

Coordinated Early Intervening Services Frequently Asked Questions

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What are Coordinated Early Intervening Services?

Coordinated early intervening services (CEIS) are services to help children who need additional academic or behavioral support to be successful in school. They can include professional development and educational and behavioral evaluations, services, and supports. Under IDEA, the provision of CEIS can be voluntary or mandatory. [34 CFR §300.226\(b\)](#) and [34 CFR §300.646\(d\)\(1\)\(i\)](#)

What is the difference between Comprehensive Coordinated Early Intervening Services (CCEIS) and Coordinated Early Intervening Services (CEIS)?

CCEIS is **mandatory** for districts identified as having significant disproportionality in identification, placement and/or disciplinary removals. Districts must use 15% of IDEA Part B funds to serve learners age 3-grade 12.

CEIS is **voluntary**. Districts can choose to use up to 15% of their IDEA Part B funds to serve learners in kindergarten-grade 12 who are not already receiving IDEA services.

See the [comparison chart](#) for more detailed information.

What is significant disproportionality?

Under the Individuals with Disabilities Education Act (IDEA), states are required to annually collect and examine data to determine whether significant disproportionality based on race or ethnicity is occurring in the State and in Local Education Agencies (school districts) with respect to the following analysis categories: *identification* of learners as learners with disabilities (ages 3-21); the *placement* of learners in particular educational settings (ages 5 and in Kindergarten to 21); and the incidence, duration, and type of *disciplinary actions*, including suspensions and expulsions (ages 3-21).

What is the identification process and what data is used?

Department staff calculate identification, placement and rates of disciplinary removal for seven racial and ethnic groups among students with IEPs. Where the population size (denominator) is less than 10 students, the rate for each group is compared to the state's rate. These analyses must be done annually. To make these calculations and identify districts with significant disproportionality, a risk ratio or alternate risk ratio is used. Calculations use the Student Reporting in Iowa (SRI) and ACHIEVE data. A district is identified if its risk ratio for a particular racial/ethnic group is 3.5 or greater for each of the previous 3 years for all placement categories, in-school and out-of-school suspensions/expulsions less than 10 days in the year, and total disciplinary removals or for 1 previous year for identification as a student with a disability and in-school or out-of-school suspensions/expulsions greater than 10 days in the year.

What are the expectations for districts where significant disproportionality is identified?

For identified districts:

- Review and, if appropriate, revise policies, practices and procedures (PPPs).
- If applicable, correct any identified noncompliance.
- Publicly report revisions of PPPs.

How can CEIS funds be used?

Voluntary CEIS Part B funds can be used for the following activities:

- Professional development (which may be provided by entities other than LEAs) 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; and
- Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction. [34 CFR 300.226\(b\)](#)

Mandatory CCEIS Part B funds may be used to:

- Provide professional development and educational and behavioral evaluations, services, and supports. [34 CFR §300.646 \(d\)\(1\)\(i\)](#)

Districts also:

- Must identify and address the factors contributing to the significant disproportionality [34 CFR 300.646\(d\)\(1\)\(ii\)](#)
- Must address a policy, practice or procedure it identifies as contributing to the significant disproportionality. [34 CFR 300.646\(d\)\(1\)\(iii\)](#)

Who can benefit from CEIS?

Voluntary CEIS funds can be used to provide services for students in kindergarten through grade 12 (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 CFR 300.226\(a\)](#)

Mandatory CCEIS funds can be used to provide services to serve children from age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly overidentified, 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; and children with disabilities. [34 CFR 300.646\(d\)\(2\)](#)

Must the district use all of the allotted 15 percent for CEIS?

Districts may voluntarily use up to this amount, but may not use more than this amount. If a district is identified with a significantly disproportionate rate of identification, placement or disciplinary action based on race or ethnicity (as determined by an analysis of applicable data and subsequent notification to the district by the Department), then that district is required to set aside exactly 15 percent of their IDEA Part B allocation for the development and provision of CEIS. [34 CFR 300.646\(d\)](#)