



CCEIS Fiscal Tracking Information for Districts

October 5, 2026

Welcome



In the chat, please share your:

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

Agenda



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

Oregon's Equity Stance

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?

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.

What Happens When a District is Identified

Districts must:

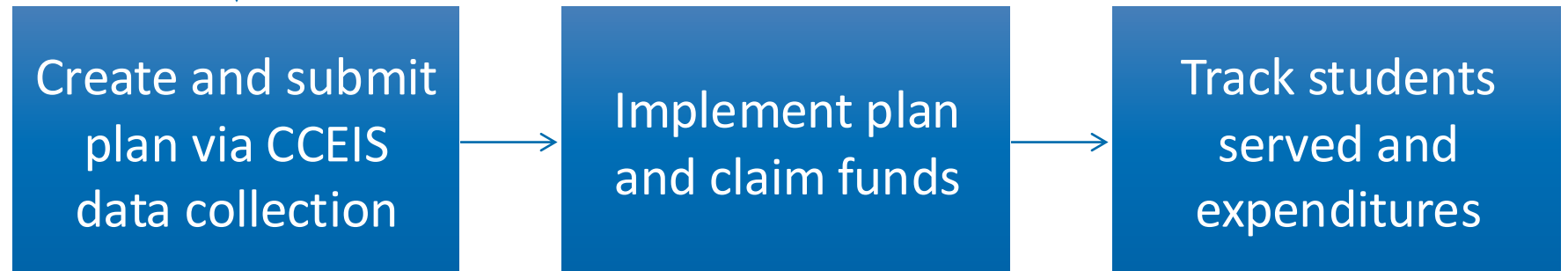
- Conduct an internal root cause analysis to determine the root cause of the significant disproportionality.
- Update and publicly report on any policy, procedure, or practices that they determined contributed to the significant disproportionality.
- Collaborate with district compliance specialist to 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 For Districts Identified in the 2025-26 School Year

From March to June 2026, ODE initially supported districts to:



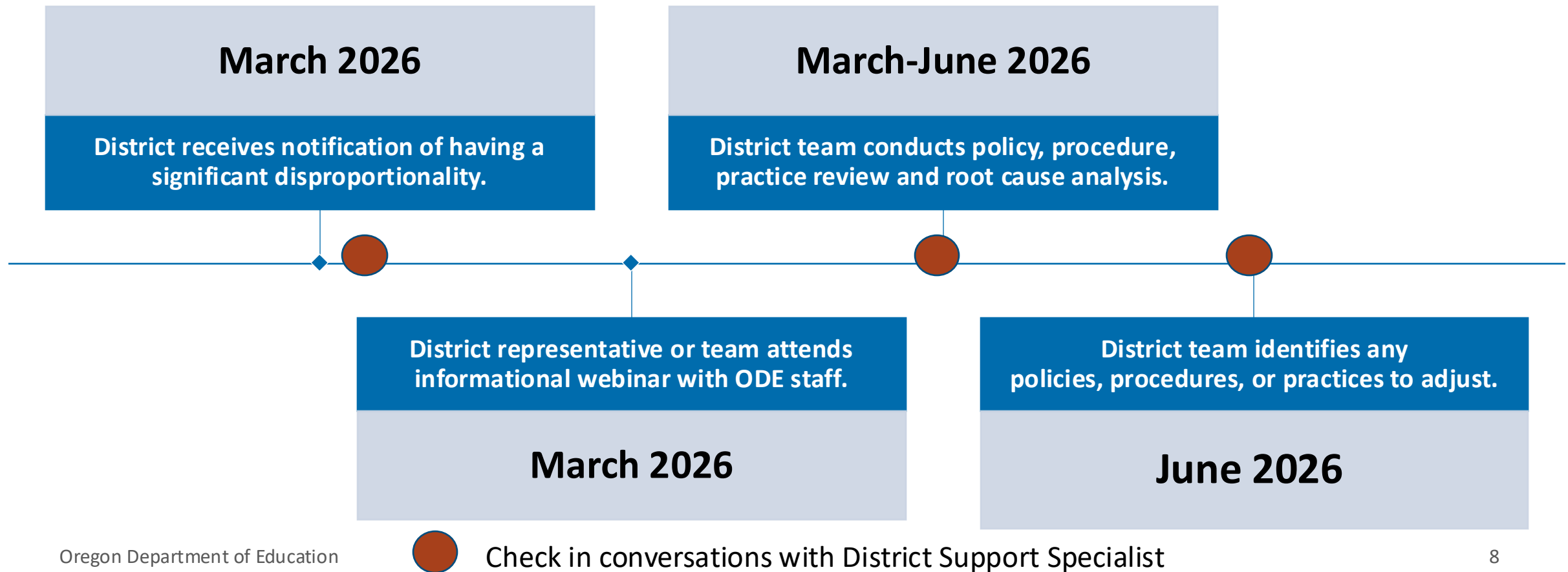
Currently, ODE is supporting districts to:



[Activity Checklist For Districts Identified in the 2025-2026 School Year](#)

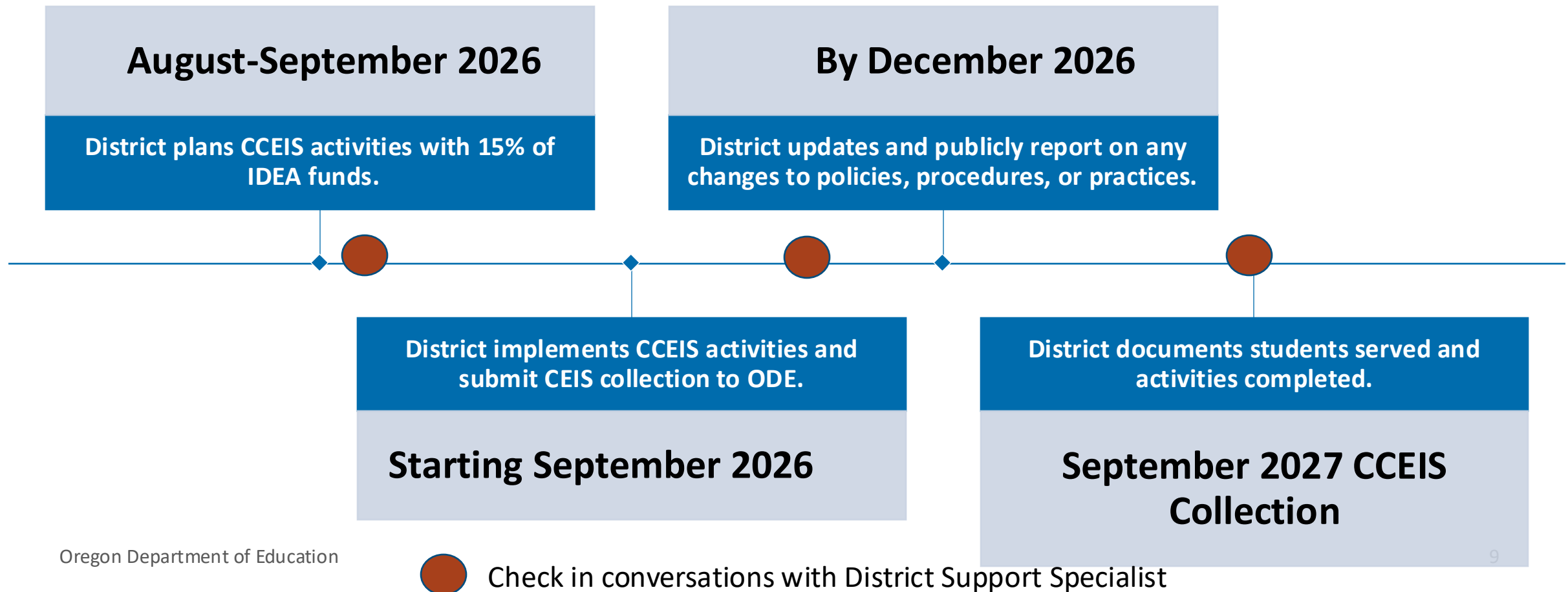
Significant Disproportionality Initial Identification

Year 1 Activities



Significant Disproportionality Initial Identification

Year 2 Activities



Significant Disproportionality Planning



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?

Effective Teaming

Convene a leadership team that can meet on an ongoing basis to be able to plan, implement, and monitor activities. Team members should include leadership staff who can:

- 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.
- Speak to the practice areas related to the district's identification, such as a school psychologist or speech language pathologist.

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.

34 CFR § 300.646 & § 300.647



Examples of CCEIS Activities

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

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

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



Comprehensive Coordinated Early Intervention Services (CCEIS) Initial Collection



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



Data collection for all districts will be open from September 24, 2026 – November 9, 2026.



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

CCEIS Collection

CCEIS Plan information is being collected in the Fall 2026 CCEIS Collection for Districts identified in March 2026.

- 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

Districts identified in **March 2025 who implemented CCEIS in the 2025-2026 school year** will report to ODE during September 2026 CCEIS collection, and

Districts identified in **March 2026 who will implement CCEIS in the 2026-2027 school year** will report to ODE during September 2027 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

Pause and Discuss



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.

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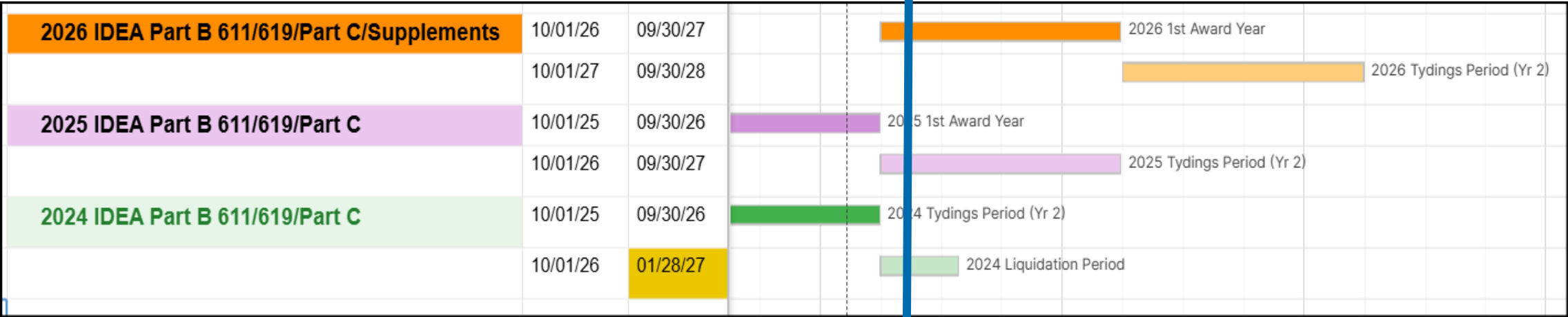


Which Award Can Be Used?

- 15% of district gross IDEA award (includes IDEA Part B 611, 619, and programs)
- Districts identified in spring of 2026 can use IDEA awards from
 - 2026-27
 - 2025-26
 - 2024-25 (Closed as of 9/30/26)
- Each grant can only be used once per C/CEIS requirement year
- 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

2026 IDEA Grant Years Visual

10/5/2026



Tracking C/CEIS Expenditures

Key Take-aways

- This is a new workbook version
- You will submit this via a Smartsheet form
- This workbook is your evidence of your C/CEIS spending and meeting Federal requirements.
- The district Special Education Director and the Business Office should collaborate

IDEA C/CEIS Budget and Expenditure Workbook

This workbook replaces the previous "CCEIS Tracker" beginning with districts identified in 2026. If you are using the previous tracker you may continue to do so. If you wish to use this new version you are welcome to create a copy and, if applicable, move your entries from the old tracker.

This workbook is required for Comprehensive (aka mandatory) Coordinated Early Intervening Services (CEIS) when an LEA is identified with significant disproportionality and is *required* to spend 15% of their Federal Fiscal Year (FFY) total **gross of all** IDEA Part B awards to resolve the disproportion. 34 CFR 300.646a indicates Part B assistance and does not separate Part B 611 from Part B 619. Therefore the gross is the combined total of both of those including any supplemental Part B awards received in that FFY.

It may also be used for Coordinated Intervening Services (CEIS) where an LEA *voluntarily chooses* to use up to 15% of their gross of all IDEA Part B awards for preventative activities. CEIS does not require you to spend the full 15% even if you initially indicated you would.

This workbook will help you keep track of your budget and know when you have met the 15% requirement.
It is crucial that you do not exceed the 15% amount.
If this is comprehensive (aka mandatory) you must expend exactly 15%.

It is also crucial that your **business office is appropriately coding these expenditures in your accounting system** and in other reporting. Often the business office is unfamiliar with C/CEIS and is not aware their district has been identified as significantly disproportionate which has this associated fiscal requirement. Position turnover carries a higher risk of C/CEIS noncompliance. Special Education Directors and Business officials are partners in this C/CEIS process.

> ☰

Title Page

About C/CEIS

1. LEA Information

Planning (Optional)

2. B&E Report

Accounting Codes

DropDowns

+

Setting up the C/CEIS Workbook

LEA Information			
School Year Identified	2025		
School District ID Number	99999		
School District Name	Example District		
Special Education Director	Testy McTesterson	(Email)	(Phone & ext)
Fiscal Contact	Budgety Bridgerton	(Email)	(Phone & ext)
Comprehensive or Voluntary	Comprehensive		
IDEA Grant Year	2026		
Grant Name	IDEA Part B 611	IDEA Part B 619	
Subaward Numbers	99999	888888	
15% Gross Awards Amount (found in the CEIS use of funds collection)	\$10,000.00		
Planned purchases, activities, staffing. Add rows as needed below.			
Example: .5 FTE licensed Teacher Mentor			
Example: Send 2 Teachers and 2 instructional assistants to Portland for training			
Example: Upgrade current student tracking software program to include family engagement component			
Example: preK to kinder transition mentoring			
(Enter)			
(Enter)			

> ≡ Title Page About C_CEIS **1. LEA Information** Planning (Optional) 2. B&E Report Accounting Codes DropDowns +

Reporting Expenditures Example

Budget & Expenditure Reporting	Comprehensive	Budget Alerts	For more columns-unhide H-K						Example District	CCEIS Requirement 15% Total Amount
			Expenditure Reporting Area							
			10/22/2026	10/22/2026	(Reporting date)	(Reporting date)				
A. Expenditure Categories	Budget							Budget Remaining		
Salaries and Benefits	\$ 5,000.00		\$ 4,000.00	\$ 1,000.00	\$ -	\$ -		\$ -	\$ 10,000.00	
Purchased Services	\$ -		\$ -	\$ -	\$ -	\$ -		\$ -		
Conference and Travel	\$ 4,000.00		\$ 4,000.00	\$ -	\$ -	\$ -		\$ -		
Professional Development and Training	\$ 500.00		\$ 100.00	\$ -	\$ -	\$ -		\$ 400.00		
Materials and Supplies	\$ -		\$ -	\$ -	\$ -	\$ -		\$ -		
Equipment and Technology	\$ 500.00	OVER BUDGET	\$ 600.00	\$ 600.00	\$ -	\$ -		\$ (700.00)		
Indirect Costs	\$ -		\$ -	\$ -	\$ -	\$ -		\$ -		
Total	\$ 10,000.00	Totals	\$ 8,700.00	\$ 1,600.00	\$ -	\$ -	Total Budget Remaining	\$ (300.00)	Expenditures Exceed 15% Limit	
codes you plan to use (budget) or are using (expenditure entries) separated by commas. C/CEIS area of responsibility is always 340		EGMS Reference #	123123	234234	(Enter EGMS Reference #)	(Enter EGMS Reference #)	Goal= exactly \$0			
								Click here to submit your workbook: CCEIS Document Submission Form		
		IDEA Part B 611	IDEA Part B 619	(Select)	(Select)					
		Notes	CCEIS is batched with other expenditures in EGMS. Period August 15-Sept 30, 2026	Kinder transition meetings	(Notes area)	(Notes area)				

Reporting Expenditure Codes Example

codes you plan to use (budget) or are using (expenditure entries) separated by semicolons or ampersands.
C/CEIS area of responsibility is always 340

B. Accounting Code Section	Budget Plan codes		10/22/2026	10/22/2026	Reference #1	Reference #2
			IDEA Part B 611	IDEA Part B 619	(Select)	(Select)
		Notes				
			CCEIS is batched with other expenditures in EGMS. Period August 15-Sept 30, 2026	Kinder transition meetings	(Notes area)	(Notes area)
			Expenditure Codes (Actuals) Area			
			10/22/2026	10/22/2026		
Salaries and Benefits	1111-111-200	→	1111-111&112-220	1111-111-200		
Purchased Services		→				
Conference and Travel	1111-342	→	1111-342			
Professional Development and Training	1111-312	→	1111-312			
Materials and Supplies		→				
Equipment and Technology	1111-470	→	1111-470			
Indirect Costs		→				

[Click here to submit your workbook: CCEIS Document Submission Form](#)

CCEIS Smartsheet Submission Form

- Submitting this form will alert program staff to 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 if you continue to have difficulty: ODE.OESOSubgrantClaims@ode.oregon.gov
- CC Heather.Shinn@ode.oregon.gov and Sarah.Soltz@ode.oregon.gov

The image shows two side-by-side screenshots of the CCEIS submission interface. The left screenshot is the 'CCEIS Document Submission Form' header, which includes the Oregon Department of Education logo and instructions. The right screenshot is the 'CCEIS Budget Tracker' form, which contains several sections with input fields and radio buttons. The 'School Year You Were Identified' section has radio buttons for 22-23, 23-24, 24-25, 25-26, 26-27, and 27-28. The 'What FFY \$ Using?' section has a dropdown menu. The 'Which Part B type?' section has a dropdown menu. The 'Which funds are you using for this submission?' section has a dropdown menu. The 'EGMS Part B611 Grant Number(s)' section has a text input field. The 'CCEIS report Total' section has a text input field.

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 the IDEA collection.<<

Reimbursement: Reimbursement occurs after you report expenditures in your CCEIS workbook and submit it and any supporting documents via this Smartsheet submission form. ODE then reviews for allowability and plan adherence.

Proof of compliance: By completing the budget workbook and submitting documentation to the Smartsheet, you are providing the artifacts needed to demonstrate if you have successfully completed your C/CEIS fiscal requirements.

These artifacts will be compared with your collection data, plan and EGMS submissions to determine if you have met all necessary components of C/CEIS.

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 Heather Shinn or Dr. Sarah Soltz and CC the claims mailbox for instructions.

heather.shinn@ode.oregon.gov
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 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 over time up to the required 15%.

You must provide a workbook and related supporting documentation with each claim. Submit your filled in workbook at the bottom of this form.

When filling out this form you will need to know the award number of the IDEA funds you are using for this submission.

School Year You Were Identified *

This is especially important if you have been identified more than once. Submit documentation for 1 identification year at a time.

Do not combine multiple years in this submission.

☐ 22-23 ☐ 23-24 ☐ 24-25 ☐ 25-26 ☐ 26-27 ☐ 27-28

What FFY \$ Using? *

What federal fiscal year is this subaward?

Which Part B type? *

Since the 15% is based on your gross total of part B awards you can utilize any of those awards where allowable.

Which funds are you using for this submission? * (you will enter the SAN award number in the next pop-up window)

EGMS Part B611 Grant Number(s) *

This is the number found on your IDEA Subaward notification (SAN). It should also be listed on the LEA information tab in your workbook.

CCEIS report Total *

[CCEIS Smartsheet form](#)

CCEIS Smartsheet Submission Form

Required Information:

- District name and identification number
- Contact information for person submitting form
- School year in which the district was *identified*
- FFY Grant and SAN # being used
- CCEIS Claim Total
- LEA Activity description
- Date or time range the activity occurred
- **File uploads of CCEIS Budget Tracking Excel Workbook AND Expenditure report**

☐ Send me a copy of my responses

Submit

Order of Operations for Making Claims



Claiming and Tracking CCEIS Resources

Submitting CCEIS Claims

[CCEIS Smartsheet form](#)

ODE C/CEIS Collection

[ODE CEIS Collection Information](#)

Significant Disproportionality and CCEIS Resources

To Guide Activity Planning and Requirements for ODE

[Identified District Activity Checklist 2025-2026 school year](#)

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 Quick Reference Guide on Coordinated Early Intervening Services](#)

[IDC CEIS and CCEIS Example 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

Contact Information

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

Data Questions

Cynthia Garton

Cynthia.garton@ode.oregon.gov

CCEIS or Financial Questions

ODE IDEA Finance Team

Ode.IdeaFinance@ode.oregon.gov

Program and Planning Questions

Sarah Soltz

Sarah.soltz@ode.oregon.gov



Thank You

