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DEPARTMENT OF EDUCATION
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OSE-EIS 10-04

MEMORANDUM

TO: Intermediate School District Directors of Special Education

FROM: Jacquelyn J. Thompson, Ph.D., Director
Office of Special Education and Early Intervention Services

SUBJECT: Coordinated Early Intervening Services and Required Data Collection

DISSEMINATE TO LEAs AND PSAs

Background

The Individuals with Disabilities Education Act (IDEA), Section 613(f), provides Intermediate School Districts (ISDs), Local Educational Agencies (LEAs) and Public School Academies (PSAs) with the ability to use funds provided under Part B of the IDEA for Coordinated Early Intervening Services (CEIS). ISDs, LEAs and PSAs may voluntarily choose to use Part B funds for CEIS activities or they may be required as a result of being identified as having significant disproportionality. Programs or services under this Section may be delivered to students in Kindergarten through Grade 12 who are not currently identified as needing special education but who need additional academic and behavioral support to succeed in a general education environment. The emphasis of this provision in IDEA is on students in grades K-3.

The IDEA and its implementing regulations permit ISDs, LEAs and PSAs to use up 15 percent of the total amount they receive under Part B (Section 611 & 619) of the IDEA for CEIS if choosing to do so voluntarily. For schools required to participate in CEIS activities, as a result of being identified as having significant disproportionality, the entire 15 percent of the total Part B (Section 611 & 619) funds received must be expended on CEIS activities.

In addition, the federal regulation implementing the IDEA at 34 C.F.R. §300.226 requires that all ISDs, LEAs and PSAs who expend IDEA, Part B funds on CEIS, whether voluntarily or as a result of being identified as having Significant Disproportionality, report the following to the Michigan Department of Education (MDE) annually:

1. The number of students served under this section of the IDEA who received early intervening services; and
2. The number of students served under this section who received early intervening services and subsequently receive special education and related services under Part B of the Act during the preceding two year period.

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ISDs, LEAs or PSAs choosing to engage in CEIS activities, utilizing IDEA Part B funds, should reference IDEA Section 613(f) and Federal guidelines to ensure the funded activities fit within the established guidelines of CEIS. Federal guidance may be found on the United States Department of Education's (USDOED) website, www.IDEA.ed.gov.

Purpose

The purpose of this document is to provide a general process and timeline for CEIS reporting and data collection, and guidance on how to count and track students who receive CEIS.

Reporting and Data Collection:

Each year, the MDE, Office of Special Education and Early Intervention Services (OSE-EIS) will contact each ISD, LEA or PSA engaging in CEIS activities (whether voluntary or required) and request data with relation to the number of students served. The anticipated timeline for these activities is outlined below:

ACTIVITY	ANTICIPATED TIME LINE	DETAIL
The OSE-EIS identifies districts who voluntarily use up to 15% for CEIS	October of each year	The OSE-EIS will send notification to each ISD, LEA and PSA that has voluntarily chosen to participate in CEIS of the reporting requirements for CEIS activities.
The OSE-EIS identifies districts that are required to engage in CEIS activities as a result of being identified as having Significant Disproportionality	May of each year	The OSE-EIS will send formal notification to each ISD, LEA and PSA that has been identified as having Significant Disproportionality of the required next steps in the resolution process.
CEIS Data Collection Begins	June of CEIS year	The OSE-EIS makes data collection tool available to all districts participating in CEIS activities.
ISDs/LEAs/PSAs collect and report student tracking data	August of CEIS year	ISDs/LEAs/PSAs complete data collection and return CEIS data to OSE-EIS.
Second year of required data collection begins	June of year following CEIS year	The OSE-EIS makes data collection tool available to all districts participating in CEIS activities.
ISDs/LEAs/PSAs collect and report student tracking data	August of year following CEIS year	ISDs/LEAs/PSAs complete data collection and return CEIS data to OSE-EIS.
Third year of required data collection begins	June of 2 nd year	The OSE-EIS makes data collection tool available to all districts participating in CEIS activities.
ISDs/LEAs/PSAs collect and report student tracking data	August of 2 nd year following CEIS year	ISDs/LEAs/PSAs complete data collection and return CEIS data to OSE-EIS.

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Student Counting and Tracking:

The ISDs, LEAs and PSAs participating in CEIS will track the number of students served using the guidance developed by the USDOED, Office of Special Education and Rehabilitation Services (OSERS). Excerpts from this guidance are outlined below and a direct link to the comprehensive guidance is provided for your reference as well:

SPECIAL EDUCATION & REHABILITATIVE SERVICES

Coordinated Early Intervening Services (CEIS) Guidance

Web link: http://www2.ed.gov/policy/speced/guid/idea/ceis_pg3.html

"7. How should an LEA count and track students who received CEIS when funds are used for professional development or a school-wide intervention initiative?

To ensure consistency across LEAs in a State, each State should develop a method for its LEAs to count and track students who are served by personnel who participated in professional development activities supported with CEIS funds. It would be appropriate for an LEA to count, and subsequently track for two years, the number of students in need of additional support who received instruction from personnel who participated in the professional development program. It would not be appropriate to count every student who was taught by these personnel if some of the students were not in need of additional support or were receiving special education services. An LEA should only count the students and the personnel who participated in the professional development program in the year(s) of or the year(s) immediately after the training, rather than counting the students and those personnel each year after the training. A similar method might be used to count students who benefit from a school-wide intervention initiative supported with CEIS funds. Students who meet the LEA's criteria of being in need of additional support and participate in the initiative should be counted as receiving CEIS in the year(s) of or the year(s) immediately following the initiative and tracked for the following two years. Students who participate in an initiative for more than one year should be counted each year they participate.

8. How should an LEA count and track students who received CEIS when funds are used to provide behavioral and educational evaluations?

LEAs may use CEIS funds to provide behavioral and educational evaluations to determine the supports that are needed by students to succeed in a general education environment. However, funds may not be used for evaluations that are intended for use in determining eligibility for special education and related services. Students who are evaluated to determine the supports necessary for success in a general education environment should be counted as receiving CEIS in the year of or the year immediately following the evaluation and tracked for the following two years."

The ISDs, LEAs and or PSAs that have questions regarding the CEIS data collection and reporting process should contact Julie Trevino, OSE-EIS Data Analyst, at (517) 241-0497 or by email at TrevinoJ1@Michigan.gov.

c: David Martell, MSBO