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FY19 Consolidated LEA Improvement Plan (CLIP)

Coordinating Federal Resources through Georgia's Systems of Continuous Improvement

February 9, 2018
10:00 a.m.

Using the State Longitudinal Data System (SLDS) Online CLIP Application

Agenda

- SLDS CLIP Application
- Training and Resources
- Questions

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Presenters

- Craig Geers, Associate Superintendent for Federal Programs
- Dr. Zelphine Smith-Dixon, Special Education Services and Supports Director
- John Wight, Federal Programs Director
- Joann Hooper, School and District Effectiveness Program Manager
- Carly Ambler, Title II, Part A Program Manager
- Clarice Howard, Title I, Part A Area Specialist
- Israel Cortez, Title I, Part C Program Manager

Where do I find CLIP information?

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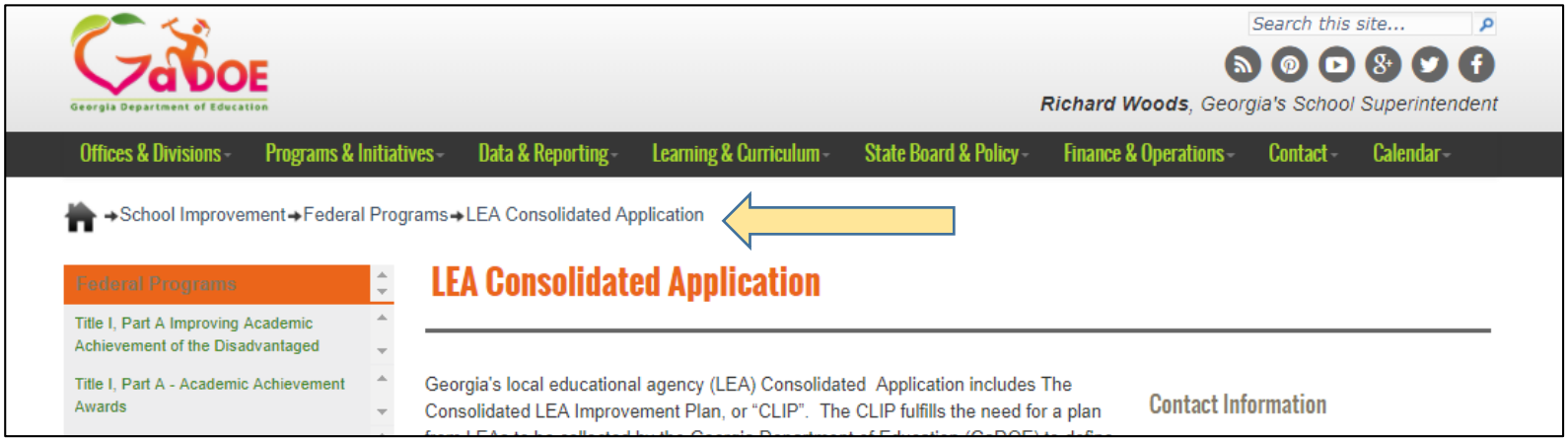
Resources and materials shared today are found on the GaDOE website here:

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/LEA-Consolidated-Application.aspx



Where do I find CLIP information?

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On the website, you will see these resources:

CLIP Resources

- A Message to LEA Superintendents from Richard Woods, Georgia's School Superintendent
- 2018 – 2019 (FY19) Consolidated LEA Improvement Plan (CLIP) Guidance
- GaDOE CLIP Teams
- Streamlined CLIP (S-CLIP) Questions Template
- FY18 Amendment Overlay Template
- CLIP Review Criteria
- Parent and Family Engagement Policy Template
- Equity Action Plan Template
- Foster Care Transportation Plan Template
- Title I Part C ID&R Plan Template

How is the CLIP connected to Georgia's Systems of Continuous Improvement?

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- The CLIP outlines the plan for how LEAs will coordinate their federal funding sources to meet identified student needs in the district.
- The Georgia Systems of Continuous Improvement is the common framework and common process through which this coordination of federal resources occurs.

CLIP Guidance

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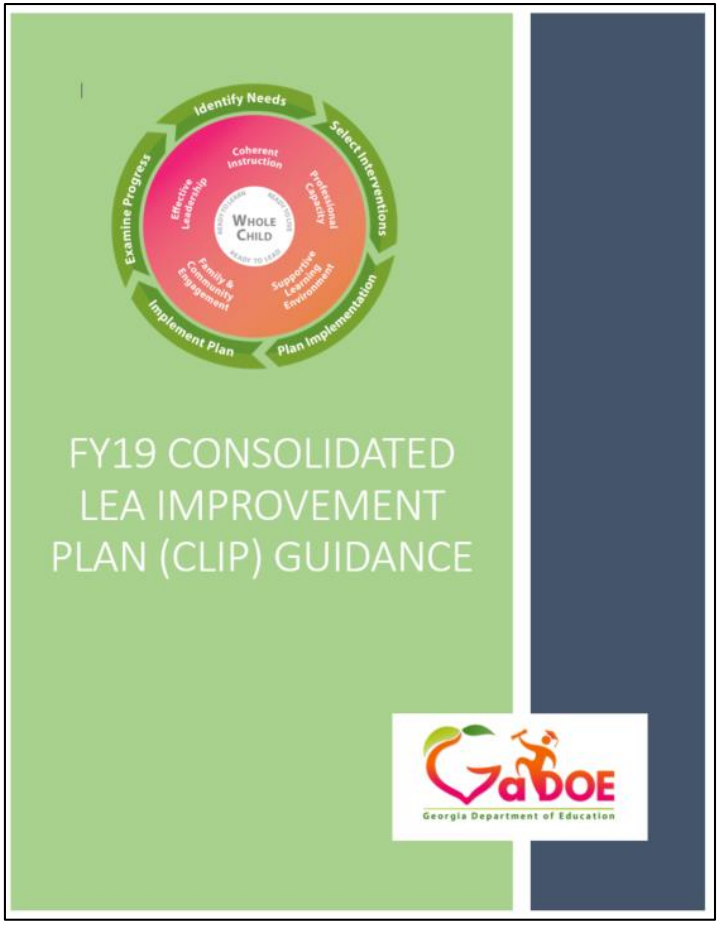

The FY19 CLIP Guidance Document is a great resource to learn about the CLIP and requirements.

What is the Consolidated LEA Improvement Plan (CLIP) for FY19?

Part I
Annually Approved LEA Consolidated Application (Plan)

CLIP

ONLINE OPTION

Comprehensive Needs Assessment
District Improvement Plan
SLDS Application

Parent and Family Engagement Policy

Foster Care Transportation Plan

Title I, Part C ID&R Plan

or

OFFLINE PDF OPTION

Updated FY18 District CNA Report

Updated FY18 District Improvement Plan

Parent and Family Engagement Policy

Foster Care Transportation Plan

Title I, Part C ID&R Plan

FY18 AMENDMENT • IN FY20 THIS OPTION WILL BE PHASED OUT

or

Streamlined CLIP

S-CLIP Questions

Parent and Family Engagement Policy

Equity Action Plan

Foster Care Transportation Plan

Title I, Part C ID&R Plan

Part II
Application Forms Submitted After Plan Approval

Assurances

Prayer Certification

Budgets

Program Specific Worksheets

What should an LEA consider when selecting their option?

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Pages 2-3 of the Guidance Document provides information for LEAs to consider:

Online Option

Part I's **ONLINE OPTION** is the GaDOE's main ESSA plan collection path and includes all the tools, te
and resources of the online Student Longitudinal Data System (SLDS) application that the GaDO
after the FY18 CLIP PDF, with significant input regarding improvements to the FY18 templates and
from LEAs.

The CLIP application in the LDS will be available on March 1, 2018.

SLDS Application Option: Factors an LEA might consider in deciding whether to use this option

- DID THE LEA STRUGGLE WITH THE CONSTRAINTS OF THE FY18 PDF CNA AND DIP TEMPLATES?
- IS THE LEA IN NEED OF A FORMALIZED PROCESS FOR ESTABLISHING A PLAN SPECIFIC TO THE NEEDS TO BE ADDRESSED WITH ITS FEDERAL FUNDS UNDER THE ESSA?
- WERE THERE A SIGNIFICANT NUMBER OF RECOMMENDATIONS GIVEN BY THE GADOE FY18 CLIP REVIEW TEAM?

Working with the CLIP Application in the SLDS

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First, knowing the progress of the district's instructional program

Then, identifying where supplemental support is needed

Finally, coordinating federal resources with other state and local resources to address those areas where supplemental support is needed

Working with the CLIP Application in the SLDS

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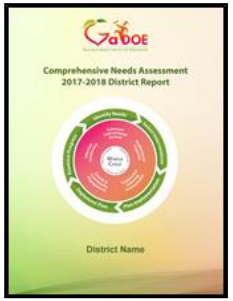
- Built based on the FY18 PDF documents



- Built with LEA stakeholder input
- Current version is the baseline; enhancements will be added as LEAs work with the application and identify areas for improvement.
- LEA stakeholder input will continue during FY19

Where is the SLDS CLIP Application?

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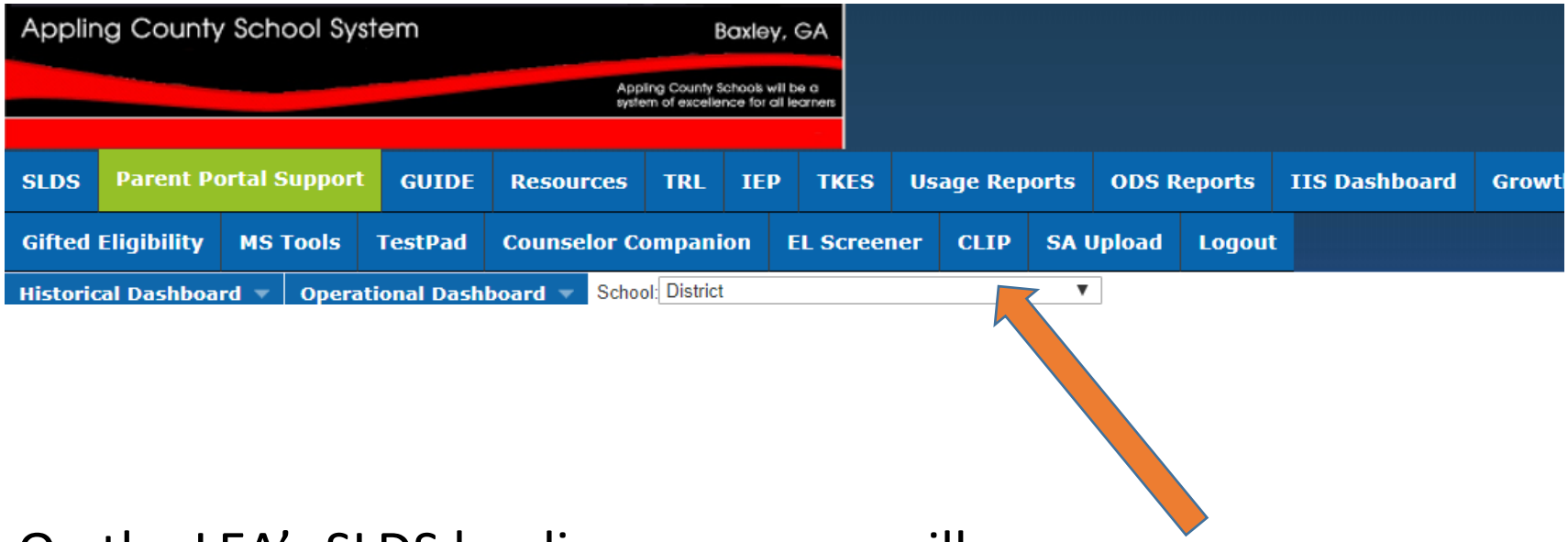

On the LEA's SLDS landing page, you will see the CLIP tab on March 1, 2018.

Selecting the CLIP Option

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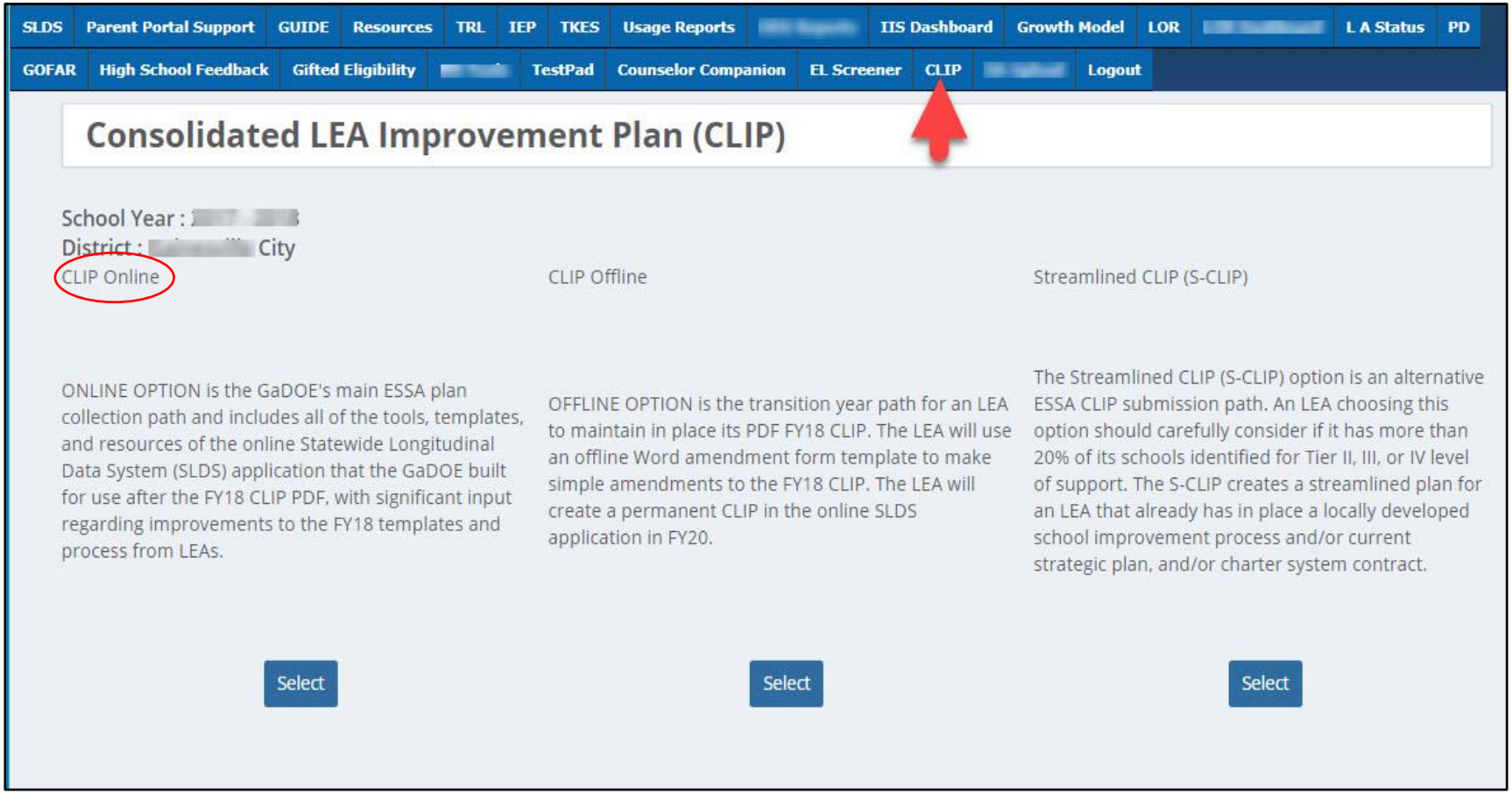

What is the “sandbox” in the CLIP application?

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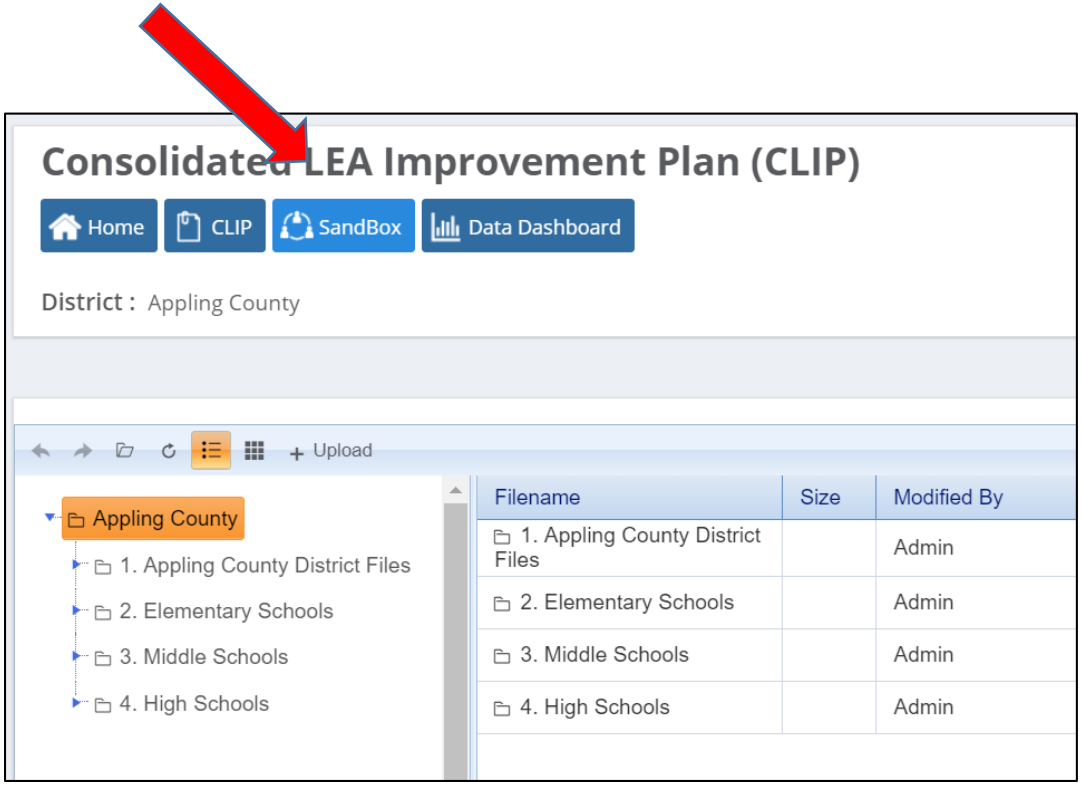

A space where the LEA can collaborate, store files, and review documents.

The LEA can create a folder organizing system to meet the needs of the LEA and stakeholder groups.

GaDOE does not have access to the sandbox in the district CLIP.

Working with the CLIP Application in the SLDS

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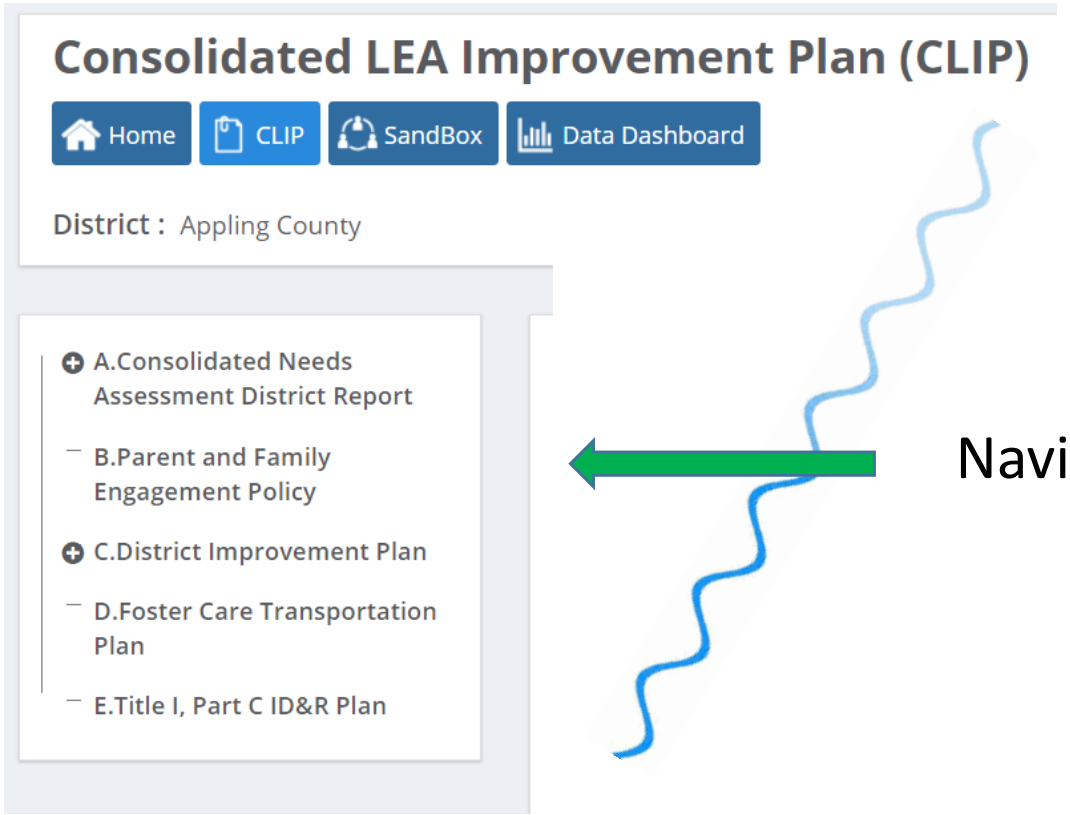

Navigation Bar

Team and Stakeholders

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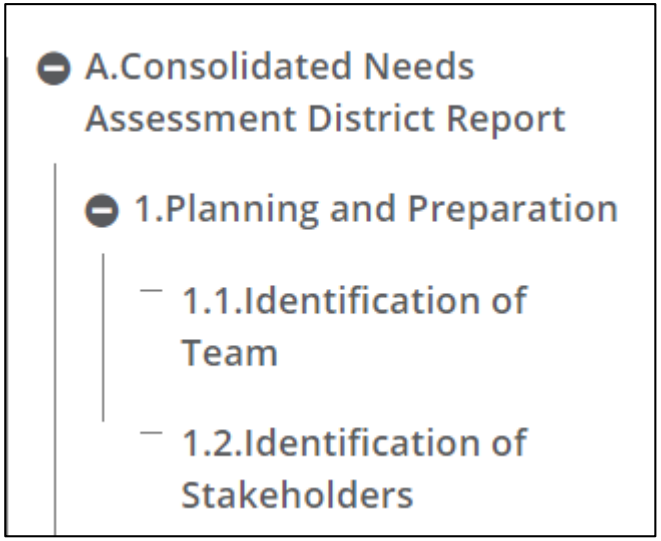

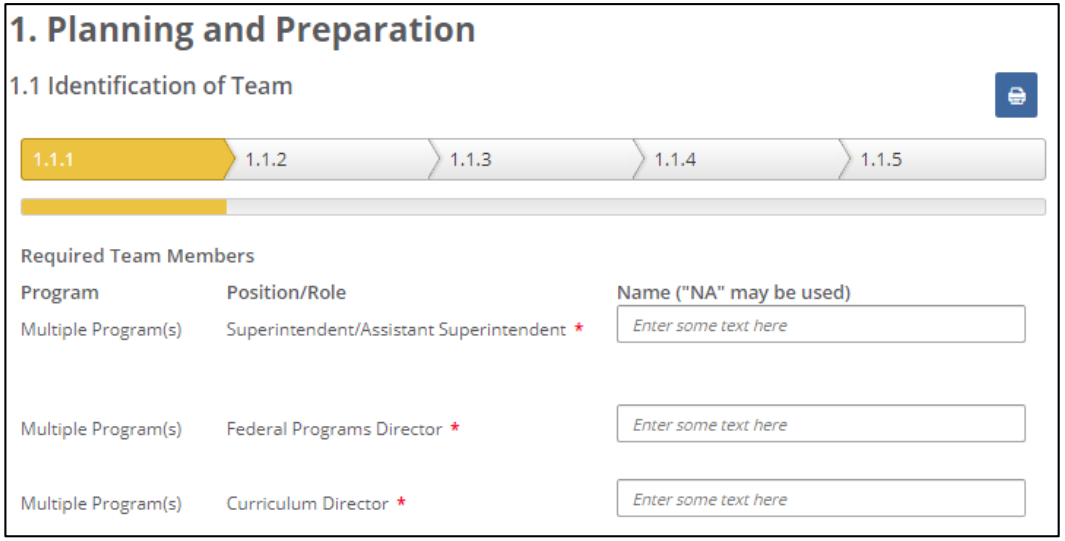

Planning and Preparation

Identification of Team and Stakeholders	Criteria
Required team members and stakeholders	All positions/roles included in the needs assessment and improvement planning process are identified to meet the requirements of participating federal programs.
Inclusive group of stakeholders with varied perspectives	The district provided a defined process of how they ensured an inclusive group of stakeholders from multiple groups provided the varied perspectives needed to complete the needs assessment and improvement planning process for its federal programs.
Meaningful feedback throughout the needs assessment process	The district provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.

Team and Stakeholders

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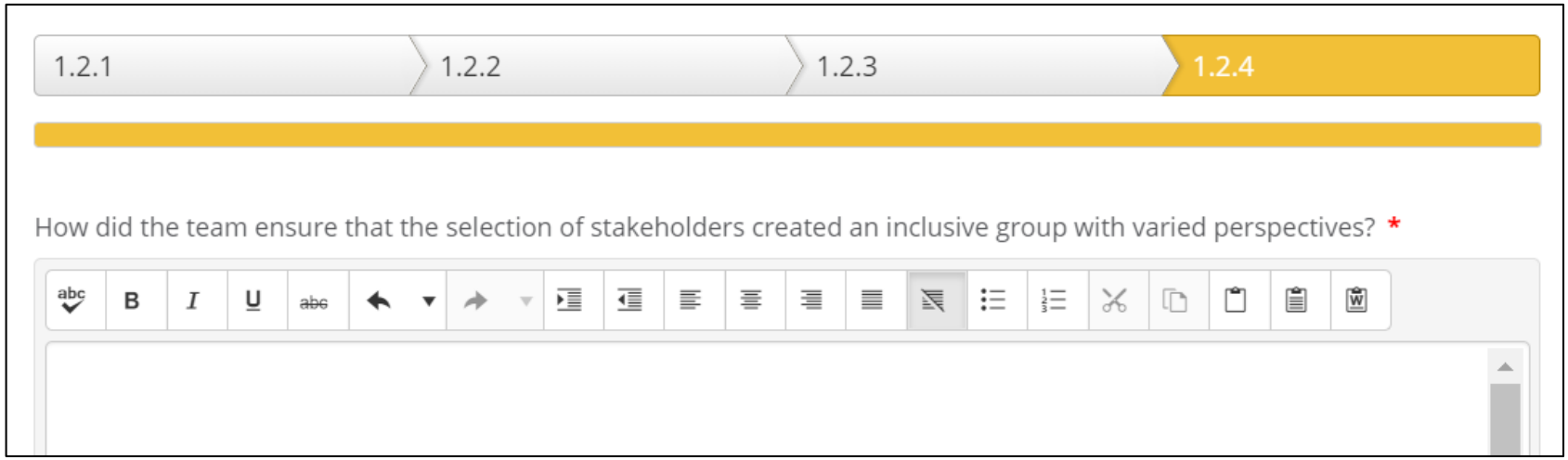

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Data Collection Analysis

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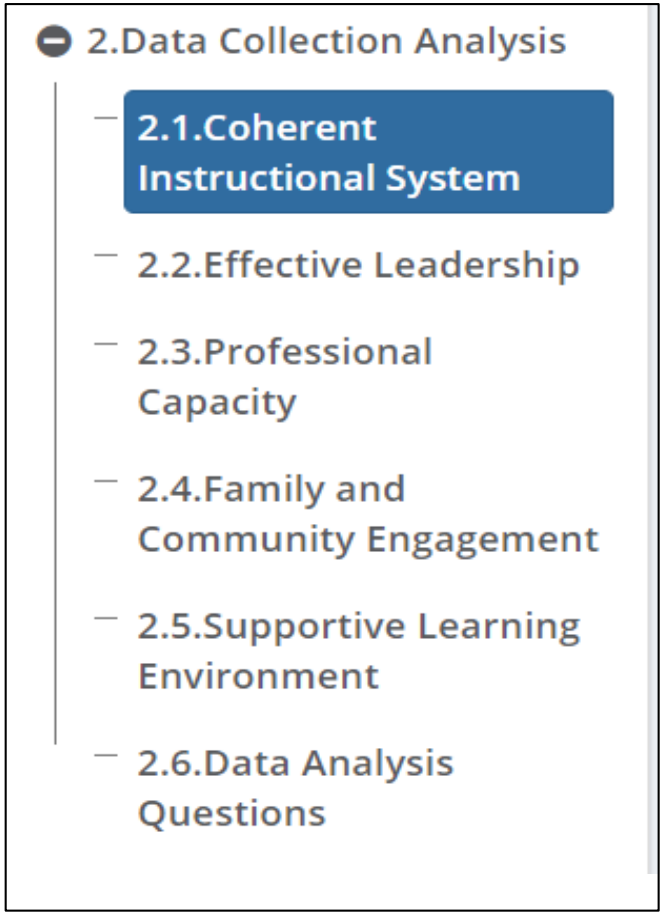

- The LEA team will review their progress toward the Georgia District Performance Standards (GDPS).
- Why? To create a common understanding of what the LEA believes are the strengths and challenges.
- GDPS are grouped by system.
- GaDOE does not evaluate responses.

Data Collection Analysis Sections 2.1 - 2.5

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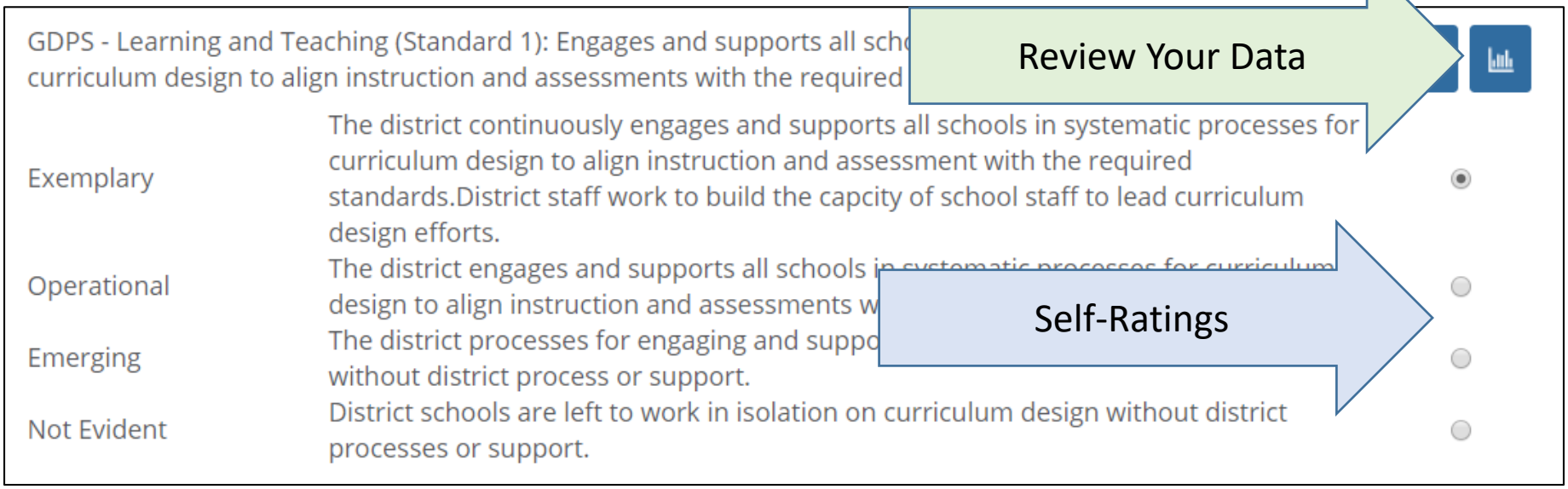

Data Collection Analysis

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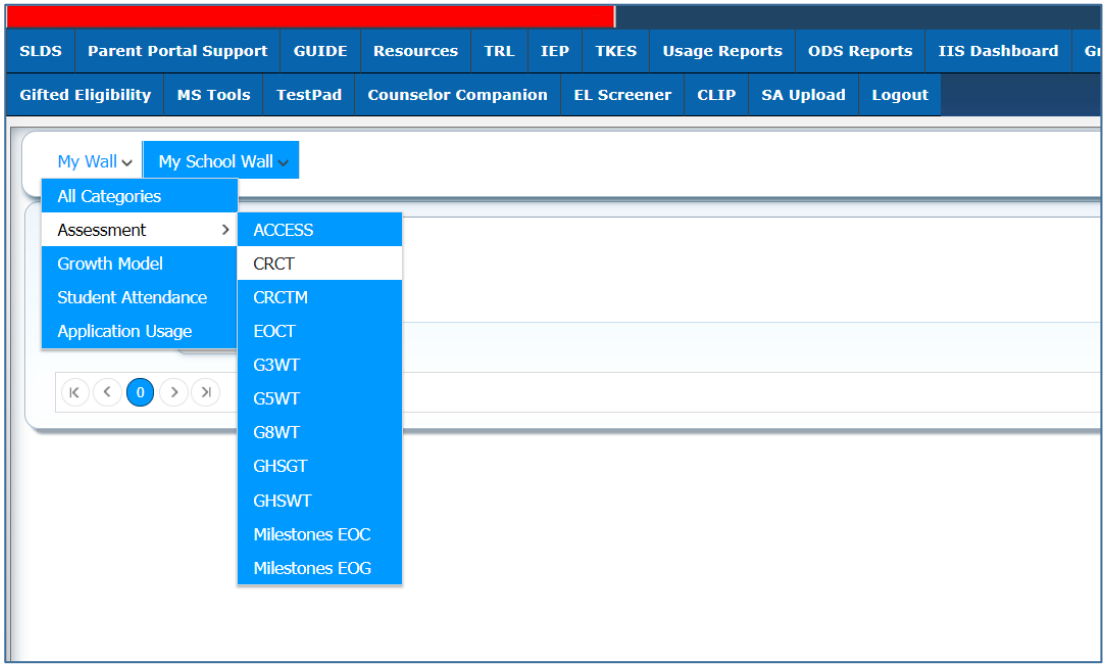
This symbol is used throughout the CLIP. Choose this symbol and it will take you to the Instructional Improvement System (IIS) – Data Dashboard where your team can review your district's data.



Need additional training on the IIS Data Dashboard in the SLDS? Visit the IIS website.

Data Collection Analysis Section 2.6

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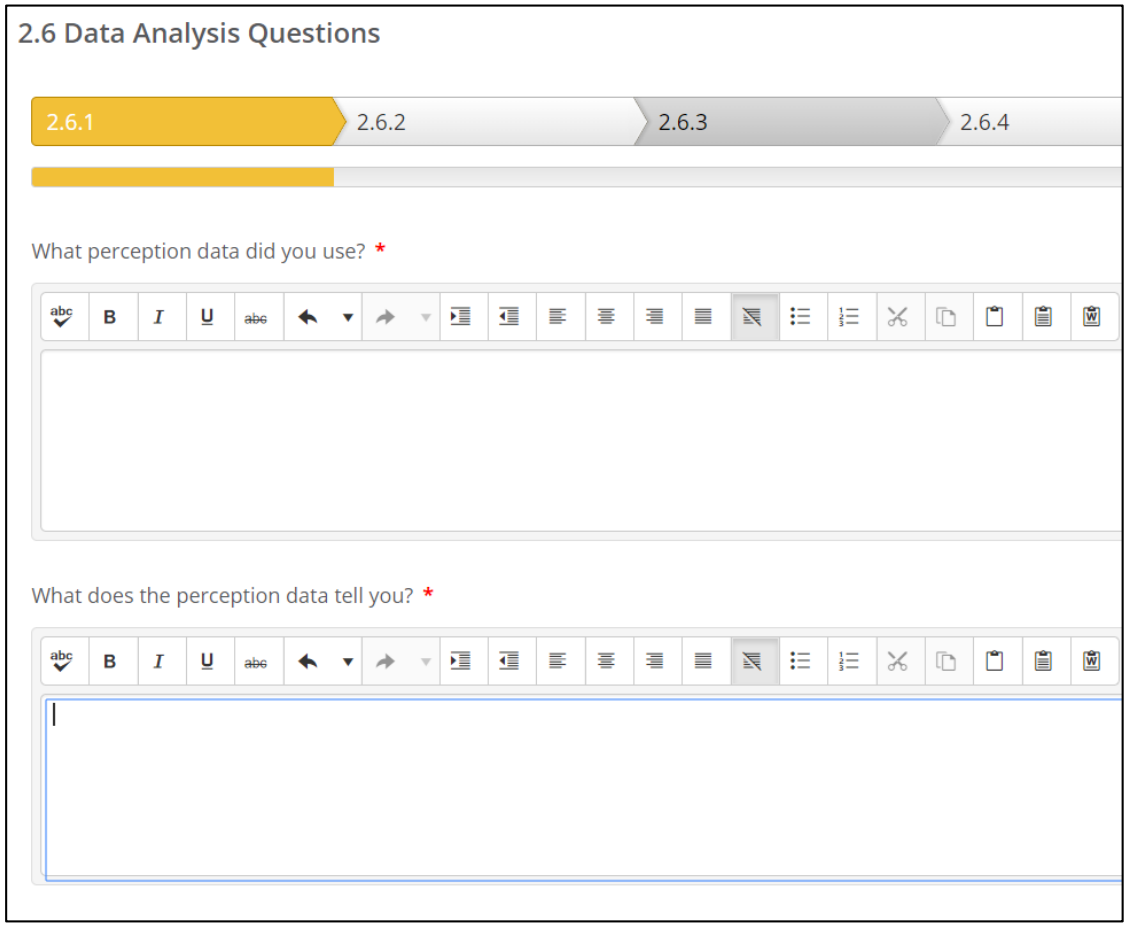

Section 2.6 will help the LEA organize the results of their data review. This question pattern is repeated for each of the four categories:

- Perception
- Process
- Achievement
- Demographics

- GaDOE does not evaluate these responses.

Needs Identification and Root Cause Analysis Sections 3.1.1 – 3.1.8

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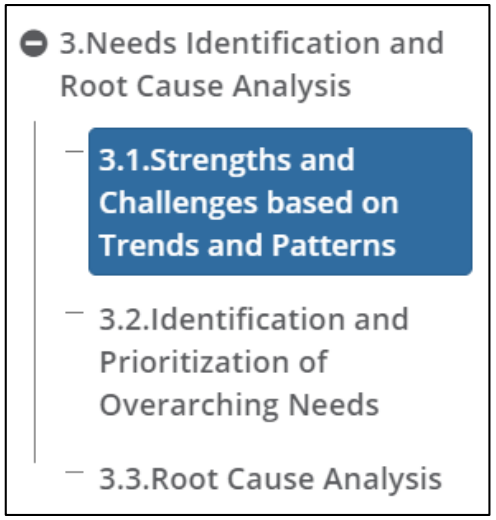

- Section 3 moves the LEA toward need identification by:
  - Identifying strengths and challenges by program (see sample criteria below)
  - Identifying and prioritizing needs
  - Identifying root causes

Needs Identification and Root Cause Analysis

Program Strengths and Challenges	Criteria
IDEA – Special Education	The district described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.
Title I, Part A - Improving the Academic Achievement of the Disadvantaged	The district described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.
Title I, Part A - Foster Care	The district described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.
Title I, Part A - Parent and Family Engagement	The district described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.

Needs Identification and Root Cause Analysis - Section 3.2

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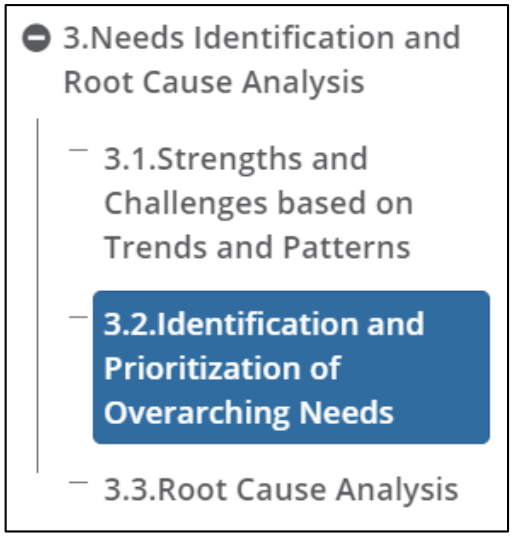

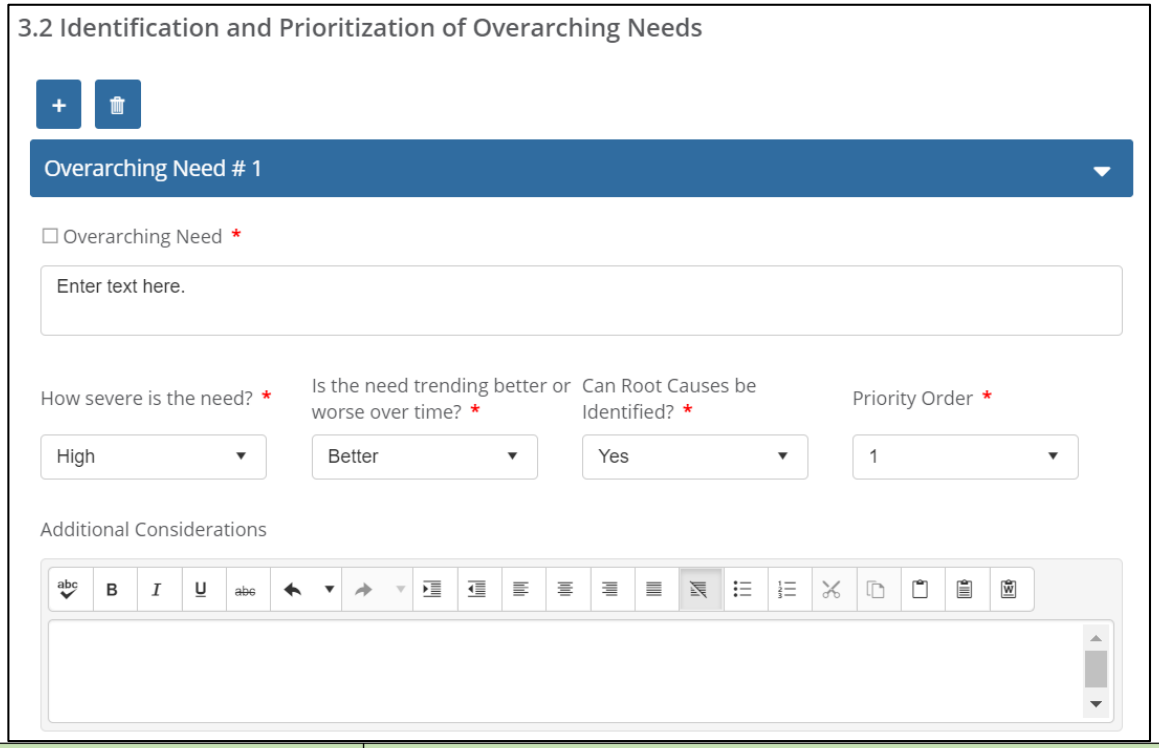

Identification and Prioritization of Overarching Needs and Root Cause Analysis	Criteria
Identification of overarching needs	The district identified overarching needs that were based on trends and patterns, program strengths and challenges, and other data sources.
Prioritization of overarching needs	The district prioritized overarching needs that were based on trends and patterns, program strengths and challenges, and other data sources.
Root cause analysis	The district identified the root cause of each overarching need and identified the federal programs impacted.

Root Cause Analysis – Section 3.3

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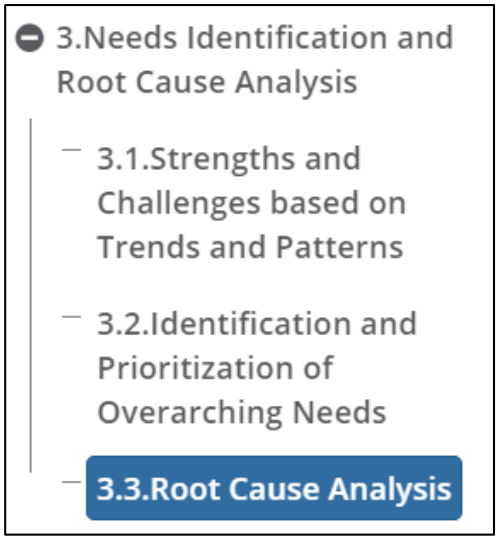

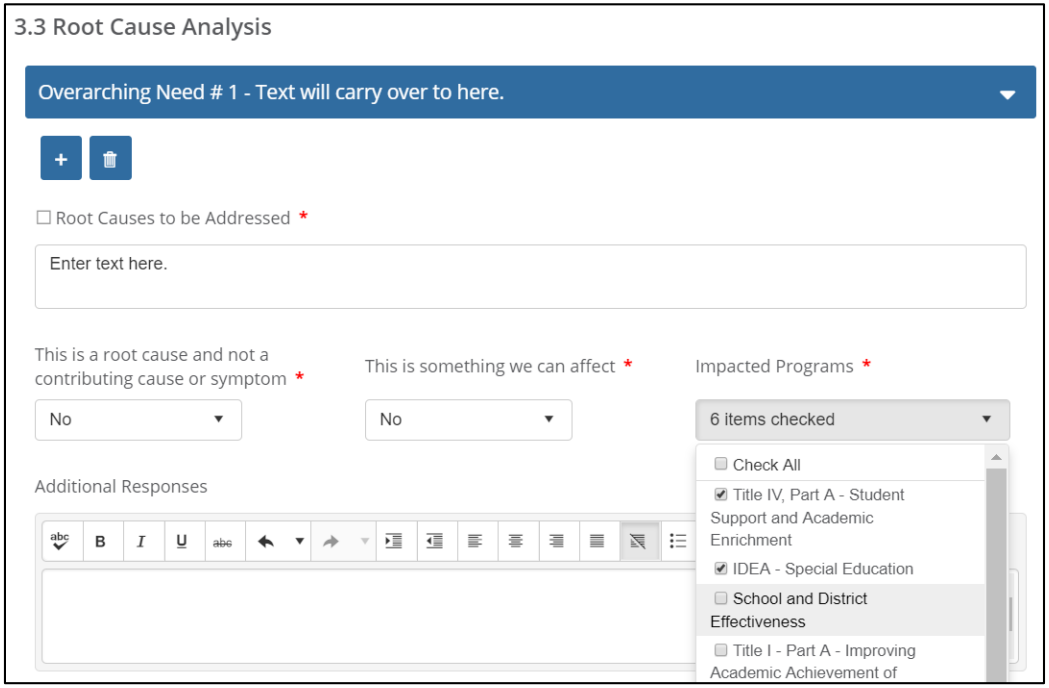

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Moving to Planning

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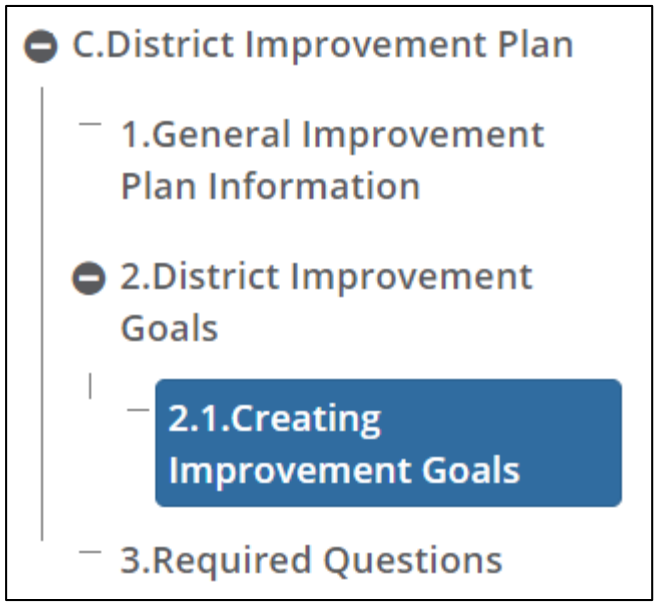

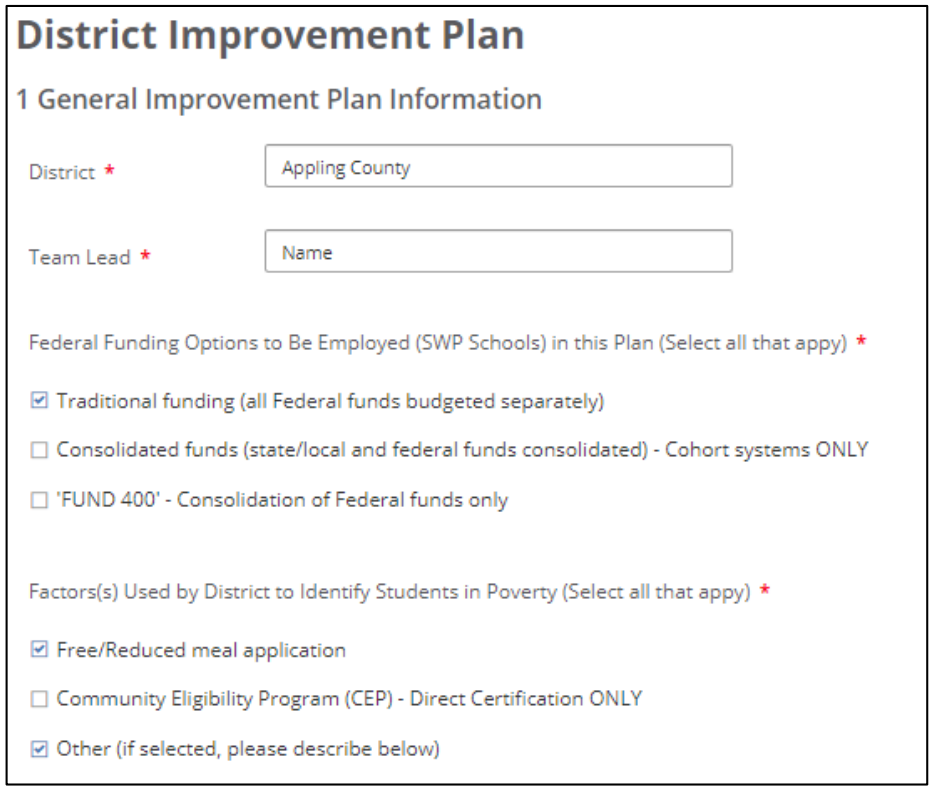

Improvement Goals Criteria

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District Improvement Goals

Essential Elements	Criteria
Action steps	• The district identified evidence-based action steps that are designed to address the root causes for each of the overarching needs. • The district identified evidence-based action steps that will be implemented to ensure that necessary supports are in place for each of the subgroups.
Possible funding sources	• The district specified possible funding sources for each of the identified action steps. • The possible funding sources for the specific action steps are based on federal program guidelines.
Subgroups	• The district identified the subgroups that will be impacted by these action steps.
Georgia Systems of Continuous Improvement	• The district connects the goal to the Georgia Systems of Continuous Improvement through the identified action steps.
Method for monitoring the implementation and effectiveness	• The district specified methods for monitoring implementation of each of the action steps. • The methods are appropriate for the action steps, include qualitative and quantitative measures, and assess implementation processes and outcomes.
Positions/roles responsible	• The district identified positions/roles of person(s) responsible for implementing each of the action steps.
Timeline for implementation	• The district specified timelines for each of the identified action steps. • The specified timelines are appropriate based on the identified action steps.
Coordination and partnerships with institutions of higher education, businesses, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success.	• To support the implementation and impact of these action steps, the district identified coordination and partnerships with institutions of higher education, businesses, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success.

Improvement Goals

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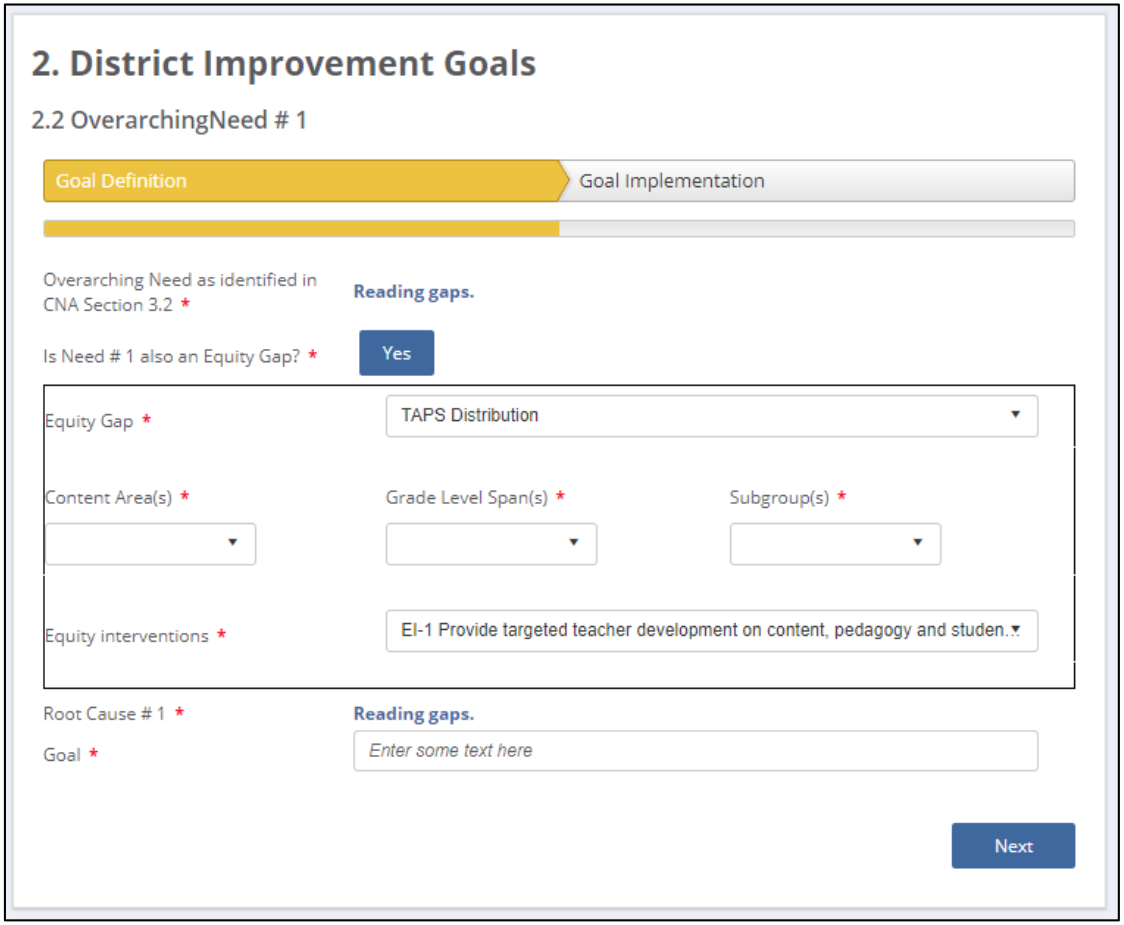

This section will walk your team through the process of goal setting based on identified needs:

- Equity
- Subgroups
- Funding sources
- Monitoring
- Measuring effectiveness

There are two sections here:

- Goal Definition
- Goal Implementation

Improvement Goals

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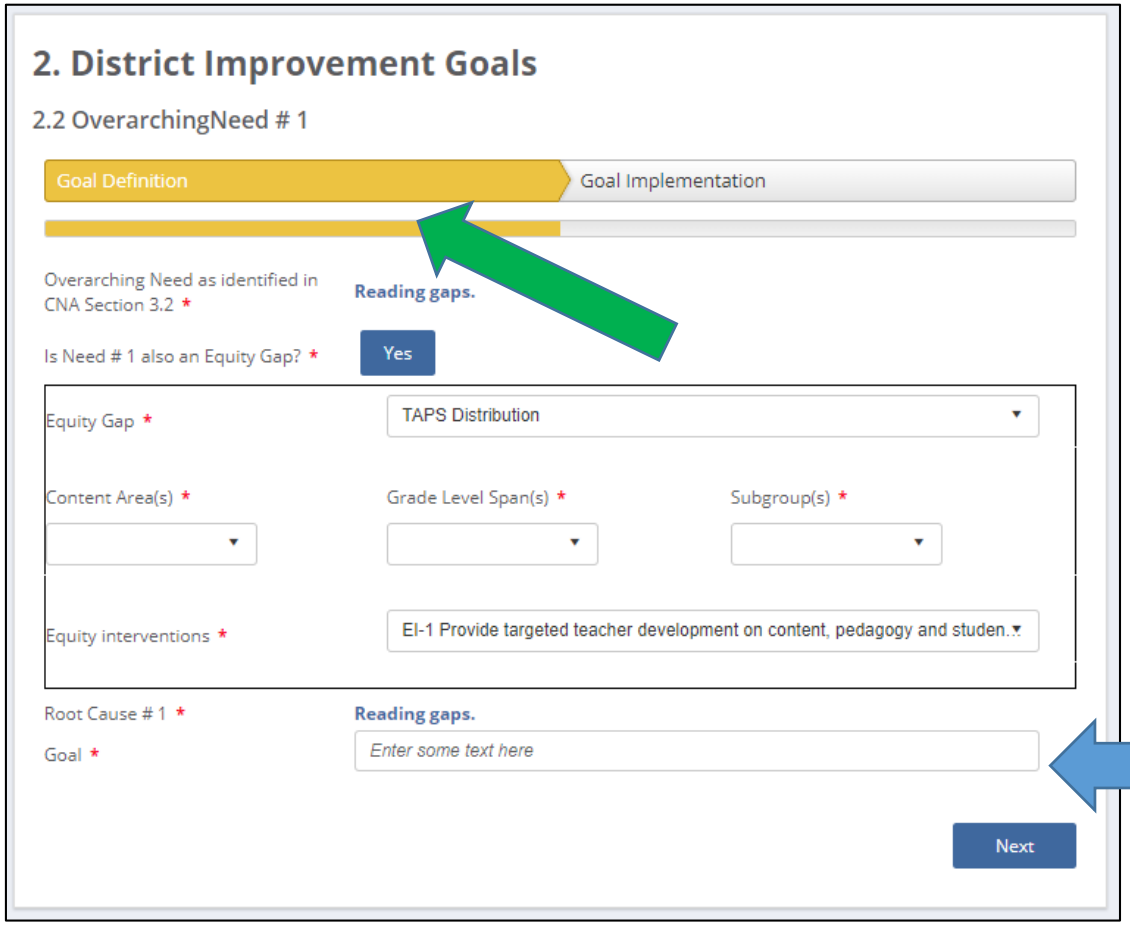
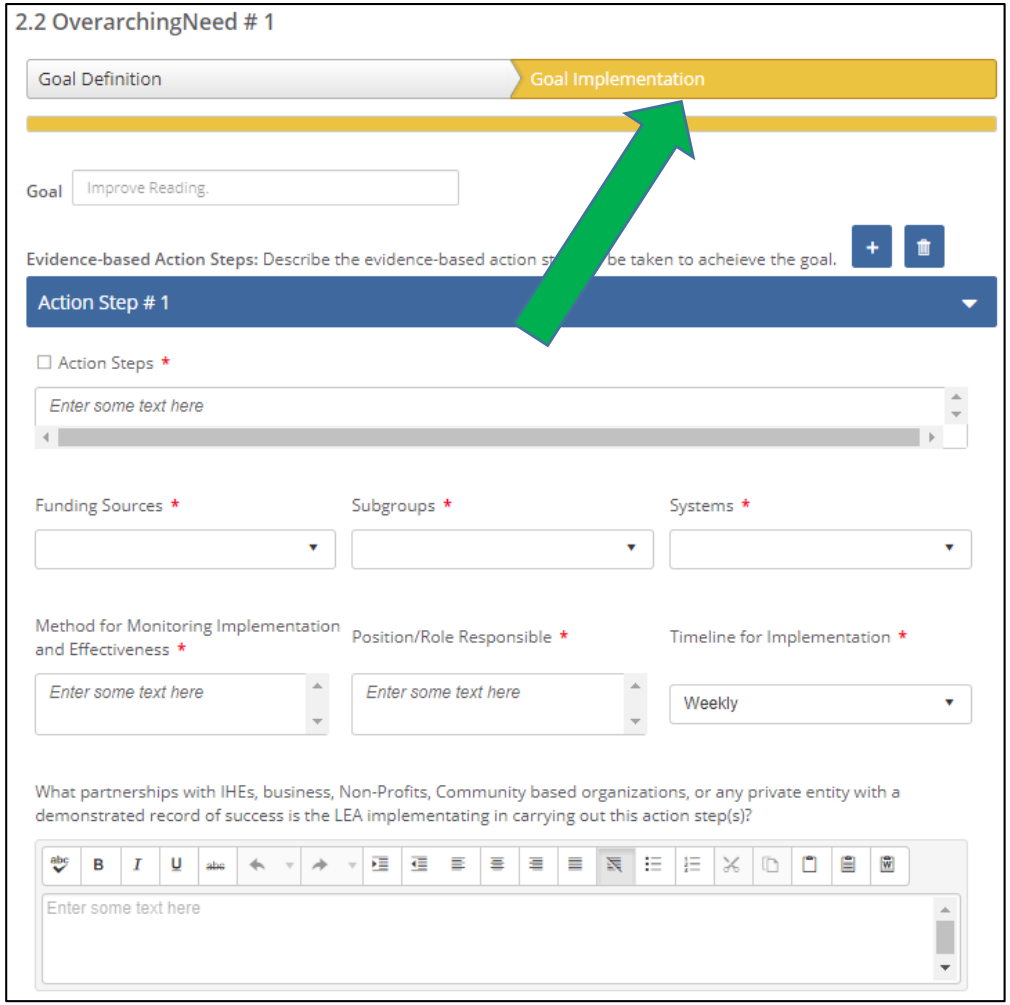


Goal Definition:

- Starting with the needs and root causes; ending with the goal.
- Includes determining if the need is also an equity gap.

Goal

Improvement Goals



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Goal Implementation:

- Starting with the goal, moving to identifying the strategies to addressing gaps and the subgroups
- Add as many action steps that are needed by choosing +

Let's break this apart…

Improvement Goals

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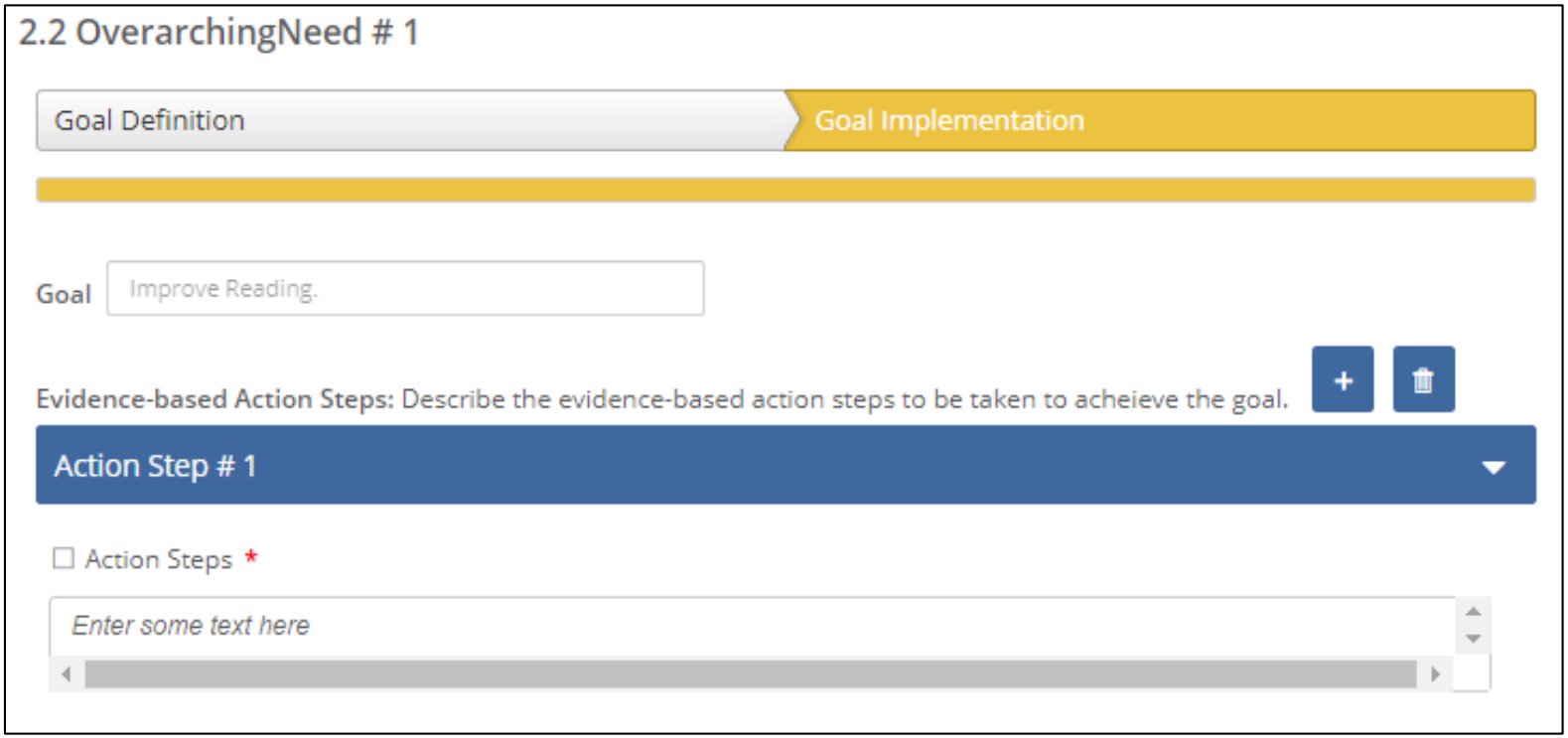

Improvement Goals

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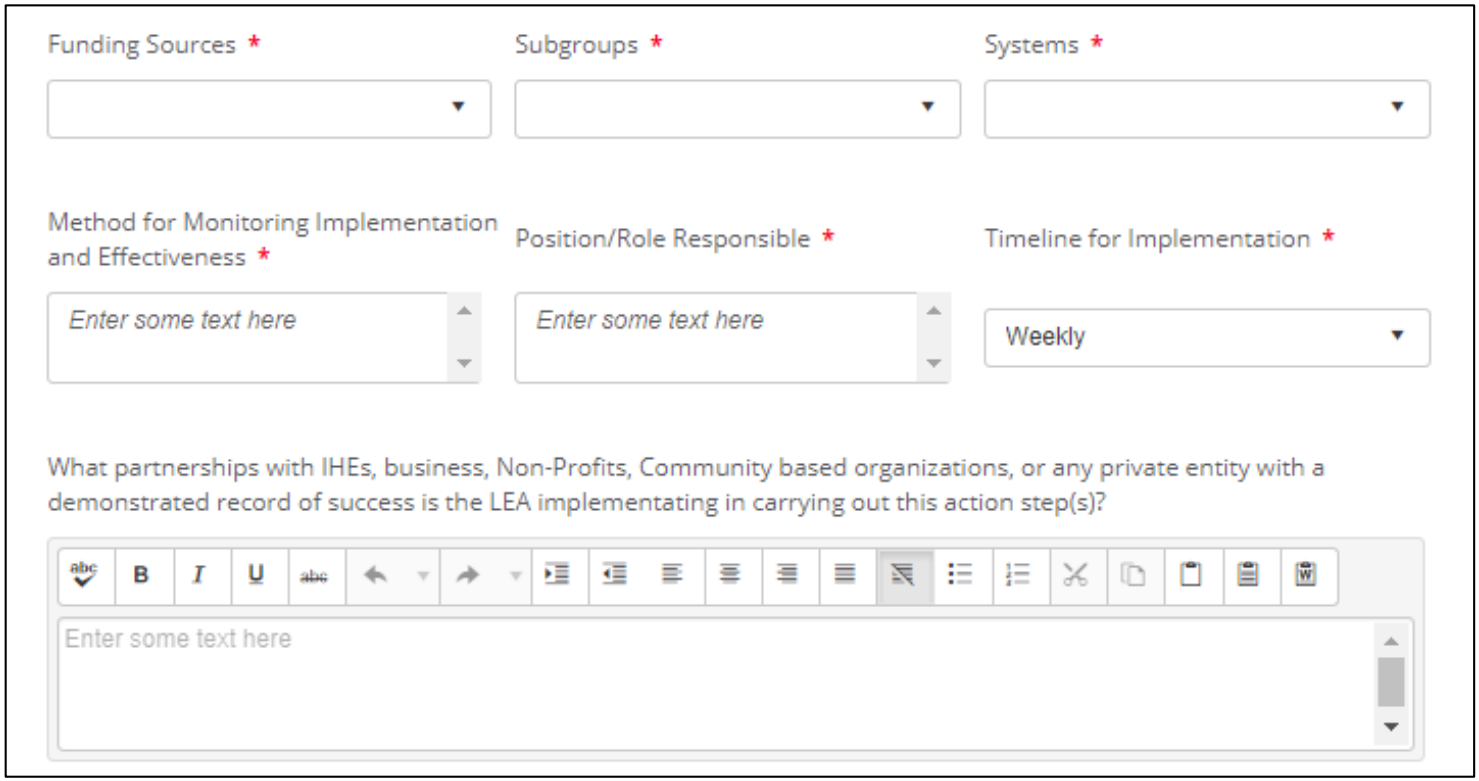

Improvement Goals Criteria

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Required Questions

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Stakeholder Involvement to Improve and Coordinate

In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district's activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community. *

Criteria
• Description includes all required stakeholders • Description addresses how each stakeholder group is consulted • Description provided focuses on improving district Title II, Part A activities achievement and equitable access to effective educators. • Description includes coordination of funds • Other strategies, programs, and activities are explicitly listed

Required Questions

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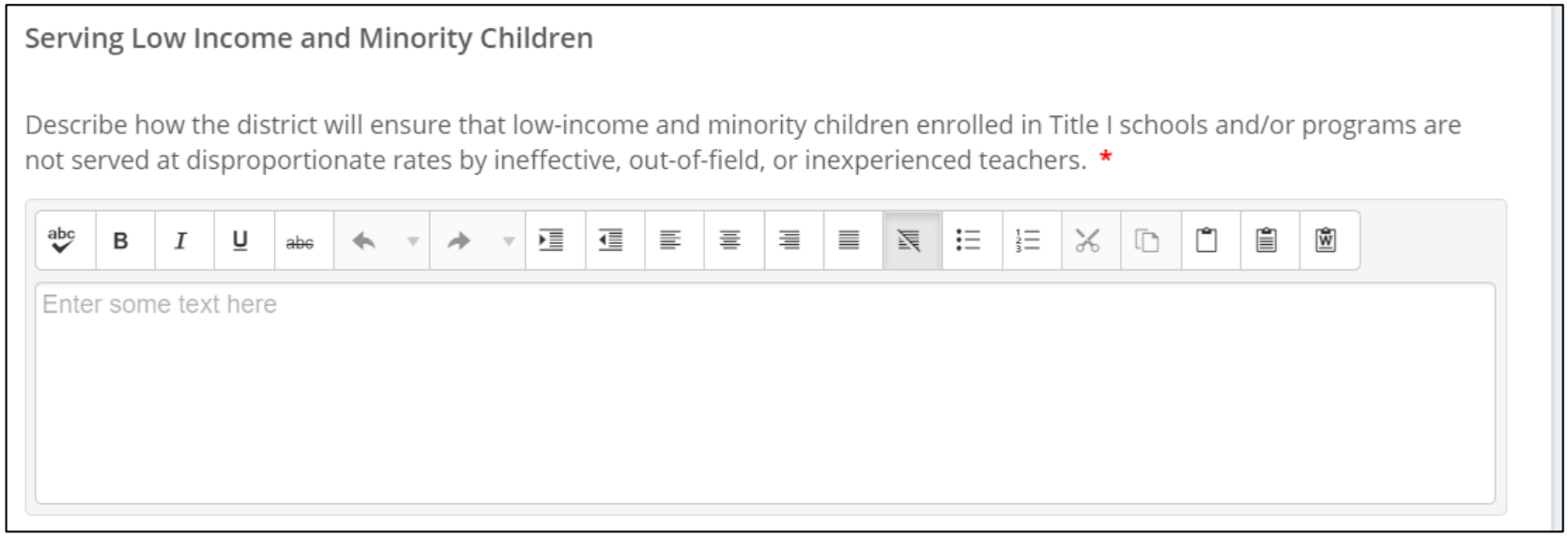

Criteria
The district addressed how low income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers (all three scenarios addressed).

Required Questions

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Professional Growth Systems

Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:

- how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;
- how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;
- how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);
- how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and
- what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.

Criteria
Description identified and briefly explained the systems the district uses to support professional growth and improvement at all stages of career development and performance for teachers, principals/assistant principals, and other school leaders responsible for the daily instructional and operational management of the school.

Required Questions

Richard Woods
Georgia's School Superintendent
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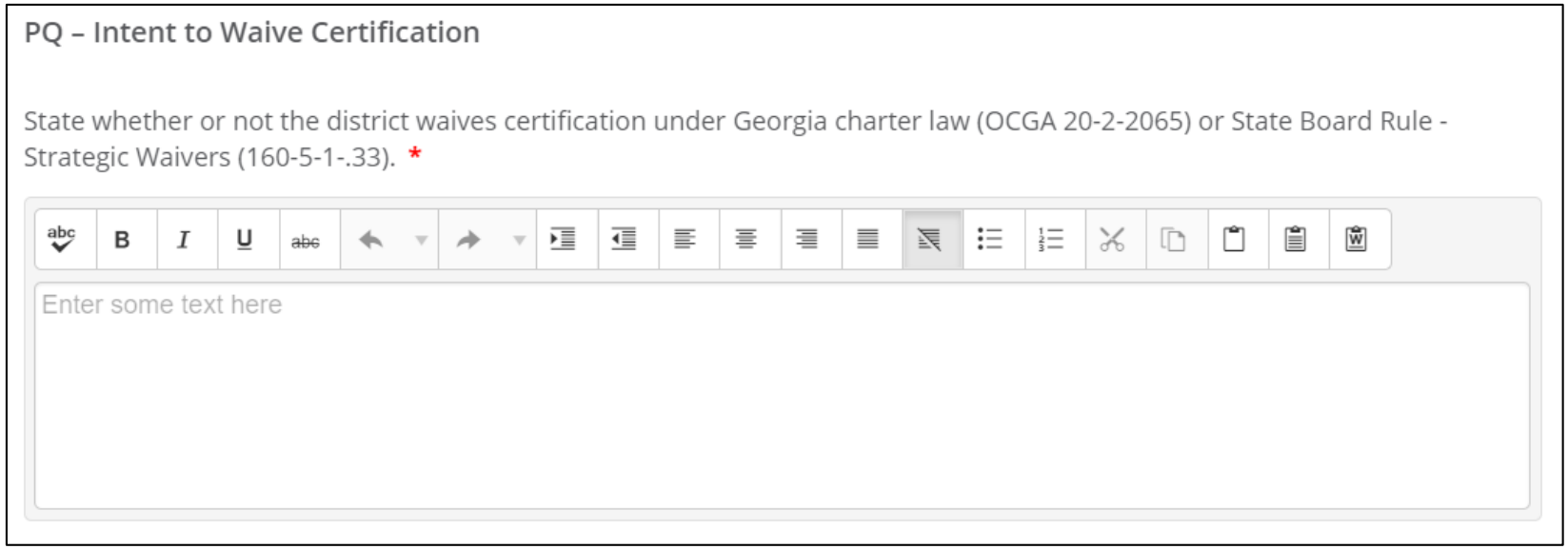
gadoe.org



Criteria
• Description explicitly states whether or not the district waives certification for teachers. • If the district waives certification, the description states whether or not certification is waived for all teachers. If only waived for some teachers, the description listed the content and grade level bands for which the district waives the certification of those teachers. (PQ is not waived for Special Education.) • If the district waives certification, the description listed the minimum professional qualifications required of teachers for employment.

Required Questions

Richard Woods
Georgia's School Superintendent
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PQ – Minimum Qualifications

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: bachelor's degree, content assessment, coursework, field experience, etc.)

Criteria
• Description explicitly states whether or not the district waives certification for teachers. • If the district waives certification, the description states whether or not certification is waived for all teachers. If only waived for some teachers, the description listed the content and grade level bands for which the district waives the certification of those teachers. (PQ is not waived for Special Education.) • If the district waives certification, the description listed the minimum professional qualifications required of teachers for employment.

Required Questions

Richard Woods
Georgia's School Superintendent
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PQ – Waiver Recipients

If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, Teachers must hold the corresponding GaPSC endorsement. *

Criteria
• Description explicitly states whether or not the district waives certification for teachers. • If the district waives certification, the description states whether or not certification is waived for all teachers. If only waived for some teachers, the description listed the content and grade level bands for which the district waives the certification of those teachers. (PQ is not waived for Special Education.) • If the district waives certification, the description listed the minimum professional qualifications required of teachers for employment.

Required Questions

Richard Woods
Georgia's School Superintendent
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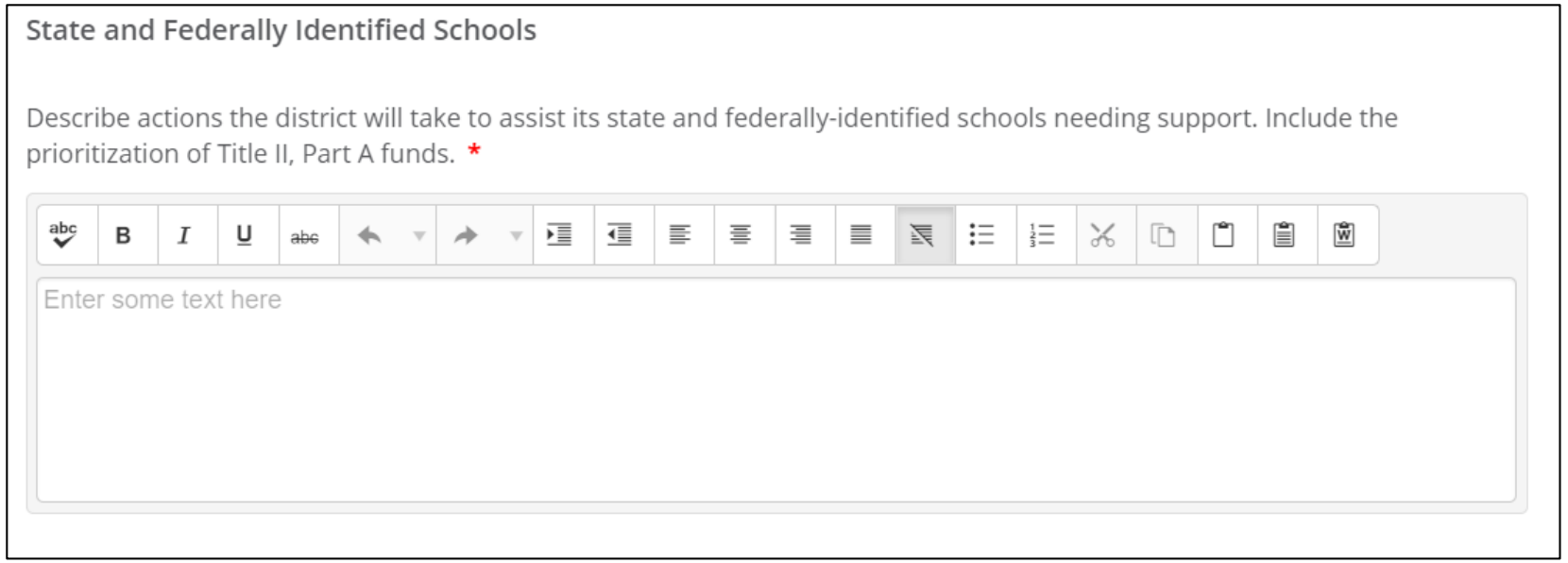

Criteria
Description outlines the actions the district will implement for its state and/or federally identified schools needing support. Description indicates if the district will use the optional set-aside of Title I, Part A funds (for Title I schools only) and how it will prioritize Title II, Part A funds to assist state and federally-identified schools needing support and schools that have the highest percentages of children from families below the poverty level.

Required Questions

Richard Woods
Georgia's School Superintendent
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CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:

- coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and
- work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Criteria
The district described how they will support programs that integrate CTAE content through coordinated instructional strategies and work-based learning opportunities: • collaboration with schools to conduct a review of current practices regarding integration of career and technical education content at various grade levels; • current and planned career pathways offered to the student population; • current and planned work- based learning opportunities made available to all students; • how the district addresses employability skills at various grade levels; • how the district incorporates career lesson plans in grades 1-5; • strategies used by the district to address technical skill attainment.

Required Questions

Richard Woods
Georgia's School Superintendent
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. *

Criteria
The district described how they regularly collaborate with schools to reduce the removal of students from the classroom for discipline problems. If discipline is an identified area of need, the district has specifically stated goals and strategies that included staff development.

Required Questions

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
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Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- coordination with institutions of higher education, employers and local partners; and
- increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.

Criteria
The district described how they will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education: • description of strategies for transition from middle to high school; • description of strategies for transition from high school to postsecondary education; • coordination with higher education institutions; • description of access to early college high school and dual enrollment; • counseling of high school students to identify interests and skills.

Required Questions

Richard Woods
Georgia's School Superintendent
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Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs. *

Criteria
The district described how they will support, coordinate, and integrate services with early childhood programs and have planned transitions of participants into their elementary schools.

Required Questions

Richard Woods
Georgia's School Superintendent
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gadoe.org

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. *

Criteria
The district provided a description of how the school, with the inclusion of parents, administrators, and pupil services, will identify eligible students in Targeted Assistance schools: • description of how schools will develop and identify multiple (at least two) objective academic-based performance criteria to identify and rank students; • description of the measurable scale (point system) that uses the objective academic criteria to rank all students in that grade level/content to determine the most at risk and/or in need of targeted assistance; • description of the process used to identify all the students to be served in rank order by points earned per grade level/subject area; • description of how new students enrolling in the school will go through the multiple academic-based performance criteria and be ranked to determine eligibility for the targeted assistance program.

Required Questions

Richard Woods
Georgia's School Superintendent
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Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following:

- Title I schoolwide schools;
- Targeted Assistance Schools; and
- schools for children living in local institutions for neglected or delinquent children.

Criteria
The district described the instructional program to be implemented at the Title I Schoolwide schools, Targeted Assistance schools and N&D facilities served in the district: • Subject area(s) to be served based on results of the needs assessments • Evidenced-based instructional interventions to be used • Related professional development activities • Related parent and family engagement activities building for capacity Targeted Assistance schools – • Subject/content area(s) and grade level(s) to be served based on the needs assessment • Evidenced-based instructional interventions to be used • Related professional development and parent and family engagement activities for eligible teachers and parents Schools for children living in local institutions for neglected or delinquent children (Sec. 1112) • Description includes how the district will support N&D facilities with schools onsite and instructional programs; • Description of supplemental supports for N&D students who attend LEA schools; • Name of residential facilities or explains there are no facilities in the district.

Required Questions

Richard Woods
Georgia's School Superintendent
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Title I, Part C – Migrant Intrastate and Interstate Coordination

Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:

- the use of the Title I, Part C Occupational Survey;
- the timely transfer of pertinent school records, including information on health, when children move from one school to another; and
- how the district will use the Migrant Student Information Exchange (MSIX).

Criteria
The district described its process for the use of the occupational survey: • description of how all schools use the occupational survey during new student registration and back-to-school registration for all returning students; • description of how documents will be completed, collected, and reviewed; • description of how documents will be submitted for further action based on the directions on the bottom of the form. The district described the school records transfer process for students moving in and out of the school: • description includes academic and health records; timeline and process • consortium districts include how coordination with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support records transfer will occur. The district described how the Migrant Student Information Exchange (MSIX) will be used in the records transfer process (both interstate and intrastate): • description includes who in the district will access MSIX when migratory children and youth enroll; • description includes how the information in MSIX, when available, will be used for enrollment and course placement decisions for migratory children and youth.

Required Questions

Richard Woods
Georgia's School Superintendent
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Title I, Part C – Migrant Supplemental Support Services

Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services during the regular school year and during the summer term. *

Criteria
The district described how services for all migrant participants (including out-of-school youth; drop-outs; and preschool children and families) will be coordinated and evaluated during the regular school year and summer; how the needs of migrant out-of-school youth, drop-outs, preschool children and families will be identified; and how services in consortium districts will be coordinated with Abraham Baldwin Agricultural College (ABAC).

Required Questions

Richard Woods
Georgia's School Superintendent
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IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;

Criteria
The district outlined activities to address post-school outcomes for students with disabilities including school completion, school-age transition and postsecondary transition. The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area. (The district may opt to include the Student Success activities in this section with along with the school completion indicators.)

Required Questions

Richard Woods
Georgia's School Superintendent
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Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

Criteria
The district outlined activities to address services for young children with disabilities including environment, outcomes, and transition. The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area.

Required Questions

Richard Woods
Georgia's School Superintendent
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Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;

Criteria
The district outlined activities to improve the provision of FAPE for students with disabilities. The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area.

Required Questions

Richard Woods
Georgia's School Superintendent
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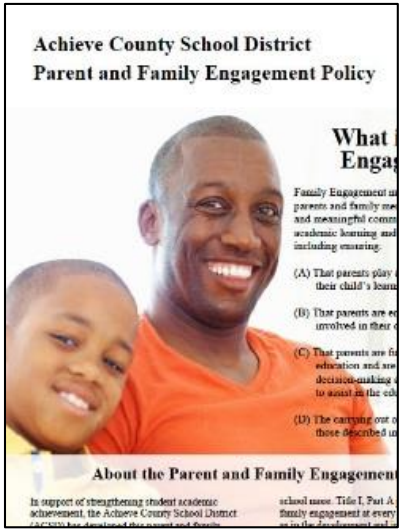
Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

Criteria
The district outlined activities to improve compliance with state and federal laws and regulations for students with disabilities. The district described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area.

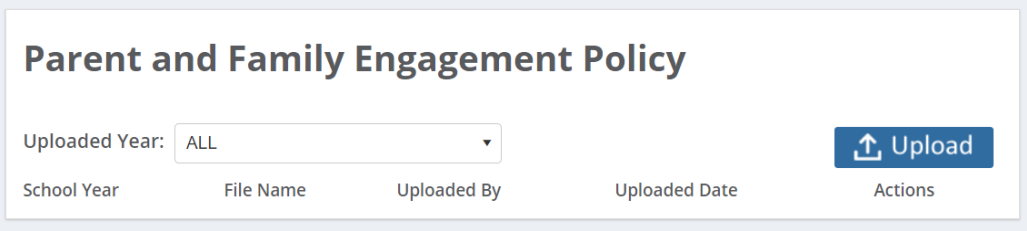
Review and Update of the Parent and Family Engagement Policy

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



- ✓ Plan shows a change of date for the year
- ✓ Plan is jointly reviewed with stakeholders and parents
- ✓ Parent input is reflected as a result of the required meetings for meaningful consultation

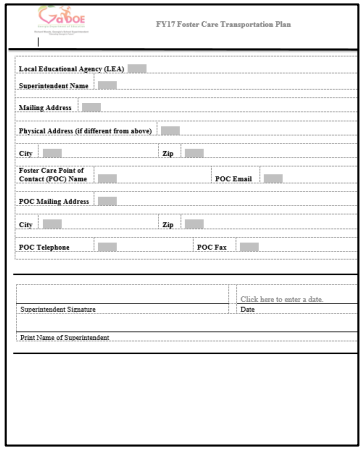
Parent and Family Engagement Policy



The document is found on our website.

Review and Update of the Foster Care Transportation Plan

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



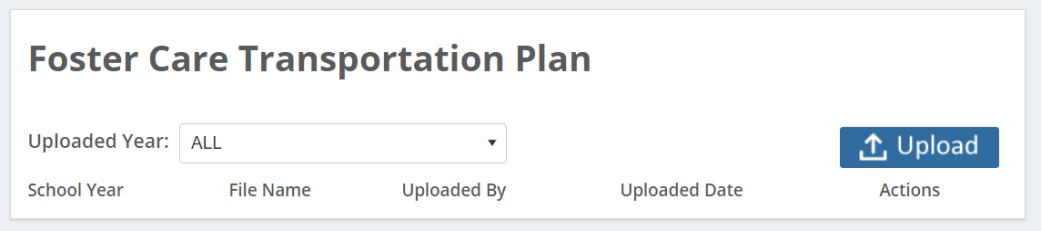
FY17 Foster Care Transportation Plan

Local Educational Agency (LEA)
Superintendent Name
Mailing Address
Physical Address (if different from above)
City | Zip
Foster Care Point of Contact (POC) Name | POC Email
POC Mailing Address
City | Zip
POC Telephone | POC Fax

Superintendent Signature | Click here to enter a date. Date
Print Name of Superintendent

- ✓ Plan shows a change of date for the year
- ✓ Plan is jointly reviewed with DFACS and stakeholders
- ✓ Any needed updates to coordination procedures are included

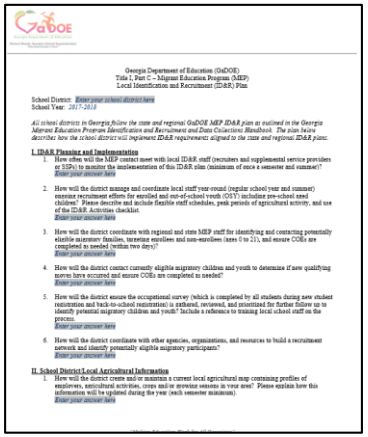
Foster Care Transportation Plan



The document is found on our website.

Review and Update of the Title I, Part C ID&R Plan

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



Georgia Department of Education (GaDOE)
Title I, Part C – Migrant Education Program (MEP)
Local Identification and Recruitment (ID&R) Plan

School District: Enter your school district here
School Year: 2017-2018

All school districts in Georgia follow the state and regional GaDOE MEP ID&R plan as outlined in the Georgia Migrant Education Program Identification and Recruitment and Data Collection Handbook. The plan below describes how the school district will implement ID&R requirements aligned to the state and regional ID&R plans.

I. ID&R Planning and Implementation

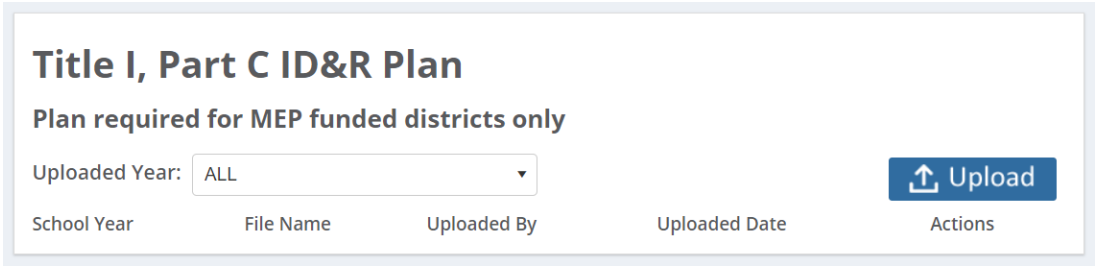
1. How often will the MEP contact meet with local ID&R staff (recruiters and supplemental service providers or SSPs) to monitor the implementation of this ID&R plan (minimum of once a semester and summer)?
   Enter your answer here
2. How will the district manage and coordinate local staff year-round (regular school year and summer) onsite recruitment efforts for enrolled and out-of-school youth (OSY) including pre-school aged children? Please describe and include flexible staff schedules, peak periods of agricultural activity, and use of the ID&R Activities checklist.
   Enter your answer here
3. How will the district coordinate with regional and state MEP staff for identifying and contacting potentially eligible migratory families, terminal enrollees and non-enrollees (ages 0 to 21), and ensure COEs are completed as needed (within two days)?
   Enter your answer here
4. How will the district contact currently eligible migratory children and youth to determine if new qualifying moves have occurred and ensure COEs are completed as needed?
   Enter your answer here
5. How will the district ensure the occupational survey (which is completed by all students during new student registration and back-to-school registration) is gathered, reviewed, and prioritized for further follow up to identify potential migratory children and youth? Include a reference to training local school staff on the process.
   Enter your answer here
6. How will the district coordinate with other agencies, organizations, and resources to build a recruitment network and identify potentially eligible migratory participants?
   Enter your answer here

II. School District Local Agricultural Information

1. How will the district create and/or maintain a current local agricultural map containing profiles of employers, agricultural activities, crops and/or growing seasons in your area? Please explain how this information will be updated during the year (each semester minimum).
   Enter your answer here

✓ Updated FY19 template is used (changes reflect US ED guidance)

Title I, Part C – Identification and Recruitment Plan (only required for LEAs with an MEP allocation)



The document is found on our website.

What training and resources are available to LEAs?

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Page 5-6 of the Guidance Document includes information on training and resources. Several webinar opportunities are scheduled to go deeper in to the CLIP options and requirements:

CLIP Teams Follow Up with LEAs via Webinar – QA on FY19 CLIP Options; Mid-Year Check	Completed by 2/28/2018	CLIP Teams will contact their LEAs to set this date.
Webinar with LEAs Using the Online Option: LDS CLIP Application Content and Responses	2/9/2018 10:00 AM	Registration Link: https://attendee.gotowebinar.com/register/183574849640634882
Webinar with LEAs Using the S-CLIP or the Offline Option: FY18 Amendment	2/13/2018 10:00 AM	Registration Link: https://attendee.gotowebinar.com/register/5791561339344712962

All webinars will be recorded and posted on our website!

What training and resources are available to LEAs?

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Page 5-6 of the Guidance Document includes information on training and resources. The IT Department will provide training on the SLDS application:

CLIP Resources

SLDS CLIP Application Training

Support for the use of the online SLDS CLIP application includes six t… …osted by GaDOE's Technology Services Department. The content of this training … …ple navigation in the application. Training dates, locations, and a link to registration … …ows:

Registration: http://www.gadoe.org/Technology-Services/SLDS/Pages/CNA_Registration.aspx

SLDS Training Location	Date and Time
Cartersville (Bartow County)	Monday, February 12, 2018; 1:00 to 3:00 pm
Hinesville (Liberty County)	Tuesday, February 13, 2018; 1:00 to 3:00 pm
Atlanta (GaDOE Offices)	Monday February 19, 2018; 1:00 to 3:00 pm
Albany (Dougherty County)	Wednesday February 21, 2018; 1:00 to 3:00 pm
Dublin (Heart of GA RESA)	Thursday February 22, 2018; 1:00 to 3:00 pm
Danielsville (Madison County)	Friday, March 2, 2018; 1:00 to 3:00 pm

February 19 is also available online! Register on the website!

Other Resources

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- The Friday Webinar Series – January to May 2017
  - Federal Programs website

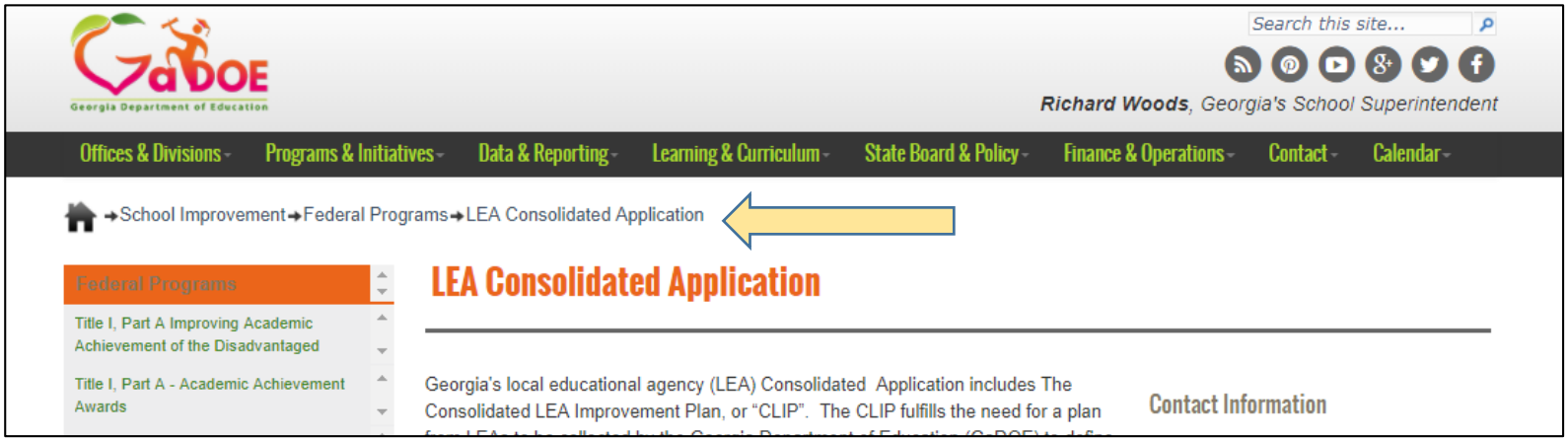
- **2/10/2017:** Georgia's Systems of Continuous Improvement Overview (Recording; Presentation File)
- **2/17/2017:** Planning and Preparation (Recording; Presentation File)
- **2/24/2017:** Coherent Instructional System (Recording; Presentation File)
- **3/3/2017:** Effective Leadership (Recording; Presentation File)
- **3/10/2017:** Professional Capacity (Recording; Presentation File)
- **3/17/2017:** Family and Community Engagement (Recording; Presentation File)
- **3/24/2017:** Supportive Learning Environment (Recording; Presentation File)
- **3/31/2017:** Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing (Recording; Presentation File)
- **3/31/2017:** Showcase the Alignment of the SSIP (Recording; Presentation File)
- **4/7/2017:** Problem Solving Process; Selecting Interventions (Recording; Presentation File)
- **4/28/2017:** Improvement Planning (Recording; Presentation File)
- **4/28/2017:** Planning and Budgeting (Recording; Presentation File)

Where do I find CLIP information?

Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Resources and materials shared today are found on the GaDOE website here:

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/LEA-Consolidated-Application.aspx



Questions?

Richard Woods
Georgia's School Superintendent
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federalprograms@doe.k12.ga.us