FY 24
Consolidated LEA Improvement Plan (CLIP)

Coordinating Federal Resources through Georgia’s Systems of Continuous Improvement

January 26, 2023 2:00 p.m.

Using the Streamlined CLIP (S-CLIP) – Navigation Overview
Agenda

• CLIP Overview
• FY 24 CLIP Options
• Streamlined CLIP (S-CLIP) Option
• Training and Resources
• Questions
## Presenters

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Wight</td>
<td>Associate Superintendent, Division of Federal Programs</td>
</tr>
<tr>
<td>Kathleen Yarbrough</td>
<td>Director, Division of Federal Programs</td>
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<tr>
<td>Ken Banter</td>
<td>Title I, Part A Senior Program Manager</td>
</tr>
<tr>
<td>Eric McGhee</td>
<td>Grants Program Manager</td>
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<tr>
<td>Lynn Holland</td>
<td>Special Education Program Manager</td>
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<tr>
<td>Susan Holcomb</td>
<td>Family-School Partnerships Program Manager</td>
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<tr>
<td>Margarita Munoz</td>
<td>Title I, Part C Senior Program Manager</td>
</tr>
<tr>
<td>Chris Leonard</td>
<td>Title II, Part A Program Manager</td>
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</table>
Georgia’s ESSA Plan

The Every Student Succeeds Act (ESSA)

Georgia’s ESSA Plan details how our state is supporting children and schools with supplemental federal resources.

“With the passage of Every Student Succeeds Act, we have an enormous opportunity to reshape Georgia education and get rid of the standardized one-size-fits-all model that became prevalent under No Child Left Behind.”

-State School Superintendent Richard Woods
Georgia’s Systems of Continuous Improvement

Georgia’s ESSA plan outlines how the Georgia Systems of Continuous Improvement will be the common, multi-tiered framework for supporting children and schools in our state.
Where do I find CLIP information?

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

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/LEA-Consolidated-Application.aspx
What is the CLIP?

- The FY 24 CLIP Guidance document is a great resource to learn about the CLIP and requirements.
- We will highlight sections of this resource today in this webinar.
- LEA staff should read all documents posted on our website.
- Questions? federalprograms@doe.k12.ga.us
What is the CLIP?

Page 2 of the CLIP Guidance document provides information about why LEAs complete the CLIP. Here is an excerpt:

“The CLIP fulfills the need for a plan from LEAs to be collected by the Georgia Department of Education (GaDOE) to define how the LEAs will support their students when accepting federal funds under The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.”
What is the CLIP?

• Consolidated LEA Improvement Plan (CLIP)

• GaDOE is required to collect plans that define how LEAs will support their students when accepting federal funds under the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

• The CLIP outlines how LEAs will coordinate their supplemental federal fund sources to meet identified student needs in the district.

• The Georgia Systems of Continuous Improvement is the common framework that GaDOE uses to communicate with LEAs about their coordination efforts.
The Georgia’s Systems of Continuous Improvement framework focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts. This framework drives the work of the CLIP.
FY 24 CLIP and the Georgia’s Systems of Continuous Improvement

The outer ring of this framework is the problem-solving model. The problem-solving model guides LEAs through the process of identifying needs and addressing those needs. Federal, state, and local funds are then coordinated to meet those needs. For the ESSA and IDEA federal grants, needs identification directs the development of the budget. When GaDOE reviews federal grant budgets, a connection between the needs identified in the CLIP must be evident in the budgets.
Which federal programs and GaDOE divisions are involved with the CLIP?

Title I, Part A - Improving the Academic Achievement of the Disadvantaged
Title I, Part A - Parent and Family Engagement
Title I, Part A - Children in Foster Care
Title I, Part C - Education of Migratory Children
Title I, Part D - Programs for Neglected and Delinquent Children
Title II, Part A - Supporting Effective Instruction
Title III, Part A - Language Programs for English Learners and Immigrant Children
Title IV, Part A - Student Support and Academic Enrichment
Title IV, Part B - 21st Century Community Learning Centers
Title V, Part B - Rural Education Initiative
Title IX, Part A - McKinney-Vento Homeless Assistance Act
Individuals with Disabilities Education Act (IDEA)
School & District Effectiveness Division
Teacher & Leader Support and Development Division
Information Technology Division
Teaching and Learning Division
When is the FY 24 CLIP due?

Page 6 of the CLIP Guidance document includes the due dates.

_The submission window for Part I components will open on March 1, 2023 and will close on June 30, 2023. This early and extended window for CLIP Part I submissions will allow LEAs the potential to gain CLIP Part I approval, thus readying them for immediate access to FY 24 funding when the State Board of Education meets to approve and award FY 24 federal formula grant funds at its July 19, 2023, meeting. (An LEA needing an extension to July 31, 2023, must submit a request via the CLIP application.)_

Remember that an approved CLIP is required prior to budget approval.
Who in our LEA is involved in the CLIP development?

**Supplemental Federal Funds**

**EVERYONE**

All staff in the LEA involved with schools, teaching and learning; district and school community stakeholders.

Everyone needs to review the performance indicators of the district (CNA) to determine where the supplemental federal funds should be directed.
Getting Organized – Preparing for the Work

• Gather required stakeholders
• Collect data sources
• Prepare to review the FY 23 CLIP with stakeholders to determine progress of action steps toward addressing needs:
  • Are the needs we identified still applicable?
  • What additional needs are our current data sources indicating?
  • Which actions steps are meeting our intended outcomes?
  • Which action steps should we revise or remove?
How do LEAs access and submit the CLIP to GaDOE?

All CLIP applications – either option – are accessed and submitted to the GaDOE through the secure Statewide Longitudinal Data System (SLDS).
CLIP Roles in the SLDS

- District User (view, edit)
- District Administrator (view, edit, submit)
- District Superintendent (view, edit, submit)

Access is provided by your LEA’s SLDS/portal security officer.
How do LEAs submit the CLIP?

Page 6 of the CLIP Guidance document explains the submission process for each option.

**Streamlined CLIP Option** - The submission of the Streamlined CLIP components will be via an upload into the SLDS application with an upload button. The LEA superintendent will formally submit the CLIP to the same GaDOE review teams.
How does GaDOE review the CLIP?

Seventeen (17) GaDOE Continuous Improvement Teams (CITs) are aligned to the RESA regions and will review CLIPs from those LEAs.

Sample:

<table>
<thead>
<tr>
<th>G Teams</th>
<th>CLIP Lead</th>
<th>Family Engagement</th>
<th>Foster Care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team 1 (Northwest GA RESA)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bartow County; Bremen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City; Cartersville City; Catoosa</td>
<td></td>
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</tr>
<tr>
<td>County; Chickamauga City; Dade</td>
<td></td>
<td></td>
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<tr>
<td>County; Floyd County; Gordon</td>
<td></td>
<td></td>
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<tr>
<td>County; Haralson County; Paulding</td>
<td></td>
<td></td>
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<tr>
<td>County; Trion City; Calhoun City; Dalton Public Schools; Polk County; Rome City</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Calhoun City; Dalton Public Schools; Polk County; Rome City</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Team 2 – (North GA RESA)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherokee Charter Academy; Cherokee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anne Marie Wiseman</td>
<td>Mandi Griffin</td>
<td>Eric McGhee</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
How will the S-CLIP be reviewed?

The GaDOE Review Criteria will be applied to the S-CLIP Questions, the Parent Engagement Policy, LEA Equity Action Plan, Foster Care Transportation Plan and the Migrant ID&R Plan (when applicable).
How does GaDOE review the CLIP?

The “CLIP Review Criteria” document is posted on the website. This document provides the criteria the CITs will use to review submissions (both options).

Example

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of Team and Stakeholders</td>
<td>All positions/roles included in the needs assessment and improvement planning process are identified to meet the requirements of participating federal programs.</td>
</tr>
<tr>
<td>Inclusive group of stakeholders with varied perspectives</td>
<td>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.</td>
</tr>
<tr>
<td>Meaningful feedback throughout the needs assessment process</td>
<td>The district provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.</td>
</tr>
</tbody>
</table>
Will CLIPs be returned to the LEA for revisions?

Yes, if revisions are required, the LEA will be asked to make the revisions and resubmit their documentation.

An LEA may also receive recommendations from the CIT. Recommendations are designed to help the LEA enhance their federal program implementation.

In most situations, the CITs will call the LEA if questions arise.

LEAs should review the CLIP Criteria document!
How will LEAs know if their CLIP is approved or needs revisions?

Page 7 of the CLIP Guidance document explains that CLIP communication between GaDOE and the LEAs will occur in the SLDS application.

The CITs will conduct the reviews using the SLDS application site. All approvals or requests for revisions will be transmitted between the teams and the LEAs through the SLDS application site. A record of all communication will be archived in the application. When CLIPs, either version, are approved in the SLDS, the application status on the portal will automatically change from “NEW” to “APPROVED”.

This applies to each CLIP option.
Does an LEA have options for completing the FY 24 CLIP?

Yes, LEAs have two options to consider.
What should an LEA consider when selecting their option?

**Streamlined option**

- ARE MORE THAN 80% OF THE LEA'S SCHOOLS WITHIN THE UNIVERSAL TIER I LEVEL OF SUPPORT?
- DOES THE LEA HAVE AN EXISTING SCHOOL IMPROVEMENT PROCESS AND/OR STRATEGIC PLAN AND/OR CHARTER CONTRACT THAT FULLY ADDRESSES IDENTIFIED NEEDS BEING TARGETED FOR IMPROVEMENT THROUGH ALL ITS SUPPLEMENTAL FEDERAL PROGRAMS, RESOURCES, AND SUPPORTS?
- DOES THE LEA HAVE A STRONG UNDERSTANDING OF ESEA/ESSA REQUIREMENTS?
CLIP Selection - Annually

The CLIP Online option is the GaDOE’s main ESSA plan collection path and includes the tools, templates, and resources necessary to complete the LEA’s annual application for using its federal awards.

The Streamlined CLIP (S-CLIP) option is an alternative ESSA plan collection path. An LEA that already has in place a locally developed school improvement process and/or current strategic plan and/or charter system contract may choose this path to complete the LEA’s annual application for using its federal awards.
S-CLIP Uploading Documents

When ready, the LEA will upload documents included in the S-CLIP.
Data Collection Analysis

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

The School Improvement (SI) Dashboard is another tool for your team to use during review of data for the CNA.
Data Collection and Analysis

Insight Data Dashboards

From discipline and attendance to perception and bullying, the Georgia Insights School Climate dashboard allows users to see the data behind the school climate star rating.

The Georgia Insights Milestones dashboard allows users to see how students are performing across core content areas and achievement levels at the school, district, and state levels.

The Georgia Insights Financial Information dashboard allows users to view detailed breakdowns of revenues and expenditures for districts and schools.

Using Georgia Insights, find comparison schools for the components of the school climate rating.

The Georgia Insights Teacher Pipeline dashboard allows users to see demand by district and supply from state providers.

The Georgia Insights Literacy dashboard allows users to see grade-level reading rates to Lexile scores by district and school.
Using the S-CLIP Questions Document

This template is required for LEAs choosing the Streamlined CLIP option:

S-CLIP Questions

Let’s take a closer look...

The document is found on our website.
The LEA team should review the opening narrative and assurance.
ASSURANCE: The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.
S-CLIP Questions

1. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) in planning for continuous improvement through its locally-developed school improvement process and/or current strategic plan and/or charter system contract.

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
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</tr>
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<tbody>
<tr>
<td><strong>Identification of Team and Stakeholders</strong></td>
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</tr>
<tr>
<td>CLIP Online: Required team members and stakeholders</td>
<td>The LEA 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.</td>
</tr>
<tr>
<td>CLIP Online: Inclusive group of stakeholders with varied perspectives</td>
<td>The LEA provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.</td>
</tr>
<tr>
<td>CLIP Online: Meaningful feedback throughout the needs assessment process</td>
<td>The LEA provided outreach/communication strategies to engage families, community-based organizations, school and LEA staff/leaders, local government representatives/agencies in development of the LEA plan and specific outreach/communication strategies that target families and/or community of English Learners (ELs).</td>
</tr>
<tr>
<td>S-CLIP: Outreach and Communication</td>
<td>The LEA described how they engaged required stakeholders in considering and communicating the strengths and needs of the following subgroups of students, as appropriate: Low-income students, Lowest achieving students, English learners, Children with disabilities, Children and youth in foster care, Migratory children, Children and youth experiencing homelessness, Neglected/delinquent/at-risk students, Immigrant children and youth.</td>
</tr>
<tr>
<td>S-CLIP: Engage Stakeholders to Address Needs of Subgroups</td>
<td></td>
</tr>
</tbody>
</table>
2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.

### S-CLIP Questions

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>
3. Describe how the LEA’s locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state’s ESSA plan for continuous improvement within the:
   - problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
   - Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

   **Response options (choose one or more):**
   - Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving; or
   - Highlight (in blue) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving and submit with this template; or
   - Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 3.
4a. What components of the LEA’s locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students; and how supplemental federally-funded services for Economically Disadvantaged (ED), EL, migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, are coordinated to support the strategic plan.

Response options (choose one or more):

☐ Copy selected excerpts from the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.

☐ Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.

☐ Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4a.
4b. From the LEA’s locally-developed school improvement process and/or current strategic plan and/or charter system contract, how is the LEA ensuring ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA.

Response options (choose one or more):
- Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA; or
- Highlight (in yellow) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA, and submit with this template; or
- Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4b.
4c. Federal Funding Options to be Employed by the LEA (select all that apply):

- Traditional Funding (all Federal funds budgeted separately)
- Fund 400 – Consolidation of Federal funds only
- Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal funds
S-CLIP Questions

If the LEA is consolidating federal funds through Fund 400, provide the intent and purposes statement for those funds that are being consolidated in the table below.

<table>
<thead>
<tr>
<th>Program</th>
<th>Intent and Purpose Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
<td></td>
</tr>
<tr>
<td>Title I, Part C</td>
<td></td>
</tr>
<tr>
<td>Title I, Part D</td>
<td></td>
</tr>
<tr>
<td>Title I, Part E (L4GA)</td>
<td></td>
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<tr>
<td>Title II, Part A</td>
<td></td>
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<tr>
<td>Title III, Part A, EL</td>
<td></td>
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<tr>
<td>Title III, Part A, Immigrant</td>
<td></td>
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<tr>
<td>Title IV, Part A</td>
<td></td>
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<tr>
<td>Title IV, Part B</td>
<td></td>
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<tr>
<td>Title V, Part B</td>
<td></td>
</tr>
<tr>
<td>Title I, 1003 (a)</td>
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<tr>
<td>Title IX, Part A</td>
<td></td>
</tr>
<tr>
<td>IDEA</td>
<td></td>
</tr>
<tr>
<td>Perkins V Grants</td>
<td></td>
</tr>
</tbody>
</table>

LEAs not consolidating funds must fill out Section 4d below. An LEA completing Section 4b must also complete section 4d for federal funds not being consolidated through Fund 400 and Fund 150.
S-CLIP Questions

Transferability (ESSA Sec. 5103(b)) – If the LEA is transferring funds, indicate below:

<table>
<thead>
<tr>
<th>Transfer from:</th>
<th>Allocation</th>
<th>Transfer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Title II, Part A</td>
<td>100% Less than 100%</td>
<td>Title I Title IC Title IIIA Title IVA Title VB Title ID</td>
</tr>
<tr>
<td>Transfer Title IV, Part A</td>
<td>100% Less than 100%</td>
<td>Title I Title IC Title IIIA Title IVA Title VB Title ID</td>
</tr>
</tbody>
</table>

**ATTENTION:**
If transferring 100% of Title II, Part A and/or Title IV, Part A, remove/deselect these as funding sources in Question 4d.
S-CLIP Questions

4d. Please check the activities that the district may include in its detailed program budgets for the LEA’s available funds. For a district that consolidates funds through Fund 400, Fund 150, or the schoolwide Consolidation of Funds Initiative, fill out the tables below only for those funds that are not being consolidated.

<table>
<thead>
<tr>
<th>Coherent Instruction (Choose all that apply from the suggested list below.)</th>
<th>Title I</th>
<th>Title IA</th>
<th>Title IIA</th>
<th>Title IVA</th>
<th>Title VB</th>
<th>Title V</th>
<th>DEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum for additional interventions</td>
<td>Title I</td>
<td>Title IA</td>
<td>Title IIA</td>
<td>Title IVA</td>
<td>Title VB</td>
<td>Title V</td>
<td>DEA</td>
</tr>
<tr>
<td>Professional development to teach curriculum with fidelity</td>
<td>Title I</td>
<td>Title IA</td>
<td>Title IIA</td>
<td>Title IVA</td>
<td>Title VB</td>
<td>Title V</td>
<td>DEA</td>
</tr>
<tr>
<td>Supplemental curriculum</td>
<td>Title I</td>
<td>Title IA</td>
<td>Title IIA</td>
<td>Title IVA</td>
<td>Title VB</td>
<td>Title V</td>
<td>DEA</td>
</tr>
<tr>
<td>Multi-Tiered System of Supports (MTSS)</td>
<td>Title I</td>
<td>Title IA</td>
<td>Title IIA</td>
<td>Title IVA</td>
<td>Title VB</td>
<td>Title V</td>
<td>DEA</td>
</tr>
<tr>
<td>Progress monitoring</td>
<td>Title I</td>
<td>Title IA</td>
<td>Title IIA</td>
<td>Title IVA</td>
<td>Title VB</td>
<td>Title V</td>
<td>DEA</td>
</tr>
<tr>
<td>Mid-year review process with each school</td>
<td>Title I</td>
<td>Title IA</td>
<td>Title IIA</td>
<td>Title IVA</td>
<td>Title VB</td>
<td>Title V</td>
<td>DEA</td>
</tr>
<tr>
<td>Online programs</td>
<td>Title I</td>
<td>Title IA</td>
<td>Title IIA</td>
<td>Title IVA</td>
<td>Title VB</td>
<td>Title V</td>
<td>DEA</td>
</tr>
<tr>
<td>Blended learning</td>
<td>Title I</td>
<td>Title IA</td>
<td>Title IIA</td>
<td>Title IVA</td>
<td>Title VB</td>
<td>Title V</td>
<td>DEA</td>
</tr>
</tbody>
</table>

- The LEA selected proposed activities that may be included in program budgets
- The LEA selected proposed activities and fund sources for each of their federal awards
Required S-CLIP Questions

Professional Qualifications

(Part 1) – Intent to Waive Certification
For the current fiscal year, using the flexibility granted under Georgia charter law [O.C.G.A 20-2-2065] or State Board Rule - Strategic Waivers [160-5-1-.33], does the district intend to waive teacher certification - Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]

(Part 2) – Waiver Recipients
If the LEA waives certification, specify whether, in the current fiscal year, certification is waived:
i. for all teachers (except Special Education services areas in alignment with the student’s IEP), or
ii. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).
[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]
(Part 3) – Minimum Qualifications
If the district waives certification, state the minimum qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]
Required S-CILIP Question
Describe how the district will meet the following IDEA performance goals:

IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.
What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include:
• Description of your district’s procedures
• Specific professional learning activities
• Plan to monitor implementation with fidelity
Required S-CLIP Question

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

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

What specific young children's activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:

- LEA procedures
- Services that are offered and provided within your district as well as where the service options are located. (e.g., local daycares, Head start, homes, community-based classrooms, PreK classrooms)
- Staff that will be designated to support the 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA
- Parent trainings
Required S-CLIP Question

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.
What specific activities align with how you are providing FAPE to children with disabilities? Include:

• How teachers are trained on IEP/eligibility procedures and instructional practices
• How LRE is ensured
• The continuum of service options for all SWDs
• How IEP accommodations/modifications are shared with teachers who are working with SWDs
• Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided
Required S-CLIP Question
Describe how the district will meet the following IDEA performance goals:

IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.
How procedures and practices are implemented in your district to ensure overall compliance? Include:
• LEA procedures to address timely and accurate data submission
• LEA procedures to address correction of noncompliance (IEPs, Transition Plans)
• Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance
• Supervision and monitoring procedures that are being implemented to ensure compliance
Overarching Needs for Private Schools

Required Question 4.8
In this section, at a high-level, summarize the identified needs of private schools as discussed in initial consultation meetings. Strategies and interventions selected to address these needs will be included in current year program budgets and discussed in ongoing consultation. (Note: Equitable Services budget submissions that impact allocability or the LEA’s ability to meet statutory requirements may necessitate sharing additional information with program staff.) (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134).

Information is available on the State Ombudsman website. (Add "No Participating Private Schools" as applicable.)
Other S-CLIP Documents
Equity Action Plan

This template is required for LEAs choosing the Streamlined CLIP option:

FY 24 Equity Action Plan

The document is found on our [website](#).
# Equity Action Plan

**FY24 Local Education Agency (LEA) Equity Action Plan**

Document must be uploaded as an attachment to the CLIP.

### Data Profile Variable and Equity Intervention Selected for Equity Gap #1

<table>
<thead>
<tr>
<th>Data Variable</th>
<th>Equity Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Variable</strong></td>
<td>CLICK HERE TO SELECT A DATA VARIABLE FOR EQUITY GAP #1</td>
</tr>
<tr>
<td><strong>Equity Intervention</strong></td>
<td>CLICK HERE TO SELECT EQUITY INTERVENTION TO ADDRESS EQUITY GAP #1</td>
</tr>
</tbody>
</table>

If applicable, student achievement area of focus:

If applicable, grade level spans of focus:

Indicate subgroup focus:

**Required Analysis:** Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data. LEA high and low poverty schools and/or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.

Click Here to Enter Required Analysis

### Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. *(Please add a new row for each activity.)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Data to be collected to implement intervention activities/strategies for Equity Gap #1</th>
<th>Data to be collected to measure effectiveness of intervention activities/strategies in reducing Equity Gap #1</th>
<th>Describe how the LEA will allocate/coordinate Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.</th>
<th>Personnel Responsible (by Position)</th>
<th>Timeline (e.g. weekly, monthly, quarter)</th>
</tr>
</thead>
</table>

Enable Editing and Select from Dropdown

Enter a Brief Analysis

Add rows as needed
# Equity Action Plan

<table>
<thead>
<tr>
<th>FY24 Local Education Agency (LEA) Equity Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document must be uploaded as an attachment to the CLIP.</td>
</tr>
</tbody>
</table>

## FY23 Equity Gap #1
Reflect on FY23 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA’s success in implementation of FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

<table>
<thead>
<tr>
<th>Dropdown: Select End of Year Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation:</td>
</tr>
</tbody>
</table>

## FY23 Equity Gap #2
Reflect on FY23 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA’s success in implementation of FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

<table>
<thead>
<tr>
<th>Dropdown: Select End of Year Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation:</td>
</tr>
</tbody>
</table>
Review and Update of the Parent and Family Engagement Policy

- Plan shows a change of date for the year
- Plan is jointly reviewed with stakeholders and parents and updated for FY 24
- Parent input is reflected as a result of the required meetings for meaningful consultation

LEA Parent and Family Engagement Policy

This document is found on the FSP website.

Review criteria is found here.
Review and Update of the Foster Care Transportation Plan

- Plan shows a change of date for the year
- Plan is jointly reviewed with DFACS and stakeholders and updated for FY 24
- Any needed updates to coordination procedures are included

Foster Care Transportation Plan

This document is found on our [website](#).

Review criteria is found [here](#).
Review and Update of the Title I, Part C ID&R Plan

✓ Plan is reviewed and updated for FY 24

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

This document is found on our [website](#).

Review criteria is found [here](#).
Progress Monitoring

Progress of CLIP action steps is reviewed and shared with GaDOE twice a year.

- Both the District Administrator and the District Superintendent roles can view, edit, and select the evidence of progress status applicable to each action step of the CLIP.
- LEAs are encouraged to convene the CLIP stakeholder group to review the status of the CLIP action steps and complete the progress monitoring application.
- GaDOE Continuous Improvement Teams (CIT) will collaboratively review the CLIP progress monitoring submission, not to approve it but rather to simply gain insight into how the LEA is progressing in implementing its approved plan.

Reporting Periods:
- July 1 – December 31 (reporting window open during the month of January)
- January 1 – May 1 (reporting window open during the month of May)

A navigation guide is available here.
CLIP Amendments

An LEA needing to amend the CLIP may do so at any point during the year. The process is as follows:

1. The superintendent will log in to the SLDS CLIP and select “Request an Amendment”. The request includes a space for a short description of the purpose of the amendment.
2. The superintendent will submit the request to GaDOE.
3. GaDOE will receive and approve the request. An email will be sent to the LEA confirming the approval and availability of the CLIP for amending.
4. After the LEA amends the CLIP, the superintendent will submit the amended CLIP to GaDOE for review.
5. The LEA’s GaDOE Continuous Improvement Team (CIT) will review the submission and either approve or request revisions.
Educational Flexibility (Ed-Flex)

- The U.S. Department of Education approved Georgia’s application for additional flexibility through the Ed-Flex program.
- Through Ed-Flex, the U.S. Department of Education (Secretary) delegates to eligible SEAs the authority to waive certain statutory or regulatory education requirements that may impede local efforts to reform and improve education.
- Ed-Flex is designed to help LEAs, educational service agencies, and schools carry out educational reforms and raise the achievement levels of all children.
- LEAs may choose to apply for this annual flexibility through the CLIP application (both CLIP options).
  - CLIP Online application is embedded in the CLIP (District Improvement Plan).
  - S-CLIP application is a document found on the Ed-Flex website.

For additional information on Ed-Flex, please visit our [website](#).
What training and resources are available to LEAs?

Pages 9 of the CLIP Guidance document includes information on training and resources. Several webinar opportunities are scheduled to go deeper into the CLIP options and requirements:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLDS CLIP Online Application Overview - Webinar</td>
<td>1.26.2023 at 10:00 am</td>
</tr>
<tr>
<td>SLDS Streamlined CLIP Application Overview - Webinar</td>
<td>1.26.2023 at 2:00 pm</td>
</tr>
<tr>
<td>Q&amp;A for LEAs Consolidating Funds in Schoolwide Programs</td>
<td>1.27.2023 at 10:00 am</td>
</tr>
</tbody>
</table>

All webinars will be recorded and posted on the GaDOE PL Catalog.
Where do I find CLIP information?

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

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

Please provide us with feedback by completing our short survey. The survey can be accessed by QR code or the abbreviated link below.

Open your phone’s camera and hold up until you can see QR code. Your phone will prompt you to access a website – allow access.

OR

FY 24 CLIP Feedback Form
Questions