Comprehensive Coordinated Early Intervening Services (CCEIS)

Instructions Packet

2026

IOWA | **Department of Education**

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Comprehensive Coordinated Early Intervening Services (CCEIS) Instructions

Any district found to have significant disproportionality based on race or ethnicity in the areas of identification, placement or discipline are required to set aside exactly 15 percent of its total IDEA Part B (611 and 619) funds to provide CCEIS designed to address factors contributing to that significant disproportionality. 34 C.F.R § 300.646

Districts **REQUIRED** to engage in CCEIS activities:

- Will receive notification from the Iowa Department of Education regarding significant disproportionality designation.
- Will be required to complete a policy, procedure and practice (PPP) equity review in ACHIEVE.
- Will conduct a root cause analysis to determine the factors contributing to the significant disproportionality.
- Must set aside 15% of Part B funds to address and remediate the identified factors.
- Will not be allowed to utilize Part B funds for the Maintenance of Effort Reduction Provision in Part B.
- Will complete the narrative related to CCEIS through EdPortal in the application titled IDEA - PBC (Part B and C).
- Must provide a detailed description of the district's adopted definition of the student population that will be targeted for CCEIS.
- Must provide a detailed description of the specific CCEIS activities that will be supported by Part B funds.
- Must fulfill reporting requirements through Student Reporting in Iowa (SRI).

The following information is intended to help complete the narrative related to CCEIS.

Authorized Uses of Part B Funds

When determining how funds are spent, districts **must**:

- Address the factors contributing to the significant disproportionality which may include, among other identified factors, a lack of access to scientifically based instruction; economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings; inappropriate use of disciplinary removals; lack of access to appropriate diagnostic screenings; differences in academic achievement levels; and policies, practices, or procedures that contribute to the significant disproportionality. 34 C.F.R § 300.646 (d)(1)(ii); and
- Address a policy, practice or procedure identified by the district as contributing to the significant disproportionality, including a policy, practice or procedure that results in a failure to identify, or the inappropriate identification of, a racial or ethnic group (or groups). 34 CFR § 300.646 (d)(1)(iii).

Districts **may**:

- Provide professional development and educational and behavioral evaluations, services and supports 34 C.F.R § 300.646 (d)(1)(i).
  - o **Professional Development**
    - May be provided by entities other than the district.
    - May be provided for teachers and other staff.
    - Must 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 provide educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.
  - o **Provision of evaluations, services, and supports**
    - May be educational or behavioral.
    - May be provided directly to students in the defined population.

If costs address the factors contributing to the significant disproportionality, there is flexibility in the activities that are permitted. Funds cannot be used to supplant any existing funded activities within the district.

Defining the Population

A district may use funds reserved for CCEIS to serve children from age 3 through grade 12, particularly, but not exclusively, children in those groups that were significantly overidentified including:

- o Children 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
- o Children with disabilities. 34 C.F.R § 300.646(d)(2)

A district **may not** limit the provision of CCEIS under this paragraph to children with disabilities. 34 C.F.R § 300.646(d)(3)

When defining the population, the definition must be stated in terms of academic and behavioral characteristics and should be linked to the root cause or contributing factors of the disproportionality. A precise description of the targeted population will ensure accurate, manageable reporting and appropriate use of funds.

Examples of students identified as eligible to receive CCEIS follow:

- o **Example 1**: Students with and without disabilities in grades 8-9 with three or more office referrals in a semester.
- o **Example 2**: The target group is all children who are in need of additional support to succeed in a general education environment and are associated with the risk factors contributing to significant disproportionality, with an emphasis on Hispanic/Latino children because they were in the group over-identified.
- o **Example 3**: Students with and without disabilities who meet any of the following factors:
  - o Students in the bottom 10% of 1st grade
  - o Students scoring "at risk" or "persistently at risk" (33 or lower) on the FAST Early Reading Subtest assessment
  - o Students in 2nd grade scoring "at risk" or "persistently at risk" (58 or lower) on the FAST CBM reading assessment

Selection of Interventions

Provide a description of the selected evidence-based academic or behavioral interventions to be used directly or indirectly with students in the targeted group.

NOTE: CCEIS funds could be used to pay for the cost of staff development activities aimed at their proper use of these interventions with the identified population.

Example 1

- Individual and/or small group skill development
- Problem Solving/Conflict Resolution
- Family Training/Supports

Example 2

- Corrective Reading and iReady supplemental lessons are the specific interventions used for a reading deficit.
- Really Great Reading is an intervention to elevate student achievement.

Interventions that are being used with students in need of Tier II and Tier III support include **Corrective Reading**. Corrective Reading is a McGraw Hill program that focuses on phonics instruction and decodable readers. In addition, the program includes instruction for comprehension strategies for students who are reading one or more years below grade level.

Another intervention, **iReady**, is an individualized diagnostic and tutorial program that includes online lessons accompanied with direct instruction.

Really Great Reading is a research-based, systematic reading intervention program designed to help students of all ages develop strong foundational reading skills. The program focuses on phonemic awareness, phonics, fluency, and vocabulary development through engaging and interactive lessons. It uses a multi-sensory approach to reinforce learning, making it particularly effective for struggling readers, including those with dyslexia. **Really Great Reading** offers a range of tools and resources, including digital lessons, assessments, and progress monitoring, to support both classroom instruction and individualized interventions.

Direct Services

If you are supporting direct services, the following information is needed regarding the district employees who will be delivering the services and paid with CCEIS funds:

- District employee name and title or position. The same information is necessary if a contracted employee is providing the services rather than a district employee.
- Description of what the employee is paid to do.
- An estimated FTE of the staff person's time and dollar amount being devoted to CEIS.
- A timeline of activities for the direct services being provided.
- The district's Time and Effort Policy.

Example 1

Staff position – 1.0 FTE – Middle School Social Worker. Budget amount: $35,125

The middle school social worker will implement individual and/or small group skill development, problem solving, and conflict resolution skill groups, family training and supports. Direct services will be provided throughout the school year.

Example 2

The direct services for students meeting the criteria for the defined population eligible for CEIS in Grades 3–5 will be provided by 1.0 full-time Title I teacher whose certification includes Reading and Special Education Strategist I. Budget amount $38,976. The school's schedule is structured so that the teacher can meet with intervention groups daily. In Grades 3–5, forty minutes of intervention time is available each day. Additionally, all students are involved in core literacy instruction at all grade levels for eighty minutes each day.

Staff Development

If you are supporting staff development aimed at improving the skills necessary to deliver the chosen interventions, describe the training of those interventions. Include who will provide the training and who will be trained as well as the timeline of the training to be conducted. If you are using district employees, provide the position or title and FTE of the district employee's time being devoted to and paid for with CCEIS Part B funds.

Example 1

The district will be utilizing the Centennial Behavior Skills program in the selected middle school. The school social worker will be sent for training in the use and application of the program and will in turn provide that training to the staff within the middle school for proper implementation of the program for students in the identified population. The program includes provisions for individual and/or small group skill development, problem solving and conflict resolution skill groups, and family training and supports. This will enhance the delivery of direct services and implementation of the program provided during the school year.

FTE .10; Cost $4,000 salary; $1,200 benefits; travel associated with training: $1,500.
Total cost: $6,700

Example 2

The district will contract with Behavior Specialties, LLC to train staff in utilizing the Garamond Behavior strategies program with the identified population in one middle school of the district. Training will consist of three half day trainings for the building administrator, one counselor and two teachers. These people will be providing direct services for students in grades 3-5 who meet the definition of the population previously described. If successful, the training will be expanded to other buildings in the district, and individuals trained will serve as a resource to other district staff.

Contract cost $3,500. Materials associated with the intervention(s) and staff training; $2,000
(4 @ $500), Substitute Teachers 2 @ 1.5 days @ $125, Total $375. Total cost: $5,875.

Evaluation

Provide a description of how your agency will evaluate the effectiveness of this project. What data will be gathered to assess whether the contributing factors were adequately addressed? How will you know whether the remediation/improvement of the academic achievement or behavioral characteristics of the population defined in this application was successful?

Example 1

The district will evaluate the effectiveness of the interventions on the identified group of students by reviewing the following:

- Increased daily attendance for the identified group of students
- Decrease in office referrals for the identified group of students

Example 2

The district will evaluate the effectiveness of the selected reading and math programs with the identified group of students by reviewing the following:

- Reading scores will improve by a minimum of 10 points for each student
- Math scores will improve by a minimum of 15 points for each student

Student Reporting Requirements Under CCEIS

Section 618 of IDEA sets a reporting requirement for CCEIS. Students who receive services funded by CCEIS must be identified in the district's Student Information System (SIS), which is uploaded to Student Reporting in Iowa (SRI).

The reporting requirements include the following:

- Each student being served by CCEIS funds must be flagged as a beneficiary of the funds.

- If the student being served by CCEIS funds has an IEP, that must be entered in the district's SIS.

Districts must enter data on individual students served into SRI. The general SRI instructions are provided below.

NOTE: Check your student system to ensure all student records are reset to "0" for the start of the school year.

Code	Description
0	No CEIS is being provided
1	Part B funds in this LEA application are being used.
2	The AEA is using Part B funds for CEIS, and the LEA is benefitting. The AEA will work to ensure that any student in the LEA benefitting from Part B-supported CEIS are properly identified and reported.
3	CEIS monies are being utilized in a combination of Codes 1 and 2.

The description of Coordinated Early Intervening Services is found in the Data Dictionary.

46	Coordinated Early Intervening Services	Elem ID	Vendor Default	SRI	State ID	Barcode
		D0760	0	Y	N	N

Did the student receive Coordinated Early Intervening Services (CEIS) funded by IDEA Part B during the current year?

A district must have established criteria for identifying the population of students eligible to receive CEIS prior to using this data element. Contact your local district administration if you are unsure if criteria have been established in your district.

Code	Description	Definition
1	Yes and funded by the LEA	
2	Yes and funded by the AEA	
3	Yes and funded by both LEA and AEA	
0	No	

Student Systems

There are four student systems in Iowa's schools: JMC, Power School, Infinite Campus and Alma. All four have been adapted to accommodate the IDEA Part B reporting requirement.

Detailed instructions for each of the student systems are also provided with screenshots specific to each system. Each of these student systems upload to Student Reporting in Iowa (SRI).

Use the following guide to appropriately mark a student in your student information system who is the beneficiary of CEIS.

JMC

Edit > Student Data > General tab > Coordinated Early Intervening Services field

PowerSchool

Search for a Student > Compliance > Programs:

Infinite Campus

Main Menu > Student Information > General > Enrollments > State Reporting Fields > Program Indicators (middle of the enrollment screen)

Alma

Student > Additional Fields > Coordinated Early Intervening Services (CEIS)