Coordinated Early Intervening Services & Title I Schoolwide Set-Aside Options

Individuals with Disabilities Education Act

Federal Funding Conference
February 2018

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

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

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.

Title I Schoolwide Set-Aside

Under the Individuals with Disabilities Education Act (IDEA), LEAs are allowed to set aside a portion of its IDEA Part B formula allocation to support activities in its Title I schoolwide program.

- Section 613(a)(2)(D) of the Individuals with Disabilities Education Act.
- Addressed in the IDEA regulations "Schoolwide programs under Title I of the Elementary & Secondary Education Act." (34 CFR § 300.206)

PARAMETERS

The LEA must have Title I schoolwide schools to participate.

IDEA funds set aside must be expended at the <u>school</u> level.

Allowable Expenditures

Costs that support the LEA's approved action strategies as outlined in the school's Title I Schoolwide plan.

Any manner the LEA chooses – as long as the costs support the Title I schoolwide plan and are allowed under the Uniform Grant Guidance:

- Staff Salaries and Benefits
- Contracted Costs
- Curriculum Development / Materials / Software
- Instructional Equipment
- Professional Development

Title I Schoolwide Set-Aside Calculation

Flow-Through Allocation

$190,000

+

Preschool Allocation

$10,000

=

IDEA Part B Formula

$200,000

÷

LEA's Total Students with Disabilities

200

Generated Student per Capita Amount

$1,000

×

Students with Disabilities Title I Schoolwide school enrollment

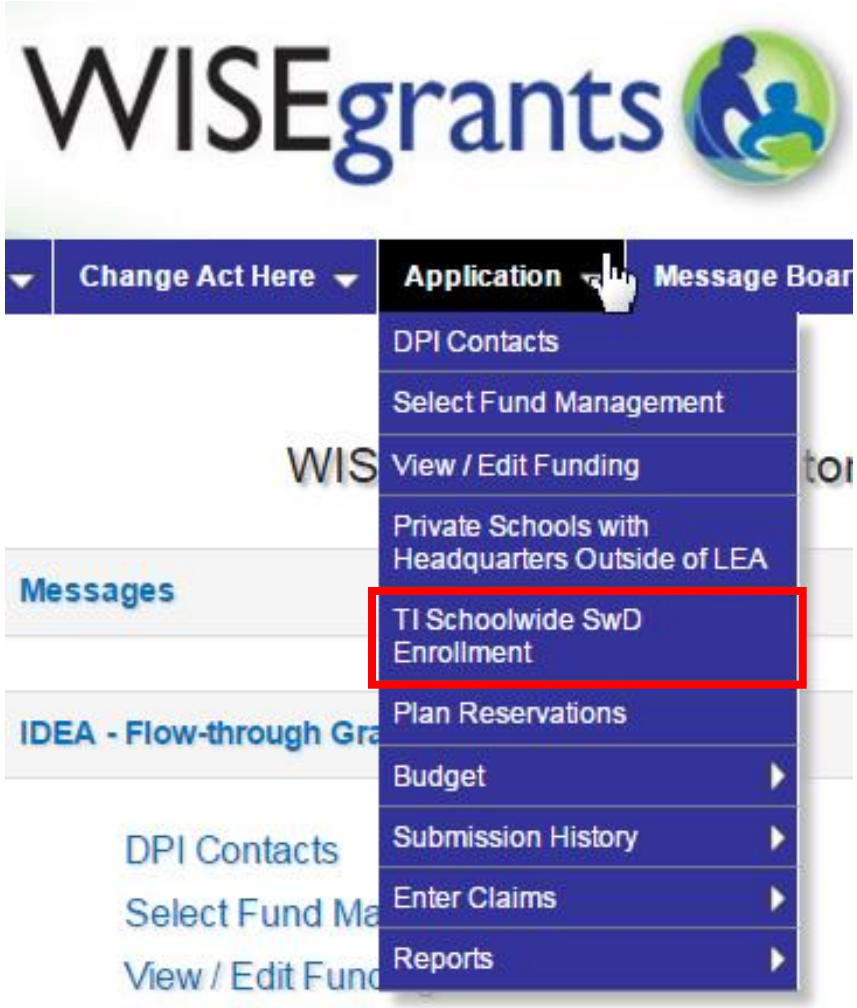
45

=

Max amount set-aside for this Schoolwide School

$45,000

Allocations	**Only the fiscal year allocation – carryover from a prior year is not included.**
LEA's total students with disabilities	**October 1 of the current fiscal year.** ***(for budgeting purposes use prior year count as an estimate until final counts are known)***
Students with disabilities schoolwide school enrollment	**Students with disabilities counted MUST be enrolled and attending the Title I schoolwide school.**



If you don't see this option on the application menu, then the LEA does not have any Title I Schoolwide Schools.

If you do see it, enrollment must be completed before the Title I Set-Aside budget can be accessed.

WISEgrants Application Process – Step 1
Enter the Enrollment Count Date

Enrollment Count Date

Select the date on which the enrollment count was performed. If using prior year enrollment data for preliminary reservations, LEA must update when current year enrollment figures are finalized.

Count Date Performed

10/1/2016

Save

Enter the date when the enrollment count was taken.

The set-aside must be based on the current year, but the LEA can use estimates for planning purposes and must update with actuals when the current year child count is known.

WISEgrants Application Process – Step 2
Enter the Districtwide Students with Disabilities Count

Total Student with Disabilities Enrollment Data

Enter the total number of students eligible for special education, enrolled in both public and private schools, in the district's jurisdiction ages 3 to 21 as of October 1, 2016 (if using prior year enrollment data for preliminary reservations, LEA must update when current year enrollment figures are finalized):

Count

665

Save

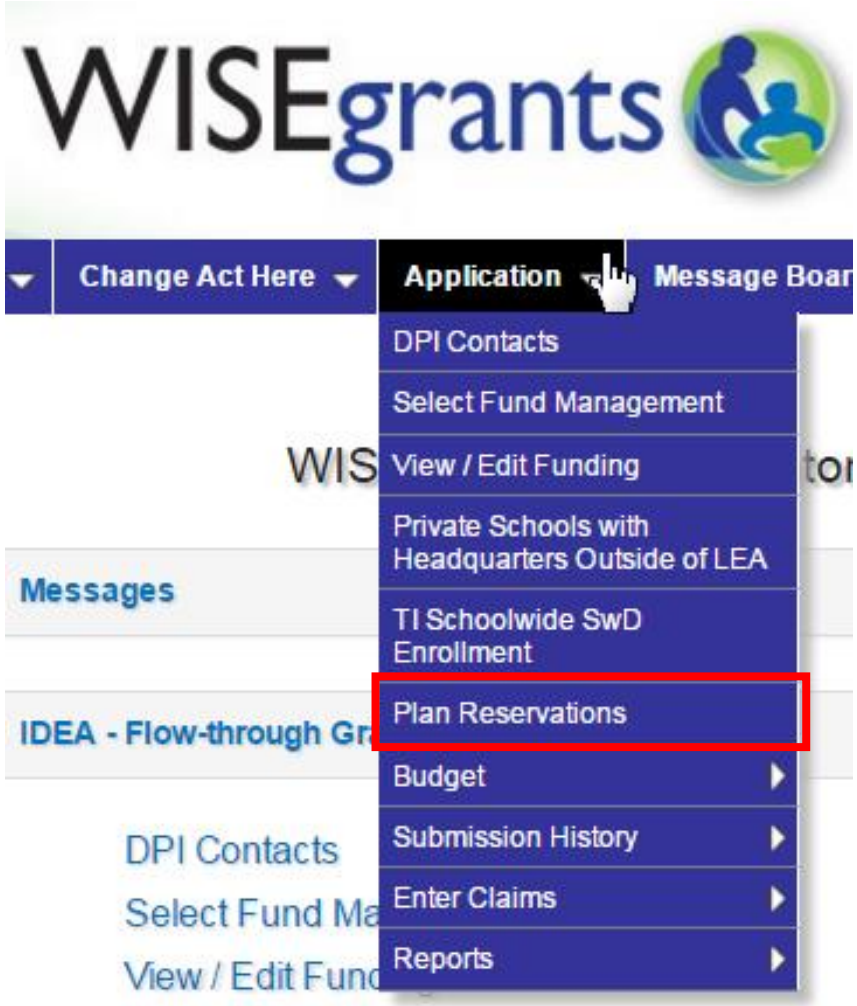
Enter the number of students with disabilities, attending both public and private schools within the LEA's jurisdiction, that were counted on the date reported in step one.

WISEgrants Application Process – Step 3
Enter the Title I Schoolwide SwD Enrollment Numbers

TI SW School Code	TI SW School Name	Number of Students with Disabilities Enrolled
0110	Halmstad El	45
0160	Southview El	57
0220	Parkview El	69
		Total Number of Students with Disabilities Enrolled: 171

Enter the number of students with disabilities enrolled in the Title I schoolwide school on the date reported in step one.

Enrollment numbers only need to be added for the schools in which the LEA wishes to set-aside funds and expend.



After the enrollment is entered and saved, the LEA can reserve IDEA funds for each of its Title I Schoolwide schools.

Amounts must be reserved before the Title I Schoolwide budget can be accessed.

WISEgrants Application Process – Step 4
Enter the Title I Schoolwide School Reservations Amount

Title I Schoolwide Set Aside

District's Per Pupil Amount: Flow-through Allocation + Preschool Allocation (no carryover) / Total Number of SwD Enrollment ages 3 to 21
$949,738.00 + $36,854.00 = $986,592.00 / 665 = **$1,483.60**

Title I Schoolwide School	Number of students with disabilities attending the school	Maximum	Flow-through Reservation
Halmstad El	45	$66,761.86	$30,000.00
Southview El	57	$84,565.03	$30,000.00

The LEA can reserve up to the maximum amount calculated. The amount entered into the "Flow-through Reservation" field is the amount, per school, that becomes available in the Title I Schoolwide Set-Aside budget.

Any amount reserved for the Title I Schoolwide set-aside is no longer available to budget in the flow-through budget.

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

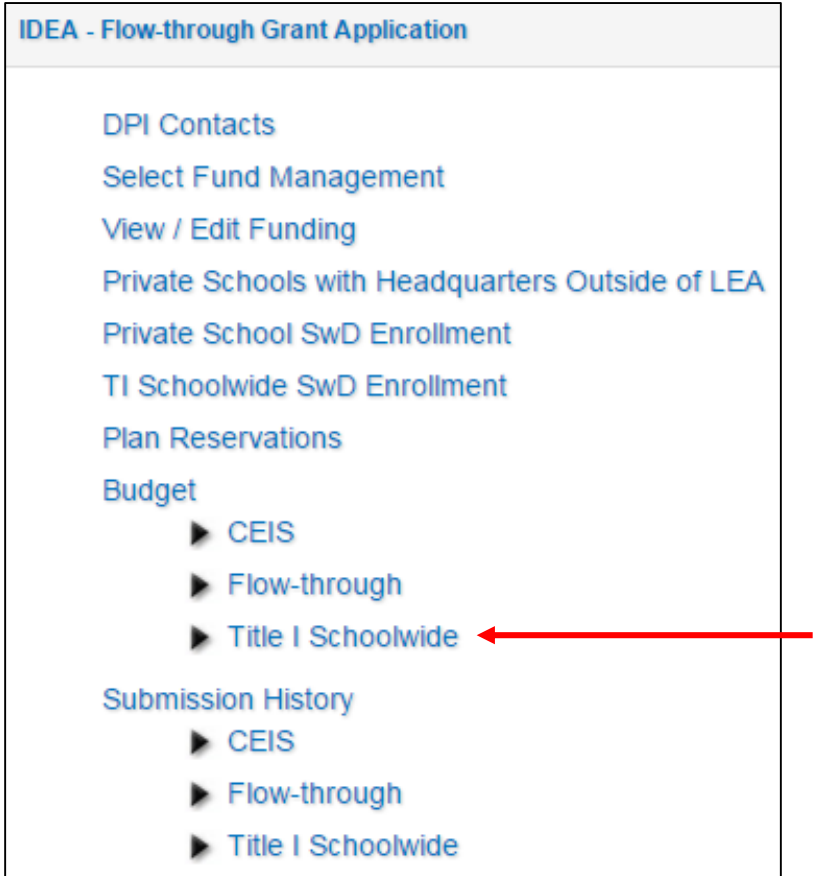
Title I Schoolwide Set-Aside: $90,000.00

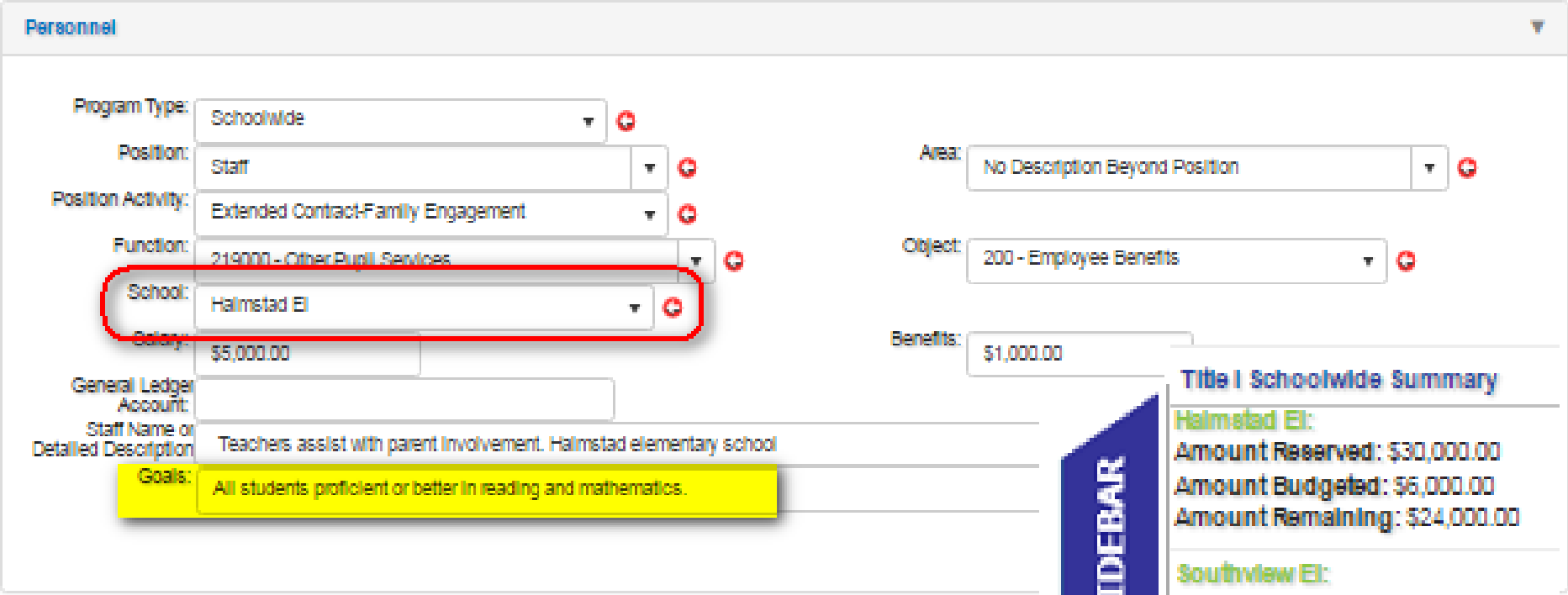
CEIS Set-Aside: $147,988.80

Total: $949,352.80

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.

WISEgrants Application Process – Step 5
Enter the Title I Schoolwide Set-Aside Budget





All budget items must be assigned to a Title I Schoolwide School with a goal chosen.

The side bar displays a summary of reserved and budgeted amounts.

FY 2017-18 Application Process

Any time between July 1 and June 30

Detailed application instructions: goo.gl/bkawuf

Accounting for CEIS Expenditures

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

Title I Schoolwide Set-Aside & Special Education

Students attending the Title I schoolwide school in which IDEA funds are used for schoolwide activities, must continue to receiving special education and related services in accordance with properly developed IEPs.

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.

- Since these are technically special education funds, the supplement / not supplant rules apply to the set-aside rather than the supplement / not supplant rules of the Title I-A program.

TI Set-Aside & Flow-through

Each LEA will need to address / discuss concerns that IDEA funds are being spent on regular education activities as opposed to special education activities.

- With a strong multi-level system of support in place, LEAs should see a decrease in the number of students identified as needing special education programming.
- Results Drive Accountability – Literacy – this flexibility could support LEAs looking for ways to strengthen the general education instruction for students with disabilities.

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.

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	Interventions	Progress Monitoring	Professional Development
General education classroom teachers administer Brand X Math Screener in 6th grade and record results. All students screened (60), 12 students are identified.	The identified 12 students receive after school math tutoring from the mathematics teacher.	Brand X Math probe administered bi-weekly to the 12 identified students. Data analysis: If insufficient improvement, add extra intervention session or modify intervention.	All middle school math teachers are trained in the Brand X math intervention curriculum and the Brand X math progress monitoring tool
No CEIS Funds	**Can use CEIS funds**	**Can use CEIS funds**	**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 ***replaces*** universal/core programming. CEIS funds may be used only in programming that provides interventions in ***addition*** to universal/core programming.
	✗	**AT-RISK PROGRAMMING:** CEIS funds may not be used for alternative or at-risk programming that ***replaces*** universal/core programming. CEIS funds may be used only in programming that provides interventions in ***addition*** 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.

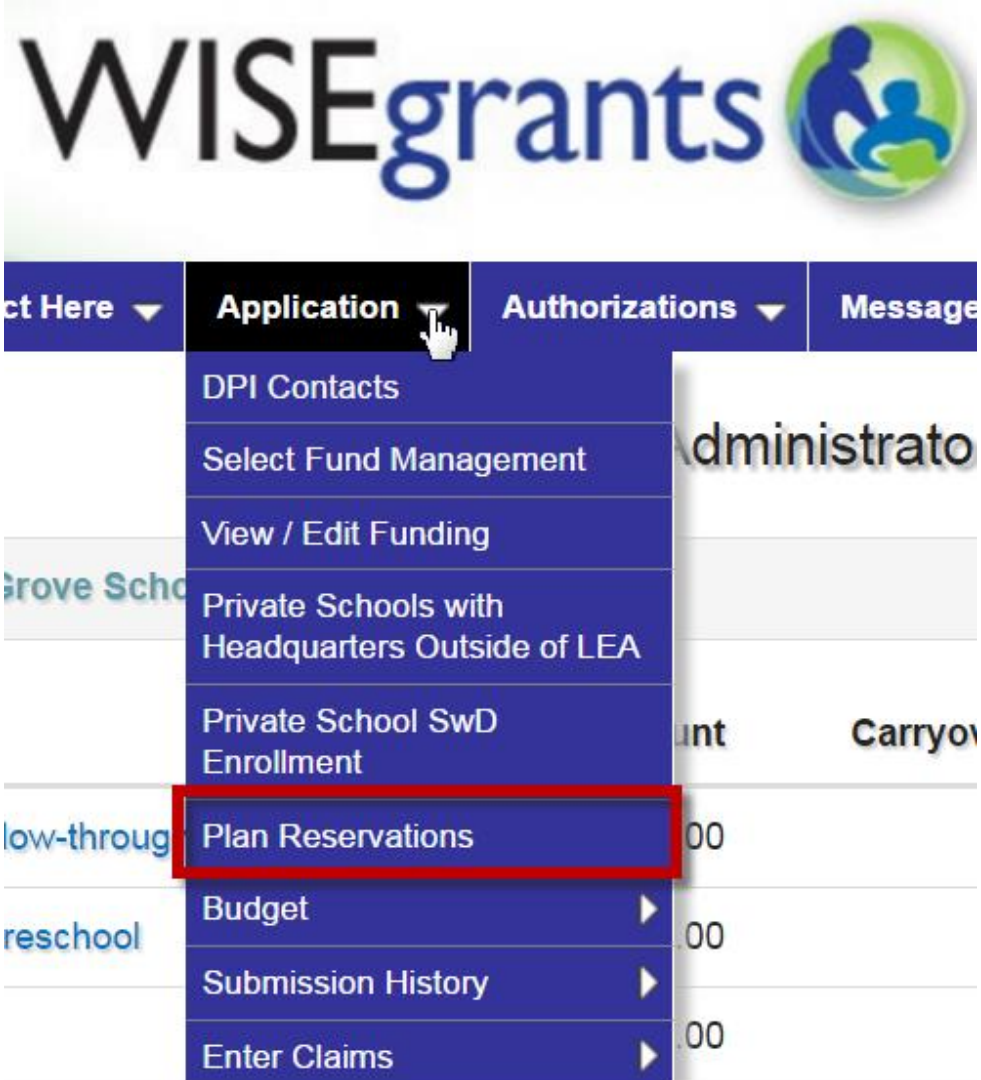
- There are no exceptions – if funds are claimed, there must be students counted for that year.

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.

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.

SIDEBAR

Reservation Status - Current Saved Amounts

Allocation: $949,738.00

Carryover: $126,113.29

Total: $1,075,851.29

Flow-through Budgeted: $711,364.00

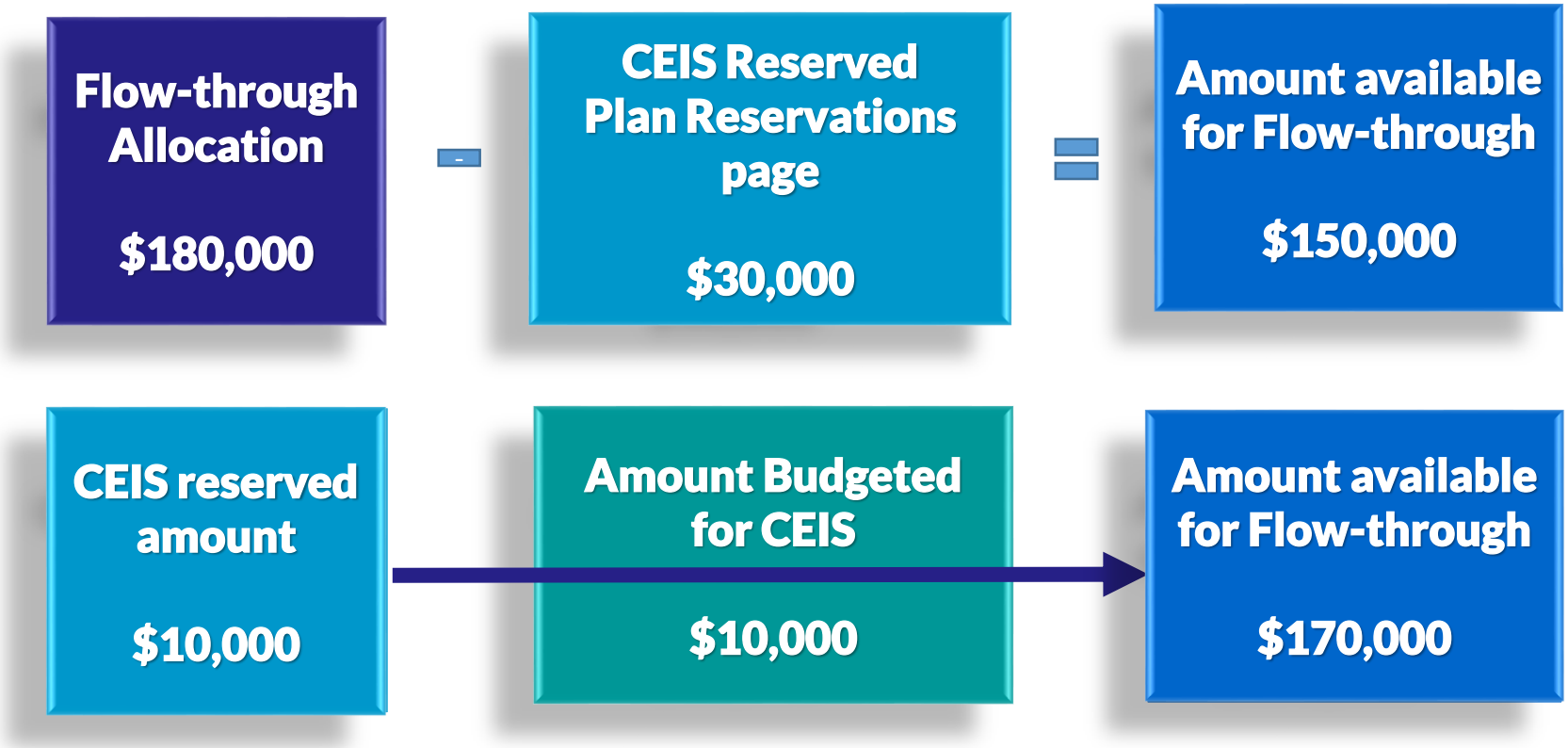
Flow-through Unbudgeted: $126,498.49

Title I Schoolwide Set-Aside: $90,000.00

CEIS Set-Aside: $147,988.80

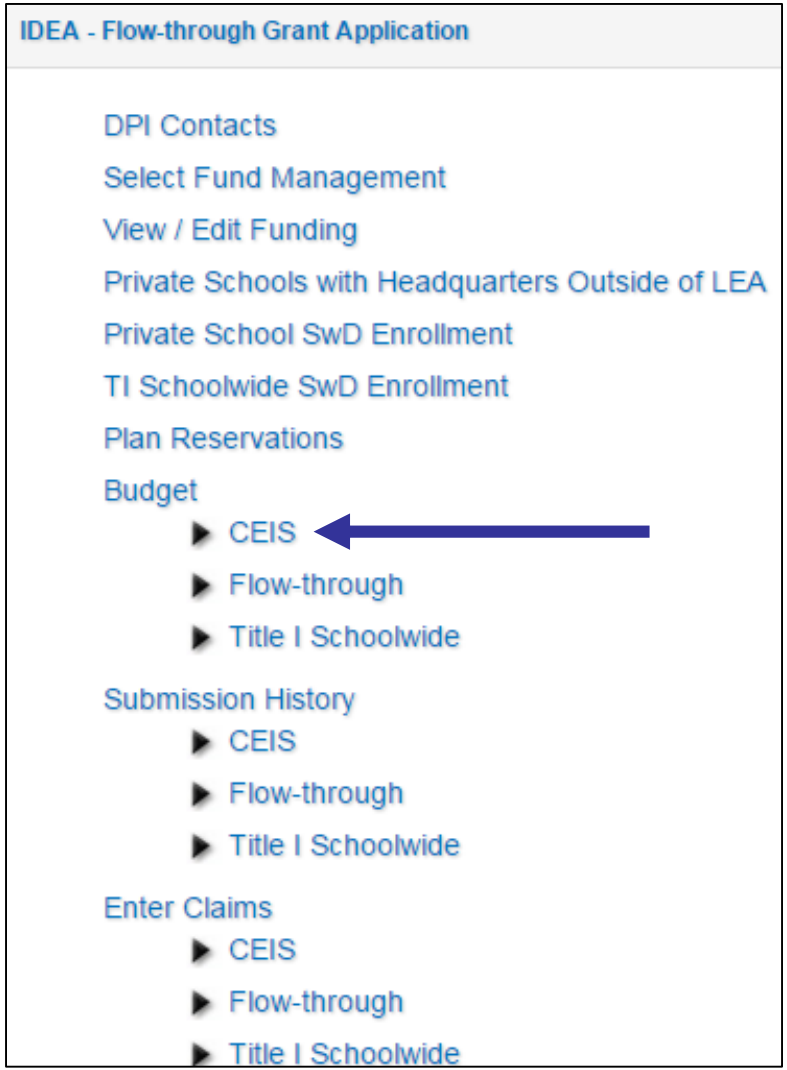
Total: $949,352.80

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.



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

Function: 110000 - Undifferentiated Curriculum

Object: 200 - Employee Benefits

Salary: $40,000.00

Benefits: $25,000.00

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
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.	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.

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

Progress Monitoring

Question	Response
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.	Daily office discipline referrals will be monitored through Educlimber.
How frequently is a student monitored during the delivery of this particular academic or behavioral intervention(s)?	Daily
How will results from progress monitoring be used to make decisions about a student's continued participation?	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.

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

RtI 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 RtI 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

Title I Schoolwide Set-Aside

https://dpi.wi.gov/sped/educators/fiscal/title1-setaside

Wisconsin RtI Center

www.wisconsinrticenter.org