

## Early Intervention Program (EIP)

### Frequently Asked Questions

Q: What is the “make-whole” reporting and why is it required?

A: The Early Intervention Program (EIP) provided additional funds during the first year of the program to schools using the augmented and pullout models. Regular classroom teachers must have a certain number of students in each segment, based on class size requirements, to be fully funded. Augmented and pullout models bring the number of FTE students below the funding level during those segments of the day. The EIP "make-whole" funding makes up the difference that it would take to pay for a full-time regular teacher. The "make-whole" funding was only provided during the first few years of the program starting in 2001. However, local school districts and schools are still reporting the data for "make-whole" in case this funding is reinstated. For more information on the “make-whole” report, please visit this link: [http://www.gadoe.org/ci\\_services.aspx?PageReq=CIServEip](http://www.gadoe.org/ci_services.aspx?PageReq=CIServEip)

Q: Does the 3% of the population of students who meet CRCT standards but need additional instructional assistance apply to the school or grade level?

A: Georgia State Board rule 160-4-2-.17 indicates that the 3% refers to a particular grade level. In 2004, districts were given the flexibility to allow the 3% to include grade level, school, or system. Please see the document at this link: [http://www.gadoe.org/ci\\_services.aspx?PageReq=CIServEip](http://www.gadoe.org/ci_services.aspx?PageReq=CIServEip)

Q: How is Response to Intervention (RTI) connected to EIP?

A: Since the purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time, the connection to RTI is clear. EIP is a part of the RTI intervention framework. The instruction that is occurring in the EIP classrooms needs to be at the center of the schools attention. For EIP services to be considered a Tier 2 intervention, the instruction that is occurring during this intervention would be in addition to Tier 1 and be evidence-based.

Q: Where can we find information on reporting guidance for EIP?

A: Information on data collection and reporting requirements can be found on the following website: [http://www.gadoe.org/pea\\_infosys\\_data.aspx](http://www.gadoe.org/pea_infosys_data.aspx)

Q: How should special education students be counted in EIP?

A: If a special education student was assigned to a regular education teacher all day and participated in EIP, this student may be included in the EIP data collection.

If a special education student was assigned to a special education teacher all day and participated in EIP, this student **may not** be included in the EIP data collection. If this same student was assigned to a special education teacher part of the day, this student could be included in the data collection during a segment not served by the special education teacher.

Q: Can Title I students who participated in EIP be included in the EIP data collection?

A: In some situations, the student **may** be included in the EIP data collection. Please refer to this link for detailed Title I information: [http://www.gadoe.org/tss\\_title.aspx](http://www.gadoe.org/tss_title.aspx)

Q: How many segments may qualified students be counted in FTE?

A: Augmented model = no more than 2 segments  
Pull out model = no more than 2 segments  
Self contained model = no more than 6 segments  
Reduced class size model = no more than 6 segments  
Reading Recovery = no more than 1 segment for the entire year

Q: What if a student is identified by the teacher for possible additional support without a CRCT score?

A: The EIP Rubric or local checklist may be used. See the eligibility section of the EIP guidance – Appendix 2.

Q: How should parents be notified of student participation in EIP?

A: Before services begin, the school shall provide a ten calendar-day notice for an opportunity to conference with the student's parents or guardians and the student to discuss the student's performance and the role of the Early Intervention Program (see Georgia School Laws, Section 20-2-167).

Q: Are ESOL students eligible to participate in the EIP program? How should they be found eligible? How should they be counted in FTE?

A: Yes, ESOL students can participate in the EIP program. They must be counted in FTE during a segment they are not being served in the ESOL program.  
For eligibility, Office of Student Achievement (OSA) criteria should be followed.  
Additionally, the following guidance from the WIDA ACCESS Placement Test (WAP-T) and Kindergarten Measure of Developing English Language (MODEL) may be considered:

- WAP-T – For Kindergarten students, a combined raw score for speaking and listening must be less than 19, and if the reading and writing test are administered, the reading score must be less than 11, and the writing score must be less than 12.
- WAP - T – For Grades 1-5, Composite Proficiency Level is between 1.0 and 3.5
- MODEL – Composite Proficiency Level is between 1.0 and 3.5 (for Kindergarten only).