

## **A Comparison of Mandatory Comprehensive Coordinated Early Intervening Services (CCEIS) and Voluntary Coordinated Early Intervening Services (CEIS)**

In December 2016, the Office of Special Education Programs (OSEP) finalized new regulations on significant disproportionality (34 CFR §300.646). These regulations enforce the use of Individuals with Disabilities Education Act (IDEA) funds for mandatory Comprehensive Coordinated Early Intervening Services (CCEIS), which local education agencies (LEAs) provide upon identification of significant disproportionality, and distinguish use of funds for CCEIS from the use of IDEA funds for voluntary Coordinated Early Intervening Services (CEIS). The following chart outlines the differences between CCEIS and CEIS on key elements.

**<https://ideadata.org>**

Element	Coordinated Early Intervening Services	Comprehensive Coordinated Early Intervening Services
<b>Abbreviation</b>	CEIS	CCEIS
<b>Regulation</b>	34 CFR §300.226	34 CFR §300.646
<b>Type</b>	Voluntary – LEAs can choose to use a portion of their IDEA Part B funds for services to a defined group of at-risk students.	Mandatory – LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals must use IDEA Part B funds for CCEIS.
<b>Grade level/ages served</b>	Kindergarten through grade 12	Age 3 through grade 12
<b>Groups served</b>	Only children who are not currently identified as needing special education or related services.	Children 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.  Children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group).
<b>Funds</b>	Up to 15 percent of IDEA Part B funds (611 and 619)	Exactly 15 percent of IDEA Part B funds (611 and 619)
<b>Permitted activities</b>	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.  Educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.	Professional development and educational and behavioral evaluations, services, and supports.  The activities must address factors and policy, practice, or procedure contributing to significant disproportionality.
<b>Reporting requirements</b>	An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following:  the number of children served under this section who received early intervening services; and  the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.	An LEA is required to publicly report on the revision of policies, practices, and procedures.  An LEA is required to report to the state and the state is required to report to the U.S. Department of Education the following:  the number of children served under this section who received early intervening services; and  the number of children served under this section who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding 2-year period.