



Coordinated Early Intervening Services

A Guide for CEIS

SPECIAL EDUCATION UNIT

ARKANSAS DEPARTMENT OF EDUCATION

UPDATED 2-27-2019



ARKANSAS
DEPARTMENT
OF EDUCATION



Coordinated Early Intervening Services

What are CEIS?

CEIS are services provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) 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.



Significant Disproportionality

Section 618(d) of the *IDEA* and the implementing regulations in 34 CFR §300.646 require States to collect and examine data to determine if significant disproportionality based on race or ethnicity is occurring in States and LEAs with respect to the following: (1) the identification of children as children with disabilities; (2) the identification of children as children with a particular disability; (3) the placement of children with disabilities in particular educational settings; and (4) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions. https://www2.ed.gov/policy/speced/guid/idea/ceis_pg5.html#disproportionality



Coordinated Early Intervening Services

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.

https://www2.ed.gov/policy/speced/guid/idea/ceis_pg3.html



Required CEIS

- If notified by the Special Education Unit that CEIS is required for disproportionality, the district must complete a CEIS Application and submit the application in Indistar/ACSIP before the March 30 deadline.
- Districts voluntarily choosing to participate in CEIS must submit the application in Indistar/ACSIP before the March 30 deadline.
- Forms are available on Indistar/ACSIP under the COMPLETE FORMS tab.

Arkansas CEIS Application

A school district may use up to fifteen percent of the local need, as defined in § 613(f) of the IDEA U.S.C. § 1413(f) and the regulations in 34 CFR § 300.226(b), to develop and implement coordinated early intervening services. Coordinated early intervening services may be provided to students in kindergarten through grade twelve who are not currently eligible for special education and related services pursuant to AR Regs 6.06 but need additional academic and behavioral interventions to be successful in general education and to avoid being classified as a student with a disability.

School District Name/LEA #			Date Submitted	
Contact Name				
Contact Phone #		Contact E-mail		

For step-by-step assistance go to: <https://cif.wested.org/resources/ceis/ceis-step-by-step/>

COMPREHENSIVE CEIS districts MUST answer:

Indicate the categories under which the district has been identified as having significant disproportionality: (Check all that apply)

- A) The identification of children with disabilities, including the identification of children as children with disabilities in accordance with particular impairment;
- B) the placement in particular educational settings of such children; and
- C) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

What factors have been identified as contributing to the significant disproportionality?

- Identify the ROOT CAUSE. Look closely at equity, inclusion, and opportunity for children in affected groups.
- The LEA must use the *Arkansas Success Gap Rubric* (scroll to [Success Gap](#) at bottom of page) to identify factors.

VOLUNTARY CEIS district MUST answer:

Explain the need for additional academic and behavioral supports for children to succeed in the general education environment.



My Dashboard and Complete Forms Tab

- Locate the **COMPLETE FORMS TAB** on the *My Dashboard* page. Scroll down to locate the SPED 2019-20 CEIS form. Click on the forms and Save to File on a district computer.



SPED Application Part 1 - PreSchool	See above link for form instructions.
SPED Application Part 2 - PreSchool	See above link for form instructions.
SPED Application Part 1 - School Age	See above link for form instructions.
SPED Application Part 2 - School Age	See above link for form instructions.
SPED Application Part 3 - School Age	See above link for form instructions.
Coordinated Early Intervening Services (CEIS) Form	Download form, complete, save, and upload to the SPED School Age Folder prior to due date Due Date: March 30, 2019



What Amount of Funds May an LEA Use For CEIS?

- It is important to consider that many of the following fiscal considerations relating to CEIS only apply when an LEA is required to reserve funds for comprehensive CEIS following the identification of significant disproportionality, pursuant to 34 CFR §300.646(b)(2).
- If a State identifies significant disproportionality in an LEA, the LEA must reserve the maximum amount of funds for comprehensive CEIS. The funds must be used during the period of their availability for obligation and must be used for comprehensive CEIS regardless of whether the significant disproportionality is resolved during the time that the funds are available.
- If significant disproportionality is not identified and an LEA chooses to use funds for CEIS, the LEA may use up to the maximum amount allowed for CEIS (15 percent) and may reallocate any unspent funds during the time that the funds are available for obligation. https://www2.ed.gov/policy/speced/guid/idea/ceis_pg6.html#fiscal



How is the 15% Calculated?

- Funds awarded to an LEA under both sections 611 and 619 of the *IDEA* must be included when calculating the 15 percent. An LEA may not reduce the amount it uses for this calculation by any other amount required by the *IDEA*. For example, an LEA may not deduct funds for equitable services for students parentally-placed in private schools before calculating the 15 percent.
- An LEA that is required to use funds for comprehensive CEIS because of significant disproportionality must use 15 percent of the total Part B funds awarded to the LEA.
- An LEA that is not identified as having significant disproportionality but chooses to use Part B funds for CEIS may use up to 15 percent of the total amount, less any funds reduced by the LEA pursuant to 34 CFR §300.205. See 34 CFR §300.226(a). https://www2.ed.gov/policy/speced/guid/idea/ceis_pg6.html#fiscal



CEIS 15% Maximum Chart

- Each year, SPED Finance posts the CEIS 15% maximum on the web.

<http://www.arkansased.gov/divisions/learning-services/special-education/funding-finance/school-age>

TITLE VI-B Preliminary ALLOCATIONS						
Special Education Finance						
CEIS 15% Maximum Amount						
FY 2018-19						
LEA #	DUNS #	DISTRICT	FIN-19-005 PRELIMINARY 611	FIN-19-005 PRELIMINARY 619	TOTAL	PRELIMINARY 18-19 CEIS 15% MAX
101000	92924224	DeWitt School District	\$ 283,244.19	\$ 11,362.78	\$ 294,606.97	\$ 44,191.05
104000	71260921	Stuttgart School District	\$ 373,361.62	\$ 19,363.67	\$ 392,725.29	\$ 58,908.79
201000	4918223	Crossett School District	\$ 395,358.43	\$ 30,761.65	\$ 426,120.08	\$ 63,918.01
203000	100003037	Hamburg School District	\$ 415,326.41	\$ 23,864.73	\$ 439,191.14	\$ 65,878.67
302000	4918280	Cotter School District	\$ 157,461.50	\$ 8,021.79	\$ 165,483.29	\$ 24,822.49
303000	75648634	Mountain Home School District	\$ 787,484.05	\$ 36,127.57	\$ 823,611.62	\$ 123,541.74



MOE and CEIS

If an LEA is required or chooses to use part of its Part B funds for CEIS, it must consider the effect that the decrease in the available Part B funds might have on the LEA's maintenance of effort obligation. States and LEAs should review the requirements in 34 CFR §§300.205(d) and 300.226(a), and the examples provided in Appendix D to the Part B regulations, **to better understand how CEIS and maintenance of effort calculations might affect one another.** If an LEA uses additional local funds, or State and local funds, for special education and related services for children with disabilities in place of the Part B funds that are being used to provide CEIS to children who have not been identified as children with disabilities, the higher level of local, or State and local, expenditures becomes the LEA's new maintenance of effort base for the subsequent year.

https://www2.ed.gov/policy/speced/guid/idea/ceis_pg6.html#fiscal



MOE Exception #B

- If participating in CEIS, the 50% Reduction exception(#B on the AFR Maintenance of Effort Data form) is not allowable for reducing the MOE.

B. 34CFR 300.205 allows the MOE 505 Flexibility provision for allowable federal exemptions. Complete the table below, if applicable.

Note: All fields must be completed according to instructions. If participating in CEIS, please contact SPED Finance before using this reduction toward MOE.

1. 2016-17 Allocation	\$ 0.00
2. 2015-16 Allocation	\$ 0.00
3. Difference	\$ 0.00
4. Maximum 50% Reduction Amount	\$ 0.00
5. Less Amount Spent for Voluntary CEIS	\$ 0.00
6. Maximum 50% Reduction Amount if CEIS Expended	\$ 0.00
7. Amount Used For 50% Reduction Amount (Cannot exceed #6)	\$ 0.00

Note: Districts that are identified for disproportionality (Required CEIS) and districts identified as “Needs Assistance” districts for not meeting SPP compliance indicator requirements cannot use 34CFR 300.205 as a means to reduce MOE. Districts with voluntary CEIS must reduce the maximum 50% reduction amount by the amount expended for voluntary CEIS. Districts that utilized 34CFR 300.205 to reduce MOE were required set-aside from operating funds an amount equal to the reduced amount (#7 above). These set-aside funds were required to be for ESEA activities for non-special education students and must have been coded to program 250.



MOE and CEIS

- Districts should examine the capability of meeting Maintenance of Effort (MOE) before implementing CEIS.
- When 15% of Title VI-B funds are pulled away from the special education budget, this could result in raising the MOE status for the district.
- For this reason, Voluntary CEIS is not recommended if the district has not met Maintenance of Effort within recent years.



Supplement not Supplant Requirements

CEIS may not include services that were provided with other funds in a prior year, including services that were paid with *ESEA* funds.

https://www2.ed.gov/policy/speced/guid/idea/ceis_pg6.html#fiscal



CEIS and Supplanting

- As with all federal grants, CEIS can not fund what is required by law.
- CEIS can enhance or add to the RTI program but cannot replace the district funding for RTI programs.
- CEIS cannot replace the funding for **an existing program or position**.
- CEIS should be a new intervention to support the area of need.



How Can a District Spend CEIS Funds?

- Interventions
- Progress monitoring
- After school programs
- Personnel
- Paraprofessional
- Professional development
- Travel
- Instructional materials



Guidance on Spending CEIS Funds

- Is the cost reasonable and necessary for the program?
- Do sound business practices support the expenditure?
- Does the expense support the purpose of the grant?
- Is the expense in compliance with laws, regulations and grant terms?
- Is the price comparable to that of similar goods or services in the geographic area?



What Should an Intervening Program Include?

- Prescribed instructional procedures;
- Systematic implementation;
- Targeted instruction based on student needs;
- Supplements to the general curriculum;
- Connection to a specific goal that is well-defined, observable, and measurable;
- Specific, defined, step-by-step descriptions so it can be implemented consistently & can be replicated;
- Training for staff on implementation of the intervention to ensure fidelity;
- Ongoing data and progress monitoring of the student's response to the intervention; and
- Measures of fidelity to assure implementation and coaching supports.



CEIS Application



Arkansas CEIS Application

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PART I: CEIS Program Information

1. Is this the first year for this program/intervention? **YES** **NO**
2. Is an existing program/intervention being expanded? **YES** **NO**

If yes, describe:

3. Name of program/intervention selected:

4. Identify and describe the evidence-based activities and services for which federal funds will be used:

FOR COMPREHENSIVE CEIS ONLY:

5. Describe how the program will address factors contributing to the identified significant disproportionality.



9. Do classified or certified staff implement the program/intervention? *If classified staff are used, please describe their role.*

10. What is the criteria for a child to exit the program?

11. Please describe how the district will track who qualifies to receive special education or special education and related services within two years:

ANSWER ONLY FOR READING INTERVENTION:

12. Does the district implement **RISE** instructional strategies? YES NO
If **yes**, how does the district's plan align with **RISE principles**?



Part IV: Strengthening the Program – (Complete if you are NOT in YEAR 1 of implementation)

The purpose of CEIS is to provide behavioral and academic interventions that are needed by students to succeed in a general education environment. To ensure success of the CEIS program, the program must be evaluated annually.

Based on the annual evaluation, what changes in the program are you making to meet students' needs?

EXAMPLE 1: The CEIS budget in Year 1 may include amounts for training while the program is in early implementation.

EXAMPLE 2: Year 2, two classified staff were used to implement the program. In Year 3, a full-time certified person was hired to implement the program.

EXAMPLE 2: Years 2 and 3, the program was implemented at the elementary school at grades 3-5. In Year 4, the program is expected to include grades 1-2.

EXAMPLE 3: Years 2 and 3, the program was implemented at the elementary school and at grades 3-5. In Year 4, the program is expected to include grades 1-2.



Part V: APSCN Cycle 7

- 1. Has the district reviewed the **student data dictionary**? Yes No
- 2. Are qualifying students entered into eSchool?
(*CEIS is a required part of Cycle 7*) Yes No

Part VI: Finance CEIS Budget

Explain the CEIS budget for Title VI-B. What will be purchased/funded? Include a **narrative** with **function/object code**.

SOF Function 6702 Function 1297

61110

61120

62000

63000

64000

65000

66000

67000

TOTAL

State and Local CEIS Assurance Statement



The _____ district will assure to continue to:

- Provide a Free Appropriate Public Education (FAPE) to all students with disabilities consistent with this article; and
- Meet the maintenance of effort requirements referenced in 34 CFR §§300.205(d) and 300.226(a) for any fiscal year; and
- Submit students in the early intervening services module in eSchool for tracking according to instruction in the [Data Dictionary](#).
- Review CEIS student information in MySped September 1st-30th of each school year.
- _____ district also understands by utilizing state aid for special education funding for the provision of coordinated early intervening services are not eligible for catastrophic costs under §24.00 for a period of three years following the expenditure of funds under this section.

Title	Signature	Date
Special Education Director		
Business Manager		
Superintendent		



**Arkansas Department of Education
CEIS State and Local Approval Criteria Form**

For State Use Only

School District Name/ LEA #		Date Submitted	
Contact Name			
Contact Phone #		Contact E-mail	

Note: If any of the following is a No, the district would not be eligible for using state and local special education funds for coordinated early intervening services (CEIS).

Grants Management Office Section

- **Did the district meet the maintenance of effort requirement for the prior two fiscal years?** Yes No
 - Comments:
 Reviewed by _____

School Finance Office Section

- **Is the requested amount no more than 15% of local need?** Yes No
 - Comments:
 Reviewed by _____

Special Education Programs Section

- **Did the district implement CEIS federal or state and local in the past?** Yes No
 - If yes, did the district fulfill all reporting requirements?
 - Comments:
- **Does the district have any FAPE issues identified?** Yes No
 - Comments:
- **Did the district timely correct all findings of IDEA Part B noncompliance in the prior two school years?** Yes No
 - Comments:
 Reviewed by _____

Is the district approved to provide CEIS for the Fiscal Year _____? Yes No
 Application approved by Arkansas Department of Education, Special Education Unit _____
 Notification sent on _____ by _____



CEIS forms will NOT be
Uploaded to Indistar.



Email files to:
Spedfinance.indistar@arkansas.gov



Naming the 2019-20 CEIS Application File

- Districts will name the CEIS file on a district computer before emailing.

SPED1920CEIS

Email files to:

Spedfinance.indistar@arkansas.gov





Submit the CEIS Application

SPED Application Part 1 - PreSchool	June 1, 2019	submit
SPED Application Part 2 - PreSchool	June 1, 2019	submit
SPED Application Part 1 - School Age	June 1, 2019	submit
SPED Application Part 2 - School Age	June 1, 2019	submit
SPED Application Part 3 - School Age	June 1, 2019	
Coordinated Early Intervening Services (CEIS) Form	March 30, 2019	submit



SPED Finance Contact Information

SPED Finance staff	phone	email
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SPED Monitoring and Program Effectiveness Team

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