



**Alabama State Department of Education
Office of Student Learning
Special Education Services**



**Data Collection Form for Comprehensive Coordinated Early Intervening Services, CCEIS (34 CFR § 300.646)
& Coordinated Early Intervening Services, CEIS (34 CFR § 300.226)**

LEA _____ LEA Code _____

The Alabama State Department of Education (ALSDE), Special Education Services (SES) has developed a process for Local Education Agencies (LEAs) to submit information regarding Early Intervening Services. The data reporting period is July 1- June 30 annually. Please complete this form and upload to the documents library of the ALSDE electronic grant application process (e-GAP) by the second Friday in July each year. Failure to submit accurate and timely data may impact an LEA's Determination Status.

	Please complete one of the following:
Identification Year _____	Required: <input type="checkbox"/> Reserved: 15% Amount \$ _____
Implementation Year _____	Voluntary: <input type="checkbox"/> % Reserved: _____ Amount \$ _____

Area in which the LEA was identified as having significant disproportionality? (CCEIS ONLY)
 Identification Identification Placement Disciplinary Actions
 (by specific disability category)

	Reporting Year	CCEIS/CEIS Tracking Documentation	Total #
Implementation Year One	Implementation School Year	1. The number of non-identified students with disabilities who received CCEIS/CEIS during your Implementation Year. This includes students in grades K-12 who received instruction from personnel who participated in professional development activities supported with EIS funds. These students are identified in the Implementation Year.	Number of Students
		2. The number of non-identified students with disabilities in grades K-12 from the Implementation Year (listed in #1) who subsequently received special education and related services under Part B of the IDEA during the Implementation Year. <i>This is an unduplicated count of students.</i>	Number of Students
Tracking Year Two	School Year	3. The number of non-identified students with disabilities in grades K-12 from Implementation Year (listed in #1) who subsequently received special education and related services under Part B of the IDEA during tracking year two.	Number of Students
Tracking Year Three	School Year	4. The number of non-identified students with disabilities in grades K-12 from Implementation Year (listed in #1) who subsequently received special education and related services under Part B of the IDEA during tracking year three.	Number of Students

Name of person to contact regarding this report: (print or type)	Submitted by:	
	Signature:	
	Title:	
	Email Address:	
	Phone Number:	
Report Completion Date :		

**Data Collection and Reporting Form Guidance for
Comprehensive Coordinated Early Intervening Services, CCEIS (34 CFR § 300.646) &
Coordinated Early Intervening Services, CEIS (34 CFR § 300.226)**

Purpose of this form:

- To document and report the local education agency (LEA) identified as providing early intervening services, what year it was implemented, tracked and the number of students who were served during the reporting period of July 1- June 30.

When to use this form:

- When the LEA is notified that it has been identified as having significant disproportionality and is required to expend 15% of their allocated IDEA Part B and Preschool funds for CCEIS activities. At the end of the indicated school year the LEA is required to complete this form.
- When the LEA has voluntarily reserved (set-aside) and expended (up to 15%) of their allocated IDEA Part B and Preschool funds for CEIS activities.

Things to remember when completing this form:

- The **LEA** is the name of the school system and **LEA Code** is the district's code number.
- The **Identification Year** is the school year in which the LEA was notified as being identified as significantly disproportionate.
- The **Implementation Year** is the school year that the LEA reserved a percentage of their IDEA Part B and Preschool allocated funds and began the early intervening services.
- **Required** refers to LEAs that were identified and notified of the CCEIS requirements and must reserve 15% of their allocated IDEA Part B and Preschool funds.
- **Voluntary** is for systems who chose to implement CEIS.
- The **Amount \$** is the dollar amount that was reserved from the LEA's Part B and Preschool allocation.
- The percent (%) **Reserved** is the percent of the allocated IDEA Part B and Preschool funds that the LEA voluntarily decided to reserve.
- The **Area in which the LEA was identified as having significant disproportionality** based on race or ethnicity for: 1) **identification** of students as students with disabilities; 2) identification as students by specific disability category; 3) **placement** of students in particular educational settings; and 4) incidence, duration, and type of **disciplinary actions**, including suspensions and expulsions. More than one box may be checked. **To be completed by LEAs required to implement CCEIS.**
- **Year One Reporting Year** is the school year that the LEA first implemented CCEIS/CEIS. **Total #** is the number of students who were identified and received CCEIS/CEIS services. **Question #2** is the number of students from Question #1 who later received special education services.
- **Year Two Reporting Year** is the following school year that the LEA implemented CCEIS/CEIS. **Question #3 Number of Students** is the number of students from Question #1 who later received special education services during tracking year two.
- **Year Three Reporting Year** is the following school year that the LEA implemented CCEIS/CEIS. **Question #4 Number of Students** is the number of students from Question #1 who later received special education services during tracking year three.

What happens next?:

- The completed form is submitted to ALSDE via e-GAP no later than the set deadline.
- The LEA will keep all required documentation regarding CCEIS/CEIS implementation.