

LEA Guidance and Training: CEIS vs. CCEIS

Special Education Department
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Agenda

- Objectives and Purpose
- CEIS vs. CCEIS
- Significant
Disproportionality
- LEA Implementation
Expectations
- Summary

Objectives and Purpose

Training Objectives

Clarify the distinction between Coordinated Early Intervening Services (CEIS) and Comprehensive Coordinated Early Intervening Services (CCEIS)

Provide guidance to LEAs using CEIS or CCEIS

Ensure compliance with federal regulations, 34 CFR [300.226](#) and [300.646](#)

Why This Matters for Local Education Agencies

- Purpose of CEIS and CCEIS
 - CEIS and CCEIS help LEAs use IDEA Part B funds to address academic and behavioral needs early and equitably
- Regulatory and Practical Differences
 - CEIS is voluntary with specific student service limits, while CCEIS is required due to disproportionality with added obligations
- Importance of Alignment and Monitoring
 - Alignment between planning, budgeting, and implementation is essential for IDEA Part B application and monitoring
- Goal for LEAs
 - The aim is to improve early supports and student outcomes

CEIS vs. CCEIS

Key Terminology: One Funding Stream, Two Conditions

- Coordinated Early Intervening Services (CEIS)
 - Voluntary use of up to 15% of IDEA Part B funds
 - For K-12 students not currently identified as needing special education
- Comprehensive CEIS (CCEIS)
 - Required 15% reservation of IDEA Part B funds
 - Triggered by significant disproportionality
 - For students ages 3-Grade 12
 - May include students with disabilities

Important Clarification

CEIS and CCEIS are the same funding source.

CCEIS refers to the required status of CEIS. They are not separate grants. They are reservations of IDEA Part B funds.

Who May Be Served: Side-by-Side Comparison

Identifying Feature	Voluntary CEIS	Required CCEIS
Regulation	<u>34 CFR 300.226</u>	<u>34 CFR 300.646(d)</u>
Population	Students not currently identified as needing special education	Students with and without special education
Grade Range	K-12	Age 3-Grade 12
Emphasis	K-3	Group(s) showing disproportionality

Significant Disproportionality

Significant Disproportionality Facts

A pattern where students from one or more racial and ethnic groups are identified for special education, placed in more restrictive educational settings, and disciplined at higher rates than their peers

Federal Authority

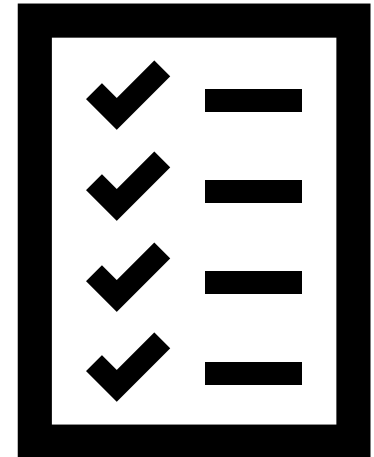
- [IDEA §618\(d\)](#)
- **34 CFR**
[300.646](#)–
[300.647](#)

Identification Process

- Data is reviewed annually using state methodology
- LEAs are notified if identified for significant disproportionality
- Identified LEAs must complete required CCEIS planner

What Identification for Significant Disproportionality Means for LEAs

- **Definition and Impact**
 - Significant disproportionality means certain student groups face higher rates of special education or discipline than peers, affecting equity
- **Funding and Compliance**
 - LEAs must reserve 15% of IDEA Part B funds for CCEIS to address factors contributing to disproportionality and complete the ISBE CCEIS Planner
- **Data Analysis and Policy Review**
 - LEAs conduct comprehensive data analysis
 - LEAs review and revise, if needed, policies, practices, and procedures on identification, placement, and discipline for equity
- **Transparency and Improvement**
 - Public reporting changes to policies, procedures, and practices as well as completing a detailed CCEIS planner promote transparency, accountability, and ongoing improvement in educational equity



LEA Implementation Expectations

Allowable Activities: Both CEIS & CCEIS

- **Allowable**

- Professional development
- Educational and behavioral evaluations
- Academic and behavioral interventions
- MTSS-aligned Tier 2 supports (with limits)

- **Non-Allowable**

- Tier 1 instruction
- Universal initiatives for all students
- Supplanting existing general education programming

*When reviewing this and the following slides, references align to a 3-tier model of MTSS support.

Professional Development

- Allowable under limited conditions
 - PD may indirectly benefit students with special education or related services if:
 - Cost does not increase
 - Quality does not decrease
 - Does not displace staff serving at-risk general education students
- OSEP Memo 08-09 (Question 5)

Clarifying Scenario



- An LEA wants to provide PD on behavior supports to personnel who work directly with students with multiple behavior referrals but who have not been identified as needing special education.
- The PD will also be provided to special education staff who exclusively work with students with IEPs and not with the at-risk population named above.
- Can voluntary CEIS pay?

Scenario Answer



- Under limited circumstance, so long as:
 - The cost of the PD does not increase,
 - The quality of the PD does not decrease, and
 - Including the special education staff would not exclude other staff who work directly with students who need support but have not been identified as needing special education.

Using CEIS and CCEIS Funds Appropriately Within MTSS

- **Targeted Use of CEIS and CCEIS**
 - CEIS and CCEIS funds support targeted Tier 2 academic and behavioral interventions aligned with MTSS
- **Restrictions on Fund Usage**
 - Funds cannot be used for Tier 1 universal instruction or Tier 3 individualized intensive services
- **Supporting Students with Disabilities**
 - CEIS may not fund services for students with IEPs
 - CCEIS may support Tier 2 services for students with disabilities when aligned to disproportionality data



Expectations for the LEA

- Be aware annually whether the LEA is identified for **significant disproportionality**
 - **ISBE notification**
 - **I-Star Plus report**
- Reserve IDEA Part B funds appropriately:
 - **Up to 15%** for *voluntary, CEIS, or*
 - **Exactly 15%** for *required, CCEIS,*
- Ensure **CEIS serves only students without IEPs**
- Target services, PD, and interventions to **identified student groups and needs** (*not districtwide or universal initiatives*)
- Keep documentation showing:
 - Allowable use of funds
 - Supplement not supplant
 - Alignment to data and impact on disproportionality



Compliance Red Flags

- LEA-wide initiatives
 - Schoolwide curriculum adoption
 - Universal SEL programs
 - LEA/districtwide staffing models
- Voluntary CEIS budgets serving students with IEPs
- LEA-wide PD with no targeted link to disproportionality or risk areas
- Lack of required data analysis for CCEIS



Summary

Key Takeaways

- CEIS and CCEIS are **one** funding stream
- **CCEIS** is the **required** status due to significant disproportionality
 - **CCEIS** requires addressing disproportionality with data review, policy changes, and public reporting obligations
- **CEIS** is the **voluntary** status and cannot serve students with IEPs
- **CEIS** activities must be targeted, data-informed, aligned with MTSS, and supplement existing services without supplanting

LEA Resources

- [Significant Disproportionality webpage](#)
 - Significant Disproportionality FAQ
 - Illinois District Manual
 - Illinois CCEIS planner and review tools
 - OSEP Memo-80-09: CEIS Guidance