CCEIS Overview and Training
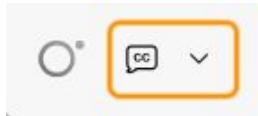
For PSUs that have been identified as Significant Disproportionality – Mandatory

Automated Captioning for Participants in Webex

Option 1: Caption and Highlights Panel

1. Locate the blue circle and dot icon on the bottom left of your screen.
2. Select icon
3. Select turn on Webex assistant
4. Select View Captions and Highlights
5. A new side panel will appear on the right of the screen.

Option 2: Closed Captioning

1. Select the Closed Captioning (CC) icon in the lower left corner of the screen
   a. Captions will appear on the bottom of screen
2. Grab and move the captions to the desired location.

Goals for Today

- Prepare PSUs to develop an effective CCEIS Plan and Budget
- Review navigating CCEIS in CCIP

CCEIS vs CEIS

Understanding the Difference between Mandatory CCEIS and Voluntary CEIS

CCEIS vs CEIS

Element	Coordinated Early Intervening Services	Comprehensive Coordinated Early Intervening Services
Abbreviation	CEIS	CCEIS
Regulation	34 CFR 300.226	34 CFR 300.646
Type	Voluntary: LEAs can choose to use a portion of their IDEA Part B funds for services to a defined group of at-risk students.	Mandatory: LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals must use IDEA Part B funds for CCEIS.
Grade level/ ages served	Kindergarten through grade 12	Age 3 through grade 12
Groups served	Only children who are not currently identified as needing special education or related services.	Children who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in the general education environment. Children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group).
Funds	Up to 15% of IDEA Part B funds (611 & 619)	Exactly 15% of IDEA Part B funds (611 & 619)

Element	CEIS	CCEIS
Permitted activities	Professional development 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. Educational and behavioral evaluations, services and supports, including scientifically based literacy instruction.	Professional development and educational and behavioral evaluations, services, and supports. The activities must address factors and policy, practice, or procedure contributing to significant disproportionality.
Reporting requirements	An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following: The number of children served under this section who received early intervening services; and the number of children served under this section who received early intervening services and subsequently received special education and relate services under Part B of IDEA during the preceding 2-year period.	An LEA is required to publicly report on the revision of policies, practices, and procedures. An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following: The number of children served under this section who received early intervening services; and the number of children served under this section who received early intervening services and subsequently received special education and relate services under Part B of IDEA during the preceding 2-year period.

Making a Plan

Understanding the Elements of an Effective CCEIS Plan

Things to Remember

- **Remaining Funds**
  - If you have remaining funds from a previous year, these funds continue to be aligned with the plan for the grant year the funds were set aside.
- **Remember the Why**
  - The plan is intended to provide early intervening services to support students.
- **Involve Key Stakeholders**
  - Include teachers, interventionists, parents and administrators in planning process
  - Gain buy-in and input from those who will be involved in the implementation.

Things to Remember

- **Focus on Your Target Student Population**
  - Develop customized interventions tailored to meet identified needs
  - Consider the root causes
- **Ensure Alignment**
  - **Align** CCEIS goals with school/district improvement plans
  - **Align** resources/supports with identified student needs
  - **Align** measurement with desired outcomes
- **Leverage Existing Resources First**
  - Strategically utilize resources already in place (staff, programs, assessments)
  - Fill gaps with extra supports and services

Things to Remember

- **Make it Sustainable**
  - Build capacity & infrastructure so efforts can continue over time
  - Choose research-based interventions less likely to require significant ongoing costs

Component #1

Indicate the area(s) of disproportionality

- List the areas of significant disproportionality for which the PSU is currently identified
- Be sure these areas align with the current OEC memo
- If the LEA continues to be disproportionate in the same area a new plan should be developed.

Component #2

Based on the PSU's review of Policies, Practices, Procedures, what areas were identified as contributing to the Significant Disproportionality (SD)?

- Utilizing the documentation from any prior or current Indicator 4, 9,10 problem-solving process
- Summarize the factors identified by your local team as contributing to the identified areas of significant disproportionality
- What might be some examples of contributing factors?
- This information should inform plan development.

Component #3

Which recommendations are the PSU currently addressing from the review of Policies, Practices, and Procedures to reduce the SD?

- Consider the recommendations in the PSU Summary that have already been implemented
- Describe progress around recommendations and any impact that has been noted in regards to the identified area(s) of SD
- If the PSU has not addressed any area of significant disproportionality (4, 9,10) prior to the development of the CCEIS plan, please be sure to indicate that here.

Component #4

What new actionable steps will be implemented to address the SD?

When do you anticipate these steps being completed? (Who and by When)

Using data and information from root cause analysis discussions, provide a simple outline that includes:

- Actionable steps (measurable & observable), including services targeted students will receive
- Responsible parties
- Timeline for completion

Align the actionable steps to the area(s) of identified significant disproportionality

Component #5

Describe the group of students who have been targeted for CCEIS.

Data should be used to determine this group of students:

- age/grade
- area of academic, behavior, or other concerns
- disability areas if address some students already eligible for special education

Component #6

Describe the data used in determining what students were targeted.

- Describe any available data (state or locally developed) that will be used to determine which students receive CCEIS services under this plan.
- Where might this data be located?

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Component #7

Describe how the PSU will track the effectiveness of the Early Intervening Services.

- Describe how the PSU will monitor the implementation of the actionable steps outlined in the plan.
- Describe how the PSU will progress monitor how targeted students respond to the implemented CCEIS services.
- The CCEIS Student Log (in CCIP) must be utilized so the state level data can be reported.

Funding the Plan

Understanding how to effectively connect funds to the CCEIS Plan

Fiscal Guidance and Budgeting

- Submitted PRC 070 budget line items should align with the actionable steps and/or positions addressed in Component #4 of the approved CCEIS Application.
- Use of Funds must be allowable expenditures under the provision of *IDEA Coordinated Early Intervening Services.*

Fiscal Guidance

Supplement, Not Supplant Rule

- Federal IDEA Part B funds budgeted for coordinated early intervening services may be used to supplement, but not supplant, services aligned with activities funded by and carried out under any federally funded project.
- Funds for coordinated early intervening services may be used to support a multi-tiered system of instruction and intervention (for CCEIS students ONLY) but may not be used to support the implementation of core (universal) Multi-Tiered System of Support (MTSS). MTSS is a total school improvement framework for all students.

Allowable Cost
New Positions to Support CCEIS

- Guidance Counselor Salaries-School Based
- Indirect Cost
- Instructional Equipment and Electronic Devices
- Mentors
- Nurse Salaries - School Based
- ParaProfessional - Salaries
- Psychologist Salaries - School Based

- **Professional Development**
- Pupil Services Staff - Salaries
- Social Workers Salaries - School Based
- Substitute Teacher Salaries
- Teacher Salaries - General Education
- Travel (staff)
- Tutors

Not Allowable

- Computer Network Costs
- Evaluations for Special Education Eligibility Determinations
- Screening- Special Education Child Find
- Office Equipment
- Remodeling/Renovation
- Utilities

- Rent or Occupancy Costs
- Teacher Salaries - Special Education
- Universal School Improvement Supports/Staff (MTSS)
- Alternative Education of At-Risk Programing
- Universal Screening

All Expenditures

- Are subject to formal review.
- If expenditures are found to be non-allowable and an exception is noted, funds are reimbursed to the Federal Government.
- The best way to ensure you are in compliance is to align expenditures with the following:
    - Identified students
    - Schedules of staff and students
    - The budget
    - While also maintaining documentation of schedules, service logs and expenditures.

Fiscal Guidance

Time and Effort

Per the requirements for federal awards (2 CFR 200), any individual whose personnel costs are charged to a federal grant must provide time and effort documentation, semi-annual certifications of a single cost objective or monthly personnel activity reports.

Equipment

If equipment is purchased, you must also follow federal inventory requirements under PRC 070 and only the students identified may utilize the equipment purchased.

Evaluating the Plan

Measuring and Reporting CCEIS Outcomes

Measuring and Reporting

Ensure student data collection

- Implement systems to gather relevant student data needed for evaluation and improvement
- Verify data is being collected consistently and accurately

Review Data Frequently

- Analyze student outcome data at least quarterly
- Check that data covers key metrics needed to assess progress

Track Implementation Fidelity

- Assess alignment between plan and actual practice
- Identify any implementation challenges

Measuring and Reporting

Gather Input from a Variety of Sources

- Get feedback from teachers, parents, students
- Observe intervention implementation
- Review records of services provided

Ask What Adjustments are Needed

- Determine what is working well and what needs improvement
- Modify interventions or supports accordingly

Measuring and Reporting

Check for Unintended Consequences

- Determine if disproportionate representation is increasing
- Assess for over-identification of disabilities

Review expenditures and budget

- Regularly analyze spending in relation to allocated budget
- Identify areas of over/under-spending and make adjustments to align expenditures with priorities
- Allocate resources strategically based on data and student needs

Navigating CCIP

Completing the CCEIS Application Supplement in CCIP

Completing CCEIS in CCIP

Application Supplement

Navigate to Funding then Application Supplements in the right-hand column

Completing CCEIS in CCIP

Application Supplement

- Select Comprehensive Coordinated Early Intervening Services (CCEIS)
- Change status to Draft started
- Complete Narrative components as described in this training
- Upon completion of the application supplement, change status to Draft Completed

Completing CCEIS in CCIP

Application Supplement Review

- Once changed to Draft Completed, the Fiscal Consultant (FC) will review the plan and provide feedback to the PSU.
- After the CCEIS Application Supplement is approved by the Fiscal Consultant, the CCEIS IDEA section will be opened for completion.

Completing CCEIS Section of IDEA Grant

1. Check **Mandatory** or Permissive
2. Select CCEIS status
   a. This maybe multiple depending on identification areas of SD
   b. Do not check carryover even with remaining funds. Remaining funds are aligned with the plan for the grant year the funds were set aside.
3. Enter PRC 070 Planning Allotment
4. Describe the Use of Funds
   a. This should be bullet point just like the PRC 060 Use of Funds
   b. Items listed must connect to the approved plan and correspond to the submitted PRC 070 budget.

Completing CCEIS Section of IDEA Grant

5. Enter the total number of students who received CCEIS any time in the past 3 school years and also identified for special education services in 2024-2025.

    a. If this is the first year, the number will be zero.

6. Complete and upload the student log documenting the students who were served with the funds in the previous year.

    a. If this is the first year, a blank log should be uploaded.

Completing CCEIS in IDEA Grant

- Once all areas are completed the PSU will change the status to Completed.
- The Fiscal Consultant will review and provide feedback as needed.
- When completed, the Fiscal Consultant will move the IDEA grant forward to the Chief Administrator for approval.

Resources

[IDEA Coordinated Early Intervening Services](#)

[Use of Funds Guidance](#)

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