

**IDEA-B
COORDINATED EARLY
INTERVENING SERVICES
(CEIS)
GUIDANCE HANDBOOK**

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Coordinated Early Intervening Services (CEIS)

Under the Individuals with Disabilities Education Act, Part B (IDEA-B), grantees are permitted to expend grant funds on services (known as coordinated early intervening services, or CEIS) for students who do not meet the definition of students with a disability. When you set funds aside for CEIS, the amount by which you may voluntarily reduce your maintenance of effort (MOE) is affected. This handbook describes CEIS and explains the interrelationship between the CEIS set-aside and voluntary MOE reduction, as described in Title 34 of the Code of Federal Regulations (34 CFR), Appendix D to Part 300.

For more information about IDEA-B MOE, refer to the IDEA-B LEA MOE Guidance Handbook, posted on the [IDEA-B LEA Maintenance of Effort](#) page of the TEA website.

Definition of CEIS

CEIS is defined in 34 CFR §300.226(a) as services “for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.”

Difference between CEIS and Early Intervention Services

34 CFR §300 distinguishes clearly between CEIS and early intervention services. CEIS are services for children in grades K–12 who have not been identified as children with disabilities (again, per 34 CFR §300.226(a)). Early intervention services, defined in 34 CFR §303.13, are provided to young children (birth through age two) who meet the definition of “infant or toddler with a disability.”

Difference between CEIS and Early Childhood Intervention (ECI)

Unlike CEIS, which are provided using federal IDEA-B funds, Early Childhood Intervention (ECI) is a state-funded, statewide program for families with children, birth to age three, with disabilities and developmental delays. ECI services are funded through state appropriations which are then directed to the ECI service provider, not local educational agencies (LEAs).

ECI and IDEA-B MOE

The State of Texas biennial budget appropriates funds for various educational programs, some of which are classified as “set-aside” funds. ECI is one such set-aside program. Because set-aside funds do not represent an LEA’s state/local expenditure, ECI as well as any other set-aside funds are *not* considered for the purpose of determining compliance with IDEA-B MOE.

CEIS Funding

In accordance with 34 CFR §300.226(a), you may set aside no more than 15% of your IDEA-B allocation (Section 611, Formula, and Section 619, Preschool) to develop and implement CEIS. You report the amount that you choose to set aside for CEIS in your Special Education Consolidated Grant Application, budget schedule BS6016. If you want to change or eliminate that amount, you must submit an amendment by the final amendment deadline date specified for the grant.

When you report any set-aside amount on the BS6016, you must provide CEIS to eligible students and submit data collection form SC5100 in eGrants to report the number of students served.

If you used IDEA-B funds for CEIS but did not budget a CEIS set-aside in your Special Education Consolidated Grant application, budget schedule BS6016, you must still submit data collection form SC5100 in eGrants to report the number of students served.

CEIS Set-Aside and Voluntary Maintenance of Effort (MOE) Reduction

CEIS and the voluntary MOE reduction are interconnected. 34 CFR §300.226(a) states that the amount you set aside for CEIS must be less than the amount you use for voluntary MOE reduction. At the same time, 34 CFR §300.205(d) states that the amount you use for CEIS shall count toward the maximum amount that you may reduce the level of your expenditures for MOE.

The decisions you make about the amount of funds you use for one purpose affect the amount you may use for the other. *You must plan both for CEIS and MOE at the beginning of each grant year.* Otherwise, the use of funds for CEIS could prohibit a later decision to voluntarily reduce MOE. See Appendix 1 for a flowchart that illustrates the process you should use in planning for your CEIS set-aside and voluntary reduction of MOE.

For a detailed description of the interrelationship between CEIS and IDEA-B MOE, refer to the IDEA-B MOE Guidance Handbook, posted on the [IDEA-B LEA Maintenance of Effort](#) page of the TEA website.

Tracking CEIS Spending

You must use a local option code to identify funds used for CEIS. If in addition to IDEA-B grant funds you use state and/or local funds for CEIS, an apparent decline in MOE may result. You must fully document your implemented CEIS program through the use of local codes and program documentation.

LEAs Required to Set Aside Funds for CEIS

In accordance with 34 CFR §300.646, if significant disproportionality based on race and ethnicity is occurring in the LEA with respect to the identification of children as children with disabilities, the LEA shall be required to reserve the maximum amount of funds (i.e., 15% of the IDEA-B allocation) to serve children in the LEA, particularly children in those groups that were overidentified. In other words, if the percentage of children of certain racial or ethnic backgrounds who are identified as disabled is significantly greater than the percentage those children represent of the LEA's entire population, the LEA is required to set aside the full amount for CEIS, particularly for serving those children and reducing disproportionality.

Those LEAs are not eligible to voluntarily reduce MOE.

See the [Special Education Funding](#) page of the TEA website for more information about CEIS required set-asides.

CEIS Data Collection and Reporting

34 CFR §226(d) requires an LEA that develops and maintains CEIS to report the following data annually to TEA:

- For the current year, the number of children who received CEIS, including students served by personnel who participated in professional development activities supported with CEIS funds
- For the two-year period preceding the current year, the number of children who first received CEIS and then went on during that two-year period to receive special education and related services under IDEA-B

Once an LEA reports a CEIS set-aside on the BS6016 (as described in the CEIS Funding section, above), the LEA is required to submit the SC5100 Early Intervening Services Data Collection Form in eGrants. The SC5100 collects the data required to be reported to the US Department of Education (USDE). The LEA must report zeros for any year in which CEIS were not implemented.

Common Errors in CEIS Data Reporting

The most common errors in CEIS data reporting concern the set-aside that LEAs report on the BS6016 budget schedule. Once you budget a CEIS set-aside, you are required to serve students with CEIS and must complete the SC5100 data collection form and report the corresponding number of students served.

As a reminder, if you want to change or eliminate the CEIS set-aside amount, you must submit an amendment to your Special Education Consolidated Grant Application, budget schedule BS6016, by the final amendment deadline date specified for the grant.

Reporting CEIS Data to USDE

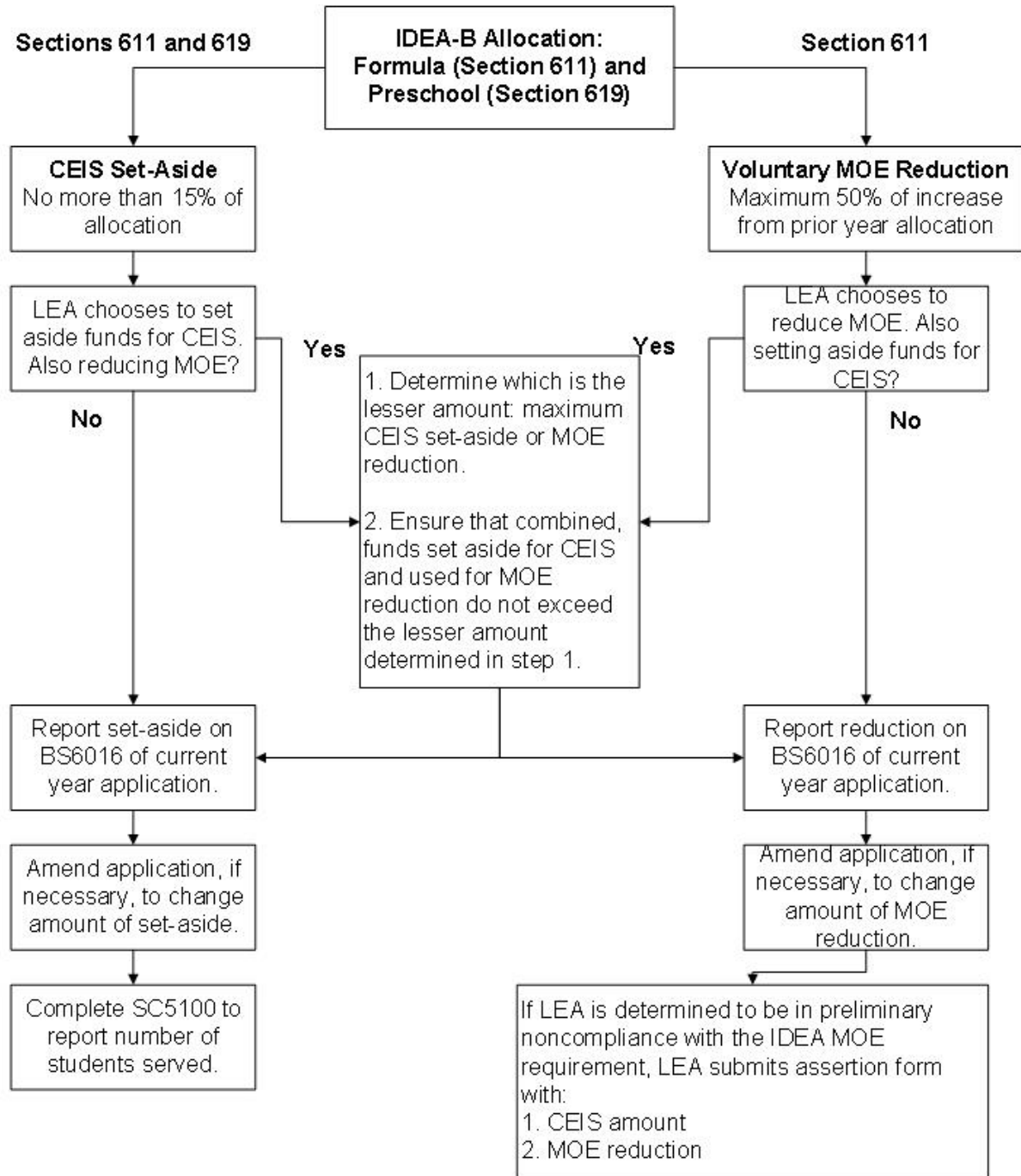
TEA is required to report data about CEIS and MOE reduction for every LEA that receives an IDEA-B Formula (Section 611) or IDEA-B Preschool (Section 619) subgrant from the state. TEA reports this collection annually in May. Data reported includes the following:

- IDEA-B allocations
- CEIS amount
- CEIS students served
- MOE voluntary reduction

For Further Information

If you have any questions regarding CEIS, please contact the Division of Federal Fiscal Compliance and Reporting at (512) 463-9127 or compliance@tea.texas.gov.

Appendix 1: CEIS and Voluntary MOE Reduction LEA Process Flowchart



TEA reports data from SC5100 and BS6016 to USDE annually in the spring. Data reported includes allocations, amount of CEIS set-aside, CEIS students served, and amount of voluntary MOE reduction.

Process based on 34 CFR, Appendix D to Part 300.

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