



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Georgia Department of Education
Division for Special Education
FY2021 Data Collection
Comprehensive Coordinated Early Intervening Plan
Submitting the CCEIS Target Plan for FY21 in the CCEIS
Application

Georgia Department of Education

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July 6, 2020

1.0 Comprehensive Coordinated Early Intervening Services (CCEIS)

In 2004, Congress authorized the use of a limited amount of a district's federal Individualized Disabilities Education Act (IDEA) funds to be used for the purpose of providing CEIS to reduce academic and behavioral problems in the general education environment, thereby leading to fewer and more appropriate referrals for special education services.

IDEA permits, and in some instances, requires school districts to use a portion of funds provided under Part B of the IDEA for the purpose of CEIS. Federal regulations specify (1) how and on whom CEIS funds may be spent; (2) the reporting requirements for school districts providing CEIS; (3) the requirement for using CEIS funds by a district that is identified as having significant disproportionality; and (4) the relationship of CEIS to maintenance of effort requirements.

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). CCEIS are provided to assist student age grade through 12th grade who are not currently identified as needing special education or related services, but who need additional academic and/or behavioral assistance to enable them to be successful in a general education environment, and students currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group).

Any district may opt to use up to, but not exceeding, 15% of the total amount of its 611 and 619 Part B IDEA funds for CEIS. However, when a district is determined by the State, based on the district's numerical data, to have significant disproportionality in the identification, placement and/or discipline of children with disabilities, the district must use the maximum amount of 15% for CCEIS to help address issues of disproportionality. CCEIS must be provided to students particularly, but not exclusively, in those race/ethnic groups that were significantly impacted. To apply to use IDEA funds for CCEIS/CEIS, the district must describe how the proposed expenditures for CCEIS/CEIS will be used. The plan must be relevant in assisting the district to address the targeted area of disproportionality.

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2.0 Submitting the CCEIS Target Plan in the CEIS Portal Application

2.1 Accessing the DOE Portal 2.1.1 You must have a GADOE portal account and be provisioned to access to the Coordinated Early Intervening Services Application (CEIS). Note, the CEIS application is not in the Special Education Dashboard.

2.1.2 If you have questions about becoming provisioned, please contact the Information System Customer Support Center by emailing dicket@doe.k12.ga.us or by calling 1-800-869-1011

2.2 Instructions for accessing the CEIS application

2.2.1 Log into the MYGADOE portal. The portal may be accessed through the Georgia Department of Education (GADOE) Website. Click on MYGADOE and the very bottom of the webpage or at <http://www.gadoe.org/>

2.2.2 Click on Coordinated Early Intervening Services (CEIS)

Figure 1:

The screenshot displays the GADOE MYGADOE portal interface. At the top left is the GADOE logo. A search bar for districts is visible, followed by a navigation menu with letters A through Q. A notification bar indicates "You have (0) new messages." On the left, a "Site Navigation" menu includes links for Home, Logout, Atlanta Public Schools, View Documents, Message Center, SE Applications Dashboard, and Coordinated Early Intervening Services (CEIS). A red arrow points from the CEIS link in the navigation menu to the "Surveys" dashboard. The "Surveys" dashboard features tabs for "New (2)", "Saved (21)", "Submitted (7)", and "Approved (10)". Under "New surveys", there are two items: "FY 2016 Gender Equity in Sports Survey" and "FY16 Georgia Alternate Assessment Survey". Below this, a section titled "Surveys awaiting your approval (3)" lists three items: "(301767) FY16 Georgia Alternate Assessment Survey", "(301772) FY16 Georgia Alternate Assessment Survey", and "(301775) FY16 Georgia Alternate Assessment Survey". A "More" link is located at the bottom right of the survey list. On the right side of the dashboard, there is a "My Favorites" section which currently shows "No Favorites". At the bottom of the page, the text "Georgia Department of Education" and "Richard Woods, State School Superintendent" is displayed.

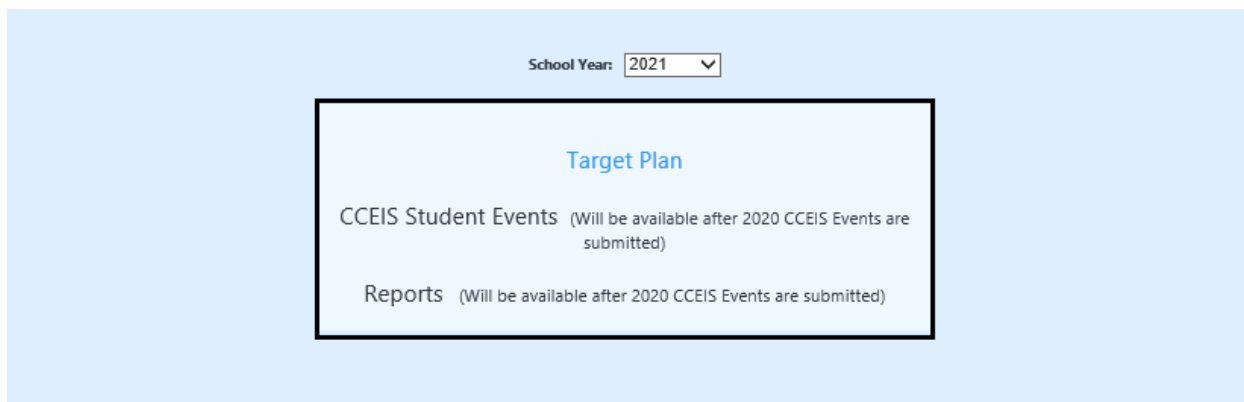
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2.3 Instructions for entering the CCEIS Target Plan and Budget 2.3.1 Select the appropriate year

Figure 2:



2.3.2 Click on the Target Plan link.

2.3.3 The Target plan template will open – see Figure 3 below. Select the appropriate area of disproportionality by checking the appropriate box: Identification, Placement, or Discipline.

2.3.4 Answer each of the 5 questions to create your plan:

2.3.5 Include the number of schools and students (by level) and targeted grades. The students entered in the CCEIS Student Events section much correlate to these responses. The DOE understands that the Plan may state that 50 elementary students in grades K-2 will be provided Early Intervening Services, only 45 (or conversely, 53) students may be reported due to transiency. See Figure 3

2.3.6 Enter required information in the CCEIS Budget Form to complete and submit your CCEIS Budget. See Figure 4 2.3.6.1 The application allows the user to ‘paste’ responses into the text box

1. Describe the **intervention** and how the **intervening services** will support the identified needs of the targeted group of students based on the data analysis. Include the description of implementation of the intervening services (big picture) as well as list and describe specific interventions.
2. Describe the **targeted audience** for the CCEIS. How does the intervention meet the diverse needs of the at-risk students?
3. Describe the **entrance and exit** criteria used to identify students for CCEIS (i.e. universal screener, GA Milestones, etc.)
4. Describe the **on-going progress monitoring procedures** that will be used to measure student outcomes.

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5. Briefly describe the plan to monitor and assess fidelity of implementation at the district level.

Figure 3 – Target Plan, answer the 5 questions

TARGET PLAN

Check the Area(s) of Disproportionality
 Identification Placement Discipline

1. Describe the **intervention** and how the **intervening services** will support the identified needs of the targeted group of students based on the data analysis. Include the description of implementation of the intervening services (the big picture) as well as list and describe specific interventions.

2. Describe the **targeted audience** for the CEIS. How does the intervention meet the diverse needs of the at-risk students (e.g., linguistically, socioeconomically, and culturally, etc.)?
Note: The CEIS shall be provided to students in K-12 who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general environment.

	High Schools	Middle Schools	Elementary Schools
Number Of Schools	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number Of Students	<input type="text"/>	<input type="text"/>	<input type="text"/>
Targeted Grade(s)	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Describe the **entrance and exit criteria** used to identify students for CEIS (i.e. universal screener, Georgia Milestones, etc.).
Note: Each school may identify entrance/exit criteria appropriate for its services and demographics. The process should allow students to exit at anytime.

4. Describe the **ongoing progress monitoring procedures** that will be used to measure student outcomes.
Note: Progress monitoring procedures should provide frequent data collections, a minimum of once a month, at consistent intervals to support at-risk students in meeting individualized goals.

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Figure 3 continued

5. Briefly describe the plan to ***monitor and assess fidelity of implementation*** at the district level?
Note: Who will monitor the CEIS for fidelity? What are the monitoring procedures?

Figure 4 – Budget

CCEIS Projected Budget Form

Funding Category	Brief Explanation of Expenditure	Amount
1000 <input type="button" value="v"/>	<input style="width: 90%;" type="text"/>	<input style="width: 10%;" type="text"/>
a. FY20 Carryover CCEIS Funds	:	<input style="width: 80%;" type="text"/>
b. FY21 Required 15% for CCEIS	:	<input style="width: 80%;" type="text"/>
c. FY21 Total (a combined with b)	:	<input style="width: 80%;" type="text"/>

2.4 Instructions for Submitting the CCEIS Target Plan 2.4.1 The Save Target Plan allows the user to save work prior to submission.

2.4.2 Click on the Submit Target Plan button to submit your FY21 CCEIS plan. The deadline is September 15, 2020.

2.5 Reminders: 2.5.1 The application allows the user to ‘paste’ answers to the questions in the plan.

2.5.2 Contact Linda Castellanos at LCastellanos@doe.k12.ga.us with questions.

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