



CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP) FY25 REVIEW CRITERIA



Tracking of Updates and Changes

Date	Section	Page

The purpose of this document is to provide local educational agencies (LEAs) with the criteria that federal program staff uses when reviewing FY25 Consolidated LEA Improvement Plan (CLIP) submissions. These criteria represent the expectation needed to ensure the application elements of the various federal programs are addressed.

This document is used by the GaDOE when reviewing LEA documents in each of the available CLIP options: CLIP Online and Streamlined CLIP (S-CLIP). Feedback to LEAs is 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
- LEA Improvement Goals
- LEA Equity Plan
- Required Questions
- Title I, Part A – Foster Care Transportation Plan
- Title I, Part A – LEA Parent and Family Engagement Policy
- Title I, Part C – Identification and Recruitment Plan (if applicable)

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 described how they engaged required stakeholders in considering and communicating the strengths and needs of the following subgroups of students, as appropriate: Low-income students, Lowest achieving students, English learners, Children with disabilities, Children and youth in foster care, Migratory children, Children and youth experiencing homelessness Neglected/delinquent/at-risk students, Immigrant children and youth.

Needs Identification and Root Cause Analysis

CLIP Online: Program Strengths and Challenges	Criteria
IDEA – Special Education	The LEA 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 LEA 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 LEA 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 LEA 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 LEA described academic 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 LEA 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 LEA described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.
Title III, Part A – Language Instruction for English Learners and Immigrant Students	The LEA described strengths and challenges related to the state ESOL program and the Title III, Part A program, when applicable. .
Title I, Part A and Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth	The LEA 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 LEA 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 LEA 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 LEA described strengths and challenges related to general program implementation and students and adults involved in or affected by the federal program.

CLIP Online: Identification and Prioritization of Overarching Needs and Root Cause Analysis	Criteria
Identification of overarching needs	The LEA identified overarching needs that were based on trends and patterns, program strengths and challenges, and other data sources.
Prioritization of overarching needs	The LEA prioritized overarching needs that were based on trends and patterns, program strengths and challenges, and other data sources.
Root cause analysis	The LEA identified the root cause of each overarching need and identified the federal programs impacted.

LEA Improvement Goals

CLIP Online: Essential Elements	Criteria
Action steps	<ul style="list-style-type: none"> The LEA identified action steps that are designed to address the root causes for each of the overarching needs. The LEA identified action steps implemented to ensure that necessary supports are in place for each of the subgroups. The LEA identified actions steps aligned with the equity intervention, if applicable.
Possible funding sources	<ul style="list-style-type: none"> The LEA 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 LEA identified the subgroups impacted by these action steps.
Georgia Systems of Continuous Improvement	<ul style="list-style-type: none"> The LEA connected the goal to the Georgia Systems of Continuous Improvement through the identified action steps.
Method for monitoring implementation	<ul style="list-style-type: none"> The district specified methods for monitoring the quality of implementation of each of the action steps. Methods should be (1) appropriate for each action steps, (2) include data to be collected to monitor the quality of implementation, and (3) include data to monitor implementation of action steps as planned.
Method for monitoring effectiveness	<ul style="list-style-type: none"> The district specified methods for monitoring the effectiveness of each of the action steps. Methods should be (1) appropriate for each action step (2) include data to be analyzed to track progress against targets and goals, and (3) include data to be used to determine if the action step affected the intended student or educator outcome.
Positions/roles responsible	<ul style="list-style-type: none"> The LEA identified positions/roles of person(s) responsible for implementing each of the action steps.
Evidence Based Indicator	<ul style="list-style-type: none"> The LEA indicated the level of evidence base for action steps, if applicable.
Timeline for implementation	<ul style="list-style-type: none"> The LEA specified timelines for each of the identified action steps. The specified timelines are appropriate (specific, reasonable, incremental) based on the identified action steps.
Coordination and partnerships with any 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 LEA identified any 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.

S-CLIP: School Improvement Process	Criteria
3. Description of the school improvement process	<ul style="list-style-type: none"> The LEA’s description or documents or excerpts provided described how data are used, how decisions are made for prioritizing needs in the use of federal funds, and how frequently state and/or local data are reviewed or evaluated for relevant trends based on grade-level, student group, regions, etc. as appropriate. The LEA’s description or documents or excerpts provided described how families, community-based organizations, school and LEA staff/leaders, local government representatives/agencies are engaged in the evaluation/modification process. The LEA’s description or documents or excerpts provided described how data are used in federal program evaluation, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated. The LEA’s description or documents or excerpts provided described the measurable implementation benchmarks and goals for activities. The LEA’s description for professional growth and improvement at all stages of career development addresses performance for teachers, principals/assistant principals and other school leaders.
4a. Identifying and addressing the needs and achievement gaps of the lowest performing students; coordinating to support the strategic plan	<ul style="list-style-type: none"> The LEA’s description or documents or excerpts provided described how the LEA specifically addresses the needs and achievement gaps of the subgroups. The LEA’s description or documents or excerpts provided included the following subgroups: economically disadvantaged, English learners, children experiencing homelessness, migratory children, children in foster, children with disabilities, children who are neglected and delinquent.
4b. Ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs	<ul style="list-style-type: none"> The LEA’s description or documents or excerpts provided described how 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. The LEA’s description outlined the actions the district implements for its state and/or federally identified schools (CSI/TSI) needing support. The description includes a statement of (1) whether an LEA currently has identified schools needing support, and (2) how the district supports identified schools through prioritization of funds.
4d. Activities and detailed program budgets	<ul style="list-style-type: none"> 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.

LEA Equity Plan

CLIP Online and S-CLIP	Criteria
<p>LEA Identifies 2 Equity Gaps with Corresponding Interventions, based on LEA Needs and Equity Data</p>	<ul style="list-style-type: none"> • The LEA identified two (2) data variables indicating equity gaps that impact minority and economically disadvantaged students. • The LEA 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 LEA identified activities and strategies designed to effectively address the identified gap; the activities and strategies are adequate to reduce the gap. • The LEA identified positions/roles of persons responsible for implementing each of the activities and strategies. • The LEA 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 LEA 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 LEA 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 LEA identified all relevant funding source(s) and described how the source(s) support the activities/ strategies to be implemented, monitored and measured. If a funding source was not required, this is explicitly stated. If appropriate, the LEA described how multiple sources were coordinated to support the activities/ strategies implemented, monitored, and measured.

Required Questions

CLIP Online (unless otherwise noted)	Criteria
Coordination of Activities	<ul style="list-style-type: none"> Description outlines how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs.
Serving Low Income and Minority Children	<ul style="list-style-type: none"> The LEA 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	<ul style="list-style-type: none"> Description identified and briefly explained the systems the LEA 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.
CLIP Online and S-CLIP: 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 LEA waives certification for teachers. If the LEA waives certification, the description states whether or not certification is waived for all teachers. (PQ is not waived for Special Education service areas in alignment with the student's IEP.) If only waived for some teachers, the description listed the content and grade level bands for which the LEA waives the certification of those teachers. If the LEA 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 outlined the actions the district implements for its state and/or federally identified schools (CSI/TSI) needing support. Description included a statement of (1) whether or not an LEA currently has identified schools needing support, and (2) how the district supports identified schools through prioritization of funds.
CTAE Coordination	<p>The LEA described how support programs that integrate CTAE content through coordinated instructional strategies and work-based learning opportunities:</p> <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 LEA addresses employability skills at various grade levels; how the LEA incorporates career lesson plans in grades 1-5; strategies used by the LEA to address technical skill attainment.

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom	The LEA 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 LEA has specifically stated goals and strategies that included staff development.
Criteria	
Middle and High School Transition Plans	<p>The LEA described how strategies are implemented 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	The LEA described supported, coordinated, and integrated services with early childhood programs and have planned transitions of participants into their elementary schools.
Title I, Part A - Targeted Assisted Schools Description	<p>The LEA provided a description of how schools, with the inclusion of parents, administrators, and pupil services, identify eligible students in Targeted Assistance schools:</p> <ul style="list-style-type: none"> • description of how schools 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 go through the multiple academic-based performance criteria and be ranked to determine eligibility for the targeted assistance program.

<p>Title I, Part A – Instructional Programs</p>	<p>The LEA described the instructional program to be implemented at the Title I Schoolwide schools, Targeted Assistance schools and N&D facilities served in the LEA:</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 LEA supports 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 LEA. <ul style="list-style-type: none"> •
Criteria	
<p>Title I, Part C – Migrant Intrastate and Interstate Coordination</p>	<ul style="list-style-type: none"> • Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. • Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate): <ul style="list-style-type: none"> • description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart; • description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.
<p>Title I, Part C – Migrant Supplemental Support Services</p>	<ol style="list-style-type: none"> 1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe: <ul style="list-style-type: none"> • how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. • how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.

<p>CLIP Online and S-CLIP IDEA: Graduation Rate Outcomes for Students with Disabilities</p>	<ul style="list-style-type: none"> The LEA outlined activities to address post-school outcomes for students with disabilities including school completion, school-age transition and postsecondary transition. The LEA described general supervision activities to support this area: <ul style="list-style-type: none"> Description of the LEA’s procedures Specific professional learning activities Plan to monitor implementation with fidelity. <p>(The LEA may opt to include the Student Success activities in this section with along with the school completion indicators.)</p>
<p>CLIP Online and S-CLIP IDEA: Services for Young Children (ages 3 - 5) with Disabilities</p>	<ul style="list-style-type: none"> The LEA outlined activities to address services for young children with disabilities including environment, outcomes, and transition. The LEA described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area and included: <ul style="list-style-type: none"> LEA procedures Services that are offered and provided within your LEA as well as where the service options are located. (e.g., local daycares, Head start, homes, community-based classrooms, PreK classrooms) Staff are designated to support the 3-5 population. Collaboration with outside agencies, including trainings conducted by the LEA. Parent trainings
<p>CLIP Online and S-CLIP: IDEA: Provision of a Free and Appropriate Public Education (FAPE) to Students with Disabilities</p>	<ul style="list-style-type: none"> The LEA outlined activities to improve the provision of FAPE for students with disabilities. The LEA described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area and included: <ul style="list-style-type: none"> 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
Criteria	
<p>CLIP Online and S-CLIP IDEA: Compliance with State and Federal Laws and Regulations</p>	<ul style="list-style-type: none"> The LEA outlined activities to improve compliance with state and federal laws and regulations for students with disabilities. The LEA described general supervision activities (procedures, professional learning, monitoring, etc.) to support this area and included: <ul style="list-style-type: none"> 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
<p>Title IV, Part A – Activities and Programming</p>	<ul style="list-style-type: none"> The LEA provided a description of the needs-based activities and programming intended to improve students’ academic achievement. The LEA identified correlating actionable measures addressed in the district improvement plan. The LEA stated measurable objectives and/or intended outcomes specific to the activity.
<p>Title IV, Part A – Ongoing Consultation and Progress Monitoring</p>	<p>The LEA described how and when they consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>
<p>Reducing Equity Gaps: Reflect on the previous year’s LEA Equity Action Plan</p>	<ul style="list-style-type: none"> The LEA established effectiveness of previous year LEA Equity Action Plan Equity Gap 1 and Equity Gap 2 using one of the phrases provided for each gap.

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| | <ul style="list-style-type: none">• The LEA briefly addressed 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. |
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Title I, Part A – Foster Care Transportation Plan

CLIP Online and S-CLIP	Criteria
Planning: Point of Contact and Foster Care Transportation Plan	The LEA identified and provided contact information for the designated Foster Care Point of Contact (POC). Additionally, the LEA 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 LEA outlined a detailed agreement with the local child welfare agency determining who provides transportation and incur costs.
Guiding Questions: Confirmation of transportation services	If a LEA does not provide transportation, clear and detailed procedures were described regarding how the LEA works to meet the transportation mandate.
Assurances: Five required assurances	The LEA selected each assurance, and the superintendent has signed and dated the document.

LEA Level Parent and Family Engagement Policy

CLIP Online and S-CLIP	Criteria
Jointly Developed	The Policy describes how the LEA involves 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 LEA provides 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	<p>The Policy describes how the LEA conducts, 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:</p> <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 LEA uses 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 LEA 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 LEA 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	<p>The Policy states that funds reserved by the LEA shall be used to carry out activities and strategies consistent with the Policy, including not less than one of the following:</p> <ul style="list-style-type: none"> • Supporting schools and nonprofit organizations in providing professional development for LEA 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 LEA coordinates and integrates 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 LEA shall provide assistance to parents of children served by the school LEA 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 LEA 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 LEA 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 LEA implements 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 LEA 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 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 LEA:</p> <ul style="list-style-type: none"> • how the LEA MEP contact ensured the use of the most recent version of the Occupational Survey (available at the GaDOE MEP website); • description of how all schools use the occupational survey during new student registration and back-to-school registration for all returning students; • how the LEA notifies/trains 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 reviews and prioritizes 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 LEA and Local Agricultural Information	Criteria
II.1 – LEA Recruitment Map	The response addresses the essential elements of developing and updating of a LEA 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 – LEA Agricultural Map	The response addresses the essential elements of developing and updating of a LEA map showing agricultural activities, crops and/or growing seasons in the recruitment network. The response addresses a process for updating the information.
II.3 – LEA 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 is be made each semester - phone or in person; • how and when updates and information is added to the employer roster.