



CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP) FY20 REVIEW CRITERIA



The purpose of this document is to provide local educational agencies (LEA) with the criteria that federal program staff will use when reviewing FY20 Consolidated LEA Improvement Plan (CLIP) submissions. These criteria represent the expectation that is needed to ensure the application elements of the various federal programs are addressed.

This document will be used by the GaDOE when reviewing LEA documents in each of the available CLIP options. Feedback to LEAs will be in the form of approval, required revisions (when these criteria are not achieved), or recommendations to support grant implementation.

Sections:

- Planning and Preparation
- Needs Identification and Root Cause Analysis
- District Improvement Goals
- LEA Equity Plan
- Required Questions
- Title I, Part A – Foster Care Transportation Plan
- Title I, Part A – District Parent and Family Engagement Policy
- Title I, Part C – Identification and Recruitment Plan (if applicable)

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.

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.
Title I, Part C - Education of Migratory Children	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 and Title I, Part D - Neglected or Delinquent Children	The district described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.
Title II, Part A – Supporting Effective Instruction	The district described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.
Language Instruction for English Learners and Immigrant Students	The district described strengths and challenges related to the state ESOL program and, if applicable, general program implementation and students and adults involved in or affected by the federal Title III program.
Title I, Part A and Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth	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 - Equitable Access to Effective Educators	The district described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.
Title IV, Part A - Student Support and Academic Enrichment	The district described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.
Title V, Part B - Rural Education	The district described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.

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.

District Improvement Goals

Essential Elements	Criteria
Action steps	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The district identified the subgroups that will be impacted by these action steps.
Georgia Systems of Continuous Improvement	<ul style="list-style-type: none"> The district connects the goal to the Georgia Systems of Continuous Improvement through the identified action steps.
Method for monitoring the implementation and effectiveness	<ul style="list-style-type: none"> The district specified methods for monitoring implementation and effectiveness 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	<ul style="list-style-type: none"> The district identified positions/roles of person(s) responsible for implementing each of the action steps.
Timeline for implementation	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

LEA Equity Plan

	Criteria
LEA Identifies 2 Equity Gaps with Corresponding Interventions, based on LEA Needs and Equity Data	<ul style="list-style-type: none"> • The district identified two (2) data variables indicating equity gaps that impact minority and economically disadvantaged students. • The district selected a corresponding equity intervention for each of two (2) identified equity gaps; the equity intervention for each equity gap has an evidence base that supports its selection. • The district identified activities and strategies designed to effectively address the identified gap; the activities and strategies are adequate to reduce the gap. • The district identified positions/roles of persons responsible for implementing each of the activities and strategies. • The district specified timelines for each of the identified activities and strategies; the specified timelines are appropriate based on the identified action steps (bi-weekly, monthly, quarterly, annually, fall, spring). • The district specified methods for monitoring implementation of each of the activities and strategies; the methods are related to the action steps; the methods include qualitative and quantitative measures. • The district specified methods for monitoring effectiveness of each of the activities and strategies; the methods are related to the action steps; the methods include qualitative and quantitative measures. • The district identified all relevant funding source(s) and described how the source(s) will support the activities/ strategies to be implemented, monitored and measured. If a funding source was not required, this is explicitly stated. If appropriate, the district described how multiple sources were coordinated to support the activities/ strategies implemented, monitored, and measured.

Required Questions

	Criteria
Stakeholder Involvement to Improve and Coordinate Activities	<ul style="list-style-type: none"> • 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
Serving Low Income and Minority Children	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).
Professional Growth Systems	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.
Professional Qualifications <ul style="list-style-type: none"> • Intent to Waive Certification • Waiver Recipients • Minimum Qualifications 	<ul style="list-style-type: none"> • 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.
State and Federally Identified Schools	<ul style="list-style-type: none"> • 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) • Description outlines the actions the district will implement to 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.
CTAE Coordination	The district described how they will support programs that integrate CTAE content through coordinated instructional strategies and work-based learning opportunities: <ul style="list-style-type: none"> • 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.
Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom	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.

	Criteria
Middle and High School Transition Plans	<p>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:</p> <ul style="list-style-type: none"> • 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.
Preschool Transition Plans	<p>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.</p>
Title I, Part A - Targeted Assisted Schools Description	<p>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:</p> <ul style="list-style-type: none"> • 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.
Title I, Part A – Instructional Programs	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>Targeted Assistance schools –</p> <ul style="list-style-type: none"> • 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 <p>Schools for children living in local institutions for neglected or delinquent children (Sec. 1112)</p> <ul style="list-style-type: none"> • 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.

	Criteria
Title I, Part C – Migrant Intrastate and Interstate Coordination	<ul style="list-style-type: none"> • Consortium districts described how coordination with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support records transfer will occur; how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. • Direct funded districts described how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed; how school records transfer process for students moving in and out of the school is conducted and includes academic and health records; timeline and process; and how the Migrant Student Information Exchange (MSIX) will be used in the records transfer process (both interstate and intrastate): <ul style="list-style-type: none"> • 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.
Title I, Part C – Migrant Supplemental Support Services	<ul style="list-style-type: none"> • Consortium districts described how services will be coordinated with Abraham Baldwin Agricultural College (ABAC). • Direct funded districts described how services for 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.
IDEA: Graduation Rate Outcomes for Students with Disabilities	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.)
IDEA: Services for Young Children (ages 3 - 5) with Disabilities	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.
IDEA: Provision of a Free and Appropriate Public Education (FAPE) to Students with Disabilities	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.
IDEA: Compliance with State and Federal Laws and Regulations	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.
Title IV, Part A – Activities and Programming	The district identified supplementary, needs-based activities and programming intended to improve students’ academic achievement as applicable by: <ul style="list-style-type: none"> • Providing all students access to well-rounded educational opportunities • Improving school conditions for student learning • Improving the use of technology in order to improve the academic achievement and digital literacy of all students.
Title IV, Part A – Ongoing Consultation and Progress Monitoring	The district described how and when it would engage and consult stakeholders with relevant and demonstrated expertise in on-going consultations for the purposes of improving implemented activities and programming supported by Title IV, Part A funding.

	Criteria
Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan	<ul style="list-style-type: none"> • The LEA establishes effectiveness of previous year LEA Equity Action Plan Equity Gap 1 and Equity Gap 2 using one of the phrases provided for each gap. • The LEA briefly addresses the effectiveness of both the implementation and interventions/strategies for Equity Gap 1 and Equity Gap 2. Responses are specific to the Equity Data Variable, Equity Intervention, Action Steps and Data Sources that were collected to determine effectiveness.

Title I, Part A – Foster Care Transportation Plan

	Criteria
Planning: Point of Contact and Foster Care Transportation Plan	The district identified and provided contact information for the designated Foster Care Point of Contact (POC). Additionally, the district adequately described the POC's role and responsibilities. The plan identified clear and detailed procedures to provide immediate transportation for youth in foster care to the school of origin. The procedures included coordination with the local child welfare agency and key stakeholders, steps to be taken if additional costs are incurred, and processes for dispute resolution, when applicable.
Guiding Questions: Transportation costs	The district outlined a detailed agreement with the local child welfare agency determining who will provide transportation and incur costs.
Guiding Questions: Confirmation of transportation services	If a district does not provide transportation, clear and detailed procedures were described regarding how the district will work to meet the transportation mandate.
Assurances: Five required assurances	The district selected each assurance and the superintendent has signed and dated the document.

District Level Parent and Family Engagement Policy

	Criteria
Jointly Developed	The Policy describes how the district will involve parents and family members in jointly developing the Consolidated LEA Improvement Plan (CLIP), the School Improvement/Title I Schoolwide Program/ Title I Targeted Assistance Plan, and if applicable the Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) plans.
Technical Assistance	The Policy describes how the district will provide coordination, technical assistance, and other support necessary to assist and build capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
Annual Evaluation	The Policy describes how the district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of all schools served under Title I, Part A, including identifying: <ul style="list-style-type: none"> • Barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); • Needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and • Strategies to support successful school and family interactions.
Annual Evaluation	The Policy describes how the district will use the findings of the annual evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in law.
Reservation of Funds	The Policy states that the district shall reserve at least 1 percent of its Title I, Part A allocation for parent and family engagement, unless the allocation is \$500,000 or less. It states that the district shall reserve not less than 90 percent of the 1 percent and the funds shall be distributed to schools, with priority given to high- need schools. The Policy states that parents and family members of children receiving services under Title I, Part A shall be involved in the decisions regarding how the 1 percent reserved are allotted for parental involvement activities.
Reservation of Funds	The Policy states that funds reserved by the district shall be used to carry out activities and strategies consistent with the Policy, including not less than one of the following: <ul style="list-style-type: none"> • Supporting schools and nonprofit organizations in providing professional development for district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. • Supporting programs that reach parents and family members at home, in the community, and at school. • Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parent and family members. • Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

	Criteria
Coordination of Services	The Policy states that the district will coordinate and integrate parent and family engagement strategies, under Title I, Part, A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs and other activities.
Building Capacity of Parents	The Policy states that the district shall provide assistance to parents of children served by the school district or school in understanding topics such as <ul style="list-style-type: none"> • The Georgia Standards of Excellence • Georgia Milestones • Title I, Part A requirements • How to monitor a child's progress • How to work with educators to improve the achievement of their children and provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.
Building Capacity of Parents - Applicable to school systems that completed Academic Parent- Teacher Teams (APTT) trainings hosted by the Georgia Department of Education.	The Policy includes an explanation of what APTT is and invites parents to partner with teachers to set individual academic achievement goals to be addressed through evidenced-based, at-home learning activities and strategies. [A list of APTT school systems is available at http://bit.ly/apttgeorgia]
Building Capacity of School Staff	The Policy states that the district shall educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff—with the assistance of parents—in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. The Policy states that the district shall provide such other reasonable support for parental involvement activities under Section 1116 as parents may request.
Building Capacity of School Staff Applicable to school systems that completed Academic Parent- Teacher Teams (APTT) trainings hosted by the Georgia Department of Education.	The Policy states that the district will implement the APTT model as an evidence-based family engagement strategy and explains the purpose of the Family Engagement Leadership Team (FELT). [A list of APTT school systems is available at http://bit.ly/apttgeorgia]
Accessibility	The Policy states that the district and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand.

Title I, Part C – Migrant Education Program Identification and Recruitment Plan

(required only for LEAs receiving a Title I Part C allocation)

Section I: Planning and Implementation for Identification and Recruitment	Criteria
I.1 – Meeting Schedules	The response includes a meeting schedule for regular school year and summer recruitment.
I.2 – Management and Coordination of Staff	<p>The response includes all essential elements of on-going recruitment:</p> <ul style="list-style-type: none"> • flexible staff schedules, peak periods of agricultural activity, and use of the ID&R activities checklist; • assignment of recruitment areas for regular school year and summer; • recruitment outside of the school building on-going during the week, month, year • visits to employers, camps, neighborhoods, agencies, and other community gathering places; • SSPs/recruiters have time on their schedules for recruitment; • flexible work hours during the regular school year and summer and that schedules are flexible and will change based on peak periods and/or parent’s work schedules.
I.3 – Coordination with GaDOE MEP Regional Office	<p>The response addresses coordination with the GaDOE MEP regional office:</p> <ul style="list-style-type: none"> • frequent contact with GaDOE regional recruiter for coordination efforts (once a week is preferred); • completing COEs in a timely manner (first two days is preferred); • contact to GaDOE regional recruiter if family is not found or contacted after two days.
I.4 – Identifying New Qualifying Moves	<p>The response addresses the essential elements of on-going contact with current migratory children and youth to determine if new qualifying moves occurred:</p> <ul style="list-style-type: none"> • completed during the re-sign period; • completed after school breaks (inter-sessions, spring, holiday, summer, etc.); • completed when there is a reason to determine if a move occurred.
I.5 – Use of the Occupational Survey	<p>The response addresses the essential elements of how the occupational survey is used in the district:</p> <ul style="list-style-type: none"> • description of how all schools use the occupational survey during new student registration and back-to-school registration for all returning students; • how the district will notify/train reviewers (clerks, secretaries) of the occupational survey process and what to do with the forms; • process to check with school clerks or registration clerks, on a weekly basis, for new surveys needing review; • process for how the MEP contact and SSP/Recruiter will review and prioritize occupational surveys for follow up; • timeline for follow up (two days preferred), then contact GaDOE regional recruiter, if needed.
I.6 – Coordination with Agencies and Communities	<p>The response addresses the essential elements of coordination and the development of the recruitment network:</p> <ul style="list-style-type: none"> • list of agencies for coordination (should include Migrant Health, Health Department, migrant day-cares, Telamon Corporation, Department of Labor, local farms and businesses, local churches, civil organizations, DFCS, WIC offices, and others); • timeline for coordination efforts; • description of process.

Section II: School District and Local Agricultural Information	Criteria
II.1 – District Recruitment Map	The response addresses the essential elements of developing and updating of a district recruitment map showing agricultural activities, crops and/or growing season, residences where migrant families reside, and businesses in the recruitment network. The response addresses a process for updating the information.
II.2 – District Agricultural Map	The response addresses the essential elements of developing and updating of a district map showing agricultural activities, crops and/or growing seasons in the recruitment network. The response addresses a process for updating the information.
II.3 – District Employer Roster	<p>The response includes the essential elements of contacting employers to supporting on-going recruitment efforts: hiring practices and timelines, crops, and growing seasons.</p> <ul style="list-style-type: none"> • contact will be made each semester - phone or in person; • how and when updates and information will be added to the employer roster.