



Voluntary Coordinated Early Intervening Services (CEIS)

Instructions Packet

2026



Department of Education

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Department of Education
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Voluntary Coordinated Early Intervening Services (CEIS) Instructions

A district may use up to 15 percent of the amount the district receives under Part B for any fiscal year, less any amount reduced by the district pursuant to [34 C.F.R § 300.205](#), if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated early intervening services. Nothing in this section shall be construed to either limit or create a right to FAPE under Part B of the Act or to delay appropriate evaluation of a child suspected of having a disability. [34 C.F.R § 300.226\(c\)](#)

Districts **VOLUNTARILY** engaging in CEIS activities:

- Can utilize up to 15% of Part B allocations (Section 611 and Section 619) to implement CEIS.
- Complete the narrative related to voluntary CEIS 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 CEIS.
- Must provide a detailed description of the specific CEIS activities that will be supported by Part B funds.
- Cannot use the funds to supplant any existing funded activities at the district level.
- Must fulfill reporting requirements through Student Reporting in Iowa (SRI).

The following information is intended to help complete your narrative related to CEIS.

Districts may use up to 15% of their IDEA Part B funds for early intervening services for children who have not been identified as children with disabilities, but who need additional academic and behavioral support to succeed in a general education environment. These services may be provided for students in kindergarten through 12th grade, but should be concentrated on those in kindergarten through 3rd grade. [34 C.F.R § 300.226\(a\)](#)

[34 C.F.R § 300.226\(a\)](#) specifies that when implementing voluntary CEIS, these services must be directed at an identified population of students **not** receiving special education services. The specified IDEA Part B funds may be used for the following:

- **Professional Development** for teachers and other school staff to enable them to deliver scientifically based academic instruction and behavioral interventions, including scientifically-based literacy instruction, and, if appropriate, instruction on the use of adaptive and instructional software.
 - May be provided by entities other than the district.
 - May be provided for teachers and other staff.
 - Must be provided to enable personnel to deliver evidence-based academic and/or behavioral interventions.
 - May include instruction on the use of adaptive and instructional software, as appropriate.

- **Provision of educational and behavioral evaluations, services, and supports including scientifically-based literacy instruction.**
 - May be provided directly to students in the defined population.
 - Must not include evaluations for determining eligibility for special education and related services.

CEIS activities may be used to support CEIS aligned with activities funded by and carried out under the Elementary and Secondary Education Act (ESEA) if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under this section.

Defining the Population

Voluntary CEIS may be provided to children without a disability in grades K–12, with a particular emphasis on students in kindergarten through grade three. When defining the population, the definition must be stated in terms of academic and behavioral characteristics. A precise description of the targeted population will ensure accurate, manageable reporting and appropriate use of funds.

NOTE: Students benefiting from voluntary CEIS must not be students who currently have an IEP.

Examples of students identified as eligible to receive voluntary CEIS follow:

- Example 1: Students not receiving special education services in grades 8-9 with three or more office referrals in a semester.
- Example 2: The target group is all children in kindergarten who are not receiving special education services and are in need of additional supports to succeed in a general education environment.
- Example 3: Students not receiving special education services who meet any of the following factors:
 - Students in the bottom 10% of 1st grade
 - Students scoring “at risk” or “persistently at risk” (33 or lower) on the FAST Early Reading Subtest assessment
 - 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: Voluntary CEIS 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 CEIS 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 CEIS 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 the remediation/improvement of the academic achievement or behavioral characteristics of the population defined in this application?

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 Voluntary CEIS

Annually, LEAs that voluntarily reserved CEIS funds are required to track and report student information and related expenditures to the Department. [34 C.F.R § 300.226\(d\) \(1\) & \(2\)](#) Students who receive services funded by CEIS 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:

- The number of students served must be reported to the Iowa Department of Education.
- The report must include tracking data on students for two years following CEIS to identify those students who went on to receive special education and related services.

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	<u>Elem ID</u>	<u>Vendor Default</u>	<u>SRI</u>	<u>State ID</u>	<u>Barcode</u>
		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.

<u>Code</u>	<u>Description</u>	<u>Definition</u>
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

The screenshot shows the 'General' tab selected in a menu bar with other tabs: Comments, Confidential, Bus, Spec Ed, Entry, Title I/III, LIEP, State Rpt, and Enrollment. On the left, there are several checkboxes: Active (checked), Attendance (checked), State Report (checked), Rank (unchecked), Honor Roll (unchecked), Special Considerations (unchecked), and Gifted/Talented (D0310) (unchecked). On the right, there are input fields for Birth Date (D0020), Graduation Date, Username, Password, Email, and Email 2, each with a calendar icon. Below these is a dropdown menu for 'Coordinated Early Intervening Services (D0760):' with the value '3 Yes and funded by LEA and AEA' selected.

PowerSchool

Search for a Student > Compliance > Programs:

The screenshot shows a menu bar with tabs: General, State ID Request, Student Names, Demographics, Enrollment, EL, Programs, Therapeutic, and Graduate De. Below the menu bar, there are more tabs: Migrant, Industry Recognized Credentials, Retired Fields, Individual Work-Based Learning, STEM, and CRDC. A table lists indicators with their values:

Data elements with asterisks (*) are required.	
D0250 - Title I Targeted Assistance Reading Indicator*	(0) No
D0252 - Title I Targeted Assistance Math Indicator*	(0) No
D0310 - Gifted/Talented Indicator*	(0) No
D0760 - Coordinated Early Intervening Services Indicator	(1) Yes and funded by the LEA

Infinite Campus

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

State Reporting Fields

General

Percent Enrolled **State Exclude**

Resident District ***Resident County** **Receiving Educational Services**

Nonpublic School Number **Tuited Out Accountable School** **Immigrant**

Program Indicators

Early Intervening Service **Preschool Attendance** **Therapeutic Program / Classroom**

Program 1 **Program 2** **Program 3**

ESA Funded

Alma

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

overview **bio** contacts medical notes attendance classes report cards incidents graduation activities file cabinet

BIO

Basic Information **Additional Fields**

1 matching field **Custom View**

Coordinated Early Intervening Services (CEIS)

School Year Date	Coordinated Early Intervention Services
No records	

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