



Interactive Institutes 2018

BUILDING A CULTURE OF
HIGH-QUALITY PART B DATA



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Scenarios for *Step by Step: Overcoming Challenges by Documenting MOE Reduction and CEIS Processes*

Scenario: A school has a system in place to identify children who need extra support in reading (e.g., multi-tier system of supports or MTSS, Response to Intervention or RTI) and uses comprehensive Coordinated Early Intervening Services (CEIS) in combination with other funds to provide interventions to that population.

In school year (SY) 2016–17, the state identified a local education agency (LEA) as having significant disproportionality because it over-identified Hispanic/Latino children in the specific learning disabilities category. The LEA conducted a review of contributing factors and determined that the majority of Hispanic/Latino children whom the LEA identified as having a specific learning disability were enrolled in one elementary school. As part of its MTSS, the LEA wants to focus its comprehensive CEIS on increasing the reading supports the school can provide so children can succeed in a general education environment. It will do this by providing intervention and progress monitoring for children in tier 2 whom the LEA identified as needing those supports. The school identified 200 children who need extra support in reading who were not previously receiving progress monitoring in tier 2. The school will use comprehensive CEIS to increase the supports to those 200 children. The additional cost for the interventions is \$300,000.

The LEA's Part B allocations for SY 2017–18 are \$400,000 for Section 611 and \$50,000 for Section 619. This means that the total amount the LEA must spend for comprehensive CEIS is \$67,500, or 15 percent of \$450,000. The school will use 15 percent of its IDEA Part B funds and cover the rest of the \$300,000 cost for the increased interventions with other funds for MTSS. The LEA will track the comprehensive CEIS funds it used for specific intervention services it provided for each of the 200 children for whom the LEA adds services this year, including children with and without disabilities. For example, there may be some children with disabilities whose special education services address speech or behavior, but whose individualized education programs (IEPs) do not address reading. Those children might be considered tier 2 for reading and receive comprehensive CEIS. The LEA will also track the children without disabilities who subsequently are identified for special education and related services.