

# Georgia's Systems of Continuous Improvement

## *The Friday Webinar Series*

### *Planning, Coordinating, and Budgeting for the Comprehensive LEA Improvement Plan (CLIP)*

Office of Federal Programs  
Office of Special Education Services  
Office of Teaching and Learning

April 28, 2017



Richard Woods,  
Georgia's School Superintendent  
*"Educating Georgia's Future"*  
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# Presenters

Randy Phillips  
Title I, Part A Program Manager

Amber McCollum  
Budgets and Grants Program Manager

Carly Ambler  
Title II, Part A Program Manager

John Wight  
Federal Programs Director

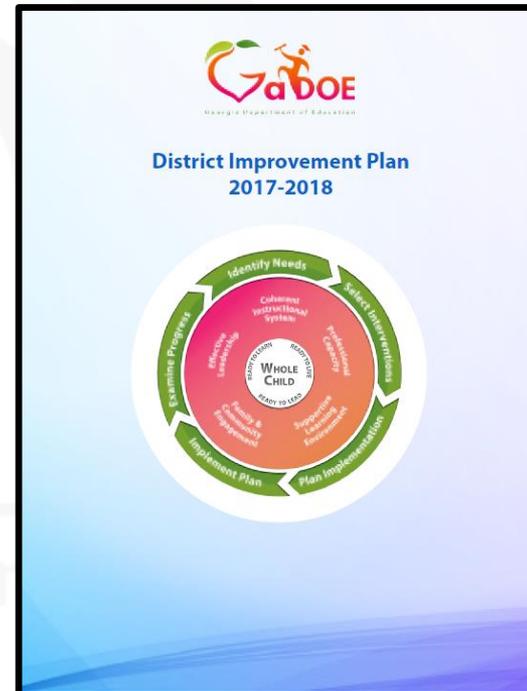
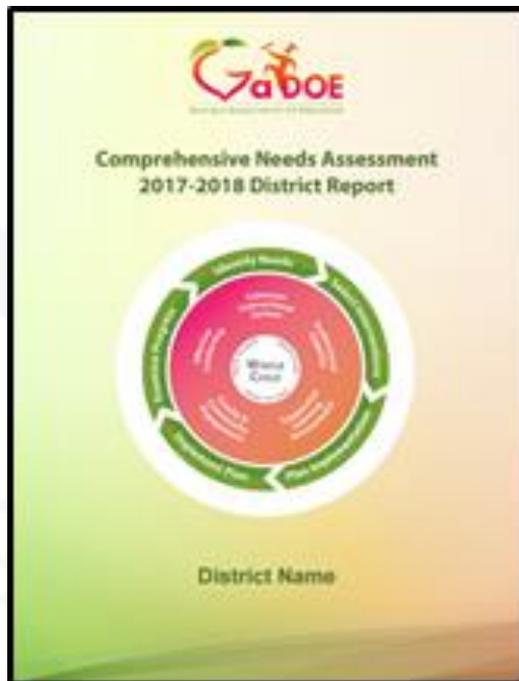
Georgia Department of Education

# Georgia's Systems of Continuous Improvement



# Planning

We know our needs, how do we coordinate our Federal funds to address those needs?



# CNA Tool



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## Georgia Department of Education Comprehensive Needs Assessment



	Page	Status
<b>1. Planning and Preparation</b>	<b>7</b>	
1.1 Identification of Team	7	Not completed ▾
1.2 Identification of Stakeholders	8	Not completed ▾
1.3 Project Management	11	Not completed ▾
<b>2. Data Collection and Analysis</b>	<b>13</b>	
2.1 Coherent Instructional System	13	Not completed ▾
2.2 Effective Leadership	19	Not completed ▾
2.3 Professional Capacity	27	Not completed ▾
2.4 Family and Community Engagement	33	Not completed ▾
2.5 Supportive Learning Environment	39	Not completed ▾
2.6 Demographic and Financial	48	Not completed ▾
2.7 Student Achievement	52	Not completed ▾
<b>3. Needs Identification and Root Cause Analysis</b>	<b>73</b>	
3.1 Trends and Patterns	73	Not completed ▾
3.2 Program Strengths and Challenges	76	Not completed ▾
3.3 Identification and Prioritization of Overarching Needs	81	Not completed ▾
3.4 Root Cause Analysis	82	Not completed ▾

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# Data Review



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Leader Keys Effectiveness System	
Standard	Score
1. <b>Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. <b>School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. <b>Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. <b>Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. <b>Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. <b>Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. <b>Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. <b>Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<p><i>Note:</i> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a>.  <i>Source:</i> TLE Electronic Platform (FY16).</p>	



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# Trends and Patterns

## 2.1.3 COHERENT INSTRUCTIONAL SYSTEM TRENDS AND PATTERNS

<p>Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	
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# CNA Report – Root Cause Analysis



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Overarching Need #1			
<i>Root Causes to be Addressed</i>	<i>This is a root cause and not a contributing cause or symptom</i>	<i>This is something we can affect</i>	<i>Related programs</i>

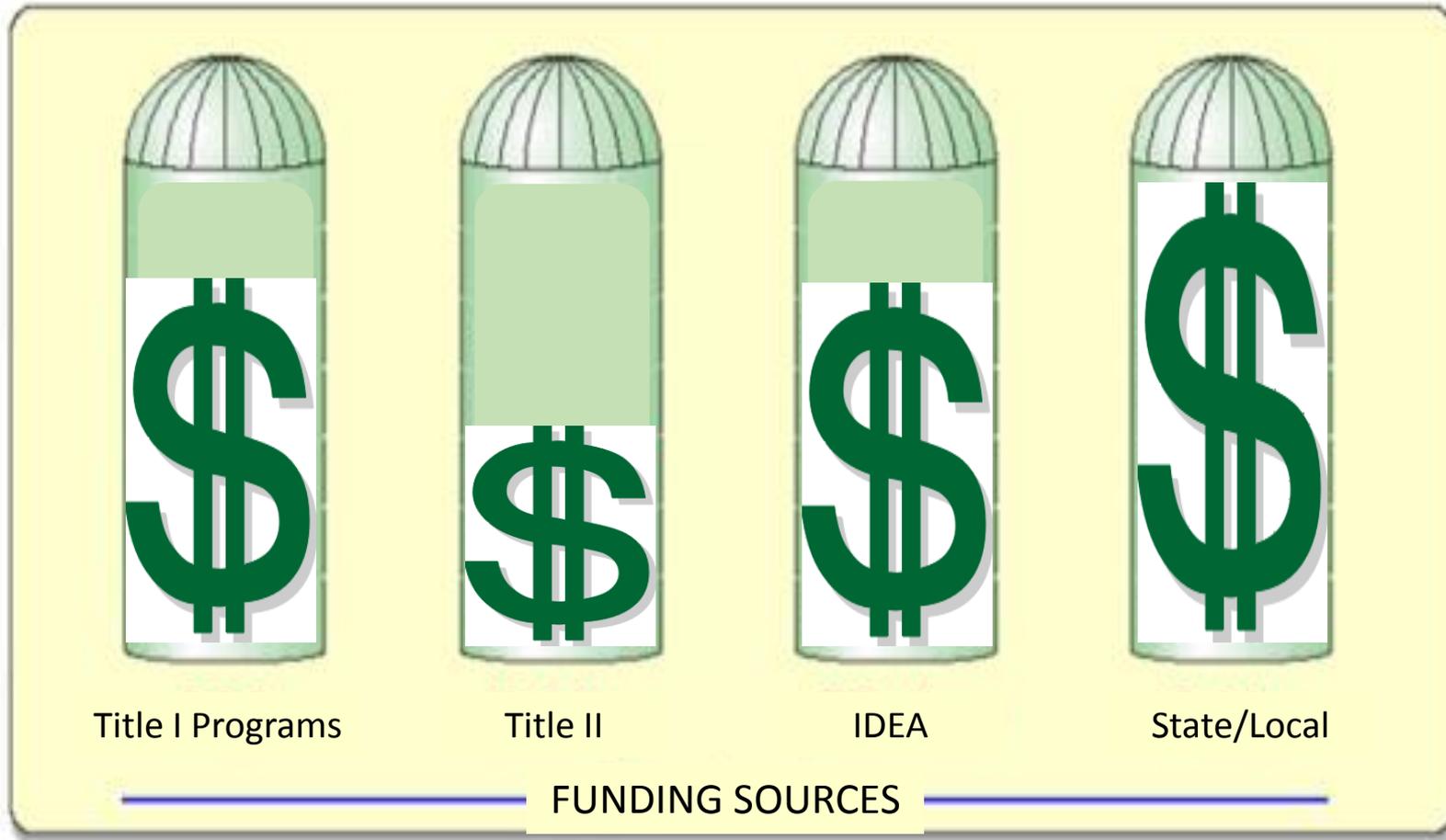
# Focus on Identified Needs and Maintenance

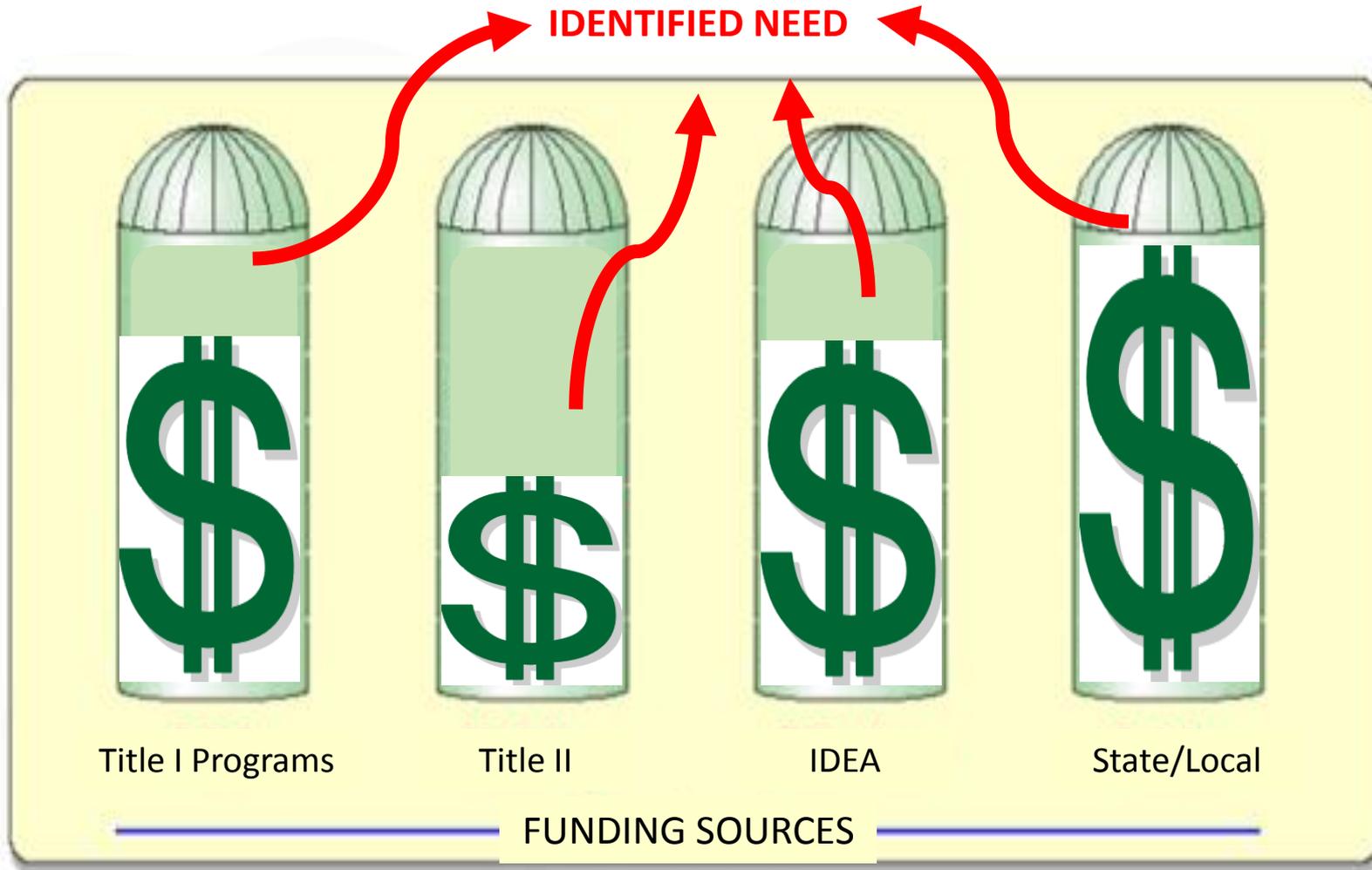
- Focus on the identified needs from CNA
  - Prioritize identified needs
  - Identify possible evidenced-based actions to be implemented to address the prioritized root cause(s)
- Maintenance of Current Successful Interventions

COMPREHENSIVE NEEDS ASSESSMENT DISTRICT REPORT	
<b>3.2 PROGRAM STRENGTHS and CHALLENGES</b> Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the <a href="#">Identifying Need webinar</a> for additional information and guidance.	
<b>3.2.1 IDEA - SPECIAL EDUCATION</b>	
Strengths	
Challenges	

2.7.3 STUDENT ACHIEVEMENT TRENDS AND PATTERNS	
Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	

- Then and only then focus on funding source . . .







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# General Assurances

Consolidated Application

[Program Information](#) [Budget](#) [Audit Trail](#) [Assurances](#) [Programs](#)

Accept

[Print](#)

## Assurances

Superintendent signed off Assurances on September 30, 2016.

### General Assurances :

#### General Assurances

As a condition of receiving the state and federal funds for which application is made in this Consolidated Application, the applicant's local board of education (Applicant) assures the following: Supplement Not Supplant Funds provided under these programs will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive. Legal Compliance/Debarment/Lobbying/Reporting

- Each program will be administered in accordance with all applicable federal and state statutes, regulations, program plans, and applications

Consolidated Application, the applicant's local board of education (Applicant) assures the following: Supplement Not Supplant Funds provided under these programs will supplement, not supplant federal, state, and other local funds that the applicant would otherwise receive. Legal Compliance/Debarment/Lobbying/Reporting

- Each program will be administered in accordance with all applicable federal and state statutes, regulations, program plans, and applications.
- The control of funds provided under each program and title to property acquired with program funds will be in a public agency.
- The Applicant will administer funds and property to the extent required by the authorizing statutes.
- The Applicant will adopt and use proper methods of administering each such program, including; a) The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and b) The correction of deficiencies in program operations that are identified through the audits, monitoring, or evaluation.
- The Applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary of Education or other Federal officials.
- The Applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal and state funds paid to Applicant under each program.



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# Specific Program Assurances

Consolidated Application

## Program Specific Assurances :

### Title I, Part A – Improving The Academic Achievement For the Disadvantaged

In General – Each local educational agency shall provide assurances that the local educational agency will;

- Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994;
- Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources;
- Provide technical assistance and support to schoolwide programs;
- Work in consultation with schools as the schools develop the school's plans pursuant to Section 1114 and assist schools as the schools implement such plans and undertake activities pursuant to Section 1115 so that each school can use resources to address low academic achievement and close achievement gaps in Priority and Focus Schools. (This includes ensuring that Priority, Focus, and Title I Alert schools "set-aside" appropriate funding for professional development for principals and teachers and, if applicable, for a Flexible Learning Program);
- Such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b) are waived through the Georgia's approved ESEA Flexibility Waiver beginning in FY13. (This includes setting aside appropriate funding for LEAs to develop and implement a Flexible Learning Program (FLP Plan) for each Priority and Focus school within the LEA. LEAs may choose to develop and implement a Flexible Learning Program (FLP Plan) for Title I Alert schools identified in the LEA. LEAs are no longer required to fund NCLB choice transportation. The ESEA Flexibility Waiver allows Georgia to revert to the State of Georgia's intradistrict transfer policy and continued NCLB transportation funding is an LEA decision;
- Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services;
- Develop, review, and revise an LEA homeless policy to remove barriers to the enrollment and retention of children and youth in homeless situations.
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part;
- In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act;
- Work in consultation with schools as the schools develop and implement their plans or activities under Sections 1118 and 1119;
- Comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development (This includes ensuring that all paraprofessionals hired after the enactment – January 8, 2002 – of the NCLB Act meet the prescribed qualifications);
- Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in Priority or Focus status under the Georgia's approved ESEA Flexibility Waiver if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school;



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# Assurances

 Consolidated Application

## Program Specific Assurances :

### Title II, Part A, Improving Teacher Quality

#### EQUITY

- The LEA assures that it will target funds to schools according to the criteria listed in Section 2122 (b) (A-C) for:
  - (A) Schools that have the lowest proportion of highly qualified teacher(s)
  - (B) Schools that have the largest average class size
- The LEA assures it will target funds for the professional learning needs of teachers and school administrators at each Priority and Focus school unless the LEA can document the professional learning needs for one or more of these schools are adequately funded through other sources.
- The LEA has a written equity plan that assures that poor and minority children are not taught by inexperienced, unqualified, or mis-assigned teachers at higher rates than other children, and that children in low performing schools have equitable access to experienced, effective teachers that are appropriately assigned.
- The LEA assures that all teachers have equitable access to high quality, scientifically-based professional learning.

#### PRIVATE SCHOOLS

- The LEA assures that it will comply with Section 9501 regarding participation by private schools and teachers and children. [Section 2122 (b) (11)].

#### FISCAL & PROGRAMMATIC COMPLIANCE

- The LEA assures that it has developed a local plan for improving teacher quality that is based on an assessment of the needs of its teaching force in order to be able to have all students meet challenging State content and academic achievement standards.[Section 2122 (b) and (c)].
- The LEA assures that it will monitor each Title II, Part A funded activity for effectiveness.
- The Applicant will provide ongoing maintenance of fiscal effort from non-Federal funds. (Highly Qualified Teachers, Improving Teacher Quality State Grants, ESEA *Title II, Part A* Non-Regulatory Guidance, pp. 53, Items F-12 and F-13; revised August 2, 2005, U.S. Department of Education)
- The LEA assures that it will manage the grant in compliance with Department of Education cash management policies for grants, in accordance with the Federal Funding Accountability and Transparency Act, in accordance with the special conditions for disclosing federal funding in public announcements as found in the Consolidated Appropriations Act, 2014 and in compliance with 2 CFR Part 200 single audit requirements.



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# Focus on Needs and Maintenance

- Focus on the identified needs from CNA
  - Prioritize identified needs
  - Identify possible evidenced-based actions to be implemented to address the prioritized root cause(s)
- Maintenance of Current Successful Interventions
- Then and only then focus on funding source . . .
- COLLABORATION . . . COLLABORATION . . .
- COORDINATION . . . COORDINATION . . .

# Funding Flexibility Options

- Strict Single Program “silo-type” Funding
  - Stay within the silo alone
  - Be careful not to reduce financial effectiveness
- Proportional
  - Strictly funded on ratio of allocability
  - Documentation a must
- Other possible combinations

# Funding Flexibility Options

- “Consolidation of Funds” Pilot
  - Consolidating Federal, State & Local Funds
  - Does not include IDEA
  - Must be an approved Pilot Participant
- “Fund 400” Funding
  - Consolidation of Federal Program Funding
  - Does not include IDEA
- “Transferability”
  - Basically transfer Title II-A to Title I-A



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# Funding Flexibility – Braiding Funds

**Braiding** – Financial resources from several individual funding streams coordinated by all stakeholders to support a single initiative, so each individual award maintains its specific identity.

While braiding is encouraged, the funds still have to meet the intent and purpose of each individual funding stream.



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# Funding Flexibility – Braiding Funds

- Braided funds still need to adhere to Cost Principles set forth in the Uniform Grants Guidance.
- Costs must be reasonable, necessary, allocable, and documented.

***“If a cost benefits two or more projects, activities, or programs in proportions that can be determined without undue effort or cost, the cost should be allocated to the projects based on the proportional benefit.”*** (2CFR § 200.405(d))

# Allocability – Braiding Funds

**Allocability pertains to the degree to which a given cost is an allowable expenditure for the grant award.**

Can range from:

- 0% if the program receives no benefit from the good/service to
- 100% if the program receives all the benefit from the good/service

# Examples of Braiding

An LEA has determined, based on need, that math software needs to be purchased for a targeted assistance school.

- 10% of the students who need the software are students with disabilities and the LEA uses IDEA funds to purchase 10% of the software to serve those students
- 10% of the students are identified Title I students and the LEA uses Title I funds to purchase 10% of the software to serve those students
- Title II, Part A can be used to train all teachers on the use of the software
- The remainder of the funding for the software is from local funding streams

Example: \$5,000 = \$3,500 Local Funds, \$500 Title I, \$500 IDEA, \$500 Title II

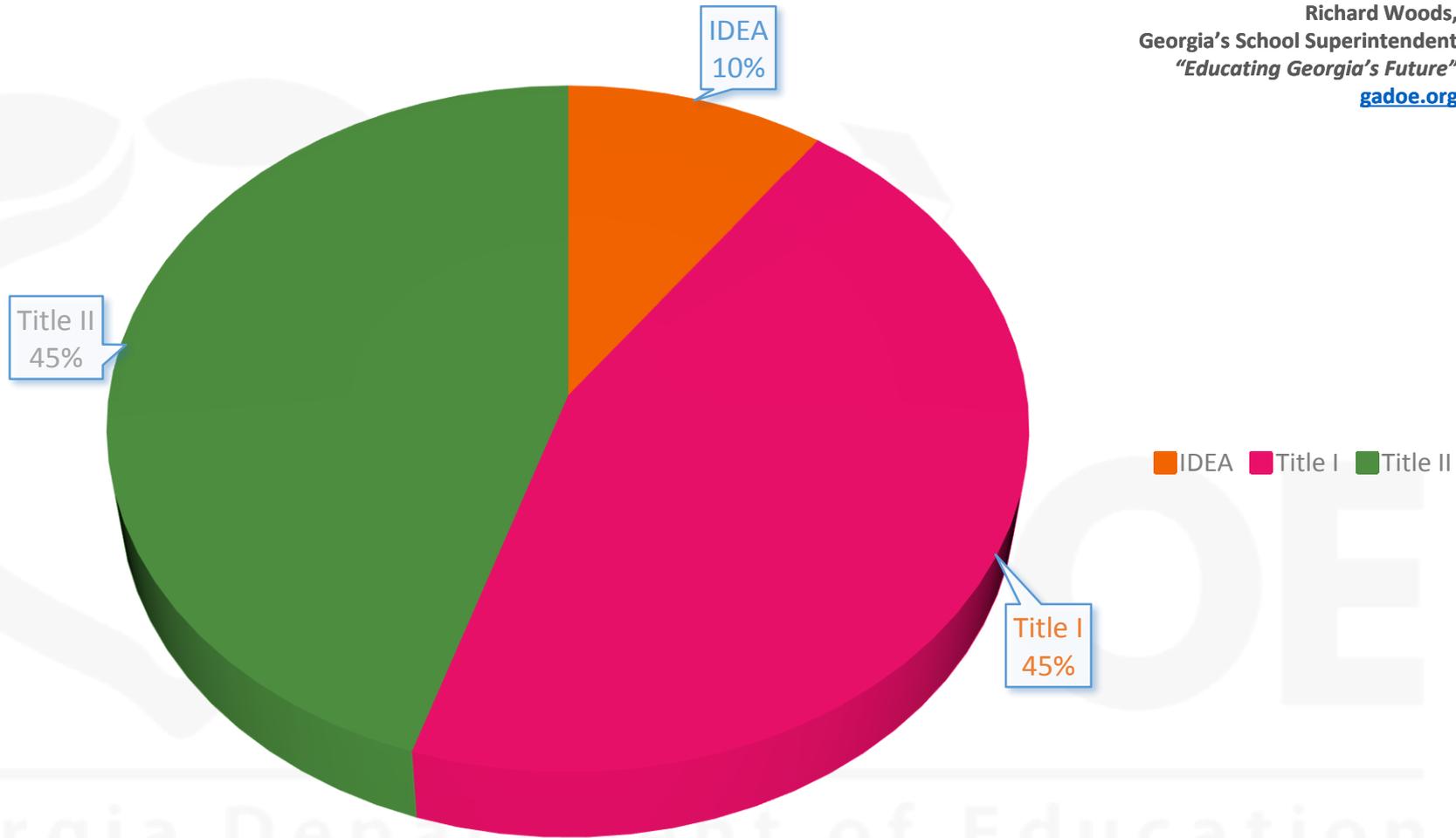
# Examples of Braiding

- Title I, Part A, Title II, Part A, and IDEA allow funds to be used for professional development.
- An LEA could use Title I, Part A funds to provide a particular professional development program in Title I, Part A schools, and then the LEA could use Title II, Part A funds to provide the same professional development for non-Title I schools.
- Out of 1200 teachers being trained, 120 are special education teachers. The LEA could fund 10% of the professional development training with IDEA funds.

# PROFESSIONAL DEVELOPMENT



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# Job Descriptions Class-Size Reduction Worksheets

- Job Descriptions

LEAs must submit for approval job descriptions for any job(s) split or fully funded by a federal program. The name on the job description should match the name included in the budget description. For LEAs that are not consolidating funds, budgeted jobs should be supplemental to personnel required by the State Board of Education.

- Class Size Reduction Teachers

- Title I, Part A

- LEAs that are in the Consolidation pilot with an approved resource allocation plan do not need to submit supplemental information, but LEA will be asked to provide supporting documentation to demonstrate full implementation of resource allocation plan
    - LEAs not consolidating must upload a class-size reduction worksheet, full academic year school schedule, official verification of LEA class size maximums

- Title II, Part A

- LEAs must upload a class-size reduction worksheet, full academic year school schedule, official verification of LEA class size maximums

# Upload Required Forms

Title I, Part A	<b>Required:</b> Eligible Attendance Area; Rank Order School Allocation, Poverty Documentation from SNP Director (including direct certification count if CEP); <b>As Needed:</b> Private School Reports/Evaluations from FY17, CSR Worksheets, Job Descriptions, Carry-over Waiver Requests
Title I, Part A (Foster Care)	<b>Required:</b> Transportation Plan (agreement with Foster agencies) <b>As Needed:</b>
Title I, Part A (Parent and Family Engagement)	<b>Required:</b> 1% Parent and Family Engagement Set Aside; Previous year's Carry-over Documentation <b>As Needed:</b>
Title I, Part C	<b>Required:</b> Educational Field Trip Request Form; Reasonable & Necessary Form – Technology Equipment Exceeding \$5,000 <b>As Needed:</b> Above forms all submitted PRIOR to purchase/activity
Title I, Part D	<b>Required:</b> <b>As Needed:</b>

# Upload Required Forms

Title II, Part A	<b>Required:</b> Title II, Part A Attachments - Budget Assertions & Effectiveness <b>As Needed:</b> Job Descriptions, CSR Documents, Private School Worksheets
Title III	<b>Required:</b> <b>As Needed:</b> Job Descriptions
Title V, Part B	<b>Required:</b> Rural Education Initiative Tab under Program Information Tab Completed <b>As Needed:</b> Job Descriptions; CSR Worksheets/Documentation
Title IX, Part A	<b>Required:</b> Identification of LEA's Homeless Liaison <b>As Needed:</b>
IDEA	<b>Required:</b> <b>As Needed:</b> CEIS Plans for optional and required expenditures, MOE Allowable Exceptions Paperwork and Detailed Expenditure Reports if reducing MOE

# Evidence Based Activities

## ESSA Sec. 8101(21)

### **(21) EVIDENCE-BASED. —**

(A) IN GENERAL. —Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;

(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or

(III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and

(II) 11 includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. —When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

# Professional Development ESSA Sec. 8101(42)

## Key Points about Evidence-Based Professional Development Activities

- (A) Activities that are an integral part of school/ LEA strategies for acquiring the skills and knowledge to support students
- (B) Activities that are sustained (**not stand-alone, 1-day, or short term workshops**), intensive, collaborative, job-embedded, data-driven, and classroom-focused
  - Activities that are an integral part of school/ LEA improvement plans and are directly aligned with school/ LEA academic goals
  - Activities developed with extensive participation of stakeholders
  - Activities that allow personalized plans for educators
  - Activities that provide follow-up training for participants
  - Activities that assist teachers in supporting at-risk students
  - Activities that assist teachers in supporting the whole child

# Non-negotiables

- Budgeted items and actual expenditures must follow statute, regulations, non-regulatory guidance and other federal or state guidance.
- Reminders
  - Budgeted items should be aligned to needs
  - Budgeted items must be supplemental
  - LEAs are discouraged from providing food unless used to provide “light snacks” for Title I, Part A Parent and Family Engagement Activities and/or specific IDEA stakeholders’ meeting in which necessary members in the community (parents, etc.) must attend



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# Resources at GaDOE

- Assigned Program Specialists
- Program Resources Published on GaDOE Website
- In-Person and Virtual Training Opportunities

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# Updates

- Prepopulated CNA Documents for Priority and Focus schools have been delivered to Superintendents
- Prepopulated CNA Documents for the targeted schools selected by the 50 intensive SSIP districts have been delivered to Superintendents
- Prepopulated CNA Documents for Title I schools have been delivered to Superintendents

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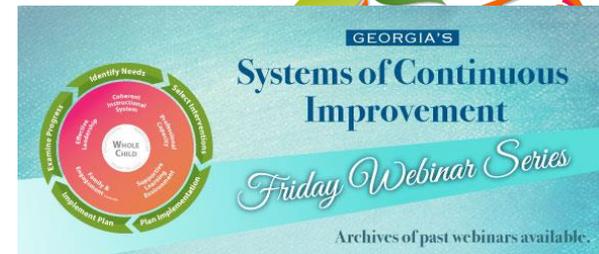
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# Updates

- District Improvement Plan template is complete and available on the GaDOE template
- School Improvement Plan template is complete and available on the GaDOE template
- Frequently Asked Questions (FAQ) available
- Data Guide available

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# Looking Ahead



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Friday Webinar Series	Date
Georgia's Systems of Continuous Improvement Overview, Needs Assessment Overview; Tool Overview	February 10
Planning and Preparation	February 17
Coherent Instructional System	February 24
Effective Leadership	March 3
Professional Capacity	March 10
Family & Community Engagement	March 17
Supportive Learning Environment	March 24
Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing	March 31
Problem Solving Process; Selecting Interventions	April 7
Improvement Planning – Systems and Processes	April 28
Planning – Budgeting	April 28
Submitting the Comprehensive LEA Improvement Plan (CLIP)	May 5



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# Looking Ahead

- District Comprehensive LEA Improvement Plan (CLIP)
  - ✓ July 31, 2017
  - ✓ Cross division teams from GaDOE will review the CLIP, request revisions (if needed) and approve the CLIP...as teams.
  - ✓ Reviews will occur on August 1-4, 2017

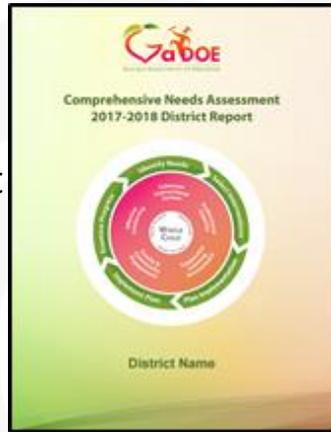
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# What is the CLIP for FY18?

## Part I – Annually Approved LEA Consolidated Application (Plan) due on July 31, 2017



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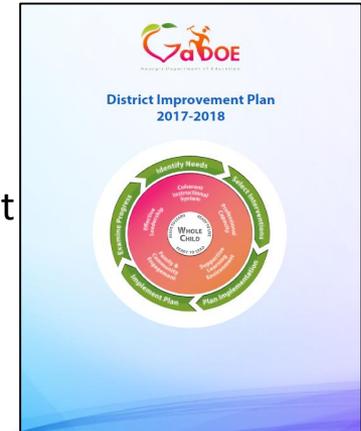


District  
CNA

Parent and  
Family  
Engagement  
Policy



District  
Improvement  
Plan



Title I Part C,  
ID&R Plan

**FY17 Foster Care Transportation Plan**

Local Education 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: \_\_\_\_\_

\_\_\_\_\_ [Click here to enter a date.](#)  
 Start/End Dates: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Title/Name of Superintendent: \_\_\_\_\_

Foster Care  
Transportation  
Plan

**Georgia Department of Education (GaDOE)**  
 Title I Part C - Special Education Program (SEP)  
 Local Identification and Recruitment (LID&R) Plan

Submit Date: \_\_\_\_\_  
 Submit Year: 2017-2018

At a minimum, districts in Georgia follow the state and regional GaDOE SEP LID&R plans as required in the Georgia Alternate Education Process (Identification and Recruitment and Data Collection) Handbook. The state handbook also contains the state and/or regional LID&R requirements aligned to the state and/or regional LID&R plans.

**LID&R Planning and Implementation**

- How will the district ensure and coordinate local and/or state-level regional school year and summer assistance recruitment efforts for students and out-of-state youth (OSY) including non-school year children? Please describe and include specific staff schedules, past/present of recruitment events, and use of the LID&R Assistance checklist.  
[State recruitment checklist](#)
- How will the district continue with regional and state LID&R and/or identify and contact previously eligible summer students, summer students and non-school year OSY, and ensure OSY are completed as needed (include how they are)?  
[State recruitment checklist](#)
- How will the district ensure and coordinate local and/or state-level regional school year and summer assistance recruitment efforts for students and out-of-state youth (OSY) including non-school year children? Please describe and include specific staff schedules, past/present of recruitment events, and use of the LID&R Assistance checklist.  
[State recruitment checklist](#)
- How will the district continue with regional and state LID&R and/or identify and contact previously eligible summer students, summer students and non-school year OSY, and ensure OSY are completed as needed (include how they are)?  
[State recruitment checklist](#)
- How will the district continue with other agencies, organizations, and resources to build a recruitment network and identify potential eligible summer students?  
[State recruitment checklist](#)

**Local District Local Recruitment Information**

How will the district ensure and coordinate a summer local recruitment step including profiles of agencies, organizations, and resources to build a recruitment network and identify potential eligible summer students and non-school year OSY? Please describe how the recruitment will be organized during the year (with relevant attachments).  
[State recruitment checklist](#)

# What is the CLIP for FY18?

## Part II – Application Forms Submitted After Plan Approval (ongoing)



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[gadoe.org](http://gadoe.org)

**General Assurances**

In this Consolidated Application, the applicant's local board, state, and other local funds that the applicant would otherwise receive. Legal Compliance/Debarment/Loans in accordance with all applicable federal and state statutes, regarding each program and title to property acquired with program funds and property to the extent required by the program, including: a) The enforcement of any obligations imposed on the LEAs as will ensure proper disbursement of, and accounting for each such program conducted by or for the State education agency as may be necessary to enable the Secretary of Education to review the records of the State educational agency or the Secretary's duties.

Applicant nor its principals are presently debarred or suspended from receiving federal funds for lobbying purposes.

with requirements of Sections 436 and 441 of the General Code of Georgia Annotated, the applicant certifies to the best of his/her knowledge and belief that the re-

Assurances

**Consolidated Application**

**Prayer Certification**

District Name : Appling County  
Fiscal Year : 2018

Programs Planning

**Prayer Certification**

LEAs must submit the constitutionally-protected prayer in our public elementary and secondary schools as required by the Georgia Constitution, Article I, Section 2, paragraph 10, and Code of Georgia Annotated, Section 20-2-28, 2003.

I, Superintendent of Appling County, certify that I have not received any federal funds for lobbying purposes.

I, also certify that I have not received any federal funds for lobbying purposes.

Prayer Certification

**Consolidated Application**

**Budget**

District Name : Appling County  
Fiscal Year : 2017  
Status : Approved (Date: 11/04/2017)

Program Information

Program : Title I-A, Improving The Academic Achievement

Current FY Allocation :  
Additional Allocation :  
Carry Over :  
Total Grant Award :  
Transfer Amount :  
Total Amount to be Budgeted :

**Budget Detail**

Fiscal Year	From Program	School
2017	Title I-A, Improving The Academic Achievement	
2017	Title I-A, Improving The Academic Achievement	

Budgets

**Consolidated Application**

**Program Information**

District Name : Appling County  
Fiscal Year : 2017  
Status : Approved (Date: 11/04/2017)

Program Information

Allocations for this year (2017) :  
Additional Allocation :  
Carryover from previous year :  
Transfer Amount :  
Total Budgeted Funds for this Fiscal Year :

Title I SWP/TA Plans

Item#	Upload

Program Specific Worksheets

Georgia Department of Education



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# May 10 Regional Workshops

- Registration is closed. Registration will re-open on May 1 for locations with space available.
- Location change for those attending the Houston County site. The new site is in Macon GA and workshop attendees have already been notified:
  - Bibb County Schools
  - Professional Learning Center
  - 2001 Riverside Drive
  - Macon, GA 31204
- The **participant-driven** format of this workshop will allow for multiple interactions with colleagues and Department staff to share information and ideas.

# Questions?

Georgia Department of Education



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)  
[gaedoe.org](http://gaedoe.org)

# Contact Information

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## **Federal Programs**

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