

Coordinated Early Intervening Services Workshop

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Overview of Workshop

- ❖ Introductions
- ❖ IDEA and Coordinated Early Intervening Services (CEIS)
- ❖ When is CEIS required?
- ❖ Who can receive CEIS?
- ❖ Allowable Activities
- ❖ Fiscal Considerations
- ❖ Arkansas Comprehensive School Improvement Plan (ACSIP)
- ❖ Tracking and Reporting on students receiving CEIS
- ❖ Monitoring/Program Effectiveness



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Coordinated Early Intervening Services

Significant Disproportionality and CEIS



School Improvement and CEIS



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Significant Disproportionality & CEIS

Significant Disproportionality:

- ❖ Longstanding and Complex Issue
- ❖ No Quick Fix
 - ❖ Is there evidence of differential treatment?
 - ❖ Is the root cause “unconscious bias”?
 - ❖ Are specific policies, procedures, practices having a differential affect on students from particular racial/ethnic groups?



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Addressing Disproportionality Through an “Equity Lens”

- ❖ Is there a population of students more vulnerable to instructional practices than others?
- ❖ Is there a population of students more vulnerable to behavioral practices than others?
- ❖ When school improvement initiatives are implemented – does one population of students benefit more than another population of students?



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Addressing Disproportionality Through an “Equity Lens”

Is one population of students more vulnerable than other populations to:

- ❖ Referral for special education and related services?
- ❖ Determination of eligibility for special education?
- ❖ Placement in more restrictive settings?
- ❖ Disciplinary actions



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Significant Disproportionality & CEIS

- ❖ Increased focus on scientifically based practices has the potential of decreasing referrals for special education programs and related services; increasing placement in general education programs; decreased disciplinary actions
- ❖ Must evaluate who benefits from CEIS practices
 - ❖ Type of students: racial/ethnic, gender, ELL
 - ❖ Grade levels



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CEIS Challenges

- ❖ Coordination with budget planning process
- ❖ Coordination with other action plans
- ❖ No Quick Fix
- ❖ Avoiding the numbers game
- ❖ Tracking CEIS



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Implementation Issues

❖ Instructional

❖ Administrative



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Instructional Implementation Issues

- ❖ Professional Development
- ❖ Extra Help
- ❖ Differentiating Instruction
- ❖ Second Language Acquisition



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Administrative Implementation Issues

Administrative Leadership

- ❖ Developing the perspective that special education is NOT the primary solution to learning differences
- ❖ Collaborative budgeting



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When are CEIS Required?

A State identifies significant disproportionality based on race or ethnicity in an LEA with respect to:

- ❖ the identification of a children as children with disabilities;
- ❖ the identification of children in specific disability categories;
- ❖ the placement of children with disabilities in particular educational environment; or
- ❖ the taking of disciplinary actions

❖ (CEIS Memo-Question 3, 34 CFR §300.646(b)(2))



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When are CEIS Required?

- ❖ Significant Disproportionality
 - ❖ Identification
 - ❖ Specific Disability Category
 - ❖ Least Restrictive Environment:
 - ❖ 40-79% of the day in the general education classroom
 - ❖ <40% of day in the general education classroom
 - ❖ Separate Schools (Day Schools)
- ❖ Discipline



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Significant Disproportionality: Identification

Using the statewide totals for each racial/ethnic group the State percentage point difference is calculated by subtracting the adjusted State enrollment for each race/ethnicity from the adjusted State special education racial/ethnic child count. This process is conducted for each of the three baseline years and is then averaged resulting in a 3-year average benchmark. In addition, a standard deviation is generated on the percentage point difference for each racial/ethnic group for each of the 3 years. The 3-year average standard deviation is then added to the 3-year average benchmark to create a “base value.”



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Significant Disproportionality: Identification

- ❖ If a district's enrollment of any racial/ethnic group is less than 5%, that racial/ethnic group is excluded from significant disproportionality.
- ❖ If a district's enrollment is comprised of 5% or more of a racial group, but the State's composition is less than 5% for that racial/ethnic group then the LEA is excluded from CEIS for that racial/ethnic group, but the LEA is required to conduct a self assessment.



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Significant Disproportionality: Identification

Identification (All Disabilities) Significant Disproportionality Over-Representation Calculation					
	American Indian/ Alaskan Native	Asian/Pacific Islander	Black (Non-Hispanic)	Hispanic	White (Non-Hispanic)
Benchmark	0.040%	-0.065%	4.541%	-1.512%	-3.004%
Standard Deviation	0.451%	0.554%	8.611%	3.875%	9.972%
Base Value	0.491%	0.489%	13.152%	2.364%	6.968%

Although the State's target **Base Value** is a three-year average, LEA data is analyzed annually for possible significant disproportionality. The area of **Identification** does not require a three-year pattern.

If an LEA exceeds the base value, they are considered to be significant disproportionate in the area of identification.



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Significant Disproportionality: Disability Category

Significant Disproportionality –Disability Category

- ❖ Using a weighted risk ratio methodology, 12 disability categories are examined for significant disproportionality. District enrollment and special education child count data were examined and adjusted.
- ❖ After the October 1 enrollment and December 1 child count have been adjusted for private residential treatment students, risk ratios were generated for each of the disability categories.



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Significant Disproportionality: Disability Category

- ❖ Weighted risk ratios were examined in relation to district composition and are considered invalid if
 - ❖ the district enrollment of a racial/ethnic group is less than 5%;
or
 - ❖ the number of students in a disability category was below 40.
- ❖ The 5% criteria falls in line with significant disproportionality for all disabilities and 40 is the same number used for adequate yearly progress (AYP) subgroups.
- ❖ After adjustments, districts with weighted risk ratios greater than 10 for three consecutive years are identified as having significant disproportionality in a disability category and are then required to budget and provide CEIS.



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Significant Disproportionality: Least Restrictive Environment

- ❖ Uses the same adjustments used for identification and disability.
- ❖ Risk ratios are generated for three LRE categories...
 - ❖ 40-79% in the regular classroom,
 - ❖ <40% in the regular classroom, and
 - ❖ day schools. The settings of corrections, private schools, hospital/homebound and residential are excluded since, for most part, districts usually do not place students in these settings; they are placed there for reasons other than education.



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Significant Disproportionality: Least Restrictive Environment

- ❖ Weighted risk ratios are examined in relation to district composition and are considered invalid if
 - ❖ the district enrollment of a racial/ethnic group is less than 5%; or
 - ❖ the number of students in a LRE category is below 40.
- ❖ After adjustments, districts with weighted risk ratios greater than 10 for three consecutive years are identified as having significant disproportionality in LRE and are then required to budget and provide CEIS.



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Significant Disproportionality: Discipline

- ❖ Using a weighted risk ratio methodology, out of school suspension/expulsions totaling greater than 10 days are examined for significant disproportionality.
- ❖ The methodology uses the District's discipline data by race for all students and students with a disability with out of school suspensions/expulsions totaling greater than 10 days.
- ❖ Districts with weighted risk ratios greater than 10 for three consecutive years are identified as having significant disproportionality in discipline and are then required to budget and provide CEIS.



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Significant Disproportionality: Discipline

What is going to change?

- ❖ Significant disproportionality for discipline will include in-school suspension beginning with the 2009/10 CEIS requirement.



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When are CEIS Required?

...the LEA must use the maximum amount (15%) of funds allowable for comprehensive CEIS for children in the LEA, **particularly, but not exclusively, for children in those groups that were significantly over-identified.**

❖ (CEIS Memo-Question 3, 34 CFR §300.646(b)(2))



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Who May Receive CEIS?

CEIS may be provided to students:

- ❖ In kindergarten through grade 12 with a **particular emphasis on students in kindergarten through grade three.**
- ❖ Who are not currently identified as needing special education or related services; and
- ❖ Who need additional academic and behavioral supports to succeed in a general education environment.
- ❖ **Children who are not yet in kindergarten may not receive CEIS**

❖ (CEIS Memo-Question 2, 34 CFR §300.226(a))



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Who May Receive CEIS?

May an LEA limit comprehensive CEIS solely to members of the racial or ethnic group for which significant disproportionality was identified?

- ❖ No. The requirement in 34 CFR 300.646(b)(2) is to provide comprehensive CEIS to serve children in the LEA **particularly, but not exclusively, for children in those groups that were significantly over-identified.**



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Who May Receive CEIS?

- ❖ An LEA determines which students need additional support
- ❖ Other funds must be used to fund school-wide intervention for special education students and students who do not need additional supports

❖ (CEIS Memo-Question 3, 34 CFR §300.226 (a))

❖ **CEIS should NOT create a new subpopulation**



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CEIS Flow Chart

State Review of Data

State makes identification of districts with significant disproportionality

Identification

Disability

LRE

Discipline

Significant Disproportionate districts MUST complete the following tasks:

Complete the disproportionality self- assessment of policies, procedures, and practices;

Develop the CEIS program and address in the Arkansas Comprehensive School Improvement Plan (ACSIP)

Use 15% of IDEA Title VI-B funds to provide CEIS for students at risk for special education

Publicly report revisions to policies, procedures, and practices

Track and report CEIS students and activities



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Allowable CEIS Activities

- ❖ Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions
- ❖ Educational and behavioral evaluations, services, and supports



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Professional Development

CEIS funds may be used to provide professional development to all personnel who are responsible for students who need additional academic and behavioral supports to succeed in a general education environment, but who have not been indentified as needing special education



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Professional Development

Under limited circumstances personnel who are **solely** responsible for students receiving special education services or students who do not need additional support may participate in professional development funded with CEIS funds so long as

- ❖ the cost of the professional development does not increase
- ❖ the quality of the professional development does not decrease, and
- ❖ including those personnel would not exclude other personnel who are responsible for students who need additional support but have not been identified as needing special education.



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Identify Potential “Fundables”

- ❖ Consistent with the intent of CEIS
- ❖ Development and implementation of a tiered system of academic and/or behavioral interventions (C-TAG)
- ❖ Instructional coaches/behavior specialist
- ❖ Co-teachers and/or instructional aides
- ❖ Multi-level instructional materials for the purpose of differentiating instruction
- ❖ Behavioral support (e.g., counselors, behavior specialist)
- ❖ Instructional resources, including software, consistent with the principles of universal design for learning
- ❖ After school tutoring



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Identify Potential “Fundables”

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ACADEMIC STANDARDS AND ASSESSMENT
STATE-ADOPTED LIST
SPECIAL EDUCATION, K-12
2004-2010

[http://www.arkansased.org/teachers/pdf/
state_adopted_list_special_ed.pdf](http://www.arkansased.org/teachers/pdf/state_adopted_list_special_ed.pdf)



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Evaluations

- ❖ LEAs may use CEIS funds to provide behavioral and educational evaluations to determine the supports that are needed by students to succeed in a general education environment.
- ❖ Funds may not be used for evaluations that are intended for use in determining eligibility for special education and related services



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CEIS and RtI

CEIS funds may be used to support RtI as long as the CEIS funds are used for services to nondisabled students in need of additional academic or behavioral support and supplement, not supplant, other funds used to implement RtI



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Fiscal Considerations

When an LEA is required to use funds due to a determination of significant disproportionality:

- ❖ the LEA must use the maximum amount; and
- ❖ the funds must be used during the periods of their availability for obligation and must be used for comprehensive CEIS regardless of whether the significant disproportionality is resolved during the time that the funds are available.



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Fiscal Considerations

When an LEA voluntarily uses funds:

- ❖ the LEA may use up to the maximum amount allowed for CEIS (15 percent of 611 and 619 funds); and
- ❖ the LEA may reallocate any unspent funds during the time that the funds are available for obligation



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What are the Fiscal Timelines?

A state must require any LEA that is found to have significant disproportionality based on race or ethnicity to use 15 percent of its IDEA funds for comprehensive CEIS either:

- ❖ from the funds awarded following the date on which significant disproportionality was determined or
- ❖ from funds awarded from the appropriation for a prior Federal fiscal year (FFY)



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What are the Fiscal Timelines?

For Example...

- ❖ If a State determined significant disproportionality in February 2009, the LEA must use funds awarded July 1, 2009 or prior year's grant award.



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Calculating 15 Percent

- ❖ Funds awarded to an LEA under both section 611 and 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 (i.e. equitable services for students parentally-placed in private schools).



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How does the use of funds for CEIS affect MOE?

If an LEA uses additional local funds or State and local funds for special education and related services for children with disabilities in place of the Part B funds that are being used to provide CEIS to children who have not been identified as children with disabilities, the higher level of local, or State and local, expenditures becomes the LEA's new maintenance of effort base for the subsequent year.



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Maintenance of Effort

Consult IDEA Regulations 34 CFR §300.205(d) and §300.226(a) as well as the examples provided in Appendix D to the Part B regulations, to better understand how CEIS and maintenance of effort calculations might affect one another



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Supplement not Supplant

Section 613(f)(5) of the *IDEA* also states that CEIS funds may be used to carry out services aligned with activities funded by and carried out under the *Elementary and Secondary Education Act* of 1965, as amended (ESEA), if *IDEA* funds are used to supplement, and not supplant, funds made available under the ESEA for those activities. Thus, if the *IDEA* funds do not supplant *ESEA* funds, they may be used to supplement school improvement activities conducted under other programs, such as Titles I or III, that are being implemented in an LEA.



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Supplement not Supplant

The Department will presume that an LEA is in violation of the IDEA's supplement not supplant provision if it uses IDEA funds in one of the following two ways:



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Supplement not Supplant

1. To provide services that are otherwise required by Federal, State or local law; or



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Supplement not Supplant

2. To provide services that were paid for with other funds in a prior year, including, if the IDEA funds are used for CEIS activities coordinated with activities funded under the ESEA, and the IDEA funds are used to provide services that were paid for with ESEA funds in the prior year.



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Supplement not Supplant

An LEA might be able to rebut this presumption through the presentation of evidence that, even without CEIS funds, the other funds would not have been used in the current year for the activities now paid for with CEIS funds



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Arkansas Comprehensive School Improvement Plan ACSIP – Special Education

Ms. Beverly Smart, Consultant



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Who

Special Education
Trigger in
Significant
Disproportionality



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ACSIP Plans – Special Education Disproportionality Trigger

- ❖ For students not yet identified as needing special education; but
- ❖ Are in need of additional support, academically or behaviorally, to succeed in general education



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ACSIP – Special Education

- ❖ Plan for how 15% will be spent
- ❖ K-12 students
- ❖ Emphasis on K-3
- ❖ District Level
- ❖ Building level



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SPED ACSIP Components

- ❖ Priority
- ❖ Supporting Data
- ❖ Goal
- ❖ Benchmark
- ❖ Interventions
- ❖ Actions
- ❖ Evaluation of Interventions



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Priority

Special Education:
Disproportionality



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Supporting Data

- ❖ Related to special education priority
- ❖ Three years of data
- ❖ Include SEFMD data
- ❖ Contributing factors
- ❖ District & building level data



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What Data?

Examples

- ❖ Student mobility
- ❖ Students on AIPs
- ❖ Pre-referral/referral policies & procedures
- ❖ Patterns of referral & eligibility
 - ❖ Grade levels
 - ❖ Buildings
 - ❖ Teachers
- ❖ General education instructional environments
- ❖ Documentation from problem-solving teams



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Goal Statements

- ❖ Linked to priority
- ❖ Derived from supporting data
- ❖ Narrows the scope of a priority
- ❖ Stated in proportional terms rather than percentages



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Goal - example

Decrease the relative proportion of African-American to Caucasian students receiving special education services



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Benchmarks

- ❖ Linked to goal statement
- ❖ Include achievement & time criteria
- ❖ Stated in proportional terms, not percentages



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Benchmark Example - Disproportionality

- ❖ The Happy Days School District will reduce the relative proportion of African American students and white students receiving special education services to within one standard deviation of the state average by the end of the 2008-2009 school year.



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Interventions

A description of a set of procedures that will ensure positive academic and/or behavioral changes for struggling students



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Interventions

- ❖ Based on data analysis re contributing factors to identified trigger area
- ❖ Select scientifically based research intervention
- ❖ Include source, title, author, & date
- ❖ ADE, Laws, Rules & Regulations are NOT considered appropriate research citations



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Examples

- ❖ Problem-solving teams
- ❖ Co-teaching
- ❖ Differentiated instruction
- ❖ In school & after school tutoring programs
- ❖ Positive behavior supports



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Actions

- ❖ Multiple steps required to implement & maintain the intervention
- ❖ Label with one or more action types



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Action Types

- ❖ Alignment
- ❖ Academic Improvement Plan
- ❖ Collaboration
- ❖ Equity
- ❖ Parental Engagement
- ❖ Plan Evaluation
- ❖ Professional Development
- ❖ Special Education
- ❖ Technology Inclusion
- ❖ Wellness



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Every action must include

- ❖ Person responsible
- ❖ Timeline
- ❖ Resources
- ❖ Source of funds

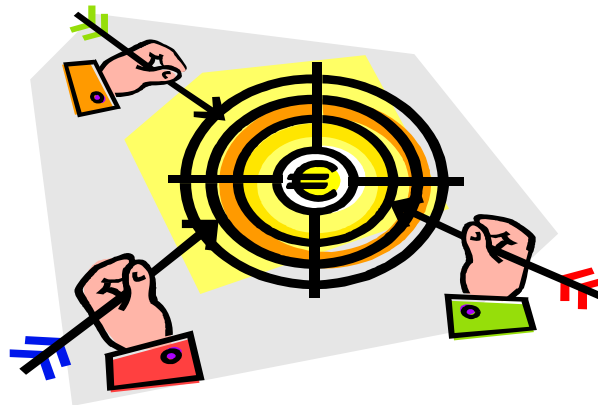


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Evaluation of the Intervention

How effective was the intervention in the remediation of the special education trigger?



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Evaluation of Intervention

- ❖ Formative
- ❖ Summative



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Formative Evaluation Specifies:

- ❖ What will be evaluated
- ❖ When or how often progress will be evaluated
- ❖ How evaluation results will be used (make changes in the intervention?)

Important in documenting the intervention was implemented with integrity



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Summative Evaluation Specifies:

- ❖ Summative evaluation procedures
- ❖ When summative evaluation will occur
- ❖ How it will be done



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Allocation of Resources

Allocate at the district and building level in accordance with actions that are implemented to address the trigger areas



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Rubric – Special Education

Can be found at:

<http://arksped.k12.ar.us>

(general supervision page)



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Reporting on Students

All students receiving CEIS must be reported annually via APSCN Cycle 7.



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Reporting on Students

Required data elements include:

- ❖ Student demographics
- ❖ Entry date
- ❖ Type of services received
 - ❖ Begin Date of services
 - ❖ End Date of services
- ❖ Withdrawal date
- ❖ Reason for withdrawal



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Counting & Tracking Students

How should an LEA count and track students who received CEIS when funds are used for professional development or a school-wide intervention initiative?

An LEA should only count the students and the personnel who participated in the professional development program in the year(s) of or the year(s) immediately after the training, rather than counting the students and those personnel each year after the training. A similar method might be used to count students who benefit from a school-wide intervention initiative supported with CEIS funds. Students who meet the LEA's criteria of being in need of additional support and participate in the initiative should be counted as receiving CEIS in the year(s) of or the year(s) immediately following the initiative and tracked for the following two years. Students who participate in an initiative for more than one year should be counted each year they participate.



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Counting & Tracking Students

How should an LEA count and track students who received CEIS when funds are used to provide behavioral and educational evaluations?

LEAs may use CEIS funds to provide behavioral and educational evaluations to determine the supports that are needed by students to succeed in a general education environment. However, funds may not be used for evaluations that are intended for use in determining eligibility for special education and related services. Students who are evaluated to determine the supports necessary for success in a general education environment should be counted as receiving CEIS in the year of or the year immediately following the evaluation and tracked for the following two years.



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Reporting on Students

For more detail information refer to the

- ❖ CEIS APSCN User Guide and
- ❖ CEIS Data Dictionary

<http://arksped.k12.ar.us/sections/dataandresearch.html>



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Reporting of Students

What are the minimum reporting requirements?

(34 CFR §300.226(d))

Each LEA that implements CEIS (required or permissive) must report to the State on

- The number of children who receive CEIS and
- The number of those children who subsequently receive special education and related services under Part B during the preceding two-year period (i.e. the two-years after the child has received CEIS).



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Reporting of Students

What must be reported to OSEP?

- ❖ States and LEAs **MUST** maintain these records for audit and monitoring purposes but are not required to report these data to OSEP unless requested to do so.
- ❖ OSEP will review data collection methods and data during verification visits.

(34 CFR §300.226(d))



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CEIS & MONITORING

Activities

- ❖ Implementation
- ❖ Evaluation
 - ❖ Effectiveness
 - ❖ Summative

Data

- ❖ Tracking
- ❖ Reporting:
Timely & Accurate

Fiscal

- ❖ Budgeting
 - ❖ ACSIP
 - ❖ VI-B Application
- ❖ Expenditures/Annual
Financial Report (AFR)
- ❖ Non-Supplant
- ❖ Maintenance of Effort
(MOE)
- ❖ Carry-over Funds



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What can be expected in the future related to CEIS?

- ❖ OSEP will be looking at significant disproportionality and CEIS during this round of verification visits.
- ❖ OSEP is working to develop further guidance on CEIS.



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Questions



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