To determine if a cost is allowable, WDE and LEA staff must use the guidelines established under the Uniform Guidance ([2 CFR § 200.403](#)) for decision making.

CEIS/CCEIS Allowable Expenditures	Additional Information
ADVERTISING: costs associated with advertising services available in media such as newspapers, radio, and television, direct mail, exhibits, and electronic or computer transmittals	
AFTER SCHOOL: CEIS/CCEIS funds may be used to provide academic and behavioral interventions after school under certain circumstances.	CEIS/CCEIS funds may not be used for after-school programming available to all students.
ALTERNATIVE EDUCATION: CEIS/CCEIS funds may be used only in programming that provides interventions in addition to universal/core programming.	CEIS/CCEIS funds may not be used for alternative or at-risk programming that replaces universal/core programming.
AT-RISK PROGRAMMING: CEIS/CCEIS funds may be used only in programming that provides interventions in addition to universal/core programming.	CEIS/CCEIS funds may not be used for alternative or at-risk programming that replaces universal/core programming.
CEIS/CCEIS COORDINATOR SALARY: CEIS/CCEIS funds may be used for salaries and fringe benefits, or portion thereof, for staff directly coordinating or supervising allowable CEIS/CCEIS activities.	

CEIS/CCEIS Allowable Expenditures	Additional Information
<p>COACHES (Mentors): LEAs may hire or contract with individuals or organizations for mentoring/coaching services to help carry out allowable activities funded by CEIS/CCEIS.</p> <p>A mentor or coach must be appropriately licensed, to provide instruction to students eligible for CEIS/CCEIS services. Mentors and coaches may support, reinforce, or follow-up on instruction provided by and under the supervision of an appropriately licensed general education teacher. See guidance around <i>Supervision</i> below.</p>	
<p>COMPUTING DEVICES: CEIS/CCEIS funds may be used to purchase computers, laptops, touch screen devices, etc., if the devices will be used primarily for the delivery of academic or behavioral interventions.</p>	<p>LEAs must track these devices and ensure that their usage aligns with LEA activities as reported in the approved CEIS/CCEIS Plan narrative and budget.</p>
<p>CORE CURRICULUM: CEIS/CCEIS funds may be used to fund supplemental academic and behavioral interventions for students determined to need additional academic and behavioral supports to succeed in general education.</p>	<p>CEIS/CCEIS funds are not intended to be used for the Core Curriculum.</p>
<p>ELECTRONIC DEVICES: CEIS/CCEIS funds may be used to purchase DVD players, camcorders, computing devices, etc., if the devices will be used primarily for the delivery of academic or behavioral interventions.</p>	<p>LEAs must track these devices and ensure that their usage aligns with LEAs' activities as reported in the approved CEIS/CCEIS Plan narrative and budget.</p>
<p>EXTENDED CONTRACTS/EXTENDED HOURS: CEIS/CCEIS funds may be used to pay for extended contracts or extended hours of staff directly involved with the coordination, supervision, or delivery of academic or behavioral interventions and progress monitoring.</p>	

CEIS/CCEIS Allowable Expenditures	Additional Information
<p>GENERAL EDUCATION TEACHER SALARIES: CEIS/CCEIS funding for general education teachers who provide academic interventions, behavioral interventions, and assessments and who receive/deliver professional development</p>	<p>Any staff charged to a federal grant must be appropriately licensed in the area in which they are providing academic instruction.</p>
<p>GUIDANCE COUNSELOR SALARIES – SCHOOL BASED: Examples of activities that may be funded with CEIS/CCEIS include a school guidance counselor’s efforts to implement behavioral interventions, progress monitoring, other CEIS/CCEIS evaluations, and related professional development.</p>	<p>School guidance counselors may not deliver reading or math instruction under CEIS/CCEIS funding unless they also hold the appropriate license to deliver reading or math instruction.</p>
<p>INDIRECT COSTS: LEAs are allowed to identify an indirect rate up to its negotiated indirect rate for CEIS/CCEIS. The indirect percentage identified for LEAs’ IDEA flow-through budgets is the same percentage charged to LEAs’ CEIS/CCEIS budget, as they are the same funding source.</p>	
<p>INCENTIVES for STUDENTS: Nominal items of low value may be purchased with CEIS/CCEIS funds to be used as part of the coordinated delivery of academic or behavioral interventions. The items should be educational in nature. The amount charged to the CEIS/CCEIS set-aside funds must be reasonable and prudent.</p>	<p>The following are not allowed incentives: cash, cash cards, gift cards, computing devices (such as iPads, Nooks, Kindles, etc.)</p>
<p>INSTRUCTIONAL MATERIALS: Instructional materials purchased with CEIS/CCEIS funds must be used exclusively for delivering academic or behavioral interventions to students who, through a universal screening process, have been determined to be in need of additional support.</p>	<p>CEIS/CCEIS funds may not be used to purchase materials used in the core instructional program intended for all students.</p>

CEIS/CCEIS Allowable Expenditures	Additional Information
<p>MENTORS: LEAs may hire or contract with individuals or organizations for mentoring/coaching services to help carry out activities funded by CEIS/CCEIS.</p> <p>Mentors and coaches may support, reinforce, or follow-up on instruction provided by and under the supervision of an appropriately licensed general education teacher. See guidance around “Supervision” below.</p>	<p>A mentor or coach, unless appropriately licensed, may not provide instruction to students.</p>
<p>NURSE SALARIES – SCHOOL BASED: Examples of activities that may be funded with CEIS/CCEIS include a school nurse’s efforts to implement progress monitoring, other CEIS/CCEIS evaluations, behavioral interventions, and related professional development.</p>	<p>School nurses may not deliver reading or math instruction under CEIS/CCEIS funding if they do not hold the appropriate license to deliver reading or math instruction.</p>
<p>PARAPROFESSIONAL SALARIES: The paraprofessional must serve as a general education paraprofessional and may</p> <ul style="list-style-type: none"> • participate in professional development to enable the paraprofessional to support the delivery of scientifically based academic and behavioral interventions, and, if appropriate, the use of adaptive and instructional software; and • support, reinforce, or follow up on the provision of educational and behavioral services provided by and under the supervision of an appropriately licensed general education teacher. See guidance around Supervision below. 	
<p>PROFESSIONAL DEVELOPMENT SERVICES: LEAs may purchase professional development services provided for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction,</p>	

CEIS/CCEIS Allowable Expenditures	Additional Information
and, where appropriate, instruction on the use of adaptive and instructional software; the professional development services may also be used to provide educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.	
PROGRESS MONITORING ACTIVITIES/SOFTWARE: CEIS/CCEIS funds may be used for progress monitoring of supplemental interventions provided to those students determined to need additional academic and behavioral supports to succeed in general education.	CEIS/CCEIS funds may not be used for universal screening or assessment administered to all students in a grade, school, or LEA.
PSYCHOLOGIST SALARIES – SCHOOL BASED: Examples of activities that may be funded with CEIS/CCEIS include a school psychologist’s efforts to implement behavioral interventions, progress monitoring, other CEIS/CCEIS evaluations, and related professional development.	School psychologists may not deliver reading or math instruction under CEIS funding unless they also hold the appropriate license to deliver reading or math instruction.
SOCIAL WORKER SALARIES – SCHOOL BASED: Examples of activities that may be funded with CEIS/CCEIS include a school social worker’s efforts to implement progress monitoring, other CEIS/CCEIS evaluations, behavioral interventions, and related professional development.	School social workers may not deliver reading or math instruction under CEIS/CCEIS funding if they do not hold the appropriate license to deliver reading or math instruction.

CEIS/CCEIS Allowable Expenditures	Additional Information
<p>SOFTWARE (Instructional): Software purchased with CEIS/CCEIS funds must be exclusively used in the delivery of academic or behavioral intervening services, which includes instruction and progress monitoring.</p>	<p>CEIS/CCEIS funds may not be used to purchase software used in the core instructional program nor universal screening intended for all students. Computer software used for CEIS/CCEIS often include a universal screening function along with interventions for the students.</p> <p>The universal screening aspect of such software is unallowable, and the LEA must be able to determine what portion of the cost of the software is allocable to CEIS/CCEIS funding, determining the cost of the program that can be funded through CEIS/CCEIS and what has to be absorbed by the LEA. If the LEA is unable to make this determination, then the cost is unallowable.</p>
<p>SPECIAL EDUCATION TEACHER SALARIES: Teachers who hold both special education and general education licenses may provide CEIS/CCEIS if their job assignment is prorated. Special Education Teachers may be compensated with CEIS/CCEIS funds to deliver interventions to students needing such interventions. In such instances, proper time and effort records must be kept.</p>	<p>Special education staff may not be funded with CEIS/CCEIS funds to deliver special education to students with disabilities.</p>
<p>SUBSTITUTE TEACHER SALARIES: LEAs may budget for general education substitute teachers to help carry out activities funded by CEIS/CCEIS, including providing opportunities for teachers to participate in professional development related to CEIS/CCEIS activities.</p>	
<p>TRAVEL – STAFF: Travel costs must be generated as a result of implementing activities funded by CEIS/CCEIS, such as professional development.</p>	

CEIS/CCEIS Allowable Expenditures	Additional Information
<p>TUTORS: LEAs may hire or contract with individuals or organizations for tutoring services to carry out CEIS/CCEIS activities. Tutors may</p> <ul style="list-style-type: none"> • participate in or provide professional development to enable teachers and other school staff to deliver scientifically based academic and behavioral interventions and, if appropriate, instruction on the use of adaptive and instructional software; and • support, reinforce, or follow up on the provision of educational and behavioral services provided by and under the supervision of an appropriately licensed general education teacher. 	

Appendix B: CEIS/CCEIS Comparison

Element	Coordinated Early Intervening Services	Comprehensive Coordinated Early Intervening Services
Abbreviation	CEIS	CCEIS
Regulation	34 CFR 300.226	34 CFR 300.646
Type	Voluntary—LEAs can choose to use a portion of their IDEA Part B funds for services to a defined group of students at risk.	Required—LEAs 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	Age 3 through grade 12
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 enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based instruction and, where appropriate, instruction on the use of adaptive and instructional software; educational and behavioral evaluations, services, and supports, including scientifically based instruction	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, and the state is required to report to the U.S. Department of Education the following: the number of children served under this section who received early intervening services and the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.	An LEA is required to publicly report on the revision of policies, practices, and procedures. Additional reporting requirements will be determined by OSEP at a future date.

Appendix C: CEIS/CCEIS Expenditures Report Template

CEIS/CCEIS Expenditures

School Year		Comprehensive or Voluntary	
School District Number		611 Allocation for Current FY	
School District Name		619 Allocation for Current FY	
Director Email		CEIS 15%	
Fiscal Lead Email		CEIS Funds Expended to Date	
Grant Number		Quarter	

Budget, expenses, and carryover	Certified salaries	Noncertified salaries	Employee benefits	Purchased services	Conference 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 period (use this row only if reporting monthly or quarterly)										\$ -
Total amount of CEIS funds expended to date										\$ -
Amount of CEIS funds remaining in current fiscal year										\$ -
Amount of CEIS funds carried over from previous fiscal year										\$ -

Appendix D: LEA CEIS/CCEIS Students Tracker

Students Who Received CEIS/CCEIS				
Current School Year (CSY):		Number of students without disabilities who received CEIS/CCEIS during CSY		0
District:		Number of students with disabilities who received CCEIS during CSY		0
CEIS Status:		Number of students who received CEIS in the past 2 SYs who also received special education during CSY		0
		Number of students who received CCEIS in the past 2 SYs who also received special education during CSY		0

Student demographics							CEIS/CCEIS status						Special Education status		
Student ID#	Last Name	First Name	MI	DOB	School Number	Grade	Date CEIS/CCEIS first received	Reading	Math	Behavior	Other	Date CEIS/CCEIS ended	Date Special Education services began	Primary disability category (based on initial evaluation/IEP)	Educational environment (based on initial IEP)