

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 (see 34 CFR §300.226(b); 34 CFR §300.646(d)(1)(i)). Under IDEA, the provision of CEIS can be voluntary or mandatory.

Voluntary CEIS is defined by regulations at 34 CFR §300.226. These regulations allow local educational agencies (LEAs) to use up to 15 percent of their IDEA Part B Section 611 and Section 619 funds to implement voluntary CEIS.

IDEA regulations guiding the mandatory provision of CEIS — referred to as comprehensive CEIS — were revised in 2016. These regulations require LEAs identified by their states as having significant disproportionality based on race or ethnicity to reserve 15 percent of IDEA Part B Section 611 and Section 619 funds to implement comprehensive CEIS. States must identify disproportionality with respect to identification, placement, and/or disciplinary removals. Comprehensive CEIS is defined by regulations at 34 CFR §300.646(d). If your PEA was required to provide comprehensive CEIS, please contact ESS Program Management for further information as these PEAs are required to provide further information beyond grant reports.

Voluntary CEIS activities that may be funded under Part B by LEAs include:

- Providing 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; and
- Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction (see 34 CFR §300.226(b)).

Determining an Unduplicated Count of Students Receiving CEIS

The following should apply at a core when counting how many students are receiving CEIS:

- Students attending grades K through 12 (exclude preschool);
- Not currently identified as needing special education or related services; and
- Identified as needing additional academic and/or behavioral support to succeed in a general education environment (as determined by the public education agency (PEA))

Additionally, the students must be receiving services through one of the CEIS funded activities to be counted as a student receiving CEIS services:

- 1) Professional development - students served by personnel who participated in professional development activities supported with CEIS funds;
- 2) School-wide intervention initiatives - students who participated in school-wide intervention initiative activities supported with CEIS funds should be counted as receiving CEIS as follows;



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- 3) Educational and behavioral evaluations - students who are evaluated to determine the supports necessary for success in a general education environment should be counted as receiving CEIS in the year of evaluation; or
- 4) Direct services and supports - students receiving direct service or supports supported with CEIS funds should be counted every year in which they receive the services

Finally, PEAs are required to report how many students received CEIS in the prior two years who ***received special education services in the most current school year.***

Example:

If a student received CEIS in either the 2015-2016 ***or*** 2016-2017 school year ***and*** they received special education services in the 2017-2018 school year, they would be counted in the final tracking question.