



# CCEIS Fiscal Tracking

October 21 and 23, 2025

# Welcome

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In the chat, please share your:

- Name
- District
- Role
- One thing you hope to gain from today's session.



# Agenda

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- Brief Overview of Significant Disproportionality and Comprehensive Coordinated Early Intervening Services (CCEIS)
- CCEIS Collection
- CCEIS Fiscal Tracking
- Questions



# Equity

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- Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

# What is Significant Disproportionality?

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IDEA section 618(d) requires States to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the State and the local educational agencies (LEAs) of the State with respect to:

(A) the identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;

(B) the placement in particular educational settings of such children; and

(C) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.



# Twelve Total Districts Identified Since 2022-2023

Each darkly shaded cell represents one district and the student group for which the district was identified.

Each lightly shaded cell identifies the number of years the districts in the corresponding column have been identified.

Hispanic Students	Native American Students	White Students			
Hispanic Students	Hispanic Students	White Students			
White Students	Black/African American Students	Black/African American Students	White Students	White Students	Asian Students
Identified for two or more years	Identified one year	Two districts identified for two or more years	Identified two or more years	Identified one year	Identified one year
Identification of children with specific learning disability (SLD)		Identification of children with intellectual disability (ID)	Identification of children with other health impairment (OHI)	Identification of children with Autism	Placement of children in < 40%

# Data Trends

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Six districts identified over three school years were identified for a specific student group and SLD eligibility.

Of these, three district identifications were for Hispanic students with an SLD eligibility.

3

Three districts were identified for a specific student group and ID eligibility.

Of these, two districts were identified for white students with an ID eligibility.



No districts in Oregon have met the risk ratio thresholds to be identified for discipline.

# What Happens When a District is Identified

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Districts must:

- Conduct an internal root cause analysis to determine the root cause of the significant disproportionality.
- Update and publicly report on any policy, procedure, or practices that they determined contributed to the significant disproportionality.
- Collaborate with district compliance specialist to review root cause and plan for use of funds.
- Dedicate 15% of IDEA funds to Comprehensive Coordinated Early Intervening Services (CCEIS) to address the cause of the disproportionality.





# Process Overview

From March to June 2025, ODE initially supported districts to:

Understand the District Identification

Conduct a Data Dive

Identify a root cause and actionable factors

Currently, ODE is supporting districts to:

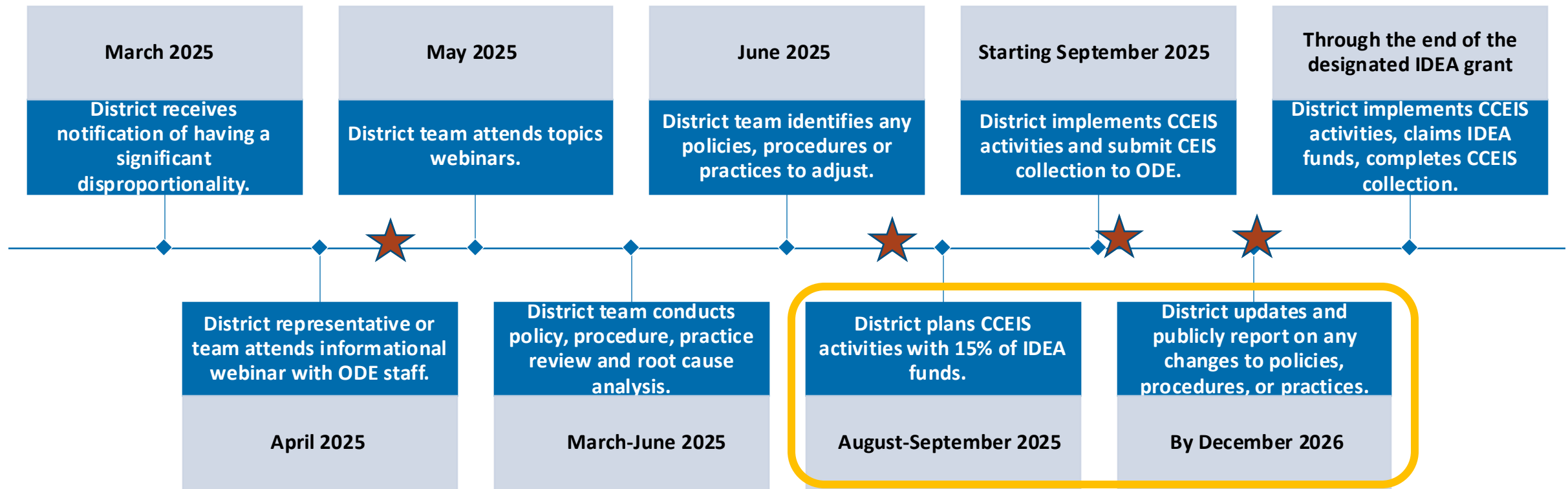
Create and submit plan via CCEIS data collection

Implement plan and claim funds

Track students served and expenditures

[Complete Activity Checklist For Districts Identified in the 2024-2025 School Year](#)

# Significant Disproportionality Initial Identification Timeline



# Significant Disproportionality Planning

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What did the district learn from the root cause analysis?



Did any policies, procedures, or practices emerge as areas for improvement?



What improvement initiatives or priorities is the district actively working on that could be supported by this identification?



[May 2025 LRE and Placement Webinar Slides](#)

# Teaming for Significant Disproportionality

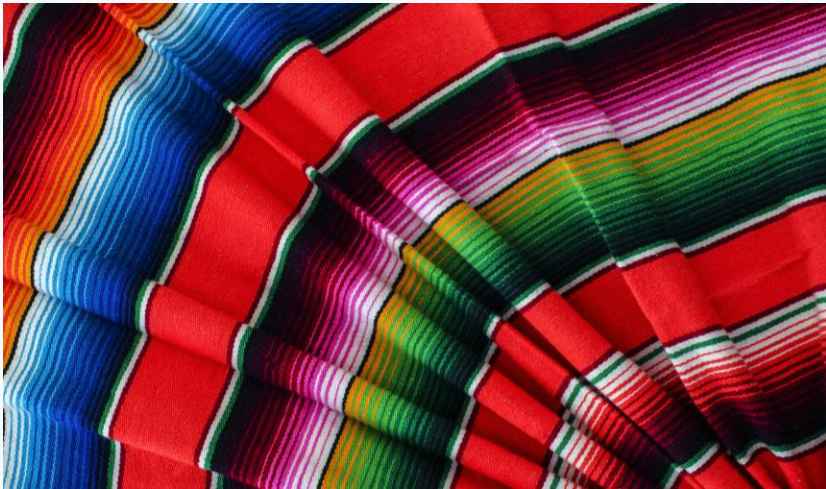
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Planning and implementing activities requires team members who:

- Allocate resources including general and special education staff and funding.
- Influence policy and communication between the district office and schools.
- Make decisions regarding curriculum, instruction, and teacher practice.
- Represent and direct general education.
- Hold specialized knowledge and are involved in practice in the district's significant disproportionality identification.

# Comprehensive Coordinated Early Intervening Services (CCEIS)



15% of IDEA Funds (611 and 619) reserved for Coordinated Early Intervening Services.

Age 3 - Grade 12

Activities targeting the student groups and areas of identification.

Activities target children who are *and* are not currently identified as needing special education or related services.



# Examples of CCEIS Activities

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District A has been identified with a significant disproportionality for Hispanic students identified with a specific learning disability.

The district identified a root cause to be a **lack of culturally relevant instruction** and **supports within core instruction**.

The district also identified a **lack of a systematic pre-referral system** across schools.

The district plans to provide:

- Schoolwide training for all staff on culturally responsive practices.
- Purchase of screening assessments in reading and math to use with all students K-3, three times a year.
- Professional learning for teaching staff and assistants on explicit instructional practices.
- Use of coaching services to support staff, creating culturally responsive classroom communities and in delivering explicit instruction.

# Examples of CCEIS Activities

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District B has been identified for the identification of white students with intellectual disability.

The district's root cause analysis and policy, procedure, and practice review revealed that most of the students in this student group **moved into the district** with this eligibility from nearby districts.

The district's data review revealed that a high percentage of **families are impacted by poverty in the community**.

The district's plans include:

- Collaboration with the ESD to provide training to itinerant staff conducting assessments.
- Revision of written policy in school handbooks and provision of staff training on students who move in with IEPs.
- Additional staff to provide academic interventions to K-2 students with and without disabilities performing below benchmark.
- Incorporation of attendance as a measure in student intervention team data review meetings.

# Agenda

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- Brief Overview of Significant Disproportionality and Comprehensive Coordinated Early Intervening Services(CCEIS)
- **CCEIS Collection**
- CCEIS Fiscal Tracking
- Questions



# Comprehensive Coordinated Early Intervention Services Initial Collection

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Districts must prepare to be able to report the dollar amounts and number of children who received CCEIS services.



Data collection for all districts will be open from September 25, 2025 – November 17, 2025.



[voluntary] CEIS data collections carry different parameters and are reported to ODE in this collection.

# CCEIS Collection

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CCEIS Plan information is being collected in the Fall 2025 CCEIS Collection for Districts identified in March 2025.

- Projected number of students
- Grade levels
- Academic or behavioral areas of support
- Student group: with or without disabilities
- Activity type: Professional development, academic supports or behavioral supports



# Use of IDEA Funds for CEIS tab

OVERVIEW

CEIS DATA

USE OF IDEA FUNDS FOR CEIS

Final plan approval will occur after submits this form and it has been reviewed by ODE staff.

Total 2025-2026 IDEA Part B Flow-Through Allocation Estimate:  
**\$12,303,928.11**

Total 2025-2026 IDEA Funds for CEIS is estimated to be capped at:  
**\$1,845,589.22**

A. IDEA FUNDS RESERVED FOR CEIS

Will the District/Agency reserve IDEA Funds for CEIS in 2025-2026?

Yes, Required

Select IDEA Fund Year for CEIS

Required

# Use of IDEA Funds for CEIS tab

## B. AMOUNT OF IDEA FUNDS TO BE RESERVED (BASED ON ESTIMATES)

Total amount of IDEA Funds the District/Agency will reserve for CEIS?  
(NOTE: Cannot exceed capped amount of \$1,845,589.22)

\$0.00

Must be greater than \$0.00

## C. CEIS ACTIVITIES PLANNED

The grade levels that will be the focus of the CEIS Plan

Low Grade

Required

High Grade

Required

Group that will be served

Required

# Use of IDEA Funds for CEIS tab

Academic/behavioral areas that will be the focus of the CEIS Plan

Required

Projected count of students who will receive the academic or behavioral services and supports

0

Count of students without disabilities (allowed for CEIS and CCEIS)

Required

Count of students with disabilities (allowed for CCEIS only)

Required

ODE identified areas of significant disproportionality that CEIS funds is addressing

1) Disability Category

Activity Type(s) that will be the focus of the CEIS plan:

Activity 1

Required

Activity 1 General Description of Activity

Required

# CCEIS Tracking

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Districts identified in **March 2024 who implemented CCEIS in the 2024-25 school year** will report to ODE during September 2025 CCEIS collection, and

Districts identified in **March 2025 who will implement CCEIS in the 2025-26 school year** will report to ODE during September 2026 CCEIS collection:

- Number of students who received CCEIS
- Number of students who received special education services and CCEIS
- Amount of funds reserved for CCEIS
- Amount of funds expended on CCEIS

# CEIS Data tab

[OVERVIEW](#) [CEIS DATA](#) [USE OF IDEA FUNDS FOR CEIS](#)

Did your District/Agency use IDEA funds for CEIS or CCEIS in 2024-2025?

YesNo

A. CEIS STUDENT COUNT

Student Counts

0

- Count of students without disabilities (allowed for CEIS and CCEIS)

Required
- Count of students with disabilities (allowed for CCEIS only)

Required



# CEIS Data tab

B. SPECIAL EDUCATION STUDENT COUNT

Total Number who received special education services during 2024-2025 AND CEIS during 2022-2023, 2023-2024 and/or 2024-2025.

Required

C. ACTUAL EXPENDITURES FOR CEIS (AoR340 under Fund Class 200)

IDEA Fund Year Selected for CEIS: 2024-2025

(1) Total Amount of 2024-2025 IDEA Funds Reserved For CEIS

Required

(a) Actual Expenditures 2024-2025 – AoR340

Required

(b) Actual Expenditures 2025-2026 – AoR340\*

Required

Optional Resource: [LEA Student Data Tracker Tool](#) Tab of Idea Data Center's CEIS Fiscal and Data Tracker

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# Pause and Discuss

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In the chat or aloud, share something...

- New you've learned and will take back to your team.
- Causing confusion that you want to circle back to.
- Making you think in a different way about significant disproportionality or CCEIS.



# Agenda

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- Brief Overview of Significant Disproportionality and Comprehensive Coordinated Early Intervening Services(CCEIS)
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# Which Award Can Be Used?

15% of *total* IDEA award (includes 611, 619, and programs)

Identified in spring of 2025

Can use awards from the current year or previous years

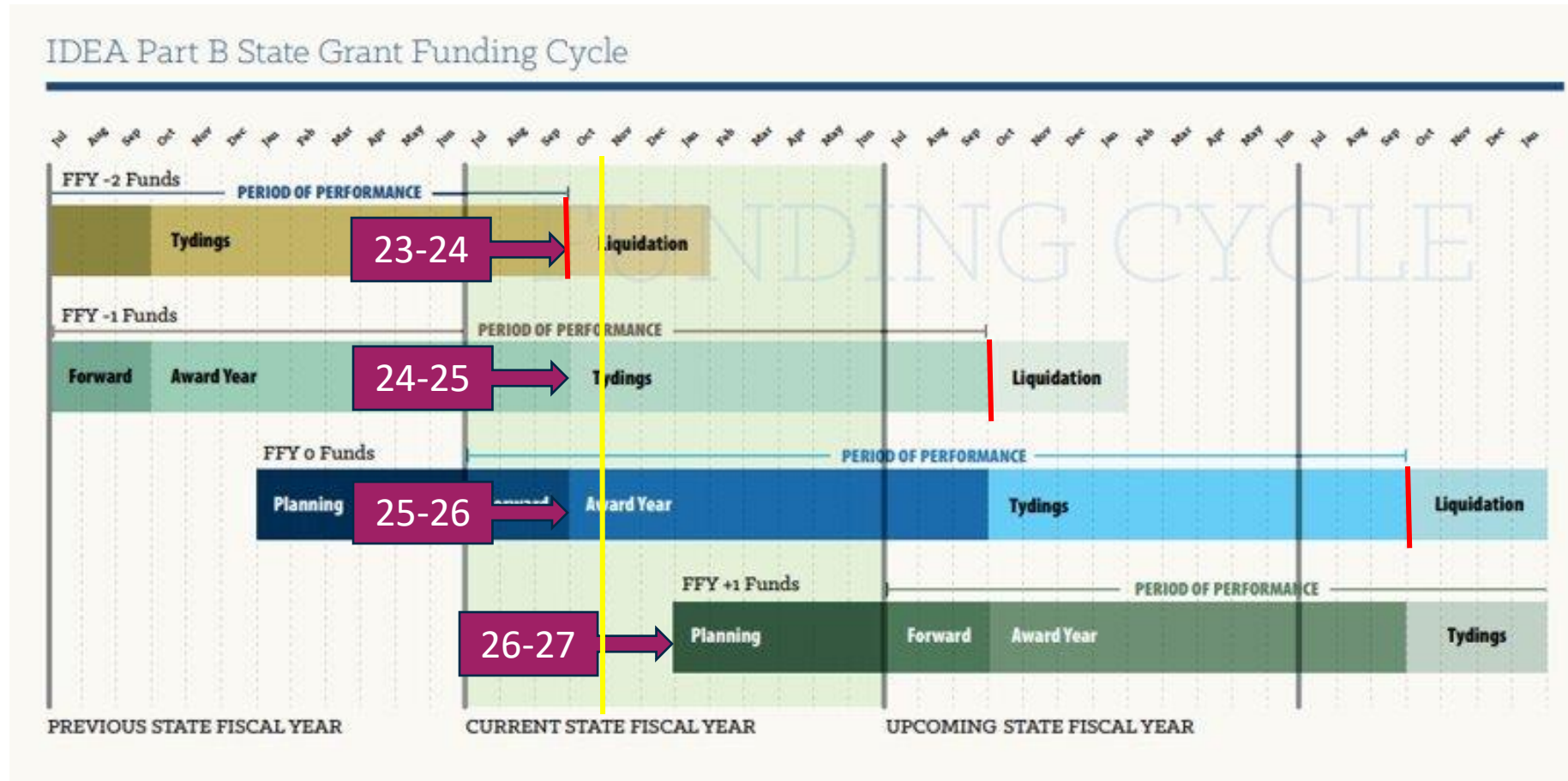
- 2025-26
- 2024-25
- 2023-24 (Closed as of 9/30/25)

If all funds are not spent in grant award period, they may not be reallocated for other purposes

- Funds will be reverted and returned to US DOE



# Grant Years Visual



# Tracking Expenditures

School Year	(Enter)
School District Number	(Enter)
School District Name	(Enter)
Special Education Director	(Enter)
Fiscal Contact	(Enter)
Grant Number	(Enter)
Date of Submission	(Enter)

Comprehensive or Voluntary	Comprehensive
Carryover CCEIS	
CCEIS 15%	
Current + Carryover Funds Total	\$ -
CCEIS Funds Expended to Date	\$ -

[CCEIS Documents Submission Form](#)

Budget, Expenses, and Carryover	Salaries and Benefits	Purchased Services	Conference and Travel	Professional Development and Training	Materials and Supplies	Equipment and Technology	Indirect Costs	Total
Budget Code								
Approved CCEIS Budget								\$ -
Amount of CCEIS Funds Expended for this claim								\$ -
Total Amount of CCEIS Funds Expended to Date	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amount of CCEIS Funds Remaining in Current Fiscal Year								\$ -
Amount of CCEIS Funds Remaining in Current Year + Carryover								\$ -

# First Submission Example

School Year	2025-26
School District Number	3561
School District Name	Happy Mountain
Special Education Director	Jane Keaton
Fiscal Contact	Dolly Williams
Grant Number	59874
Date of Submission	12/1/2025

Comprehensive or Voluntary	Comprehensive
Carryover CCEIS	\$ 10,000.00
CCEIS 15%	\$ 25,000.00
Current + Carryover Funds Total	\$ 35,000.00
CCEIS Funds Expended to Date	\$ 9,000.00

[CCEIS Documents Submission Form](#)

Budget, Expenses, and Carryover	Salaries and Benefits	Purchased Services	Conference and Travel	Professional Development and Training	Materials and Supplies	Equipment and Technology	Indirect Costs	Total
Budget Code	1251.111.340							
Approved CCEIS Budget								\$ 25,000.00
Amount of CCEIS Funds Expended for this claim	\$ 9,000.00							\$ 9,000.00
Total Amount of CCEIS Funds Expended to Date	\$ 9,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,000.00
Amount of CCEIS Funds Remaining in Current Fiscal Year								\$ 16,000.00
Amount of CCEIS Funds Remaining in Current Year + Carryover								\$ 26,000.00

<	>	Instructions	Submission 1	Submission 2	Submission 3	Submission 4	Submission 5	Submission 6	Submission 7	Submission 8	Submission 9
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# Final Submission Example

School Year	
School District Number	
School District Name	
Special Education Director	
Fiscal Contact	
Grant Number	59874
Date of Submission	2/1/2026

Comprehensive or Voluntary	Comprehensive
Carryover CCEIS	\$ 10,000.00
CCEIS 15%	\$ 25,000.00
Current + Carryover Funds Total	\$ 35,000.00
CCEIS Funds Expended to Date	\$ 25,000.00

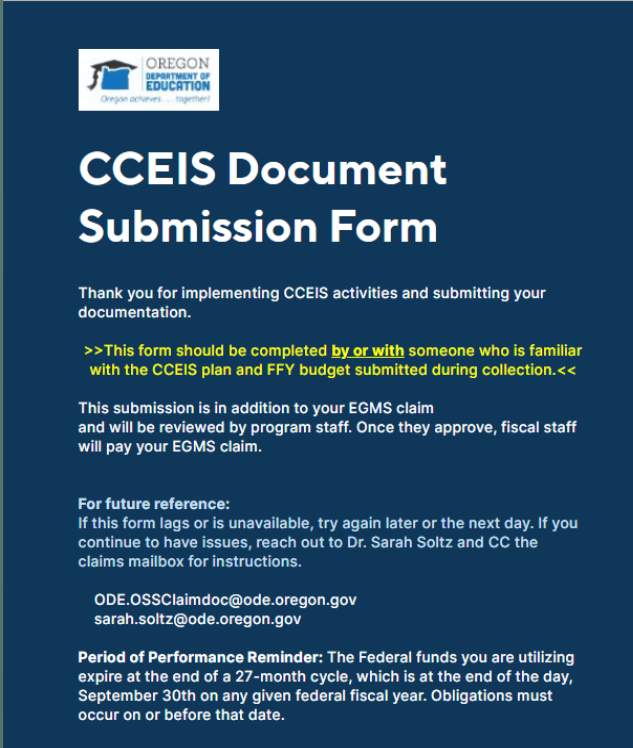
[CCEIS Documents Submission Form](#)

Budget, Expenses, and Carryover	Salaries and Benefits	Purchased Services	Conference and Travel	Professional Development and Training	Materials and Supplies	Equipment and Technology	Indirect Costs	Total
Budget Code	1251.111.340					404.2300.340		
Approved CCEIS Budget								\$ 25,000.00
Amount of CCEIS Funds Expended for this claim	\$ 5,000.00					\$ 2,000.00		\$ 7,000.00
Total Amount of CCEIS Funds Expended to Date	\$ 23,000.00	\$ -	\$ -	\$ -	\$ -	\$ 2,000.00	\$ -	\$ 25,000.00
Amount of CCEIS Funds Remaining in Current Fiscal Year								\$ -
Amount of CCEIS Funds Remaining in Current Year + Carryover								\$ 10,000.00

<	>	Instructions	Submission 1	Submission 2	Submission 3	Submission 4	Submission 5	Submission 6	Submission 7	Submission 8	Submission 9
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# CCEIS Smartsheet Submission Form

- When you submit this form it will alert program staff so they can compare these activities to your CCEIS plan.
- If the form lags, it won't save your progress. You will need to try again later. Reach out to [ODE.OESOSubgrantClaims@ode.oregon.gov](mailto:ODE.OESOSubgrantClaims@ode.oregon.gov) and CC [Sarah.Soltz@ode.oregon.gov](mailto:Sarah.Soltz@ode.oregon.gov) if you continue to have problems.



The cover page of the CCEIS Document Submission Form is dark blue with white text. It features the Oregon Department of Education logo at the top left. The title 'CCEIS Document Submission Form' is prominently displayed in the center. Below the title, it thanks the user for submitting documentation and provides instructions on how to complete the form, including a note about the 27-month federal funding cycle. Contact information for Sarah Soltz is provided at the bottom.

**CCEIS Document Submission Form**

Thank you for implementing CCEIS activities and submitting your documentation.

>>This form should be completed **by or with** someone who is familiar with the CCEIS plan and FFY budget submitted during collection.<<

This submission is in addition to your EGMS claim and will be reviewed by program staff. Once they approve, fiscal staff will pay your EGMS claim.

**For future reference:**  
If this form lags or is unavailable, try again later or the next day. If you continue to have issues, reach out to Dr. Sarah Soltz and CC the claims mailbox for instructions.

ODE.OSSClaimdoc@ode.oregon.gov  
sarah.soltz@ode.oregon.gov

**Period of Performance Reminder:** The Federal funds you are utilizing expire at the end of a 27-month cycle, which is at the end of the day, September 30th on any given federal fiscal year. Obligations must occur on or before that date.

[CCEIS Smartsheet form](#)

Refresh the form link

If you have this form bookmarked...be sure to click the refresh button in your browser so any form updates are populated.

District Name \*

District ID \*

Primary Contact Name \*

Who do we reach out to if there are questions?

Primary Contact Email \*

Have you submitted a claim in EGMS? **Please, submit to EGMS, as well.**

Check this box if you have submitted your claim to EGMS.

☐

CCEIS Budget Tracker

Each year you are identified as significantly disproportionate ODE will provide a CCEIS budget tracking Excel workbook to record the cost of your CCEIS plan activities up to the required 15%.

If you are identified more than once, you will work through resolving each year separately.

You will provide a workbook with each claim. Submit your filled in workbook at the bottom of this form.

School Year You Were Identified \*

This is especially important if you have been identified for 1 identification year at a time.

Do not combine multiple years in this submission.

☐ 22-23 ☐ 23-24 ☐ 24-25 ☐ 27-28

☐ 27-28

CCEIS claim Total \*

LEA Activity description \*

Please provide the purchase and activity(s).

Describe the purchases and activity(s).

You can put links to products or training websites here, as well.

Date or time range the purchase or activity(s) occurred? \*

Notes/Comments (optional)

Anything else you want us to know or clarify about today's submission?

File Upload \*

Please attach these items so we have enough to approve your claim:

- CCEIS Budget Workbook (Required)
- Expenditure report (Required)

Other helpful items:

- Agendas
- Flyers
- product screenshot



Drop your files here  
Browse

# CCEIS Smartsheet Submission Form

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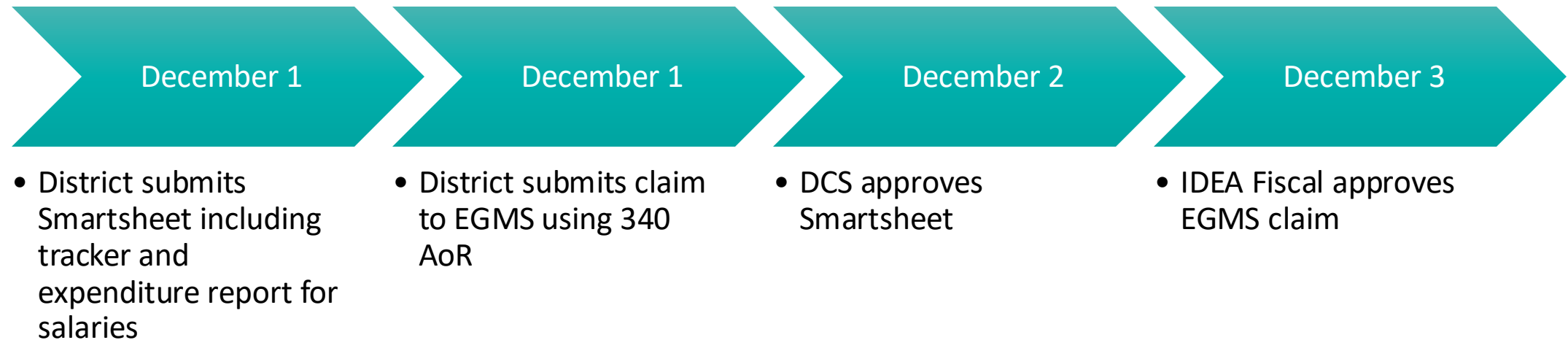
## Required Information:

- District name, identification number
- Contact information for person submitting form
- Has this claim been submitted to EGMS?
- Is this a final claim for CCEIS?
- School year in which the district was identified
- CCEIS claim Total
- LEA Activity description
- Date or time range the activity occurred?
- **File uploads of CCEIS Budget Tracking Excel Workbook, Expenditure report**

# Order of Operations for Making Claims



Example of a district submitting claims for salaries as per their CCEIS plan





# Claiming and Tracking CCEIS Resources

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## **Submitting CCEIS Claims**

[CCEIS Smartsheet form](#)

## **Tracking Required CCEIS Information**

[LEA Student Data Tracker Tool](#)

## **ODE C/CEIS Collection**

[ODE CEIS Collection Information](#)

# Significant Disproportionality and CCEIS Resources

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## **To Guide Activity Planning and Requirements for ODE**

[Identified District Activity Checklist school year 2024-2025](#)

## **To Support Districts in Teaming**

[Serving on Groups: Leading by Convening, by IDEAs that Work](#)

## **To Grow Background Knowledge**

[Equity Requirements in IDEA](#): PDF comparing significant disproportionality requirements to indicators B4b, B9, B10

[OSEP IDEA Significant Disproportionality Regulations](#)

[CIFR WestEd Significant Disproportionality Step By Step Guide](#): Steps with resources

[IDC/CIFR/WestEd CEIS Practice Guide: Examples of CCEIS scenarios](#)

[IDC CCEIS and CEIS Comparison Quick Guide](#)

# Resources For District Use in Improvement Planning

## National Center on PBIS

Wise Use of Coordinated Early Intervening Services to Achieve Equity in School Discipline

## **West Ed**

Research-Based Strategies for Addressing Disproportionality in Special Education

## Progress Center

IDEA Disability Category Tip Sheet Series

Evidence-Based Instructional Practices Course Collection

Includes multiple online modules, including

Teaching Social Behaviors online self-paced course

Oregon Department of Education

## National Center on Intensive Intervention

Introduction to Intensive Intervention

Tools chart overview

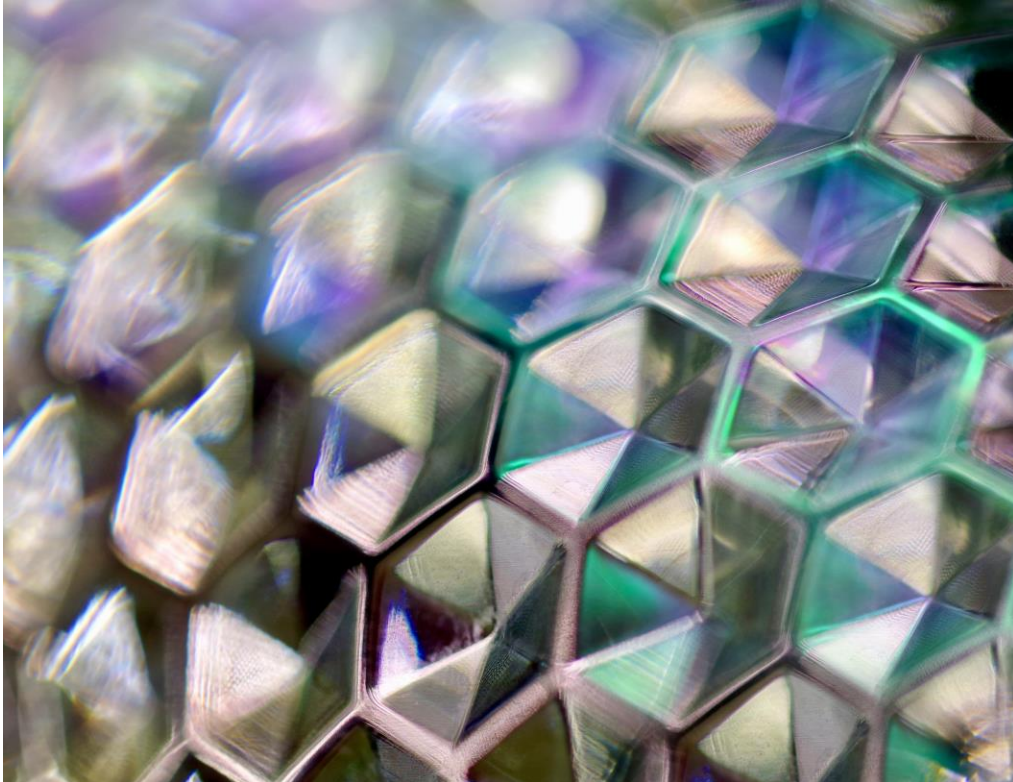
## TIES

PBIS and Students with significant cognitive disabilities

Inclusive Instruction resources

# Questions and Reflections

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## Contact Information

ODE Staff are Available to Assist with the Different Aspects of Significant Disproportionality.

### Data Questions

Cynthia Garton

[Cynthia.garton@ode.oregon.gov](mailto:Cynthia.garton@ode.oregon.gov)

### CCEIS or Financial Questions

Thea Donovan

[Ode.IdeaFinance@ode.oregon.gov](mailto:Ode.IdeaFinance@ode.oregon.gov)

### Program and Planning Questions

Sarah Soltz

[Sarah.soltz@ode.oregon.gov](mailto:Sarah.soltz@ode.oregon.gov)

# District Compliance Specialist Contact Information

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ODE Staff	Districts Supporting	Email	Phone
Cherisse Gordon	Sweet Home	<a href="mailto:cherisse.gordon@ode.oregon.gov">cherisse.gordon@ode.oregon.gov</a>	503-428-7080
Laura Petschauer	Hood River County North Wasco Portland	<a href="mailto:laura.petschauer@ode.oregon.gov">laura.petschauer@ode.oregon.gov</a>	971-208-0288
Abby Wells	Hillsboro Morrow	<a href="mailto:abby.wells@ode.oregon.gov">abby.wells@ode.oregon.gov</a>	503-689-0977
Jeremy Wells	Douglas SD 15	<a href="mailto:jeremy.wells@ode.oregon.gov">jeremy.wells@ode.oregon.gov</a>	503-510-9465

# Thank You

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