

Comprehensive Coordinated Early Intervening Services (CCEIS)

Introduction to CCEIS

Each year, the U.S. Department of Education's Office of Special Education Programs (OSEP) requires state education agencies (SEAs) to collect and examine data from their local education agencies (LEAs) to determine whether significant disproportionality is occurring within each LEA. If the state identifies an LEA as having significant disproportionality, that LEA must first identify factors contributing to the disproportionality and then provide comprehensive coordinated early intervening services (CCEIS) to improve the experiences and outcomes of that particular student group.

In this *In Brief*, the Data Center for Addressing Significant Disproportionality (DCASD) provides an overview of regulations for CCEIS along with recommendations for the development, monitoring, and evaluation of a CCEIS plan.

What Is CCEIS?

As per 34 C.F.R. § 300.646(d), if an LEA is identified as having significant disproportionality in one or more areas, it is required to set aside and use 15 percent of its Part B IDEA funds to provide CCEIS to address factors contributing to the significant disproportionality. CCEIS covers a broad range of improvement activities that may include professional development as well as educational and behavioral evaluations, services, and supports.

CCEIS is particularly, but not exclusively, intended to serve children ages 3 through grade 12 in the groups for which the LEA had significant disproportionality identifications.¹ However, CCEIS funds may be used to serve 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.² LEAs may also, but not exclusively, use CCEIS funds to serve children with disabilities.³

¹ 34 C.F.R. § 300.646(d)(2)

² 34 C.F.R. § 300.646(d)(2)(i)

³ 34 C.F.R. §§ 300.646(d)(2) and (3)



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Did You Know?

34 C.F.R. § 300.646(d)(1)(ii) makes it clear that identifying accurate contributing factors of the significant disproportionality is a critical step that an LEA must take to identify the types of CCEIS activities that will improve or eliminate the significant disproportionality. The regulation further identifies the following list of possible contributing factors:

- Lack of access to scientifically based instruction
- Economic, cultural, or linguistic barriers to appropriate identification or placement in particular educational settings
- Inappropriate use of disciplinary removals
- Lack of access to appropriate diagnostic screenings
- Differences in academic achievement levels
- Policies, procedures, or practices that contribute to the significant disproportionality

DCASD recommends identifying the contributing factors of the significant disproportionality through a high-integrity root cause analysis.

Who Is Responsible for CCEIS?

Both the SEA and identified LEAs have responsibilities for ensuring CCEIS is planned for, carried out, and implemented in compliance with IDEA and regulation.⁴

LEA Responsibilities

Regulation states LEAs must use 15 percent of their total IDEA Part B allocations on CCEIS when identified with significant disproportionality.⁵ Fulfilling this obligation requires intentional planning and oversight for compliant and appropriate use of these funds at the local level. LEAs should develop and carry out CCEIS plans and should follow any guidance or procedures provided by their SEAs for submitting plans, budgets, and evidence of progress. Additionally, LEAs must report to the SEA the following data elements:⁶

- The number of children with disabilities receiving CCEIS under IDEA in the reference year⁷
- The number of children without disabilities receiving CCEIS under IDEA in the reference year

⁴ 34 C.F.R. § 300.646

⁵ 34 C.F.R. § 300.646(d)

⁶ U.S. Department of Education (2022). *OMB attachment C EMAPS collections 2022–23 to 2024–25* (OMB No. 1850-0925 v.8). Washington, D.C.: Author. <https://edfacts.communities.ed.gov/#communities/pdc/documents/21359>.

⁷ Starting with the school year 2023–24 data states report.

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SEA Responsibilities

Regulation indicates that SEAs must have processes in place for the collection and examination of data to find out if significant disproportionality based on race and ethnicity is occurring in the state and its LEAs in the categories of identification, placement, and discipline.⁸ As part of these processes, DCASD recommends that SEAs should additionally provide guidance (e.g., clear processes and procedures) to their LEAs on developing and implementing a robust CCEIS plan.



As part of this guidance, SEAs could include mechanisms for providing feedback and approving CCEIS plans, as well as monitoring their implementation. SEAs can also provide direct support to LEAs during the development and implementation of CCEIS plans. This may include providing templates with pre-populated CCEIS allocations, allowable expenditures, and elements that could be included in a robust CCEIS plan; trainings; intermittent check ins; and ongoing feedback. Beginning in 2025, SEAs must also report the following data elements from identified LEAs to the Department of Education:⁹

- Number of children with disabilities receiving CCEIS under IDEA
- Number of children without disabilities receiving CCEIS under IDEA

What Is a CCEIS Plan?

Once LEAs have identified the factors contributing to the significant disproportionality, they should decide how to spend CCEIS funds to address these factors based on specific findings from the recommended root cause analysis and review of policies, procedures, and practices. DCASD recommends that SEAs consider requiring LEAs to develop and submit a written plan for how they propose to use their CCEIS funds.

SEAs may also provide tools and guidance to LEAs during plan development and have scheduled check-ins with their LEAs to track progress on plan implementation to determine if revisions to the plan are needed. A written plan helps ensure that LEAs are meeting the requirements of IDEA and 34 C.F.R. § 300.646 and that they know whether their CCEIS is leading to improved outcomes for the affected groups of students. DCASD recommends that SEAs require LEAs to develop or revise their CCEIS plans each year that they receive a significant disproportionality identification.

⁸ 34 C.F.R. § 300.646(a)

⁹ U.S. Department of Education (2022). *OMB attachment C EMAPS collections 2022–23 to 2024–25* (OMB No. 1850-0925 v.8). Washington, D.C.: Author. <https://edfacts.communities.ed.gov/#communities/pdc/documents/21359>.

Who Develops the CCEIS Plan?

DCASD recommends that an LEA identified with significant disproportionality assemble a team of individuals to develop the CCEIS plan, following any supports, processes, and procedures the SEA has developed. DCASD also recommends the LEA assemble a team with varied experiences and expertise, demographically representative of the students most affected by the significant disproportionality, including, but not limited to teachers, administrators, fiscal agents, parents and families, paraprofessionals, students (appropriately), and community members representative of the students most affected.

Additionally, the team should include individuals with knowledge of evidence-based programs, practices, and supports¹⁰ related to the specific area of significant disproportionality (i.e., identification, placement, discipline), as applied to the specific student population(s) identified. This will help the team identify the CCEIS strategies most likely to affect their identified contributing factors.

What Information Should LEAs Include in a CCEIS Plan?

DCASD recommends that the following elements be included in a robust CCEIS plan:

- Factors contributing to the significant disproportionality for the identified category(ies) and the specific student population(s), as identified through a robust root cause analysis
- Description and rationale of the proposed CCEIS strategies, clearly targeting the identified contributing factors
- Policies, procedures, and/or practices to be revised, if applicable
- Projected expenditures connected to proposed CCEIS strategies
- Description of how students will be selected to receive CCEIS
- Implementation timeline, action steps, and people responsible for staffing, training, and ongoing coaching, as applicable to the specific improvement strategies selected
- Evaluation plan, including data processes for monitoring fidelity of implementation and measurable student outcomes

Having a well-thought-out plan helps teams implement the CCEIS activities as intended, helps administrators know how to assign staff and other resources, provides documentation for both the LEA and SEA to monitor progress, and provides a vehicle to help ensure both fiscal and programmatic compliance.

¹⁰ U.S. Department of Education. (2023). Non-regulatory guidance: Using evidence to strengthen education investments. Washington, D.C.: Author. <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>.

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Conclusion

CCEIS is the primary mechanism to address the root causes of significant disproportionality within an LEA. This DCASD In Brief highlights that both LEAs and SEAs have critical responsibilities for ensuring a robust CCEIS plan is developed, implemented, and is having the intended effect.¹¹ Furthermore, DCASD has confidence that clear guidance, supports, intentional planning, and communication between the LEA, SEA, and other interested parties can go a long way toward addressing these root causes and improving outcomes for the students affected by significant disproportionality.



For more information, checkout these resources from DCASD and our partners...

- A Comparison of [*Mandatory Comprehensive Coordinated Early Intervening Services \(CCEIS\) and Voluntary Coordinated Early Intervening Services \(CEIS\)*](#) from the IDEA Data Center describes the similarities and differences between CCEIS and CEIS.
- *Monitoring LEA Implementation of [*Comprehensive and Voluntary Coordinated Early Intervening Services*](#)* co-produced by DCASD, the National Center for Systemic Improvement (NCSI), the Center for IDEA Fiscal Reporting (CIFR), and IDC, discusses monitoring of allowable activities for CCEIS.
- [DCASD's website](#) offers an entire suite of tools and resources pertaining to conducting a meaningful, high-integrity root cause analysis.

¹¹ 34 C.F.R. § 300.646

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