

WELCOME TO THE 2022 DISPROPORTIONALITY INSTITUTE

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Comprehensive Coordinated Early Intervening Services (CCEIS)

Significant Disproportionality

Section 618(d) of the *IDEA* and the implementing regulations in 34 CFR §300.646 require States to collect and examine data to determine if significant disproportionality based on race or ethnicity is occurring in States and LEAs with respect to the following:

- (1) the identification of children as children with disabilities;
- (2) the identification of children as children with a particular disability;
- (3) the placement of children with disabilities in particular educational settings;
and
- (4) the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

Areas of Significant Disproportionality

Any LEA with a risk ratio **greater than three (3) for three consecutive years within the same race and area of analysis** shown below is designated as having significant disproportionality.

Racial/Ethnic Groups by	Disability Categories	Discipline	Educational Environment
<ol style="list-style-type: none"> 1. American Indian/Alaskan Native 2. Asian 3. Black or African American 4. Hispanic or Latino 5. Native Hawaiian/Pacific Islander 6. White 7. Two or more race groups 	<ol style="list-style-type: none"> 1. ALL Disabilities <p>Specific Disability Categories</p> <ol style="list-style-type: none"> 1. Autism 2. Emotional Disturbance 3. Intellectual Disability 4. Other Health Impairment 5. Speech/Language Impairment 6. Specific Learning Disabilities 	<ol style="list-style-type: none"> 1. Out-of-School Suspension \leq 10 Days 2. Out-of-School Suspension $>$ 10 Days 3. In-School Suspensions \leq 10 Days 4. In-School Suspensions $>$ 10 Days 5. Total Removals 	<ol style="list-style-type: none"> 1. Less than 40% of the day in the regular classroom 2. Day School

CCEIS Definition

- An LEA determined to have significant disproportionality is required to set-a-side 15% of their allocation and provide CCEIS.
- A Local Education Agency (LEA) may use funds reserved for CCEIS to serve children from age 3 through grade 12 particularly, but not exclusively, children in those groups that were significantly over-identified.

Arkansas CCEIS

An LEA identified as having significant disproportionality, as defined by the state, is required to set aside 15% of their total IDEA allocation including School Age (611) and IDEA Early Childhood (619) for the development and provision of CCEIS for

- Children who are **not currently identified as needing special education** or related services but who need additional academic and behavioral support to succeed in a general education environment (ages 3-21); and
- Children with disabilities (ages 3-21).

An LEA may not limit the provision of CCEIS to children with disabilities. There must be at least one student without a disability served for every student with a disability served.

eSchool Requirements

- Required LEAs must mark the Disproportionality flag in eSchool
 - District Administration>general setup> district demographics> disproportionality (bottom field)
- The LEA must track ALL students who receive CCEIS services in Eschool.
- The Disproportionality flag allows for both sets of students (those without and with disabilities) to be entered into the system.

Common eSchool Data Errors

- Forgot to set the disproportionality flag so both disabled and non-disabled students can be added.
- Failed to enter students into the CEIS Module in eSchool
 - Must enter the start date when a student is placed into CCEIS.
 - Must also have an exit/end date upon leaving the program.
- Failed key the service information on the CEIS service screen
 - All services provided have a start and end date.
 - One service can end while another one continues or a new one starts.
 - All services need an end date if the student is no longer receiving CCEIS

Required Set Aside of 15%

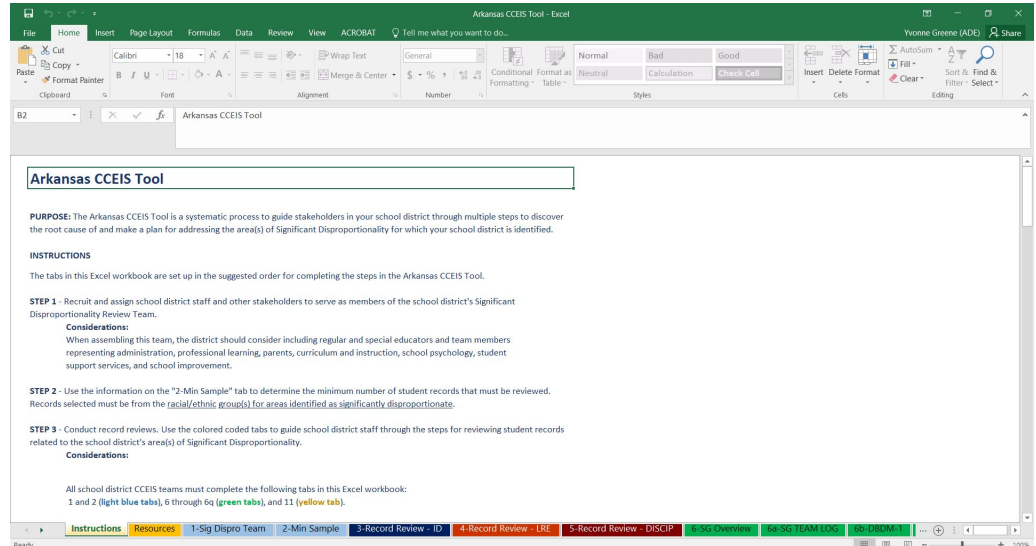
- **Funds** awarded to an LEA under both **sections School Age (611) and Early Childhood funds (619) of the *IDEA*** must be included when calculating the 15 percent. An LEA may not reduce the amount it uses for this calculation by any other amount required by the *IDEA*.
- An LEA that is required to use funds for CCEIS because of **significant disproportionality must use 15 percent** of the total Part B funds awarded to the LEA.

Comprehensive Coordinated Early Intervening Services (CCEIS) Tool

The CCEIS Tool can be downloaded from the CCEIS webpage.

The link is:

<https://dese.ade.arkansas.gov/Offices/special-education/comprehensive-coordinated-early-intervening-services-cceis>



CCEIS Application

Arkansas CCEIS Application

A school district must use fifteen percent of the local need, as defined in § 613(f) of the IDEA U.S.C. § 1413(f) and the regulations in 34 CFR § 300.226(b), to develop and implement Comprehensive Coordinated Early Intervening Services (CCEIS). CCEIS may be provided to students in prekindergarten through grade twelve who are *at risk for special education services* or are currently eligible for special education and related services pursuant to AR Regs 6.06.

District Name / LEA # _____ Date Submitted _____

Contact Name _____

Contact Phone # _____ Contact email _____

Indicate the categories under which the district has been identified as having significant disproportionality: (Click on all boxes that apply)

- | | |
|---|---|
| <p><input type="checkbox"/> Identification of children as children with disabilities</p> <p><input type="checkbox"/> Identification of children as children with disabilities in specific disability categories</p> <ul style="list-style-type: none"> <input type="checkbox"/> Autism <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Speech Language Impairment | <p><input type="checkbox"/> Educational environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than 40% of the day in the regular <u>classroom</u> <input type="checkbox"/> Day School <p><input type="checkbox"/> Disciplinary actions</p> <ul style="list-style-type: none"> <input type="checkbox"/> ISS ≤ 10 days <input type="checkbox"/> ISS > 10 days <input type="checkbox"/> OSS ≤ 10 days <input type="checkbox"/> OSS > 10 days <input type="checkbox"/> Total Removals |
|---|---|

Provide a summary of significant contributing factors and key root causes the LEA has identified as contributing to the significant disproportionality.

This part of your application should align with the information you have ascertained in your root cause analysis. Your root cause analysis must include the information entered in the required Arkansas CCEIS Tool, other data and information you reviewed, and should look closely at **equity, inclusion, and opportunity** for children in each area indicated above.

Click or tap here to enter text.

Common Errors in Applications

- Failure to address root cause
- Not spending money on non-disabled students
- Programs selected :
 - may not address root cause
 - do the programs align with the intended outcomes of the program
- Not being specific in the data requested on the application
- What **CAN** you fix?

Culturally Responsive Practices

Culturally responsive teaching (CRT): Understands, responds to, incorporates, and celebrates students' cultural references—engaging families/caregivers as equal partners. CRT creates learning environments that are respectful and inclusive, and that connect to and build upon what students know. By better understanding the whole child, caregivers and schools can better support learning together. Culturally responsive instruction increases student engagement and learning and behavior outcomes, especially for students who are culturally and linguistically diverse.

Definition from: [NCLD | Significant Disproportionality in Special Education: Current Trends and Actions for Impact](#)

Guidance on Funds

- All expenses should align to the root cause and support the approved program(s)/intervention(s).
- The cost should be reasonable and necessary for the program(s)/intervention(s).
- Funds used for CCEIS must comply with the same laws and regulations that Title VI-B funds follow.
- Set-aside funds for CCEIS may not re-allocated at any time. They must be used for the sole purpose of programs/intervention(s) even if the LEA is no longer identified with significant disproportionality.

DESE Supports

Office Hours

- February 1 1:00-2:00
- February 11 9:30-10:30
- March 1 2:00-3:00
- March 9 11:00-12:00
- March 14 2:00-3:00
- March 29 9:30-10:30

Coaching Calls by Appointment. Contact Yvonne to schedule.

Submitting Applications

CEIS Application

sped.finance@ade.arkansas.gov

CCEIS Tool and Application

sped.finance@ade.arkansas.gov

DEADLINE: March 31, 2022

Tools and Resources

- [DESE CCEIS Webpage](#)
- [DESE Funding Chart](#)
- [OSEP Q&A](#)
- [OSEP Q&A Fiscal Considerations](#)

Contact Us:
DESE Sped # 501-682-4221