

A Comparison of CCEIS and CEIS

In December 2016, the Office of Special Education Programs (OSEP) finalized new regulations on significant disproportionality (34 CFR § 300.646). These regulations enforce the use of *Individuals with Disabilities Education Act* (IDEA) funds for mandatory comprehensive coordinated early intervening services (CCEIS), which local education agencies (LEAs) provide upon identification of significant disproportionality. The regulations distinguish the use of funds for CCEIS from the use of IDEA funds for voluntary coordinated early intervening services (CEIS). The table below outlines the differences between CCEIS and CEIS on key elements.

Element	Comprehensive coordinated early intervening services	Coordinated early intervening services
Abbreviation	CCEIS	CEIS
Regulation	34 CFR § 300.646	34 CFR § 300.226
Type	Mandatory —LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals must use IDEA Part B funds for CCEIS.	Voluntary —LEAs can choose to use a portion of their IDEA Part B funds for services to a defined group of at-risk students.
Grade level/ages served	Age 3 through grade 12	Kindergarten through grade 12
Groups served	Children who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. Children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group).	Only children who are not currently identified as needing special education or related services.

Element	Comprehensive coordinated early intervening services	Coordinated early intervening services
Funds	Exactly 15 percent of IDEA Part B funds (Section 611 and Section 619)	Up to 15 percent of IDEA Part B funds (Section 611 and Section 619)
Permitted activities	<p>Professional development and educational and behavioral evaluations, services, and supports.</p> <p>The activities must address factors and policies, practices, or procedures contributing to significant disproportionality.</p>	<p>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.</p> <p>Educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.</p>
Reporting requirements	<p>An LEA is required to publicly report on the revision of policies, practices, and procedures.</p> <p>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:</p> <ul style="list-style-type: none"> • number of children with disabilities receiving CCEIS under IDEA in the (reference year*); and • number of children without disabilities receiving CCEIS under IDEA in the (reference year*). <p>*Starting with the school year 2023–24 data states report in 2025.</p>	<p>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:</p> <ul style="list-style-type: none"> • number of children served under this section who received early intervening services; and • 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.

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