



IDEA's Coordinated Early Intervening Services

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Entitlement funds under IDEA are awarded on a non-competitive basis for programs and services to students with disabilities

Types of IDEA Formula Grants

Preschool (PS)

Provides funds for special education services to students ages 3 to 5.

Flow-through (FT)

Provides funds for special education services to students ages 3 to 21.



Coordinated Early Intervening Services

Funding for supports and services for students who need academic or behavioral help to succeed in general education but who have not been identified as students with disabilities.

The intent is that CEIS funds under IDEA supplement an LEA's support for providing a system of intervention.



Multi-Level Systems of Support

Response to Intervention

High Quality Instruction - Balanced Assessment - Collaboration



Local and
State Funds



ESEA Funds

Title I
Title II
Title III



IDEA Funds

CEIS
Title I Set-Aside



Limitations on CEIS Set-Aside Amount

Most LEAs have the option to reserve and budget up to 15% of their IDEA Part B grant allocation for a CEIS set-aside.

Some LEAs are *required* to use 15% of their IDEA Part B grant allocation on a CEIS set-aside because of findings made by DPI.



Limitations on CEIS Set-Aside Activities

Not intended for students with disabilities.

Interventions funded with CEIS must be provided to non-disabled students identified as needing additional academic and behavioral supports to succeed in general education.

Intended for grades kindergarten (including 4K) through grade 12, with emphasis on the early grades

❖ **But NOT allowed for preschool**





Funding an RtI System with CEIS Set-Aside

An LEA's coordinated system for...

- Identifying students at-risk for failure (screening);
- Providing the identified students with academic and/or behavioral services and supports;
- Monitoring the identified students' response to the services and supports (progress monitoring) and using the students' data to make educational decisions; and
- Ensuring staff implementing these activities have received sufficient professional development and training.

Not all of these steps can be funded with CEIS grant dollars.



“Universal” Screening

Identifying students at risk for failure:

- Not random selection – must be “data-based”
- System for universal screening in place
- Students may be at risk academically or because of behavior issues

The costs associated with universal screening activities cannot be funded with CEIS set-aside



Interventions

Providing the identified students with academic and/or behavioral services and supports:

- **Often referred to as “interventions”**
- **Not core curriculum or “differentiated” curriculum**
- **Staff that provide these services and supports must be qualified and appropriately licensed**

**The costs associated with intervention activities
can be funded with CEIS set-aside**



Progress Monitoring

Monitoring the identified students' response to academic or behavioral interventions:

- **Data is collected on individual student response to the interventions**
- **Response is monitored frequently and regularly**
- **Monitoring data is used for making decisions about whether interventions are helping and if continued intervention is needed**

The costs associated with progress monitoring activities can be funded with CEIS set-aside



Universal Screening

General education classroom teachers administer Brand X Math Screener in 6th grade and record results.

All students screened (60), 12 students are identified.

No CEIS Funds

Interventions

The identified 12 students receive after school math tutoring from the mathematics teacher.

Can use CEIS funds

Progress Monitoring

Brand X Math probe administered bi-weekly to the 12 identified students.

Data analysis: If insufficient improvement, add extra intervention session or modify intervention.

Can use CEIS funds

Professional Development

All middle school math teachers are trained in the Brand X math intervention curriculum and the Brand X math progress monitoring tool

May use CEIS funds



Examples of CEIS Allowable Costs

Staff:

- **General education teachers and substitute teachers**
- **School Psychologists, Social Workers, Guidance Counselors, School Nurses**
- **RtI Coordinator**
- **Coaches for Staff**
- **Mentors**
- **Tutors / Aides**
 - ❖ Under the supervision of appropriately licensed staff
 - ❖ Not meant for “drop-in” tutoring sessions



Examples of CEIS Allowable Costs

Purchased Services:

- **Aides / Tutors**
- **Coaches for Staff**
- **Copying / Printing / Records**
- **Curriculum Development**
- **Professional Development / Travel**
- **Substitute Teachers**
- **Travel**



Examples of CEIS Allowable Costs

Non-Capital Objects:

- General Supplies
- Instructional Materials
- Instructional Media (Software)
- Non-Capital Equipment (limited)
- Non-Instructional Software
- Student Incentives (nominal value; no cash or gift cards)

Full list of allowable costs:

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/ceis-allowables.pdf>

CEIS Allowable Costs Document

Allowed	Not Allowed	Budget Item / Activity
		AFTER SCHOOL / SUMMER PROGRAMMING: CEIS funds may be used to provide academic and behavioral interventions after school and during the summer. CEIS funds may not be used for after school or summer school programming open to all students. CEIS is intended for students determined to need additional academic and behavioral supports to succeed in general education but who have not been identified as students with disabilities.
		ALTERNATIVE EDUCATION: CEIS funds may not be used for alternative or at-risk programming that <i>replaces</i> universal/core programming. CEIS funds may be used only in programming that provides interventions in <i>addition</i> to universal/core programming.
		AT-RISK PROGRAMMING: CEIS funds may not be used for alternative or at-risk programming that <i>replaces</i> universal/core programming. CEIS funds may be used only in programming that provides interventions in <i>addition</i> to universal/core programming.
		BUS, VAN or OTHER STUDENT TRANSPORTATION COSTS: Not allowed.
		COACHES: A district may hire or contract with individuals or organizations for mentoring / coaching services to help carry out activities funded by CEIS. A mentor or coach, unless appropriately licensed, may not provide instruction to students. Mentors and coaches may support, reinforce, or follow-up on instruction provided by and under the supervision of an appropriately licensed general education teacher. See also "Supervision" in the Information section.



Reporting Requirements

If an LEA uses IDEA funds for CEIS, then the LEA must report annually the students that received services funded with CEIS dollars.

- ❖ **There are no exceptions – if funds are claimed, there must be students counted for that year.**

DPI reports to the US Department of Education, annually, the number of students who were impacted by the use of CEIS funds and then consequently qualify for special education services within the next two years.

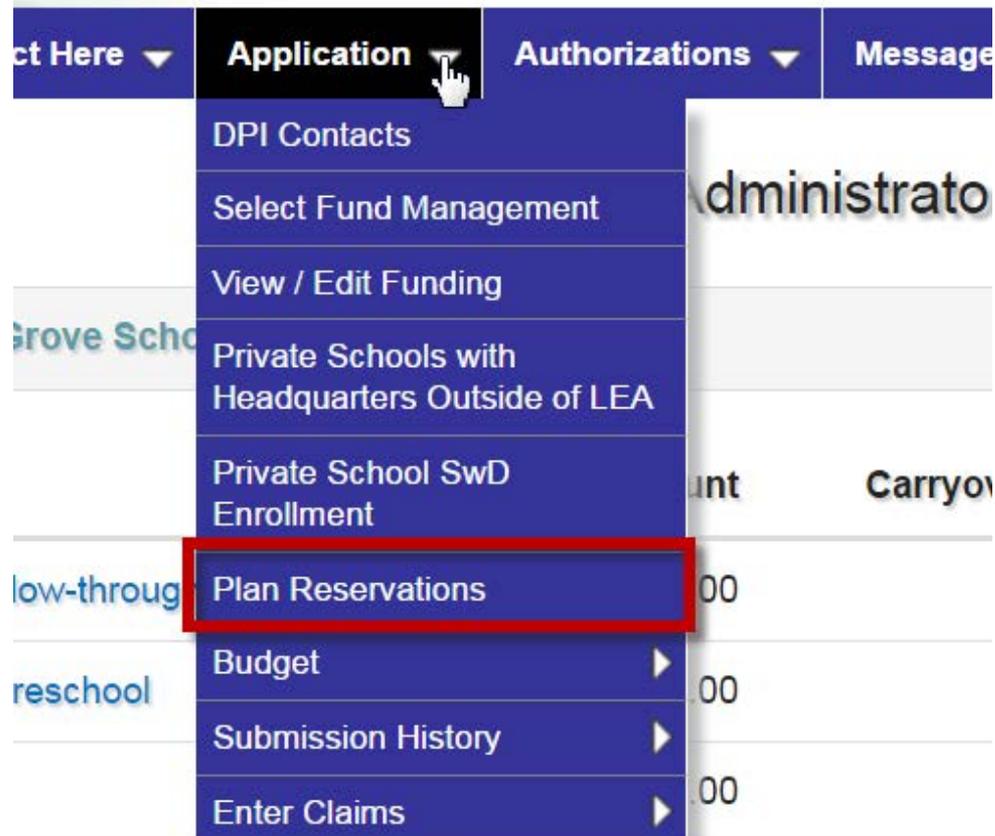


Application Process

**How to request funds under the Coordinated
Early Intervening Services Set-Aside**



All LEAs are eligible to set aside IDEA flow-through funds for CEIS budgets.



Application	Amount	Carryover
low-through	00	
reschool	00	
	00	

Prior to budgeting, the amount of CEIS funds requested needs to be reserved on the Plan Reservations page.

WISEgrants Application Process – Step 1

Enter the CEIS Set-Aside Amount

Calculation	Maximum	CEIS Reservation
2016-2017: Not Significantly Disproportionate		
2015-2016: Not Significantly Disproportionate		
\$2,384,393.00 * 15 % =	\$357,658.95	\$280,435.74
CEIS Carryover Available =	\$19,564.26	\$19,564.26

The third row is the current year's Part B allocation multiplied by 15% and lists the maximum amount that can be set aside.

If the LEA reserved CEIS funds in the prior year but did not expend the entire amount reserved, it may be spent in the carryover year.

If the LEA was significantly disproportionate, the reserved amount would default to the required 15%.



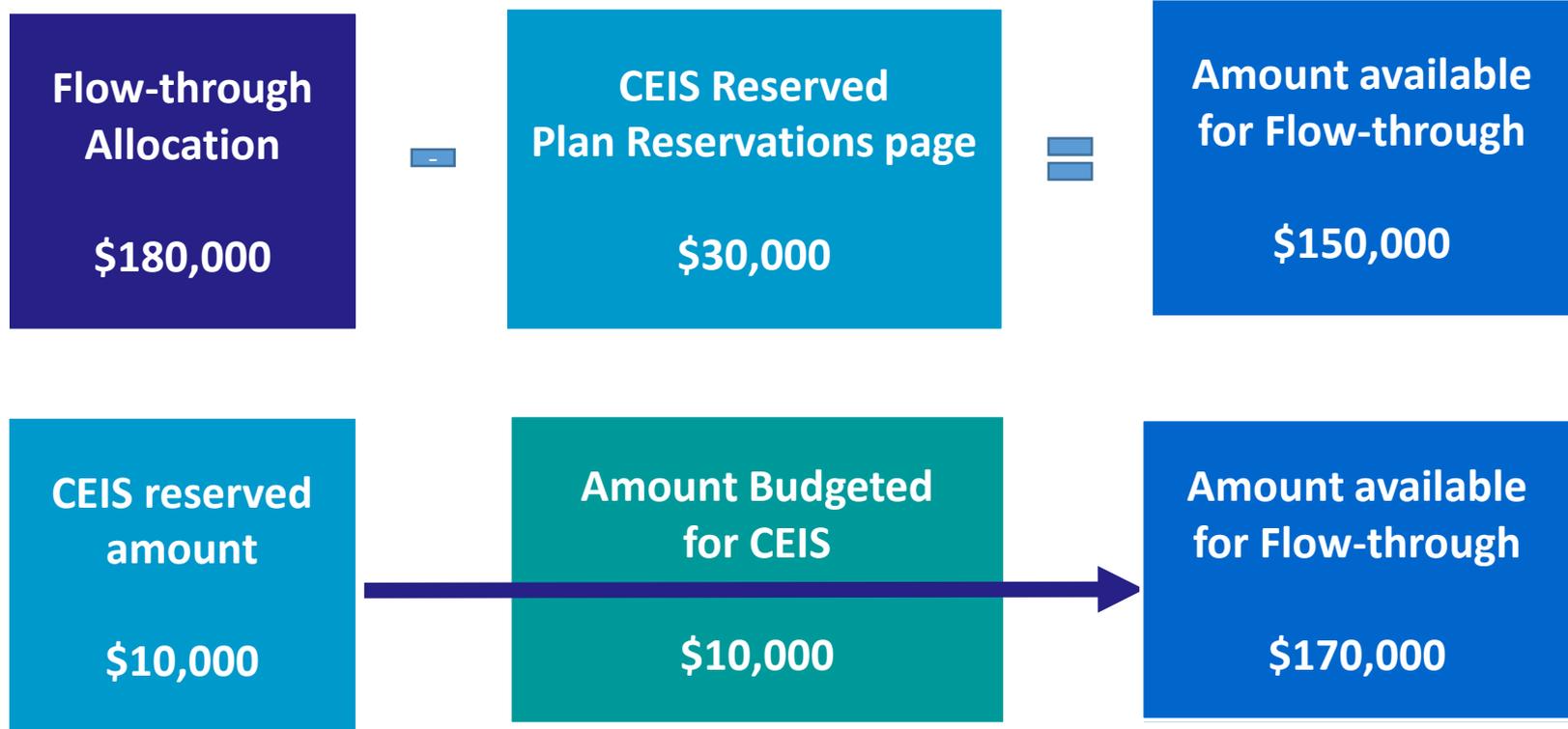
The Plan Reservations page has a side bar available so the user can track the amounts set aside for Title I Schoolwide and CEIS in relation to the amount of flow-through funds available when planning the budget.

A reminder: these are not additional funds. Funds budgeted under CEIS are no longer available for regular flow-through.



Reservation Status - Current Saved Amounts ▲
Allocation: \$949,738.00
Carryover: \$126,113.29
Total: \$1,075,851.29
Flow-through
Budgeted: \$711,364.00
Flow-through
Unbudgeted: \$126,498.49
Title I Schoolwide Set- Aside: \$90,000.00
CEIS Set- Aside: \$147,988.80
Total: \$949,352.80

Reservation Impact on Flow-through



WISEgrants Application Process – Step 2 Enter the CEIS Set-Aside Budget

The amount reserved for CEIS is budgeted and claimed separately from the IDEA flow-through or preschool funds.

IDEA - Flow-through Grant Application

- DPI Contacts
- Select Fund Management
- View / Edit Funding
- Private Schools with Headquarters Outside of LEA
- Private School SwD Enrollment
- TI Schoolwide SwD Enrollment
- Plan Reservations
- Budget
 - ▶ CEIS ←
 - ▶ Flow-through
 - ▶ Title I Schoolwide
- Submission History
 - ▶ CEIS
 - ▶ Flow-through
 - ▶ Title I Schoolwide
- Enter Claims
 - ▶ CEIS
 - ▶ Flow-through
 - ▶ Title I Schoolwide

WISEgrants Application Process – Step 2

Enter the CEIS Set-Aside Budget

Personnel

Program Type:	Public School				
Position:	Teacher			Area:	Academic Support- Teachers
Position Activity:	Instructional Coach for Staff			Object:	200 - Employee Benefits
Function:	110000 - Undifferentiated Curriculum			Benefits:	\$25,000.00
Salary:	\$40,000.00				
General Ledger Account:					
Staff Name or Detailed Description:	Kayla Bowar				
Activity:	Activities to support the provision of Behavioral Interventions				

Each expenditure is tied to an Activity Type: Reading, Math, Behavior, or Other Academic - which will drive the narrative questions.

- ❖ Note: “Other” does not mean combing reading & math expenditures into one line, they must be separated.



WISEgrants Application Process – Step 3

Complete the required CEIS Narrative

The narrative is set up as another section of the budget.

[Submission](#) [Personnel](#) [Purchased Services](#) [Non-Capital Objects](#) [Indirect](#) [View All Sections](#) **CEIS Narrative**

Answers based on Activity Types chosen in the budget.

Questions cover:

- ❖ Grade Focus
- ❖ Projected Number of Students
- ❖ Student Data Reporting
- ❖ Universal Screening
- ❖ Academic or Behavioral Interventions
- ❖ Progress Monitoring



Student Reporting – What We've Learned

CEIS only funds parts of an RtI system, and often there are not enough funds available to even fund a full FTE position.

Example: The LEA hires a reading specialist whose salary and benefits equal \$90,000. The maximum amount the LEA can set-aside under CEIS is \$45,000.

Which students get reported? The narrative should help guide the LEA in identification.



Question	Response
1. Identify the grades that will be directly affected by the use of CEIS funds under this activity (Behavior Interventions)	K-5
2. What is the projected number of students who will receive interventions funded with CEIS under this activity?	25
3. Describe how students who will receive intervention support funded by CEIS will be tracked and how this information will be accurately reported in the LEA's Student Information System.	The students daily progress will be monitored and results entered into and tracked via the Educlimber software. The names of students who receive behavioral interventions provided by the Behavioral Specialist will be given to our WISEdata Coordinator quarterly. This information will then be logged into Skyward by the Coordinator.



Universal Screener

Question	Response
4. Although CEIS funds cannot be used for universal screening, the LEA must have a process in place to identify the students who are struggling in order to provide them with services funded by CEIS. How will students be universally screened to determine if they need additional supports under this activity?	Student behavioral progress will be monitored through daily office discipline referrals. Students who receive three or more major incident referrals will be targeted for tier 2 or 3 behavior intervention support.

If the LEA cannot identify how the students will be screened for academic or behavioral interventions, the LEA is not ready to use CEIS funds.

Interventions

Question	Response
<p>5. What interventions, under this activity, will be provided directly to students identified in question #4? Interventions must be provided 'above and beyond' the core curriculum received by all students. In the response, connect any specific expenditures funded with CEIS tied directly to the provision of interventions.</p>	<p>Each student identified through the universal screening as struggling behaviorally will have a behavior intervention plan developed and implemented by the Behavioral Specialist. These students may also participate in individual social skills/behavioral lessons and/or small SAIG groups.</p>

Students who receive these interventions, in the grades identified, should be reported as having received services funded by CEIS.

Progress Monitoring

Question	Response
<p>What progress monitoring measures will be used to monitor students' response to the interventions provided under this activity? In the response, connect any specific expenditures funded with CEIS tied directly to the provision of progress monitoring.</p>	<p>Daily office discipline referrals will be monitored through Educlimber.</p>
<p>How frequently is a student monitored during the delivery of this particular academic or behavioral intervention(s)?</p>	<p>Daily</p>
<p>How will results from progress monitoring be used to make decisions about a student's continued participation?</p>	<p>Once students reached their goal of achieving 80% or better on their behavior intervention plan for 4 consistent weeks, students will be gradually faded from their behavior intervention plan.</p>



CEIS and WISEdata

WISEgrants will house the CEIS student report.

- ❖ Once funds are claimed, the LEA will be notified that students need to be identified as having received services funded by CEIS. LEAs do this in their own student information system, and the data gets pushed to WISEdata.
- ❖ WISEgrants will link to WISEdata and pull in the aggregate number of students per LEA.
- ❖ LEAs will not be able to submit any additional CEIS claims until at least one student has been reported as having received CEIS funded services.



Accounting for CEIS Expenditures

- ❖ Fund: 10
- ❖ Function: Regular Education (such as 110 000)
- ❖ Project Code: 341
- ❖ Revenue Source: 730
- ❖ CFDA: 84.027



Supplement / Not Supplant

Definition: Replacing previously existing costs with federal dollars

For special education, there is no supplement / not supplant provision with IDEA funds if an LEA is meeting maintenance of effort requirements

HOWEVER – cannot supplant Title funds with CEIS

- ❖ Not just Title, any federal funds



Title I Set-Aside and CEIS Set-Aside

An LEA may utilize both the CEIS and Title I Schoolwide set-asides; however

The amount of IDEA funds that may be expended on general education by a Title I Schoolwide school is capped at the amount that can be set aside under this provision

- ❖ If a school is allowed to set aside and expend up to \$10,000 under the Title I Schoolwide set-aside, it may not also use additional funds set-aside under CEIS

Title I Schoolwide Set-aside [Technical Assistance](#)



Rtl and Students with Disabilities

If a referral for special education is made, a special education evaluation must be initiated.

Data collected as part of a district's Rtl activities, including those funded with CEIS set-aside, may be used when considering if a student meets SLD criteria (specific learning disability).

Students receiving special education services must have access to general education services , including general education academic and behavioral interventions.



Additional Technical Assistance

CEIS

<http://dpi.wi.gov/sped/educators/fiscal/coordinated-early-intervening-services>

Special Education Team Contacts

<http://dpi.wi.gov/sped/educators/local-performance-plans/contact>

Wisconsin RtI Center

www.wisconsinrticenter.org

