

Kansas State Department of Education

Coordinated Early Intervening Services (CEIS) FAQ

1. What is Coordinated Early Intervening Services (CEIS)?

Under the 2004 IDEA amendments and the 2006 IDEA regulations, local education agencies (LEAs) are permitted to use up to 15% of their total federal VI-B allocations (Section 611 and Section 619 combined) to “develop and implement coordinated, early intervening services, which may include interagency funding structures, for students in grades kindergarten through grade twelve (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 support to succeed in a general education environment.” 34 C.F.R. § 300.226.

A district is required to use the maximum amount (15%) of their VI-B allocations (Section 611 and Section 619 combined) for CEIS if significant disproportionality is determined through the collection and analysis of student race and ethnicity data in the following areas;

1. The identification of children as children with disabilities
2. The identification of children as children with disabilities in accordance with a particular impairment
3. The placement in particular educational settings of these children
4. The incidence, duration, and type of disciplinary actions, including suspensions and expulsions 20 U.S.C. 1418(d) and 34 CFR § 300.646

2. How does a district allocate VI-B funds for CEIS?

CEIS funds are available through the Special Education LEA Application due by October 31 each year. **The CEIS plan must be submitted and approved prior to expending VI-B monies for CEIS activities. The CEIS plan must contain the following information:**

- Identify scientifically research-based strategies/interventions that will be used
- Identify targeted grades and schools
- Document how students will be identified for CEIS
- Estimate anticipated number of students to be served
- Describe progress monitoring process to be used to monitor student progress

Each district in Kansas may use up to 15% of their federal VI-B allocation for CEIS. If a district is affiliated with a cooperative or interlocal, the maximum amount of CEIS funds available is based on its proportionate share of federal funds. All CEIS requests must be made through the LEA that accesses the VI-B federal funds. Cooperatives and interlocals may establish procedures on how districts make such requests as well as responsibilities for reporting within the cooperative or interlocal agreement.

3. What are the reporting requirements regarding the use of CEIS funds?

Each LEA must annually report to KSDE in the LEA Application the number of students who receive CEIS supported by VI-B funding and the number of students who received CEIS “and subsequently receive special education and related services during the preceding two year period.” 20 U.S.C. 1413(4)

As an example, if CEIS funds are expended on professional development activities for a teacher or staff member, the LEA calculates the number of children who received CEIS as the number of children (without disabilities in special education) who benefited from that professional development activity.

4. What are the fiscal accountability requirements regarding CEIS?

As part of the CEIS plan, districts must also submit a budget for anticipated CEIS expenditures. Separate accounting must be maintained to track actual CEIS expenditures by the fiscal year in which the CEIS funds were requested regardless of what year the funds are expended. In addition, CEIS funds allocated must be expended by the end of the grant cycle. For example, CEIS funds requested from the FY09 allocation must be encumbered by September 30, 2010 and expended by December 31, 2010. As with other federal allocations, CEIS funds should not be drawn down until actual expenses are incurred. Districts accessing CEIS funds will report expenditures annually as part of the LEA Application process.

A district that voluntarily allocates VI-B funds for CEIS activities may submit a request to reduce the original CEIS budget if CEIS funds have not been expended.

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5. How can CEIS funds be used?

According to the 2004 IDEA amendments and the 2006 IDEA regulations, the following activities are possible CEIS activities:

- “Professional development (which may be provided by entities other than the LEA) 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.”
- “Providing educational and behavioral evaluations, services and supports, including scientifically based literacy instruction.”

According to OSEP, other activities not listed may be permissible, so long as those activities are directed to providing assistance to students who need additional academic and behavioral support in the general education environment.”

6. What are examples of activities CEIS funds would support?

Whether through direct services or professional development, CEIS must be directed to those children “who need additional academic and behavioral support to succeed in a general education environment.” Activities typically covered under Title I and not related to special education may be supported by CEIS funds. School-wide and classroom-wide activities, such as positive behavior support activities, may be supported by CEIS funds. Academic or behavioral interventions with a child without an IEP may be supported by CEIS funds. CEIS funds may be used to employ consultants who provide services to general education students who need additional “academic and behavioral support.”

CEIS funds may be coordinated with ESEA funds and must supplement, not supplant those ESEA funds. ESEA funds include but are not limited to funds under Title I (including but not limited to Reading First, Even Start Family Literacy programs, education of migratory children, and programs for children who are neglected, delinquent, or at-risk), Title II (teacher and principal preparation programs), and Title III (programs for students with limited English proficiency).

In the commentary to the 2006 IDEA regulations, OSEP states that purchasing supplemental instructional materials is appropriate.

There must be a close and demonstrable connection between CEIS activities and students in general education needing additional academic and behavioral supports. If the connection between the funded activity and children needing CEIS support is remote or tenuous (e.g., paying support staff salaries), such use of funds will be subject to close scrutiny.

7. What are examples of activities CEIS funds would not support?

Activities directed to students with an IEP may not be supported with CEIS funds. However, CEIS could be provided to children who once received special education but who have been exited from the program. Progress monitoring associated with the implementation and ongoing delivery of services described in a student’s IEP may not be supported with CEIS funds, nor may any professional development (whether directed to general education teachers or special education teachers) about teaching students with disabilities and implementing IEPs.

It is also inappropriate to use CEIS funds to fund programs for English language learners who do not need additional academic and behavioral supports to succeed in the general education environment; however, nothing in the 2004 amendments or the 2006 regulations would prohibit an LEA from using CEIS funds to provide CEIS to English language learners who are also at risk and “need additional academic and behavioral support to succeed in a general education environment.” CEIS and ESEA funds for English language learners are subject to the supplementnotsupplant requirement.

CEIS funds must supplement, not supplant. Universal screening that is conducted for all students generally cannot be funded with Title I, Title III, or CEIS funds. However, progress monitoring that is targeted to evaluate the effectiveness of a specific intervention may be funded by Title I, Title III or CEIS funds.