



2024 Allowable Costs for Comprehensive Coordinated Early Intervening Services (CCEIS)

Compliance and Improvement Monitoring for Significant Disproportionality (CIM for Sig Dis)



A local educational agency (LEA) must use funds reserved for CCEIS to identify and address the factors contributing to the areas of identified significant disproportionality. These factors may include a 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; and policies, practices, or procedures that contribute to the significant disproportionality. It is important the LEA use the CCEIS funds to supplement, not supplant existing services. For additional information about supplement, not supplant, please refer to this Guidance from the U.S. Department of Education:

https://www2.ed.gov/policy/speced/guid/idea/ceis_pg6.html#_ftnref4. Please refer to this [Federal Rules and Regulations](#) document regarding Cost Principles for Educational Institutions (OMB Circular A-21) to ensure expenditures are in line with spending guidelines for federal funds.

CHILDREN SERVED:

Children from age 3 through grade 12, particularly, but not exclusively, children in those groups that that were significantly over-identified including, children who are not currently identified as requiring special education or related services but who need additional academic and behavioral support to succeed in the general education setting and children with disabilities. Funds may not be used exclusively for children currently identified as requiring special education or related services.

LEAs select the criteria used to determine the children in need of additional supports based on the findings of their root cause analysis process. They must track and report the children receiving CCEIS to the California Department of Education (CDE). This group of students is what CDE refers to as the Target Population (TP). (For more information, see the Target Population document on the Step 2 Materials page: <https://spptap.org/2024-cceis-materials/step-2/>.)

Disclaimer: The information in this document is used for guidance, to be used in collaboration with your Focused Monitoring and Technical Assistance Consultant and LEA leadership to ensure compliance with federal requirements for CCEIS.

Adapted from the Maryland State Department of Education, Division of Early Intervention and Special Education Services



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SYMBOL KEY



When expenditures address contributing factors



But special requirements or additional information required



BUDGET ITEM

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| | COACHES (Mentors): An LEA may hire or contract with individuals or organizations for mentoring/coaching services to help carry out activities funded by CCEIS. Coach costs must align with the LEA's activities as reported in the CCEIS Plan. CCEIS funds may not be used to fund services intended to benefit all students or only students with disabilities. |
| | EXTENDED CONTRACTS/EXTENDED HOURS: CCEIS funds may be used to pay for extended contracts or extended hours for staff directly involved with the coordination, supervision, or delivery of CCEIS academic or behavioral interventions and progress monitoring. |
| | GENERAL EDUCATION TEACHER SALARIES: Under CCEIS funding, general education teachers may provide academic interventions, behavioral interventions, assessments and receive/deliver professional development. Teacher costs must align with the LEA's activities as reported in the CCEIS Plan. CCEIS funds may not be used to fund services intended to benefit all students or only students with disabilities. |
| | GUIDANCE COUNSELOR SALARIES – SCHOOL BASED: Examples of activities that may be funded with CCEIS include a school guidance counselor's effort to implement behavioral interventions, progress monitoring, other CCEIS evaluations, and related professional development. Guidance counselor costs must align with the LEA's activities as reported in the CCEIS Plan. CCEIS funds may not be used to fund services intended to benefit all students or only students with disabilities. |
| | PROFESSIONAL DEVELOPMENT SERVICES: An LEA may purchase professional development (PD) services provided it is for teachers and other school staff to provide CCEIS academic or behavioral interventions, general education assessments, and related progress monitoring. The PD content must be aligned to the identified contributing factors. Additional staff (those not providing CCEIS support) can be included in the professional development if: the cost does not increase; the quality of PD does not decrease; and teachers and staff that provide CCEIS are not excluded from participation. |
| | PSYCHOLOGIST SALARIES – SCHOOL BASED: Examples of activities that may be funded include a school psychologist's efforts to implement CCEIS behavioral interventions, progress monitoring, other CCEIS evaluations for the children served, and related professional development. |
| | RTI/MTSS COORDINATOR SALARY: CCEIS funds may be used for salaries and fringe benefits, or portion thereof, of staff that directly coordinate or supervise the delivery and monitoring of academic or behavioral interventions. Coordinator costs must align with the LEA's activities as reported in the CCEIS Plan. CCEIS funds may not be used to fund coordination of services intended to benefit all students or only students with disabilities. |
| | SOCIAL WORKERS SALARIES – SCHOOL BASED: Examples of activities that may be funded with CCEIS include a school social worker's effort to implement progress monitoring, other CCEIS evaluations, behavioral interventions, and related professional development. Social Worker costs must align with the LEA's activities as reported in the CCEIS Plan. CCEIS funds may not be used to fund coordination of services intended to benefit all students or only students with disabilities. |
| | SUBSTITUTE TEACHER SALARIES: LEAs may budget for general education substitute teachers to help carry out activities funded by CCEIS, including providing opportunities for teachers to participate in professional development and other activities related to CCEIS. |
| | TRAVEL (STAFF): Travel costs must be generated as a result of implementing activities funded by CCEIS, such as professional development. |
| | TUTORS: An LEA may hire or contract with individuals or organizations for tutoring services to carry out CCEIS activities for the children served. Tutors may participate in or provide professional development related to the identified factors contributing to the significant disproportionality. |
| | TECHNICAL ASSISTANCE: An LEA may hire or contract with individuals or organizations to assist in the development and/or implementation of the CIM for Sig Dis plan. |



COMPUTING DEVICES: CCEIS funds may be used to purchase computers, laptops, touch screen devices, etc., if the devices will be used primarily for the delivery of CCEIS academic or behavioral interventions in an established multi-tier system of supports.
Note: *The LEA must track these devices and ensure that their usage aligns with the LEA's activities as reported in the approved CCEIS Plan narrative and budget.*



INSTRUCTIONAL MATERIALS: Instructional materials purchased with CCEIS funds must be exclusively used for delivering academic or behavioral interventions to students who meet the LEA criteria for the children "in need of additional supports."
Note: *CCEIS funds may not be used to purchase materials used in the core instructional program intended for all students.*



SOFTWARE (Instructional): Software purchased with CCEIS funds must be exclusively used in the delivery of academic or behavioral intervening services, which includes instruction and progress monitoring.
Note: *CCEIS funds may not be used to purchase software used in the core instructional program nor universal screening intended for all students. Computer software used for CCEIS often includes a universal screening function along with interventions for the students who are identified as needing additional supports through CCEIS. The universal screening aspect of such software is unallowable, and the LEA must be able to determine what portion of the cost of the software is allocable to CCEIS funding and what portion must be covered with other LEA funding based on the percentage of CCEIS students served within the LEA student enrollment.*



SPECIAL EDUCATION TEACHER SALARIES:
Note: *Special education staff may not be funded with CCEIS dollars to deliver special education to students. Special Education Teachers may be compensated through CCEIS to deliver Tier 2 and Tier 3 interventions to students in need of additional supports. In such instances, proper time and effort records must be kept.*



ALTERNATIVE EDUCATION: CCEIS funds may not be used for alternative or at-risk programming that replaces universal/core programming. CCEIS funds may be used only in programming that provides interventions in addition to universal/core programming.



BUS, VAN, or OTHER STUDENT TRANSPORTATION: Student transportation does not meet the criteria for the utilization of CCEIS funds.



CORE CURRICULUM: Universal/core activities are designed to provide high quality instruction to all students in a grade, school, or LEA. These activities may not be funded with CCEIS dollars. CCEIS funds may be used to fund supplemental academic and behavioral interventions for students determined to need additional academic and behavioral supports to succeed in general education.



FURNITURE: Desks, tables, chairs, file cabinets, and other furniture not allowed.



EVALUATIONS FOR SPECIAL EDUCATION ELIGIBILITY DETERMINATIONS: Evaluations, including outside evaluations, for determining eligibility for special education services are not considered part of the delivery of academic or behavioral interventions and thus may not be funded with CCEIS funds.



OCCUPATIONAL OR PHYSICAL THERAPIST SALARIES: Occupational therapy and physical therapy are related services and may be provided only to students with disabilities in accordance with an IEP, 504 or service plan.



OFFICE EQUIPMENT: Not allowed.



RENT or OCCUPANCY COSTS: Rent or occupancy costs do not meet the criteria for the utilization of CCEIS funds.



SCREENING - SPECIAL EDUCATION CHILD FIND: LEAs may not use CCEIS funds for activities aimed at identifying, locating, or evaluating students with disabilities including screening for pre-school, hearing, or vision disabilities.



UNIVERSAL SCREENING COSTS: CCEIS funds may not be used for activities intended to provide high quality instruction to an entire class or school. Universal screening is part of the core instructional program provided to all students and not principally intended to address the needs of students without disabilities who require additional academic and behavioral support to succeed in a general education environment.