IDEA Data Center

CEIS and CCEIS Example Scenarios for Tracking Fiscal and Child Data

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Introduction

The *Individuals with Disabilities Education Act* (IDEA) refers to two types of coordinated early intervening services (CEIS): voluntary CEIS and comprehensive CEIS (CCEIS).[1] The voluntary CEIS provision allows local education agencies (LEAs) to reserve up to 15 percent of their IDEA Part B Sections 611 and 619 allocations to serve children without disabilities who need additional support. The CCEIS provision requires LEAs that are identified as having significant disproportionality to reserve 15 percent of their IDEA Part B Sections 611 and 619 allocations to serve children with or without disabilities who need additional support to address the factors contributing to the significant disproportionality. CCEIS cannot be used exclusively for children with disabilities.

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires state education agencies (SEAs) to report data on the LEAs that use IDEA funds for either CEIS or CCEIS through the IDEA Part B Maintenance of Effort (MOE) Reduction, CEIS, and CCEIS data submission. The purpose of this resource is to provide examples of how SEAs and LEAs can accurately track the funds used for CEIS and CCEIS and track the children who receive those services.

SEAs must report the following information for CEIS and CCEIS using EDPass:

- Amount of Part B Sections 611 and 619 funds that the SEA allocates to each LEA
- Amount of Part B funds each LEA reserves for CEIS
- Type of CEIS
- Number of children who received voluntary CEIS in the reporting year
- Number of children who received voluntary CEIS over the past two years and were subsequently identified for special education and related services in the reporting year
- Number of children with disabilities who received CCEIS in the reporting year
- Number of children without disabilities who received CCEIS in the reporting year

Fiscal and Child Tracking for CEIS and CCEIS

IDEA funds used for CEIS or CCEIS are subject to the general requirements for the use of federal funds and the specific requirements related to the use of IDEA funds. SEAs and LEAs should carefully track the use of IDEA funds for CEIS or CCEIS for audit purposes and for reporting to OSEP. SEAs and LEAs must ensure that the use of funds adheres to the requirements at 34 C.F.R. §§ 300.226 and 300.646.

[1] For more information about the regulatory requirements for both types of CEIS, see *Quick Reference Guide on Coordinated Early Intervening Services* from the Center for IDEA Fiscal Reporting (CIFR) and the IDEA Data Center (IDC).

This resource focuses on tracking the amount of funds an LEA uses for CEIS or CCEIS for reporting to OSEP. The SEA should also have procedures in place to monitor and ensure the appropriate use of those funds. Tracking the use of funds includes collecting information about the total amount of IDEA funds expended for CEIS, the subgrant year from which the IDEA funds come, and the activities the CEIS or CCEIS funds cover. Such data are necessary for further monitoring to ensure appropriate use of the funds.

This resource uses the following terms to discuss tracking funds:

- **Expenditures.** The SEA must track expenditures to include information about the amount of IDEA funds the LEA used for the permissible activities. The SEA must ensure that the LEA expended the required amount for CCEIS and that it expended no more for CEIS or CCEIS than the maximum amount available.
- **Subgrant year.** The SEA must track the subgrant year from which an LEA used funds for CEIS or CCEIS. LEAs can choose to expend funds totaling the required amount for CCEIS from one of three LEA subgrants (depending on the timing of the determination of significant disproportionality). As a result, the year of the determination of significant disproportionality and the subgrant year may be different. For example, if the state identifies an LEA as having significant disproportionality in February 2025, the LEA may set aside funds for comprehensive CEIS as follows:
  - 15 percent of the funds it received from the federal fiscal year (FFY) 2025 appropriation (available for obligation from July 1, 2025, through September 30, 2027)
  - 15 percent of the funds it received from the FFY 2024 appropriation (available for obligation from July 1, 2024, through September 30, 2026)
  - 15 percent of the funds it received from the FFY 2023 appropriation (available for obligation from July 1, 2023, through September 30, 2025)
- **Voluntary and comprehensive CEIS activities.** SEAs must track the use of funds to ensure that LEAs use CEIS or CCEIS funds for permissible activities. Permissible activities include providing professional development and academic and behavioral supports as well as planning activities around CEIS or CCEIS. For CCEIS, the LEA must also demonstrate to the SEA that it used the funds to address the factors that contributed to the identified significant disproportionality, including any policies, procedures, or practices.

LEAs or SEAs also must track children who receive CEIS or CCEIS, and the SEA must report the number of children to OSEP. Although some LEAs report aggregate numbers of children to the SEA, LEAs should consider maintaining a child-level record to account for each child who received CEIS or CCEIS. For CCEIS, the LEA should be able to demonstrate that it did not provide CCEIS exclusively to children with disabilities.

This resource uses the following terms to discuss child-level tracking:

- **Target group.** This group qualifies for and will receive CEIS or CCEIS. The LEA determines which children from the target group receive CEIS or CCEIS.
- **Identification for special education.** In addition to counting the number of children who receive CEIS or CCEIS, LEAs or the SEA must determine whether children who received voluntary CEIS over the past two years were identified for special education and related services in the reporting year.

This resource provides two scenarios each for CEIS and CCEIS. Each scenario describes an LEA's implementation of CEIS or CCEIS and explains how the LEA or SEA could track the following information:

- Amount of IDEA funds LEAs reserved for CEIS or CCEIS
- Activities conducted using IDEA funds for CEIS or CCEIS
- Target group of children
- Ongoing child-level data about special education identification

Scenarios

Scenarios for CEIS

Scenario 1: The LEA will voluntarily use CEIS funds to provide professional development on scientifically based math interventions to all kindergarten through grade 3 (K–3) teachers at the beginning of the school year

During planning for school year (SY) 2023–24, LEA staff reviewed data on math performance for K–3 children in the LEA and found the following three groups of children did not meet at least one of the four formative math assessment benchmarks the LEA monitored throughout SY 2022–23:

- **Group 1:** Children who did not meet one or two benchmarks, did not qualify for any additional math interventions, and were not identified for special education and related services.
- **Group 2:** Children who did not meet three or four benchmarks, were not identified for special education and related services, and thus qualified for math intervention through the LEA's response to intervention (RTI) Tier 2 program, provided by trained aides during math group time.
- **Group 3:** Children who did not meet one to four benchmarks but received special education and related services.

The LEA identified a professional development curriculum on scientifically based math interventions for children in grades K–3. A regular education teacher administers the interventions in small groups, allowing the teacher to provide intervention to the group of children who did not meet one or two formative assessment benchmarks and who did not qualify for math intervention or special education (i.e., group 1).

The cost of the professional development is $30,000 for 60 K–3 teachers. The LEA's Part B allocations for SY 2023–24 are $850,000 for Section 611 and $75,000 for Section 619. This means the total amount available for CEIS is $138,750, or 15 percent of $925,000. The LEA will only use $30,000 of the available CEIS funds to pay for professional development for 60 teachers.

- Who is the target group for CEIS?
  - The target group is the children in group 1 who did not meet one or two formative math assessment benchmarks and did not qualify for RTI math interventions or special education and related services. The 60 K–3 teachers who attended the training teach this group of children.
- Which children should the LEA consider tracking for CEIS?
  - The LEA should consider tracking only those children who are in the target group (group 1) and who received math interventions from the teachers who received CEIS-funded professional development.
  - For CEIS reporting, the LEA should not count children who did not need additional support or children who were eligible for and received the RTI or special education intervention (i.e., those in groups 2 and 3), even if they received math interventions from the teachers who received CEIS-funded professional development.
- When should the LEA track children for CEIS?
  - In this scenario, the LEA provided the professional development at the beginning of SY 2023–24, and teachers began applying it in the same year, so the LEA will count children as having received CEIS in SY 2023–24.
  - The LEA should follow this target group to determine if any of the children are identified as eligible for special education and related services in SY 2023–24, SY 2024–25 and SY 2025–26.
  - The LEA should count the children in the target group as having received CEIS in SY 2024–25 if the LEA provided the professional development during SY 2023–24 but teachers did not implement the small-group interventions they learned during this professional development until SY 2024–25. The LEA should follow the target group during SY 2024–25, SY 2025–26, and SY 2026–27 to determine if any of the children are identified as eligible for special education and related services.

- How should the LEA track funds?
  - The LEA should review the planned expenditures before implementing professional development to ensure that the IDEA funding will supplement and not supplant federal, state, or local funds.
  - The LEA should document the amount it used for voluntary CEIS to ensure that this amount is not more than 15 percent of the LEA's IDEA Part B subgrant.
  - The LEA should document how it used the IDEA funds to provide professional development, which may include the following expenses:
    - Actual cost of the training
    - Supplies and materials for the training
    - LEA payment for teachers to attend the training or payment for substitute teachers during the training
    - Meeting space fees
  - The LEA should track the use of CEIS funds it budgeted for professional development to ensure the LEA actually used the funds for professional development.

Scenario 2: A child received voluntary CEIS in one LEA (LEA 1) and then moved to another LEA (LEA 2) where he was identified for special education

A child in LEA 1 received voluntary CEIS in third grade in SY 2023–24 through intensive reading interventions that the LEA provided to a target group of children in need of additional supports to succeed in the general education environment. The child was not eligible for special education services in third grade.

In December of his fourth-grade year (SY 2024–25), the child moved to LEA 2, which does not provide CEIS. In January, the child's new teacher referred him for an evaluation, and the individualized education program (IEP) team found the child to be eligible for special education and related services.

- Which children should LEA 1 track for voluntary CEIS?
  - LEA 1, which provided the CEIS, should track all children who were part of the target group.
- When should LEA 1 and the SEA track the departing child for voluntary CEIS?
  - IDEA requires that LEA 1 only track the child until the child leaves the LEA.
  - If the SEA can access child-level data on children receiving CEIS, it should track the child for two years and report this child in LEA 1 as a child who had received CEIS previously and was identified as eligible for special education and related services in SY 2024–25.
- When should the LEAs report this child?
  - LEA 1 should report this child as having received CEIS in SY 2023–24.

   - Because LEA 2, the receiving LEA, did not provide CEIS to this child, LEA 2 should not report this child in its CEIS reporting for SY 2024–25.
- How should the LEAs track funds?
   - LEA 1 should track the IDEA funds it used for all the children in the target group until it spent the funds or until 27 months after it allocated the funds.
   - Because LEA 2 does not provide CEIS, LEA 2 does not need to track funds.

Scenarios for CCEIS

Scenario 3: A school has a system to identify children who need extra support in reading (e.g., multitiered system of supports [MTSS], RTI) and uses CCEIS funds in combination with other funds to provide interventions to that population

In SY 2022–23, the state identified an LEA as having significant disproportionality because it overidentified a particular group of children in the specific learning disability category. The LEA conducted a review of contributing factors and determined that majority of children in this group whom the LEA identified as having a specific learning disability were enrolled in one elementary school. As part of its MTSS, the LEA wants to focus its CCEIS on increasing the reading supports the school can provide to help children succeed in a general education environment. To do this, the LEA will provide intervention and progress monitoring for children in Tier 2 who need those supports. The school identified 200 children who need extra support in reading and who were not previously receiving progress monitoring in Tier 2. The school will use IDEA funds to increase the support for those 200 children. The additional cost for the interventions is $300,000.

The LEA's Part B allocations for SY 2023–24 are $400,000 for Section 611 and $50,000 for Section 619. This means the total amount the LEA must spend for CCEIS is $67,500, or 15 percent of $450,000. The LEA will use 15 percent of its IDEA Part B funds and cover the rest of the cost for the increased interventions ($232,500) with other funds. The LEA will track the CCEIS funds it used for the specific intervention services it provided to the 200 children identified as needing extra support in reading this year, which include children with and without disabilities. For example, there may be some children with disabilities whose special education services address speech or behavior but whose IEPs do not address reading. Those children might be considered Tier 2 for reading and receive CCEIS. The LEA will also track the children without disabilities who are subsequently identified for special education and related services.

- Who is the target group for CCEIS?
  - The target group is all children who need additional support in reading to succeed in a general education environment and are associated with the risk factors contributing to significant disproportionality, with an emphasis on children in the overidentified group.
- Which children should the LEA track for CCEIS?
  - The LEA should track the children with disabilities from the target group who received CCEIS.
  - The LEA should track the children without disabilities from the target group who received CCEIS.
- When should the LEA track children for CCEIS?
  - The LEA should track all children from the target group who received the reading interventions supported by IDEA funds for CCEIS during SY 2023–24.
- How should the LEA track funds?
  - The LEA should track the amount it reserved and spent for CCEIS to ensure that it spent the full 15 percent of its IDEA Part B subgrant for CCEIS.
  - The LEA should track the use of CCEIS funds to ensure that the funds were used to supplement, and not supplant, other federal, state, and local funds.
  - In this scenario, the amount of IDEA funds reported by the SEA in EDPass should be for SY 2023–24, the year in which the LEA set those funds aside.

Scenario 4: A state requires an LEA to use IDEA funds for CCEIS, but the intervention costs less than the LEA budgeted, so the LEA has IDEA funds reserved for CCEIS that it does not spend entirely in the designated year

The LEA's Part B allocations for SY 2023–24 are $900,000 for Section 611 and $25,000 for Section 619. This means the total amount the LEA must use for comprehensive CEIS is $138,750, or 15 percent of $925,000.

The LEA planned to use the funds to provide a behavior intervention for children with and without disabilities whom the LEA would identify based on office referrals in each of the LEA's four high schools. The LEA projected the cost to be at least $138,750 its SY 2023–24 budget.

However, at the end of SY 2023–24, the LEA evaluated data and expenses and learned that because of lower-than-expected office referrals, it had spent only $90,000 on the CCEIS intervention. The LEA has a remaining balance of $48,750, and the funds are available through October 2025.

- Who is the target group for CCEIS?
  - The target group is high school students with and without disabilities with three or more office referrals during a semester.
- Which children should the LEA track for CCEIS?
  - The LEA should track all students who received the behavior intervention, based on office referrals, in the first year of CCEIS implementation and in the next year when the LEA expends the carryover funds.
- When should the LEA track and report students for CCEIS?
  - Tracking students must extend over multiple consecutive years if the LEA needs additional time to expend the full 15 percent.
  - The LEA should track the students who received the behavior intervention in SY 2023–24 and report these students for the 2023–24 reporting year.
  - The LEA should track the children who received the behavior intervention in SY 2024–25.
- How should the LEA track funds?
  - The LEA must use the full amount required for CCEIS.
  - The LEA should track the amount it reserved and spent for CCEIS funds to ensure it has spent the full 15 percent of its IDEA Part B subgrant for CCEIS.
  - The LEA should track the use of CCEIS funds to ensure it used the funds for the behavior intervention.
  - The LEA should track the use of CCEIS funds to ensure the funds were used to supplement, and not supplant, other federal, state, or local funds. The LEA may continue to use the funds for the 27-month period of their availability. If the LEA projects that it will not expend the funds, it must develop a plan for implementing additional CCEIS. The LEA may not reallocate nonexpended funds for purposes other than CCEIS.
  - If the LEA is unable to obligate any portion of the CCEIS funds by the end of the 27-month period of availability, the unobligated funds revert to the federal government upon liquidation, and the SEA may find the LEA to be noncompliant.
    - The LEA should report the full amount of funds as being set aside for CCEIS in SY 2023–24, in which the LEA initially reserved the funds based on the determination of significant disproportionality. The LEA needs to track the funds it spent on CCEIS activities in the first year.
    - The LEA should budget, spend, and track the remaining funds in the carryover year. Because the LEA reported the full amount of the reserved funds in the prior year, the SEA will not report the carryover amount when reporting to OSEP.