

# Implementation Examples of Coordinated Early Intervening Services (CEIS)

March 2023

# Purpose

Participants will:

- Review budgeting considerations/Individuals with Disabilities Education Act (IDEA) Part B subgrantee applications to support CEIS
- Understand the required components of a workplan strategy
- Review reporting requirements for IDEA-B Funds used for CEIS

# Introduction

Coordinated Early Intervening Services (CEIS) are services provided to 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 supports to succeed in a general education environment.

# Who May Receive CEIS

LEAs are permitted to use up to 15% of their *IDEA* funds for CEIS 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.

# CEIS Allowable Use of Funds

Including student behavioral and educational evaluations to determine supports that are needed to succeed in a gen. ed. environment.

Funds may be used to provide professional development to all personnel providing or planning these supports.

See [Technical Manual for Use and Accounting of IDEA Part B Entitlement Grants](#) starting on page 38.

# How to Set Aside CEIS

In the budget detail tab of your IDEA Part B grant application in the VT GMS (Grants Management System) you would select CEIS in the Funding dropdown for all budget items related to your CEIS implementation.

# Examples of Work Plan Strategies to Use Funds

LEAs could possibly use these funds for:

- Professional Development to Implement Special Education Services
- Psychological Services
- Reading Interventionist

# Workplan Strategy Requirements

- SMART Objective: Describe the purpose of the activity/strategy (allowable uses under IDEA).
- Rationale: Describe the activity/strategy to be undertaken and how it will accomplish the SMART objective.
- Evidence to Measure: Describe how you will know the activity/strategy was successful and the objective was met (clearly written with specific and measurable outcomes).



# Example: Professional Development to Implement Special Education Services

- SMART Objective:

Students on IEPs will have access to special education services delivered by highly trained special education and related service providers for the 22-23 school year.

# Example: Professional Development to Implement Special Education Services, continued

- Rationale:

CEIS stipends, supplies and materials to provide training to staff and develop programming for students on IEPs and students at risk of being identified for special education. Training, professional development, and related travel expenses for community skills program staff, special educators, SLPs, and other staff in order to implement IEPs.

# Example: Professional Development to Implement Special Education Services, continued

- Evidence to Measure:  
Certificates of attendance, per diem  
contracts

# Example: Psychological Services

- SMART Objective:

Improve outcomes for students with behavioral challenges through the implementation of preventative programming and supports intended to support all students with significant emotional/behavioral challenges. There will then be a decrease in the number of students being referred for IEPs by June 2022.

# Example: Psychological Services, continued

- Rationale:

Students placed out of district or at risk of out placement benefit from staff that are well trained and available to support behavioral challenges.

# Example: Psychological Services, continued

- Evidence to Measure:  
Number of students in or returning to  
home school

# Example: Reading Specialist

- SMART Objective:

To support reading proficiency, tutoring from a reading specialist will be made available for all students who score below "basic" on the statewide assessment.

# Example: Reading Specialist, continued

- Rationale:

Students struggling with reading proficiency will be identified using statewide assessment data and recommended for additional tutoring, at no cost to parents.



# Example: Reading Specialist, continued

- Evidence to Measure:

Scores from statewide assessments will be analyzed for improvement after one year of implementation.

# CEIS Reporting Requirements

Each LEA that expended CEIS funds must report;

1. The number of non-special education students during the most recent school year benefiting from the IDEA-B funds spent as CEIS from the most recent IDEA-B Grants;
2. The number of students who benefited from CEIS paid from the IDEA-B Grants from the last 3 years that received special education services based on their IEPs during the most recent school year.

# Reporting Requirements for IDEA-B Funds Used for CEIS

- The reporting requirement applies when a supervisory union/district budgeted funds for CEIS in the most recent FY or in either of the prior two fiscal years.
- The reporting requirement includes the actual amount of grant funds expended during the most current year for CEIS activities as well as the selection criteria to determine which students would participate in CEIS activities.

# Other Considerations for Utilizing CEIS

- IDEA Part B funds budgeted for CEIS may be used to supplement but not supplant services aligned with and activities funded by and carried out under any federally funded project (most notably the Elementary and Secondary Education Act (ESEA) which includes Title I services).
- LEA is at risk for not being able to expend all IDEA-B grant funding.

# Other Considerations for Utilizing CEIS, continued

- Any individual whose personnel costs are charged to a federal grant must provide time and effort documentation.
- Implementation of CEIS is encouraged for any LEA at risk for not being able to expend all IDEA-B grant allocations.

# Who May Not Receive or Use CEIS

- Prekindergarten (PK) students
- LEAs identified with significant disproportionality.

# Resources

[Navigating Coordinated Early Intervention Services \(CEIS\) \(ideadata.org\)](#) - short webinar

[Navigating Coordinated Early Intervention Services \(CEIS\) \(ideadata.org\)](#) – white paper  
IDC (IDEA Data Center)