



Voluntary CEIS – One District’s Story

Colorado Department of Education
Colorado Springs District 11

CIFR and IDC in collaboration
with NCSI Fiscal Team.



What are Coordinated Early Intervening Services? 34 CFR 300.226(a)

- Students (k-12) not currently identified as needing special education services – focus on K-3
- At risk of school failure due to academic or behavioral issues
- Focus on PD and scientifically based academic and behavioral interventions
- Use of IDEA Part B and Preschool funds
- Voluntary and mandatory use of funds
 - Up to 15% for **voluntary** use of funds
 - 15% for **mandated** use of funds

Why Voluntarily Use IDEA Funds?



- **To identify and address learning difficulties early**
 - Research indicates that the earlier the intervention; the more effective the support and the less severe the learning difficulties will be.
- **Delays in providing support may increase the intensity and cost of services needed.**
- **May lead to more appropriate referrals for special education services.**

State Assistance and Working Together

Reporting Requirements



- Time and Effort Documentation

- Must be kept on time spent on CEIS activities and reported as such

- Example:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:55	CEIS activities small group	CEIS activities small group	CEIS activities small group	CEIS activities small group	CEIS activities small group
9:05-10:00	3rd grade sped push in	3rd grade sped push in	3rd grade sped push in	3rd grade sped push in	3rd grade sped push in
10:10-11:05	Resource room	Resource room	Resource room	Resource room	Resource room
11:15-12:10	planning	planning	planning	planning	planning
1:00-1:55	4th grade sped push in	4th grade sped push in	4th grade sped push in	4th grade sped push in	4th grade sped push in
2:05-3:10	Resource room	Resource room	Resource room	Resource room	Resource room

In this example, the elementary special ed teacher instructs 5 hours with a group identified as needing CEIS.

The teacher uses his planning time equally between special ed and CEIS.

Because the teacher has a fixed schedule, he will only need to complete a semi-annual certification.

Time and Effort Certification



Time and Effort Certification (employee with fixed schedule)

Employee:
 Position:
 School:
 Certification Period:

Type of Schedule:
 Daily
 Weekly
 Monthly
 Other

Program	Time Distribution %
IDEA Part B Special Education Services	79%
IDEA Part B CEIS Services	21%
Total	100%

Signature: _____ Date: _____
 Supervisor Signature: _____

In this example, the special ed teacher spends 7.5 hours/week on CEIS (5 hours instructing and 2.5 hours planning) in a 35 hour week.

MOE Reduction



- Comes into effect when there is an increase in IDEA Part B allocations from one year to the next and the AU is in Meets Requirements for determinations – MOE can be reduced
- Reduction up to 50% of the increase (example: increase of \$50,000, can reduce by \$25,000)
- If using CEIS, an AU has to reduce the \$25,000 by the amount they spent on CEIS. If over \$25,000 for CEIS, cannot use this allowance for reduction
- If taking reduction, must document that the funding was used in support of ESSA

MOE Reduction Example

IDEA FY 2015 allocation	IDEA FY 2016 allocation		
\$1,000,000	\$1,050,000	increase of \$50,000	
	\$50,000/2	\$25,000	
AU determination for FY15	Meets Requirements		
	\$15,000	spent on CEIS	
	less \$25,000	half the increase	
	\$10,000	reduction	

Amount of reduction must be used to support ESSA activities

*MOE compliance calculated in March 2017

What Reporting Obligations are Involved?

- **District/AU tracking of students**
 - Districts/AUs must report to the State on the # of children who received CEIS and the # of children who subsequently received special education and related services within 2 years of receiving CEIS
- **CDE reports annually on number of students receiving CEIS and the amount of IDEA Part B and Preschools funds used to support CEIS**
 - Districts/AUs provide the needed information to CDE
 - Required for both voluntary and mandatory CEIS

What can CDE do to assist a district or AU in providing CEIS?

- Identify and address potential solutions to barriers to using Part B and Preschool funds for CEIS
- Provide training and support to encourage districts/AUs
- Establish clear processes and standardized documentation protocols to assist districts/AUs in tracking and reporting
- Learn from, and work with, those districts/AUs who are willing to take the plunge
- What else?

From Theory to Practice: Colorado Springs, District 11

Colorado Springs, District 11



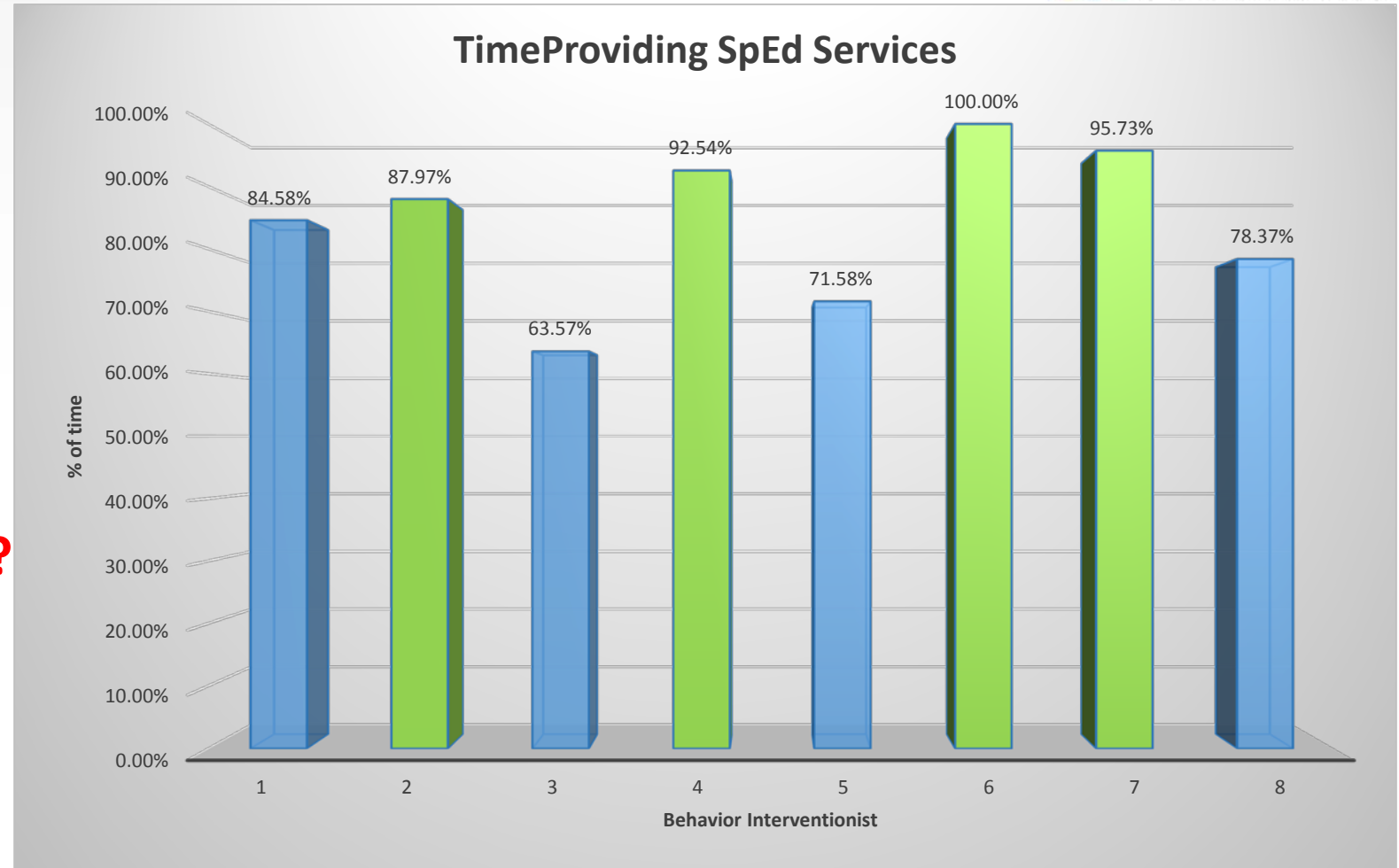
- District Demographics
- Many concerns regarding behavior
 - “have to get them into special education” to get “help”
- 4 Behavior interventionists employed – about 12 schools each
- Litigation and safeguards
- DAC – Special Education FTE
- Attended the 2015 CDE Equity and Excellence Conference
 - OSEP presentation – Braiding vs Blending
- Pursued 4 additional FTE for CEIS Behavioral support
- 4 FTE approved

Colorado Springs, District 11 (continued)

- **How to implement?**
 - Reporting requirements?
 - FTE allocation?
- **Options considered**
 - 4 Special education Behavior Interventionists & 4 CEIS Behavior Interventionists with 12 schools each?
 - 8 Behavior Interventionists split SPED/CEIS with about 6 schools each?
- **Met with the ESSU Finance and Operations Team and Data Team**
 - Less schools – collect data – figure out the actual ratio of SPED/CEIS
 - We took this path...
- **Hired 4 new Behavior Interventionists**

Behavior Interventionist Role

- Previous vs. New Role
- Splitting Schools
- **Collecting Data**
- **How Many Students**
- **Getting Referrals**
- **Student Starting Points**
- **Types of Activities**
- **Impact related to time?**
- Challenges
- Successes



Questions?



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