



# Coordinated Early Intervening Services

A Guide for CEIS

SPECIAL EDUCATION UNIT

ARKANSAS DEPARTMENT OF EDUCATION

UPDATED 11-3-2022



ARKANSAS  
DEPARTMENT  
OF EDUCATION



# Coordinated Early Intervening Services

## ***What is 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](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](https://www2.ed.gov/policy/speced/guid/idea/ceis_pg3.html)



# Required CCEIS

- If notified by the Special Education Unit that CCEIS is required for disproportionality, the district must complete a CCEIS Application and submit the application before the March 30 deadline.

## [Required CCEIS Application](#)

**Arkansas CCEIS Application**

A school district must use 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 Comprehensive Coordinated Early Intervening Services (CCEIS). CCEIS may be provided to students in prekindergarten through grade twelve who are *at risk for special education services* or are currently eligible for special education and related services pursuant to AR Regs 6.06.

District Name / LEA # \_\_\_\_\_ Date Submitted \_\_\_\_\_  
Contact Name \_\_\_\_\_  
Contact Phone # \_\_\_\_\_ Contact email \_\_\_\_\_

Indicate the categories under which the district has been identified as having significant disproportionality: *(Click on all boxes that apply)*

<input type="checkbox"/> Identification of children as children with disabilities	<input type="checkbox"/> Educational environment
<input type="checkbox"/> Identification of children as children with disabilities in specific disability categories	<input type="checkbox"/> Less than 40% of the day in the regular classroom
<input type="checkbox"/> Autism	<input type="checkbox"/> Day School
<input type="checkbox"/> Emotional Disturbance	<input type="checkbox"/> Disciplinary actions
<input type="checkbox"/> Intellectual Disability	<input type="checkbox"/> ISS ≤ 10 days
<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> ISS > 10 days
<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> OSS ≤ 10 days
<input type="checkbox"/> Speech Language Impairment	<input type="checkbox"/> OSS > 10 days
	<input type="checkbox"/> Total Removals

**Provide a summary of significant contributing factors and key root causes the LEA has identified as contributing to the significant disproportionality.**  
This part of your application should align with the information you have ascertained in your root cause analysis. Your root cause analysis must include the information entered in the required Arkansas CCEIS Tool, other data and information you reviewed, and should look closely at **equity, inclusion, and opportunity** for children in each area indicated above.

Click or tap here to enter text.

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# Voluntary CEIS

- Districts voluntarily choosing to participate in CEIS must submit the application before the March 30 deadline.

## [Voluntary CEIS Application](#)

**Arkansas Voluntary CEIS Application**

A school district may use fifteen percent of the amount the LEA receives under Part B, 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 (CEIS). CEIS may be provided to students in kindergarten through grade twelve (with a particular emphasis on students in kindergarten through grade three) who are *at risk for special education services*.

District Name / LEA # \_\_\_\_\_ Date Submitted \_\_\_\_\_  
Contact Name \_\_\_\_\_  
Contact Phone # \_\_\_\_\_ Contact email \_\_\_\_\_

**Explain the decision process to designate the use of VI-B federal funds for the implementation of voluntary CEIS. Your answer must include the area(s) of need and data used to make the decision.**

Click or tap here to enter text.

**PART I: Voluntary CEIS Program Information**

1. Name of program(s)/intervention(s) selected for each area identified.  
Click or tap here to enter text.
2. Is this program(s)/intervention(s) already in use in the district?  YES  NO
3. If #2 is answered "YES," how is the district ensuring that CEIS funds do not supplant funds currently used to implement the program(s)/intervention(s)?  
Click or tap here to enter text.
4. What grade levels are involved in the program(s)/intervention(s) for each identified area?  
Click or tap here to enter text.
5. Describe how the program(s)/intervention(s) will address identified needs.  
Click or tap here to enter text.
6. Based on the program(s)/intervention(s) selected, describe the evidence-based activities and services which will be provided.  
Click or tap here to enter text.
7. Describe your intended outcome and desired results from this program(s)/intervention(s). Use the Smart, Measurable, Attainable, Realistic, and Timely (SMART) goal format for each identified area(s). Goals must include quantitative (numeric) data.  
Click or tap here to enter text.

**PART II: Program Description**

8. Describe the frequency and duration of the program(s)/intervention(s).  
Click or tap here to enter text.
9. Is this a small group or individual program(s)/intervention(s)?

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# 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](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 Part B 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 Part B. 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 IDEA, Part B funds awarded to the LEA.
- An LEA that is not identified as having significant disproportionality but chooses to use IDEA 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](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.

<https://arksped.ade.arkansas.gov/documents/fundingFinance/FY2223-CCEIS-Prelim-Chart.pdf>



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

IDEA <b>Preliminary</b> ALLOCATIONS Special Education Finance CCEIS/CEIS 15% Maximum Amount FY 2022-23						
Function:		1297 only	Program Codes:		264 - Voluntary CEIS Carryover 265 - Voluntary CEIS Current Year 267 - Required CCEIS Carryover 269 - Required CCEIS Current Year	<b>Required</b>
			H027A220018	H173A220021		
LEA #	UEI	DISTRICT	FIN-23-003 PRELIMINARY IDEA 611	FIN-23-003 PRELIMINARY Preschool 619	TOTAL	<b>PRELIMINARY 22-23 CCEIS 15% MAX</b>



# MOE and CEIS

If an LEA is required or chooses to use part of its IDEA Part B funds for CEIS, it must consider the effect that the decrease in the available IDEA 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](https://www2.ed.gov/policy/speced/guid/idea/ceis_pg6.html#fiscal)



# MOE Reduction #B

- If participating in CEIS, the 50% Reduction exception (part B on the AFR Maintenance of Effort Data form) may not be allowable for reducing the MOE.
- MOE reduction B requires approval by OSE-Finance before being utilized.

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. 2022-23 Allocation	\$ 0.00
2. 2021-22 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 CCEIS) 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 IDEA Part 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](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 forms will NOT be  
Uploaded to Indistar.



**Email files to:**

**[Sped.finance@ade.arkansas.gov](mailto:Sped.finance@ade.arkansas.gov)**



# Naming the 2022-23 CEIS Application File

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

**SPED2223CEIS**

**Email files to:**

**[Sped.finance@ade.arkansas.gov](mailto:Sped.finance@ade.arkansas.gov)**





# SPED Monitoring and Program Effectiveness Team

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