New IDEA Directors

Significant Disproportionality & the Consolidated Funding Application (CFA)

Significant Disproportionality and the Consolidated Funding Application (CFA)
The CFA must be completed by each LEA and includes funds awarded for the following: Title I, Part A; Title I, Part A Neglected; Title I, Part D; Title II, Part A Title III, Part A; Title IV; Title V, Part B; (Rural & Low-Income Schools) and IDEA (Part B and Preschool). The CFA must be reviewed and approved by the Tennessee Department of Education. Access to the CFA is provided through the department's online funding and planning portal, ePlan.

If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Comprehensive Coordinated Early Intervening Services (CCEIS) (IDEA § 618(d)(2)(B)). The amount expended by an LEA under Coordinated Early Intervening Services (CEIS) shall count toward the maximum amount of the expenditures such LEAs may reduce in the CFA – Permissive Use of Funds – A. Adjustment to Local Effort.

Available Resources

- Assigned FPO IDEA Divisional Coordinator
- Assigned Regional Finance Consultant
- In-person or virtual spring regional training (February-March) - IDEA
- In-person or virtual spring regional work sessions (April) - IDEA

TN Department of Education

Federal Guidance

Federal Register / Vol. 81, No. 243 / Monday, December 19, 2016 / Rules and Regulations
U.S. Department of Education – 34 CFR Part 300 – Assistance to States for the Education of Children with Disabilities; Preschool Grants for Children with Disabilities
Effective Date: *January 18, 2017*
Compliance Date: *July 1, 2018*
Summary

The Secretary amends the regulations under Part B of the Individuals with Disabilities Education Act (IDEA) governing the Assistance to States for the Education of Children with Disabilities program and the Preschool Grants for Children with Disabilities program. With the goal of promoting equity under IDEA, the regulations will establish a standard methodology States must use to determine whether significant disproportionality based on race and ethnicity is occurring in the State and in its local educational agencies (LEAs); clarify that States must address significant disproportionality in the incidence, duration, and type of disciplinary actions, including suspensions and expulsions, using the same statutory remedies required to address significant disproportionality in the identification and placement of children with disabilities; clarify requirements for the review and revision of policies, practices, and procedures when significant disproportionality is found; and require that LEAs identify and address the factors contributing to significant disproportionality as part of comprehensive coordinated early intervening services (comprehensive CEIS) and allow these services for children from age 3 through grade 12, with and without disabilities.

Purpose of This Regulatory Action

The purpose of these final regulations is to promote equity in IDEA. Specifically, the final regulations will help to ensure that States meaningfully identify LEAs with significant disproportionality and that States assist LEAs in ensuring that children with disabilities are properly identified for services, receive necessary services in the least restrictive environment, and are not disproportionately removed from their educational placements by disciplinary removals…When a state educational agency (SEA) identifies LEAs with significant disproportionality in one or more of these areas (race; ethnicity; identification of children with particular impairments; placement of children in particular educational settings; and the incidence, duration, and type of disciplinary actions, including suspensions and expulsions) annually based on the collection and examination of their data, States must: (2) require the LEA to reserve the maximum amount (15 percent) of its Part B funds to be used for comprehensive coordinated early intervening services (comprehensive CEIS) to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly over-identified.

Timeline & Action Steps	
Oct.	• LEAs notified of significant disproportionality status for FY27
Nov.	• If identified for significant disproportionality for FY26, complete and submit the *Significant Disproportionality Acknowledgement Form* in ePlan's *LEA Document Library*. • Identified LEAs may appeal the significant disproportionality status by completing/submitting the appeals form in ePlan's *LEA Document Library*. ○ The data used for calculations will be provided by the department.
Dec.	• LEAs appealing significant disproportionality status for FY27 must upload corrections and corroborating documentation for the data.
Jan.	• LEAs currently identified for FY25 Significant Disproportionality will complete CCEIS/CEIS monitoring.
Feb.	• Department issues final determination of significant disproportionality for FY27.
Feb.-March	• Attend regional training hosted by FPO for the FY27 CFA. • Start compiling necessary data sources and information to complete the FY27 CFA. These data sources may include, but are not limited to: ○ special education student enrollment per disability; ○ student enrollment per school (during the current school year); ○ staff benefits and assignments; and ○ staff for significant disproportionality (if applicable).
March-April	• Meet with school-level staff to discuss student needs. Discussions should focus on return on investment in staffing, instruction materials/ supplies, and changes to supplemental programming.

Timeline & Action Steps	
	• Remind school-level leadership teams that items paid for with federal dollars must be outlined in the school improvement plan. Discussions with schools in the determination of significant disproportionality.
April	• Start reviewing, compiling documents, and completing the CFA (CCEIS Mandatory page), attend regional work sessions, and check your FY27 CFA with a divisional coordinator (CCEIS budgeted with line-item narratives stating CCEIS funds/amounts).
May	• Submit the completed FY27 CFA in ePlan.
May-June	• Revise the LEA's FY27 CFA based on the department's feedback and recommendations.
June	• Review and gather final CCEIS expenses to ensure correct carry-over amounts.
July	• FY27 CFA approved.
July-Sept.	• Review and upload final CCEIS budget expenditure and encumbrance reports for verification of required expenses in IDEA Part B – 142 and General Purpose – 141 (transferred out).