CLIPPING Along with Title II, Part A for FY21
GCEL 2020

Title II, Part A Education Program Specialists
FY20 GCEL Conference
Title II, Part A Program Information
Agenda

CLIPPING Along with Title II, Part A for FY21
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• The Big Picture
• The CLIP
  • S-CLIP
  • Online
• Title II, Part A focus areas
  • Required Stakeholders
  • Strengths and Challenges
  • Transferability
  • District Improvement Plan
    • Action Steps
  • Required Questions
The Big Picture
CLIPPING Along with Title II, Part A for FY21
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Purpose of Title II, Part A
LEA/School Data
CLIP
Budget
The Big Picture – The Purpose

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(1) Increase Student Achievement

(2) improve the quality and effectiveness of teachers, principals, and other school leaders;

(3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools;

(4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
The Big Picture – LEA/School Data
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- Star Rating
- Student Performance
- Leaders Information
- SI Dashboard
- Teachers Information
- School Improvement
- Student Information

Local Assessments
Surveys
Other Data Sources
The Big Picture – CLIP
CLAIPPING Along with Title II, Part A for FY21
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- Consolidated LEA Improvement Plan
  - Analyze data
  - Identify needs
  - Plan out how to address needs

- Involves all Federal Funds
  - May also include local funds
The Big Picture – Budget
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• Title II, Part A Budget
  • Aligns with the Purpose
  • Aligns with Data
  • Aligns with CLIP

• If it does not align, it does not get funded
The Big Picture
CLIPPING Along with Title II, Part A for FY21
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Purpose of Title II, Part A
LEA/School Data
CLIP
Budget
The CLIP
Consolidated LEA Improvement Plan
FY21 CLIP Review Criteria

CLIP Resources

- FY21 Consolidated LEA Improvement Plan (CLIP) Guidance
- GaDOE Continuous Improvement Teams (CiT)
- FY21 Streamlined CLIP (S-CLIP) Questions Template
- FY21 CLIP Review Criteria
- FY21 Parent and Family Engagement Policy
- FY21 Equity Action Plan Template
- FY21 Foster Care Transportation Plan Template
- FY21 Title I Part C ID&R Plan Template

Planning and Preparation

<table>
<thead>
<tr>
<th>Identification of Teams and Stakeholders</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLIP Online: Required team members 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>CLIP Online: Inclusive group of stakeholders with varied perspectives</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: Meaningful feedback throughout the needs assessment process</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>S-CLIP: Outreach and Communication</td>
<td>The LEA provided the outreach/communication strategies to engage families, community-based organizations, school and LEA staff/leaders, local government representatives/agency 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: Engage Stakeholders to Address Needs of Subgroups</td>
<td>The LEA described how they engaged 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, Migrant children, Children and youth experiencing homelessness, Neglected/delinquent/at-risk students, Immigrant children and youth.</td>
</tr>
</tbody>
</table>

https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/LEA-Consolidated-Application.aspx
• There are two options LEAs can choose from:
  • S-CLIP – Streamlined CLIP
    • Used when the LEA has existing School Improvement Process including a Needs Assessment and District/School planning tools.
    • Additional Documentation needed:  
      • Equity Action Plan
  • Online
    • All required components are included as part of the tool in the SLDS.
    • Previous year’s responses are rolled over for review and updating.
Title II, Part A Focus Areas

- Required Stakeholders
- Strengths and Challenges
- Transferability
- District Improvement Plan
- Action Steps
- Required Questions
Required Stakeholders

Required
stipulated as necessary to be done, made, or provided

Vs

Recommended
advised or suggested as good or suitable
Required Stakeholders

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• Title II, Part A has several required stakeholders
  - Principals
  - Teachers
  - Paraprofessionals
  - Specialized instructional support personnel
  - Other organizations or partners with relevant and demonstrated expertise
Required Stakeholders – S-CLIP
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Where do we enter the required stakeholders?

S-CLIP Question One

• Title II, Part A wants to see all stakeholders named and description of how they were involved in the process

The following prompts include both text space for narrative and, where appropriate, checkboxes for identifying options related to responding to the prompts. Responses to all prompts must be completed.

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

GaDOE Review Teams will look for:

• OUTREACH/COMMUNICATION: The outreach/communication strategies to engage families, community-based organizations, school and district staff/leaders, local government representatives/agents in development of the LEA plan and specific outreach/communication strategies that target families and/or community of English learners (ELLs).
Where are the stakeholders entered in the online CLIP?

- Section 1.2.1 and 1.2.2

It says NA may be used?

- That applies to that recommended stakeholders only
- All required stakeholders must be included and will be checked during monitoring
Strengths and Challenges—Online CLIP
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• Part of the needs assessment process
  • We do this well – Do we need to keep funding?
  • We need some help with this – Do we need to fund it?

• Cannot be used for budget alignment

Note: The S-CLIP does not have this component as LEAs using the S-CLIP have their own needs assessment process
Transferability
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Title II, Part A funds can be transferred to another program. This decision should be part of the LEAs planning process

(THE CLIP)

Funds from other programs can also be transferred into Title II, Part A
Transferability – S-CLIP
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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%</td>
<td>Less than 100%</td>
</tr>
<tr>
<td>Transfer Title IV, Part A</td>
<td>100%</td>
<td>Less than 100%</td>
</tr>
</tbody>
</table>

New for FY21 – there will be a check box to complete to indicate the intention to transfer
Transferability – Online CLIP
CLIPPING Along with Title II, Part A for FY21
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• Slide text to come once guidance is finalized and actual screen shot available

This is where you will indicate transfer
The district improvement plan is where LEAs lay out exactly how they are going to address their identified needs.
District Improvement Plan – S-CLIP
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With the S-CLIP, the District Improvement Plan AS A WHOLE does not need to be submitted, but parts of it do need to be included in the response.

S-CLIP Question 3

• Please identify (state) the needs that are going to be addressed – this makes it easier to align the budget with the CLIP.

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.
With the S-CLIP the District Improvement Plan **AS A WHOLE** does not need to be submitted, but parts of it do need to be included in the response.

**S-CLIP Question 4d**

- Please carefully check the boxes that align with any LEA planned activities funded by Title II, Part A.
Overarching Needs

- If an overarching need is an Equity Gap, then the Goal and the Action Steps should address the Equity Gap.
Action Steps

• Be clear

• Say what you want to do

• If it is not an action step or at least strongly implied it cannot be funded in the budget

• If you don’t indicate Title II, Part A funds will be a funding source then don’t put it in the budget
S-CLIP Question 3

- Please address the LEA’s systems of 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.

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.
S-CLIP Question 4b

Please address how funds are

1. coordinated (federal, state, local) to support the DIP, and

2. prioritized to assist CSI/TSI schools needing support.
Required Questions – Online CLIP
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Describe how the LEA ensures 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 Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).
Required Questions – Online CLIP
CLIPPING Along with Title II, Part A for FY21
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Professional Growth Systems

Recommended components to address:

1. Need Identification
2. Policy
3. Leadership
4. Evidence Based
5. Effectiveness

Professional Growth Systems

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

We use the CNA process with stakeholders to identify needs for teachers and students. The LEA plans for four professional learning days per year, and schedules common planning for job alike teachers. Principals and assistant principals are given learning opportunities twice per year on instructional leadership addressing topics such as leading PLCs, and instructional feedback. Teachers and school leaders work together during preplanning to identify professional learning opportunities related to the LEA’s overarching needs and identify the evidence base and level for the professional learning. TKES and LKES observations as well as LEA and state assessments are used to evaluate the effectiveness of professional learning.
State and Federally Identified Schools

- Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.
What Did We Miss?
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Evaluation
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Please use the QR code to complete an evaluation of this session.