FY21
Consolidated LEA Improvement Plan (CLIP)

Coordinating Federal Resources through Georgia's Systems of Continuous Improvement

February 11, 2020
10:00 a.m.

Using the Streamlined CLIP (S-CLIP)

Agenda

- Streamlined CLIP (S-CLIP) Option

- Resources

- Questions

Where do I find CLIP information?

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

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

What should an LEA consider when selecting their option?

Streamlined option

Streamlined CLIP

- **S-CLIP Questions** — S-CLIP Questions
- **Parent and Family Engagement Policy**
- **Equity Action Plan**
- **Foster Care Transportation Plan**
- **Title I, Part C ID&R Plan**

- 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

Consolidated LEA Improvement Plan (CLIP)

School Year : 2019 - 2020
District : Ware County

CLIP Online

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.

Select

Streamlined CLIP (S-CLIP)

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.

Select

Data Collection Analysis

This symbol is used throughout the CLIP. Choose this symbol and it will take you to the Instructional Improvement System (IIS) – Data Dashboard where your team can review your district's data.
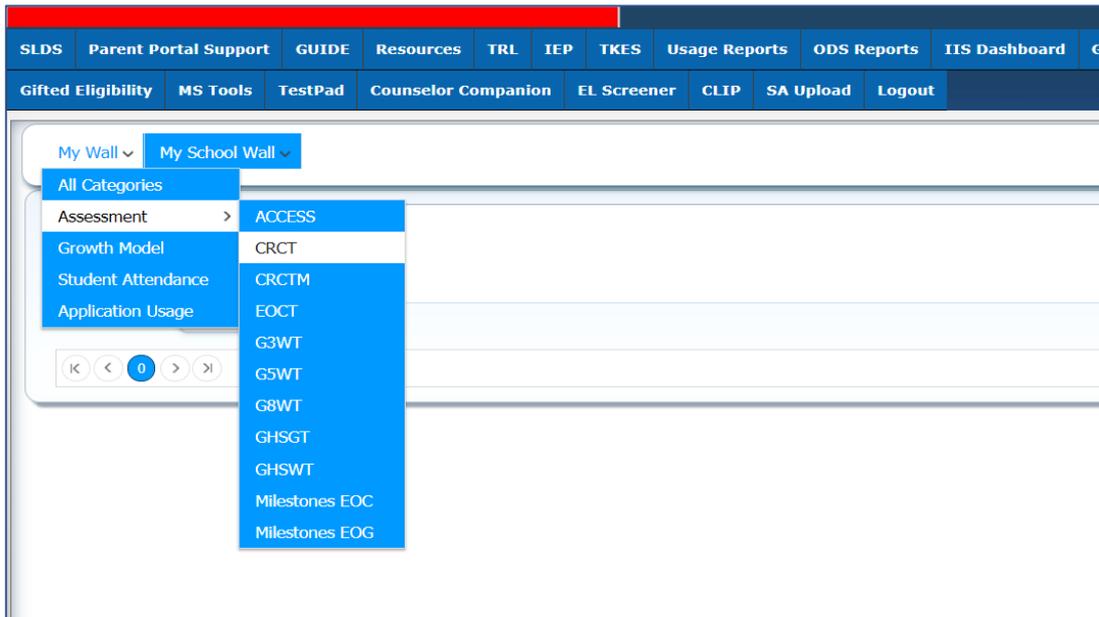
Need additional training on the IIS Data Dashboard in the SLDS? Visit the IIS website.

Data Collection Analysis

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

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Data Collection and Analysis

Insights Data Dashboards

School Climate | Overview

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.

Milestones

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.

District Financial Information

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

School Climate | Comparison Schools
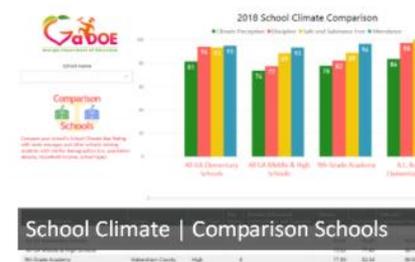
Using Georgia Insights, find comparison schools for the components of the school climate rating.

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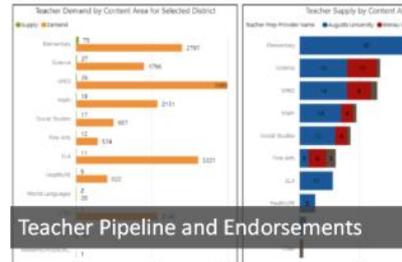
The Georgia Insights *Teacher Pipeline* dashboard allows users to see demand by district and supply from state providers.
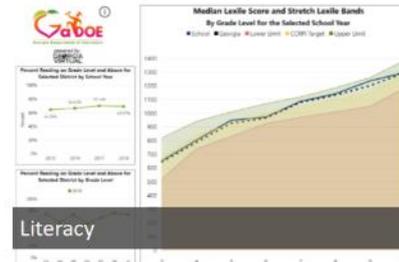
Literacy

The GeorgiaInsights *Literacy* dashboard allows users to see grade-level reading rates to Lexile scores by district and school.

GEORGIA INSIGHTS
Georgia Department of Education

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).

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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.

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Using the S-CLIP Questions Document

STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)

GaDOE — Georgia Department of Education

DISTRICT NAME:

DISTRICT TEAM LEAD:

FY20 DISTRICT PLAN

As an alternative to completing its Consolidated Local Educational Agency (LEA) Improvement Plan (CLIP) through the Statewide Longitudinal Data System (SLDS) format, an LEA that gives the assurance below that it has implemented a locally-developed school improvement process may submit this Streamlined Consolidated LEA Improvement Plan (S-CLIP) for funding under Section 8305 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. An LEA will complete and submit the responses below to the S-CLIP questions as the first component of the S-CLIP for federal funding.

An LEA's completed application submission under the S-CLIP will include the following:
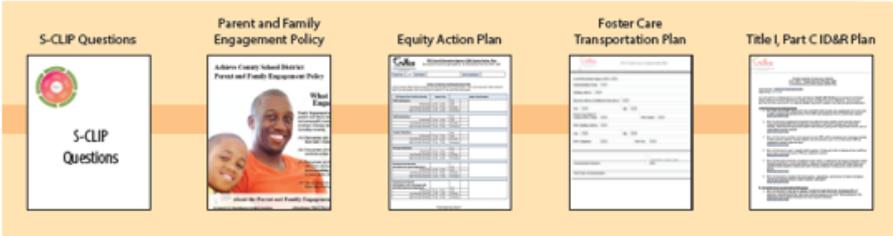
S-CLIP Questions | Parent and Family Engagement Policy | Equity Action Plan | Foster Care Transportation Plan | Title I, Part C ID&R Plan

☐ ASSURANCE: The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.

The LEA team should review the opening narrative and assurance.

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S-CLIP 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.

Planning and Preparation

Identification of Team and Stakeholders	Criteria
CLIP Online: 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.
CLIP Online: Inclusive group of stakeholders with varied perspectives	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.
CLIP Online: Meaningful feedback throughout the needs assessment process	The LEA provided strategies for ensuring meaningful and ongoing feedback throughout the needs assessment and improvement planning process for its federal programs.
S-CLIP: Outreach and Communication	The LEA provided the 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).
S-CLP: Engage Stakeholders to Address Needs of Subgroups	The LEA describe ed 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, Migratory children, Children and youth experiencing homelessness Neglected/delinquent/at-risk students, Immigrant children and youth.

S-CLIP Questions

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

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 Questions

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.*

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S-CLIP Questions

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.*

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S-CLIP Questions

4c. If the LEA is consolidating state, local, and federal funds through Fund 150 - the Consolidation of Funds Initiative - or federal funds through Fund 400, provide the intent and purposes statement for those funds that are being consolidated in the table below.

Describe how the Intent and Purpose for each consolidated funding source will be met by the district.	
Program	Intent and Purpose Statement
Title I, Part A	
Title I, Part D	
Title II, Part A	
Title III, Part A, EL	

Title IV, Part A	
Title V, Part B	
Title I, 1003 (a)	
Title I, 1003 (g)	
Title IX, Part A	

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, Fund 150, or the schoolwide Consolidation of Funds Initiative.)

S-CLIP Questions

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

Transfer from:	Allocation	Transfer to:
☐ Transfer Title II, Part A	☐ 100% ☐ Less than 100%	☐ Title IA ☐ Title IC ☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ Title ID
☐ Transfer Title IV, Part A	☐ 100% ☐ Less than 100%	☐ Title IA ☐ Title IC ☐ Title IIA ☐ Title IIIA ☐ Title VB ☐ Title ID

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.

Coherent Instruction (Choose all that apply from the suggested list below.)

Activity	Column A	Column B	Column C	Column D
Curriculum for additional interventions	☐ Title IA ☐ Title IC ☐ Homeless	☐ Title IIA ☐ Title ID	☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ Title IA School Improvement	☐ IDEA
Professional development to teach curriculum with fidelity	☐ Title IA ☐ Title IC ☐ Homeless	☐ Title IIA ☐ Title ID	☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ Title IA School Improvement	☐ IDEA
Supplemental curriculum	☐ Title IA ☐ Title IC ☐ Homeless	☐ Title IIA ☐ Title ID	☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ Title IA School Improvement	☐ IDEA
Multi-Tiered System of Supports (MTSS)	☐ Title IA ☐ Title IC ☐ Homeless	☐ Title IIA ☐ Title ID	☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ Title IA School Improvement	☐ IDEA
Progress monitoring	☐ Title IA ☐ Title IC ☐ Homeless	☐ Title IIA ☐ Title ID	☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ Title IA School Improvement	☐ IDEA
Mid-year review process with each school	☐ Title IA ☐ Title IC ☐ Homeless	☐ Title IIA ☐ Title ID	☐ Title IVA ☐ Title VB ☐ Title IA School Improvement	☐ IDEA
Online programs	☐ Title IA ☐ Title IC ☐ Homeless	☐ Title IIA ☐ Title ID	☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ Title IA School Improvement	☐ IDEA
Blended learning	☐ Title IA ☐ Title IC ☐ Homeless	☐ Title IIA ☐ Title ID	☐ Title IIIA ☐ Title IVA ☐ Title VB ☐ Title IA School Improvement	☐ IDEA

- 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

S-CLIP Questions

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

    *   Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
        i.   for all teachers (except Special Education service 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 - If the LEA 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)]

S-CLIP Questions

6. Describe how the district will meet the following IDEA performance goals:
   [20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

   - 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

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

     What specific young children 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

S-CLIP Questions

- 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

- 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

Other S-CLIP Documents

Equity Action Plan

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

FY21 Equity Action Plan

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

Equity Action Plan

FY21 Local Education Agency (LEA) Equity Action Plan
Document must be uploaded as an attachment to the CLIP.

| Fiscal Year | 2021 | LEA Name | | | LEA Coordinator | |

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

Data Variable	CLICK HERE TO SELECT A DATA VARIABLE FOR EQUITY GAP #1
Equity Intervention	CLICK HERE TO SELECT EQUITY INTERVENTION TO ADDRESS EQUITY GAP #1
If applicable, student achievement area of focus	CLICK HERE TO SELECT AREA OF FOCUS
If applicable, grade level spans of focus	CLICK HERE TO SELECT GRADE LEVEL SPANS
Indicate subgroup focus	CLICK HERE TO SELECT SUBGROUP
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).

Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Data to be collected to monitor the IMPLEMENTATION of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the EFFECTIVENESS of intervention activities/strategies in reducing Equity Gap #1.	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.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)

Enable Editing and Select from Dropdown

Enter a Brief Analysis

Add rows as needed

Equity Action Plan

FY21 Local Education Agency (LEA) Equity Action Plan
Document must be uploaded as an attachment to the CLIP.

FY20 Equity Gap #1
Reflect on FY20 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 FY20 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Dropdown: Select End of Year Effectiveness

Explanation:

FY20 Equity Gap #2
Reflect on FY20 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 FY20 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Dropdown: Select End of Year Effectiveness

Explanation:

Review and Update of the Parent and Family Engagement Policy

Achieve County School District
Parent and Family Engagement Policy

What
Enga
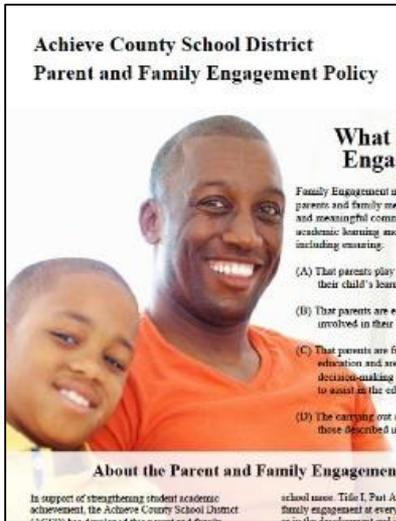
- ✓ Plan shows a change of date for the year
- ✓ Plan is jointly reviewed with stakeholders and parents and updated for FY21
- ✓ Parent input is reflected as a result of the required meetings for meaningful consultation

Parent and Family Engagement Policy

Parent and Family Engagement Policy

Uploaded Year:	ALL	▼		⬆ Upload
School Year	File Name	Uploaded By	Uploaded Date	Actions

The document is found on our 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 FY21
- ✓ Any needed updates to coordination procedures are included
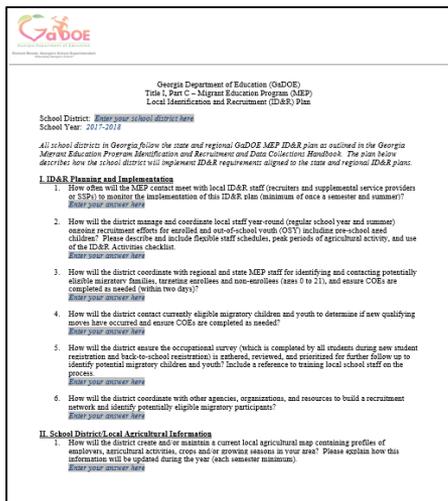
Foster Care Transportation Plan

Foster Care Transportation Plan

Uploaded Year: ALL

⬆ Upload

School Year | File Name | Uploaded By | Uploaded Date | Actions

The 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 FY21
✓ FY20 template is used (changes reflect US ED guidance)

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

Title I, Part C ID&R Plan

Plan required for MEP funded districts only

Uploaded Year:	ALL	▼		⬆ Upload
School Year	File Name	Uploaded By	Uploaded Date	Actions

The document is found on our website.

Review criteria is found here.

When is the FY21 CLIP due?

Page 3 of the CLIP Guidance document includes the due dates.

The submission window for Part I components will open on March 1, 2020 and will close on July 31, 2020.   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 FY21 funding when the State Board of Education meets to approval and award FY21 federal formula grant funds at its July 23, 2020 meeting. (An LEA needing an extension to August 31, 2020 must contact the Division of Federal Programs at federalprograms@doe.k12.ga.us.)

Remember that an approved CLIP is required prior to budget approval.

How do LEAs submit the CLIP to GaDOE?

All CLIP applications – either option – are submitted to GaDOE through the SLDS.
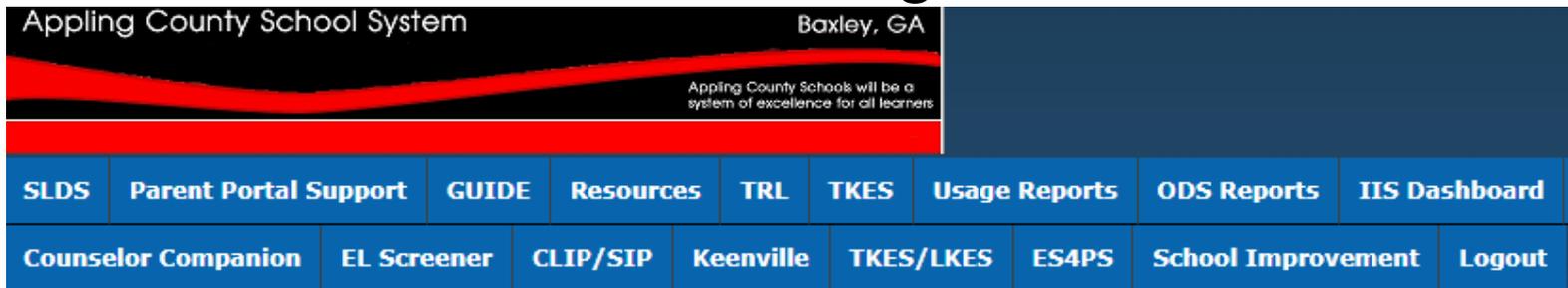
How does GaDOE review the CLIP?

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

Sample:

CI Teams	CIT Lead	Special Education	SDE	Title I, Part A	Title II, Part A
Team 1 (Northwest GA RESA)					
Bartow County; Bremen City; Calhoun City; Cartersville City; Catoosa County; ; Chickamauga City; Dade County; ; Floyd County; Gordon County; Haralson County; Paulding County; Polk County; Rome City; Trion City; Chattooga County; Dalton Public Schools; Walker County; State Schools GSD and GAB	Anne Marie Wiseman				
Dalton Public Schools; Walker County; State Schools GSD and GAB	Barry Williams	Scott Dorsey	Amy Alderman	Anne Marie Wiseman	Chris Leonard

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.

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.

FY21 Updated document available on the GaDOE website.

How do LEAs submit the CLIP documents?

Page 3 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.

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.

LEAs should review the CLIP Criteria document!

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

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

How will LEAs know if their CLIP is approved or needs revisions?

Page 4 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.

CLIP Amendments

An LEA needing to amend the CLIP may do so at any point during FY21. 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.

What training and resources are available to LEAs?

Page 4-5 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:
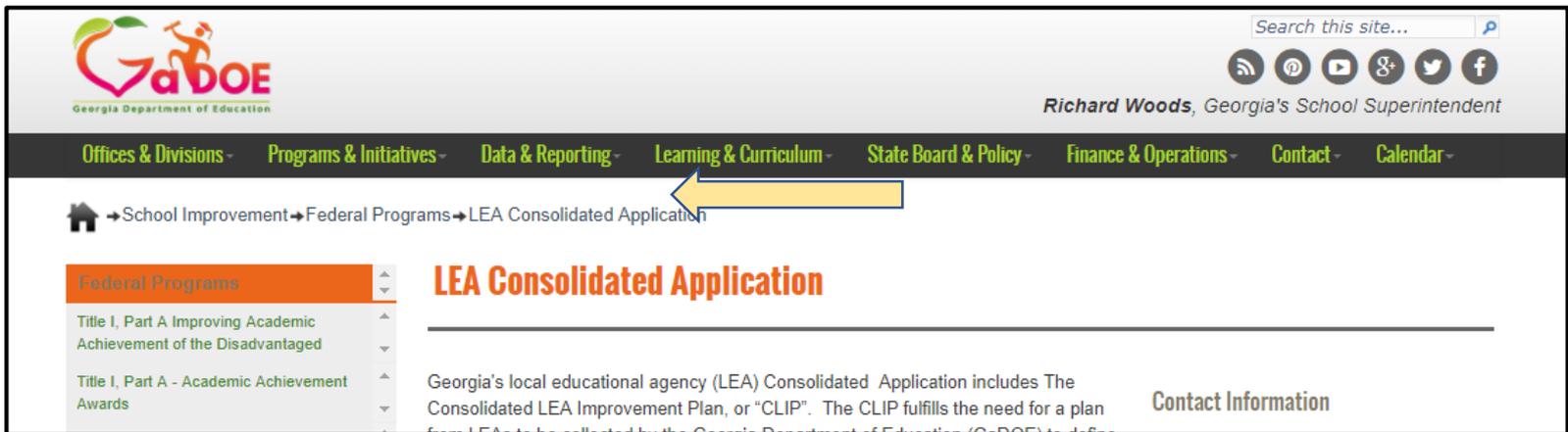
Topic	Date and Time
FY21 CLIP General Overview – Webinar	1/31/2020; 10:00 AM
SLDS CLIP Online Application Overview - Webinar	2/10/2020; 10:00 AM
SLDS Streamlined CLIP Application Overview - Webinar	2/11/2020; 10:00 AM
Q&A for LEAs Consolidating Funds in Schoolwide Programs	2/14/2020; 10:00 AM

All webinars will be recorded and posted on our website!

Where do I find CLIP information?

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

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

Questions?

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