

**IDEA-B COORDINATED EARLY
INTERVENING SERVICES (CEIS)
AND
COMPREHENSIVE CEIS (CCEIS)
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 MOE Compliance Standard webpage](#).

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 school systems.

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 a school system’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 on your Special Education Consolidated Grant Application (Federal), budget schedule BS6016. If you want to change or eliminate that amount, you must submit an amendment before 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 (Federal), budget schedule BS6016, you must still submit data collection form SC5100 in eGrants to report the number of students served.

Comprehensive Coordinated Early Intervening Services (CCEIS)

Under the Individuals with Disabilities Education Act, Part B (IDEA-B), grantees are required to spend grant funds on services (known as comprehensive coordinated early intervening services, or CCEIS) to benefit all students (both with and without disabilities) of all ages (age 3 through grade 12) and with no limitation on activities, provided the funds are used to identify and address factors contributing to significant disproportionality.

When you set funds aside for CCEIS, the amount by which you may reduce your maintenance of effort (MOE) is affected. This handbook describes CCEIS and explains the interrelationship between the CCEIS 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 MOE Compliance Standard webpage](#).

Definition of CCEIS

CCEIS is defined in the IDEA regulations at 34 CFR §300.646(d). The regulation requires all school systems identified by their states as having "significant disproportionality" (based on race or ethnicity in special education identification, placement, or disciplinary removals) to use CCEIS to identify and address the root causes of that disproportionality. When identified with significant disproportionality, a school system must reserve exactly 15% of its combined IDEA Part B (Section 611 and 619) funds to implement CCEIS.

Difference between CCEIS and CEIS

CCEIS is a mandatory 15% reservation of their IDEA-B LEA funds due to significant disproportionality, standard CEIS—governed by 34 CFR §300.226—are voluntary and typically limited to students not currently identified as having a disability.

CCEIS Funding

CCEIS is defined in the IDEA regulations at 34 CFR §300.646. The regulations requires a mandatory set-aside of federal IDEA-B funds. When a school system is identified as having "significant disproportionality," it must reserve exactly 15 percent of its IDEA Part B allocation for these services. Services can be provided to children from age 3 through grade 12, including those with disabilities and those not currently identified as needing special education. Funds must be used to address the factors contributing to the identified disproportionality, such as professional development for staff or providing educational and behavioral evaluations and supports.

The 15 percent calculation must include both Section 611 (Formula) and Section 619 (Preschool) IDEA Part B funds. Unlike voluntary CEIS, where districts can choose to use *up to* 15 percent, CCEIS requires the maximum amount of 15 percent to be reserved. School systems required to use funds for CCEIS are prohibited from reducing their local Maintenance of Effort (MOE) amount for that fiscal year.

These funds must be used to supplement, and not supplant, other federal funds, such as those from the [Elementary and Secondary Education Act \(ESEA\)](#).

Funds must be set aside and used for the identified significant disproportionality even if the school system is no longer designated as such in the following year.

You report the required set aside for CCEIS on your Special Education Consolidated Grant

Application (Federal), budget schedule BS6016. If you want to change or eliminate that amount, you must submit an amendment before the final amendment deadline date specified for the grant.

You must report any set-aside amount on the BS6016 and provide CCEIS to eligible students and submit data collection form SC5100 in eGrants to report the number of students served with those funds.

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

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

CCEIS/CEIS and the voluntary MOE reduction are interconnected.

When reserving CEIS funds, 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.

School systems required to reserve funds for CCEIS are prohibited from reducing their local MOE amount for that fiscal year.

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 CCEIS, CEIS and MOE at the beginning of each grant year.* Otherwise, the use of funds 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 CCEIS, CEIS, and IDEA-B MOE, refer to the IDEA-B MOE Guidance Handbook, posted on the [IDEA-B LEA MOE Compliance Standard webpage](#).

Tracking CCEIS/CEIS Spending

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

School Systems Required to Set Aside Funds for CCEIS

In accordance with 34 CFR §300.646, if significant disproportionality based on race and ethnicity is occurring in the school system with respect to the identification of children as children with disabilities, the school system is required to reserve the maximum amount of funds (i.e., 15% of the IDEA-B allocation) to serve children, 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 school system's entire population, the school system is required to set aside the full amount for CCEIS, particularly for serving those children and reducing disproportionality.

Those school systems are not eligible to voluntarily reduce MOE.

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

CCEIS/CEIS Data Collection and Reporting

34 CFR §226(d) requires a school system that develops and maintains CCEIS or CEIS to report the following data annually to TEA

If you reserved voluntary CEIS funds you must report the following on the SC5100 in eGrants:

- 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.

If you reserved mandatory CCEIS funds you must report the following on the SC5100 in eGrants:

- For the current year, the number of students with disabilities served with IDEA-B funds for required CCEIS.
- For the current year, the number of student without disabilities served with IDEA-B funds for required CCEIS.

Once a school system reports a CCEIS/CEIS set-aside on the BS6016 the school system is required to submit the SC5100 Comprehensive and Coordinated Early Intervening Services Data Collection Form in eGrants. The SC5100 collects the data required to be reported to the US Department of Education (USDE).

Common Errors in CCEIS/CEIS Data Reporting

The most common errors in CCEIS and CEIS data reporting concern the set-aside that school systems report on the BS6016 budget schedule. Once you budget a CCEIS or CEIS set-aside, you are required to serve students with those funds 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 CCEIS or CEIS set-aside amount, you must submit an amendment to your Special Education Consolidated Grant Application (Federal), budget schedule BS6016, before the final amendment deadline date specified for the grant.

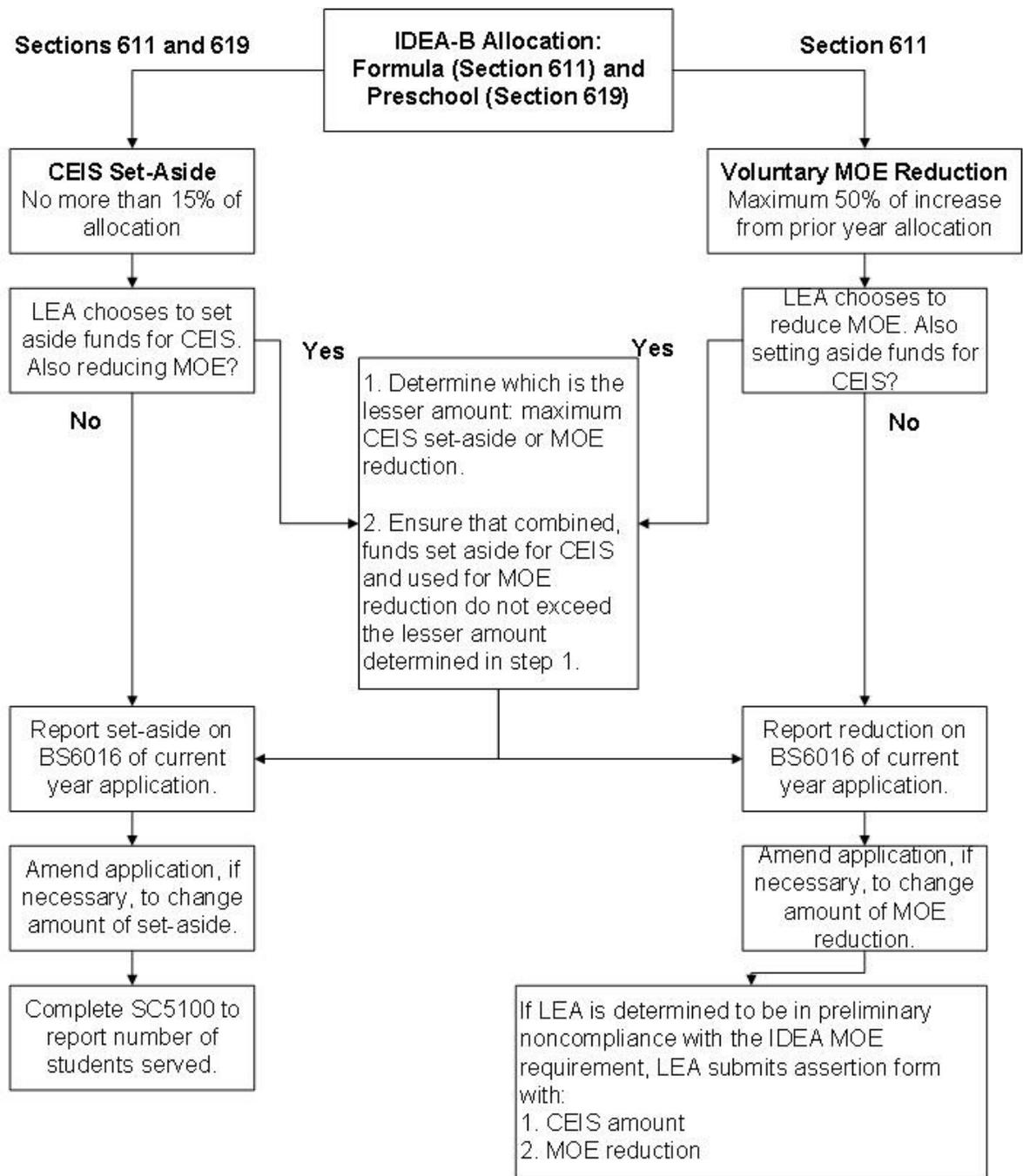
Reporting CCEIS/CEIS Data to USDE

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

- IDEA-B grant entitlements/allocations
- CCEIS and CEIS reserved amounts
- CCEIS and CEIS students served
- MOE voluntary reduction

For Further Information

If you have any questions regarding CCEIS and CEIS, please contact the Federal Fiscal Compliance and Reporting Division at compliance@tea.texas.gov.



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.

Appendix 1: CEIS and Voluntary MOE Reduction LEA Process Flowchart