Center Ring Success -Spotlight on Parent Satisfaction





Office of Federal Programs



The Georgia Department of Education's Office of Federal Programs partners with schools to ensure every child including students with disabilities, English learners, students experiencing poverty and homelessness, migratory students, and students in foster care receives the support they need to succeed. Through guidance, resources, and oversight of ESSA and IDEA grants, we help districts deliver services that make a difference for students.





Office of Federal Programs

Organizational Chart





Shaun Owen Deputy Superintendent

Division for Exceptional Children







Brittan Ayers Assistant Director (ESSA)





Linda Castellanos

Data/GO-IEP







Vacant

RDA Compliance



GNETS



Budget/Granto

Kelli Kenrick Coordinated Programs (North)



21st CCLC

Meg Baker



Sunita Holloway Outreach

Charmaine Simmons Danielle Smith Special Projects Budget and Grants

RDA Compliance





Ginger Crosswhite Coordinated Programs (South)



Eric McGhee Grante Unit



Margarita Muñoz Title IC

Belinda Tiller Outreach

Vacant Systemic Improvement

Jamila Pollard Dispute Recolution

Kriszti Kilpatrick RDA Compliance

Scott Smith Dispute Resolution

Learning Targets

By the end of this session, participants will be able to:

- Identify proven strategies to increase parent participation in surveys.
- Describe effective methods LEAs use to motivate teachers and staff to support survey completion.
- Explain how survey results can be used to strengthen relationships with families.
- Discuss approaches districts use to set and track goals related to parent satisfaction.



Today's Presenters:







Suzanne Korngold Chief Special Education Officer, Oconee County Schools

Michele Broadwell Special Education Director, White County Schools

Winifred Pierce

Special Education Director, Department of Juvenile Justice(DJJ)



The Stars of the Show.....



OCONEE COUNTY SCHOOLS Committed to Student Success

2025
Special Education
Parent Survey
G-CASE
Presentaton



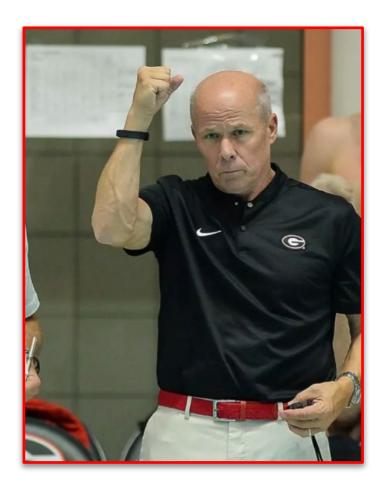


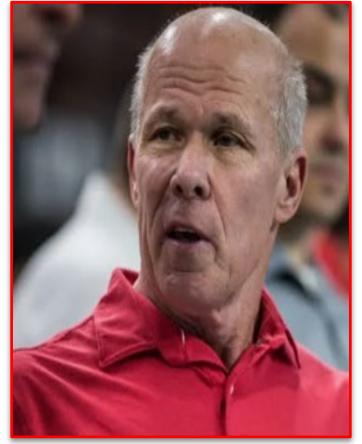
University of Georgia Athletics Jack Bauerle



UGA Legend

Olympic Coach





2025
Innovation
Oconee
Keynote
Speaker

Persistently Consistent

The strength of the is each individual member. The strength of each individual member is The Team.

Phil Jackson









Our Process | July-August

- District Special Education Leadership team meets with school administrators and school department leaders to discuss yearly goal
 - District-wide goals and expectations are established and shared.
 - School-level goals are set.
 - Monthly updates are provided to schools Timely feedback allows administrators and department leaders to address issues fast!

Our Process | Ongoing Efforts

- Parent Survey Teacher Tip Sheet
 - Provides simple tips and reminders for case managers targeting each question in the GaDOE Parent Survey
- Case managers use this information to promote parent involvement and help parents become familiar with the wording of the survey – use the vocabulary!
- Case Managers use an agenda for all IEP meetings
 Completion of the Parent Survey is included on the agenda

Our Process

- Parent IEP Prep tool is given prior to the IEP meeting to guide parents as they prepare to meet with the IEP team
- Parent Survey flyer is present in all school conference rooms
 - Laptops are available at meetings for survey completion on the spot!
 - QR codes are available for parents to complete the survey on personal devices
 - Survey link is sent in a follow-up email after the meeting

Our Process

- Chief Special Education Officer meets with school-level leadership monthly and reports school survey numbers to Principals
- Instructional Specialists meet with Department Chairs monthly and report numbers for each school
- Case Managers send email reminders to parents after IEP meetings
- Survey link is embedded in school and teacher newsletters
- Posts on social media platforms
- Year-end data summaries for each school

Game On! October Leaderboard

OCHS - 3

NOHS -5

MBMS - 1

OCMS - 1

DCMS - 5

DCES - 2

MBES - 3

RBES- o

HSES - 1

CFES - o

OCES -9 1

OCPS-1



2025 Special Education Parent Survey Report Oconee County(708) - Colham Ferry Elementary School(3050)

Number of Respondents: 104

Total Satisfaction(M1 - M10): 55.86 out of a possible 60. This score is in the top 25% of schools.

		Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Not Applicable %	Mean
1	I am considered an equal partner with teachers and other professionals in planning and making decisions about my child's program.	1.92	0.96	0.00	6.73	18.27	72.12		5.55
2	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0.96	1.92	0.96	6.73	13.46	75.96		5.58
3	My child's evaluation report and other written information are written in terms I understand.	0.96	0.96	0.96	6.73	21.15	69.23		5.54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	0.96	0.00	0.00	5.77	11.54	81.73		5.72
5	The school communicates regularly with me regarding my child's progress on IEP goals.	0.96	0.00	0.96	12.50	15.38	70.19		5.52
6	Teachers are available to speak with me.	0.96	0.00	0.00	4.81	12.50	81.73		5.73**
7	School offers parents a variety of ways to communicate with teachers.	0.96	0.00	0.96	8.65	15.38	74.04		5.60
8	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0.96	0.00	0.96	6.73	11.54	79.81		5.67
9	The school gives parents the help they may need to play an active role in their child's education.	0.96	0.00	1.92	11.54	14.42	71.15		5.52
10	The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.	0.00	0.00	2.88	14.42	14.42	59.62	8.65	5.43*

Example:2024 Oconee County High School

Georgia Department of Education Richard Woods, Georgia's School Superintendent "Educating Georgia's Future"

Oconee County(708) - Oconee County High School(0293)

Number of Respondents: 65

Total Satisfaction(M1 - M10): 53.01 out of a possible 60. This score is in the middle 50% of schools.

		Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Not Applicable %	Mean
1	I am considered an equal partner with teachers and other professionals in planning and making decisions about my child's program.	0.00	1.54	1.54	12.31	15.38	69.23		5.49**
	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my opinion if I disagree with a decision by the school.	0.00	0.00	4.62	13.85	16.92	64.62		5.42
3	My child's evaluation report and other written information are written in terms I understand.	0.00	0.00	0.00	21.88	12.50	65.63		5.44
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	0.00	1.54	1.54	12.31	18.46	66.15		5.46
5	The school communicates regularly with me regarding my child's progress on IEP goals.	1.54	1.54	1.54	24.62	9.23	61.54		5.23
6	Teachers are available to speak with me.	0.00	1.54	1.54	18.46	15.38	63.08		5.37
7	School offers parents a variety of ways to communicate with teachers.	0.00	1.54	1.54	23.08	20.00	53.85		5.23
8	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0.00	1.54	3.08	16.92	16.92	61.54		5.34
9	The school gives parents the help they may need to play an active role in their child's education.	0.00	1.54	1.54	29.23	10.77	56.92		5.20
10	The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.	3.08	0.00	6.15	27.69	18.46	36.92	7.69	4.83*

Example:2025 Oconee County High School



2025 Special Education Parent Survey Report Oconee County(708) - Oconee County High School(0293)

Number of Respondents: 69

Total Satisfaction(M1 - M10): 52.95 out of a possible 60. This score is in the middle 50% of schools.

		Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Not Applicable %	Mean
1	I am considered an equal partner with teachers and other professionals in planning and making decisions about my child's program.	4.35	0.00	1.45	5.80	18.84	69.57		5.43
2	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2.90	0.00	2.90	8.70	18.84	66.67		5.41
3	My child's evaluation report and other written information are written in terms I understand.	2.90	0.00	1.45	5.80	18.84	71.01		5.51**
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	2.90	1.45	0.00	8.70	13.04	73.91		5.49
5	The school communicates regularly with me regarding my child's progress on IEP goals.	5.80	2.90	1.45	14.49	21.74	53.62		5.04*
6	Teachers are available to speak with me.	4.35	0.00	1.45	14.49	14.49	65.22		5.30
7	School offers parents a variety of ways to communicate with teachers.	2.90	2.90	2.90	13.04	21.74	56.52		5.17
8	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4.35	2.90	2.90	7.25	18.84	63.77		5.25
9	The school gives parents the help they may need to play an active role in their child's education.	2.90	2.90	4.35	8.70	21.74	59.42		5.22
10	The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.	2.90	0.00	4.35	20.29	13.04	52.17	7.25	5.13

NOTE: **the highest mean; *the lowest mean

"The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings."

This metric was the lowest area of satisfaction for Oconee County High School Special Education parents for 2024-2025 school year.

For the 2025-2026 school year we have:

- Planned a Transition Resource Fair to help support our families.
- Started a Special Education Parent Advisory Group to see how we're doing.
- Partnered with the Georgia Parent Mentor Program and GVRA to increase our transition focus for all high school students in our programs.

Parent Satisfaction Survey Incentive Plans 2025-2026

School	School Plan				
Colham Ferry ES	 Tech available at every IEP meeting Incentive: ice cream coupon 				
Dove Creek ES	 Chromebook at IEP meetings Email survey link as a back-up Incentive: ice cream coupon 				
High Shoals ES	 Tech available at every IEP meeting. Email survey link if parents did not complete survey at the IEP meeting. Incentive: students may choose a treasure box treat or ice cream coupon. 				

Malcom Bridge ES	 Chromebooks at every IEPmeeting Incentive: ice cream coupon from MBES cafeteria Email survey link as a back up
Oconee County ES	 Send survey link with Notice of Meeting with instructions about completing the survey after the meeting Tech available at every IEP meeting Incentive: ice cream coupon upon completion
Oconee County PS	 Email survey link if parents did not complete the survey at the IEP meeting. Tech available at every IEP meeting Incentive: coupon for "Tech Time"
Rocky Branch ES	 Tech available at every IEP meeting Remind parents about the survey during other events / communications Email link as follow up from meeting

Dove Creek MS	 Survey is presented to parent immediately following meeting Email follow up Incentive: Dove Dollar or ice cream coupon
Malcom Bridge MS	 Have survey available at each meeting to fill out at the end (laptop and QR code) Student can choose a treat from Bolt Market
Oconee County MS	 Tech available at every IEP meeting Department chair email to families to invite them to complete survey Case Manager Incentives Student incentives

Parent Prep Guide

A tool to give parents some structure to contribute to the "Parental Concerns" section of the IEP!



Parent IEP Preparation Guide

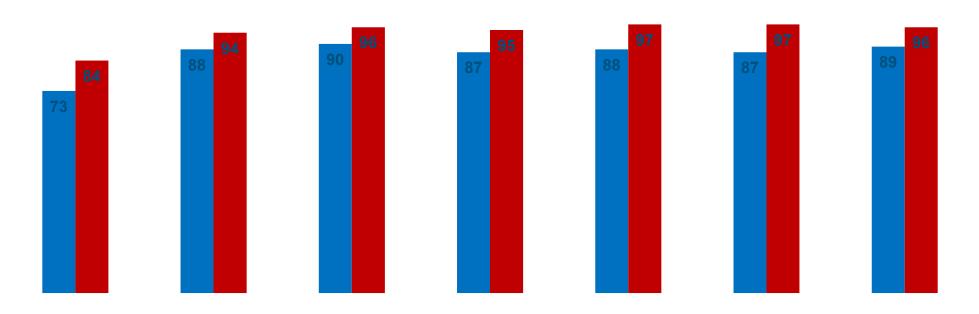
Need a moment to collect your thoughts before your child's IEP meeting or conference? Please use this form to help you consider what you would like to share. You are the expert on your child, and we value your input! Thank you for helping us in our continued effort to increase parent involvement in the IEP process.

My child's name: Meeting date: My child is good at	
Right now, my child needs help with:	
My child enjoys:	
My child does <i>not</i> enjoy:	
By the end of this year, I want my child to	
After high school, my dream for my child is:	
My child's own dreams for life after high school include:	
Questions I would like to ask at this meeting:	
Plan of Action (after meeting):	
Actions I will take:	
Actions my child's teacher will take:	
Follow up items:	

2025 Parent Survey Results

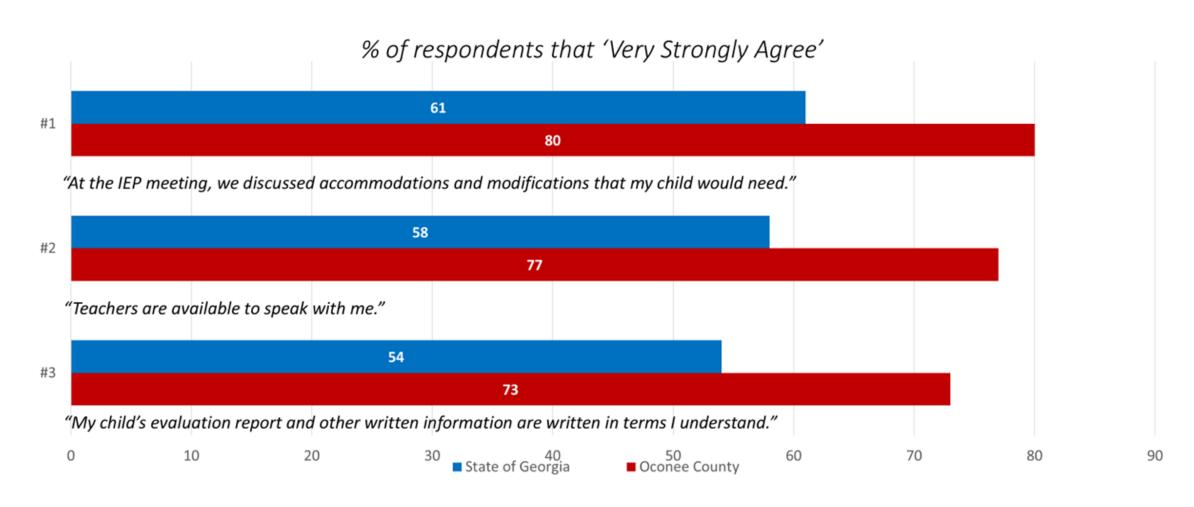
Parent Involvement Satisfaction

How satisfied are OCS Special Education Parents?



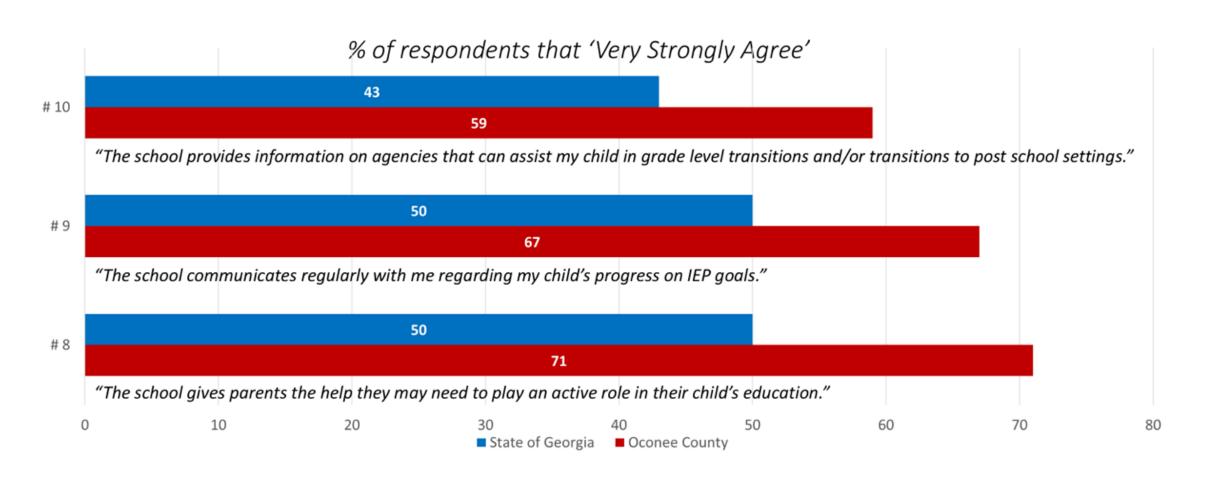
2025 Special Education Parent Survey

What do we do well?



2025 Special Education Parent Survey

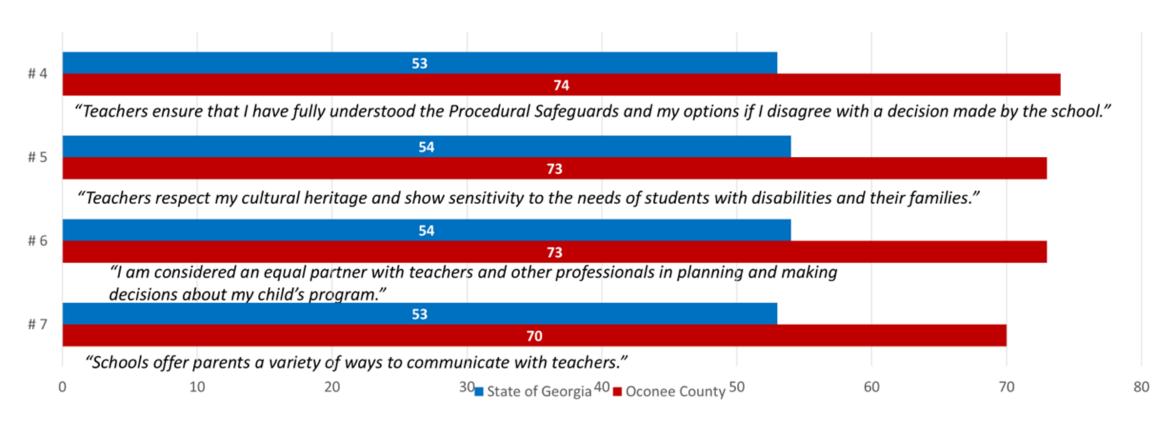
What can we improve?



2025 Special Education Parent Survey

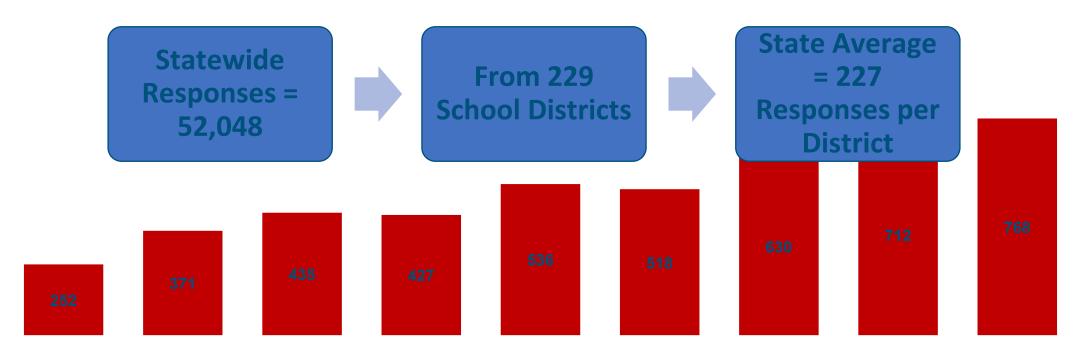
What else did we learn?

% of respondents that 'Very Strongly Agree'



2025 Parent Survey Results Historical Number of Oconee County Parent Responses

How many OCS Special Education parents responded?



CHOOSE TO COMMIT

Make the choice to improve your chances to go beyond. Approach the things you do with the intent to deliver, succeed, and serve. Finish the drill!!!





WORK HARD

Good things are rarely easy or cheap. It takes real effort and attention – intentional. There are no quick fixes – you earn your results from your effort.









FOCUS

Eliminate Distractions-Minimize your exposure to negative people and surround yourself with people who challenge you to be better.



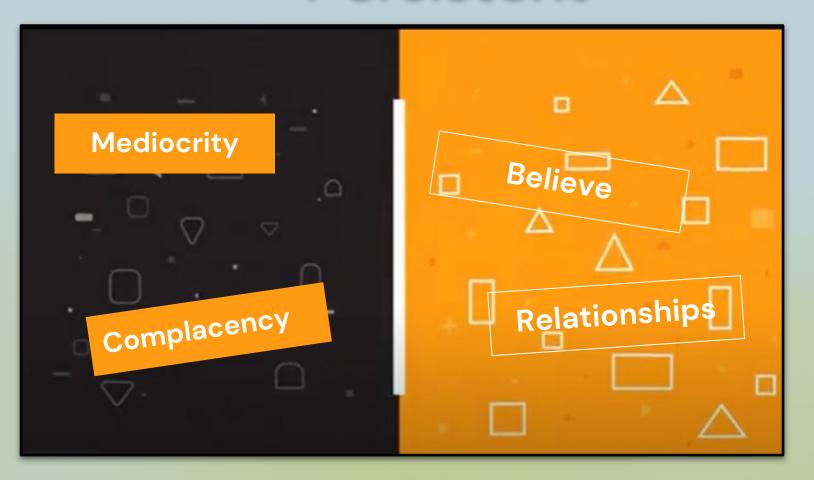


BOUNCE BACK

Embrace the challenge – Learn from mistakes!



Choose Your Side We Choose to be Consistently Persistent







Way to go OCS!!



Step Right Up!

• Come and join us in creating magic by focusing on three areas of parent participation performance. (C2TA)

Please direct your attention to Ring Number 1



Ring Number 1

COUNTING AND COMMUNICATING

- Collect Data all year long (even before the DOE link opens)
- Parent Input Survey
- Share Parent Survey Report numbers with Lead Teachers during their monthly meetings
- Attention to Ring 2





Ring Number 2

Using a team approach helps us ...

- Keep track of the number of responses
- Help each other with ideas about survey distribution and collection
- Identify and troubleshoot trends.
- Attention to Ring 3

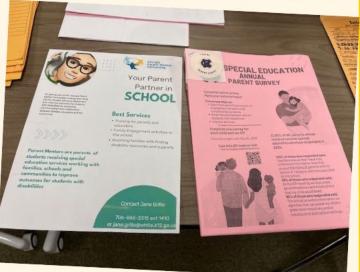




Ring 3 Getting Parents' Attention

- Computers at all IEP meetings, parent nights, Special Olympics, etc. for surveys
- Friendly competition between schools with a winner
- Long time ago Mtn Dew if you returned
- Drawing for someone to get something if they filled it out
- Text, emails, letters, etc. to encourage participation





Keeping Track All Year

The value of the Parent Input Survey

- 1. Parents have opportunities to share thoughts and ideas about communication, information on school-level transitions, and how and when to speak with teachers.
- 2. Parents can indicate they would like to talk to someone in our office, and they provide the preferred contact. Parent Mentor reaches out to families who make this request.
- 3. We get a snapshot that spans the entire school year.



Keeping track all year continued...

- 4. Track and market information about the parent survey in the district
- 5. Review data from past surveys to identify trends
- 6. Research and communicate the actions the district took based on the parent input from previous year/s survey data
- 7. Identify Parent Engagement programs and initiatives in schools
- 8. Comparing response data on demographics with FTE demographics to judge if the response is a reflection of school population



"Center Ring Success -Spotlight on Parent Satisfaction"

Georgia Department of Juvenile Justice

Mrs. Winifred Pierce, Special Education Director

Our Culture



The DJJ Culture
Wheel represents
the agency's values
and reinforces the
commitment we
have to our
employees and the
youth in our care.

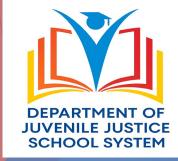
Each spoke of the DJJ Culture Wheel represents a different aspect important to the success of the agency.



Our Mission

We are committed to providing an education that empowers life-long learners to reach their potential and become college and career-ready.

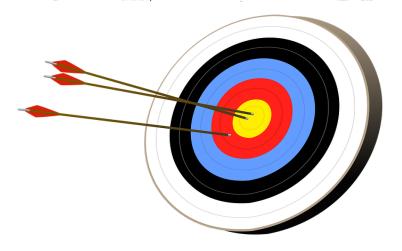




Outreach and Communication Strategies

Our Goal was 200

GOAL SETTING



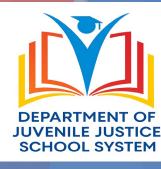
- A goal was established to receive of 200 surveys
- We didn't reach our target; however, we increased participation from 142 the previous year to 178.
- That growth came from consistent outreach:
 - a) Sending survey links by email and via text messages
 - b) Offering paper copies to families
 - c) Calling families directly.
 - d) At IEP meetings and school events, we gave parents access to laptops or iPads so they could complete the survey on the spot.
 - e) Case managers, teachers also reminded families, which spread responsibility across the district.



Staff Engagement and Accountability Methods

- The Special Education Director provided regular Dashboard updates by email and reminded everyone that this is a team effort.
- Teachers, Support Specialists, and Area Superintendents were a part of the process to ensure parent participation.
- The Special Education Director and Area Superintendents followed up with schools that showed no survey responses. That accountability helped us raise participation above the previous year.





Data Utilization for Continuous Improvement

- Special Education monitored dashboard weekly and biweekly
- Specialist shared updates with schools across the state
- Data was tracked in real time to determine additional support needed
- Results provided planning support for families
- Results shared with the Commissioner





Question #1 – I am considered an equal partner with teachers and other professionals in planning and making

Decisions about my child's program.

► PTA Standard 5 – Sharing Power

- ▶ Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
- ► Clarify-Parents are asked for their ideas/input for helping make their child be successful and communicate with on a regular basis.

Year	VSA	SA	A	D	SD	VSD	NA
2024	28	56	56	2	0	0	
2025	35	55	85	3	0	0	

Year	VSA	SA	A	D	SD	VSD	NA
2024	26	55	57	3	0	0	
2025	34	43	96	4	1	0	

Question #2 -Teachers ensure that I have fully understood the Procedural Safeguards (Federal rules that protect the rights of parents) and my options if I disagree with a decision by the school.

PTA Standard 5 – Sharing Power

- Pramilies and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
- Clarify-Are you giving parents a copy of their Parental Rights? Have you explained them in "parent speak" or given them the copy that breaks in down for them in simpler terms? Have you given them the Parent Mentors information?

Question #3 – My child's evaluation report and other written information are written in terms I understand.

PTA Standard 2 – Communicating Effectively

- Families and school staff engage in regular, two-way, meaningful communication about student learning.
- ► Clarify-Communications should be in verbiage that is "parent friendly".

Year	VSA	SA	Α	D	SD	VSD	NA
2024	25	50	63	3	0	0	
2025	43	50	82	2	0	0	

Year	VSA	SA	А	D	SD	VSD	NA
2024	31	55	52	2	0	0	
2025	43	47	83	4	0	0	

Question #4 – At the IEP meeting, we discussed accommodations and modifications that my child would need.

PTA Standard 3 – Supporting Student Success

- ► Families and school staff continuously collaborate to support students' learning and healthy development both at home
- ► and school and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- Clarify- Extended time, preferential seating, small group testing, use of computer, reduced assignments, etc.

Question #6 – Teachers are available to speak with me.

PTA Standard 2 – Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Clarify-Via emails, phone call, face to face when at school functions, etc.

Action: Review availability – planning, parent-teacher scheduling tool.

Year	VSA	SA	A	D	מצ	A2D	NA
2024	31	40	59	10	0	0	
2025	31	28	107	10	2	Ū	

Year	VSA	SA	A	D	SD	VSD	NA
2024	25	41	60	13	0	0	
2025	31	27	106	12	0	1	

Question #7 The school offers parents a variety of ways to communicate with teachers.

PTA Standard 2 – Communicating Effectively

- Families and school staff engage in regular, two-way, meaningful communication about student learning.
- Clarify-Via emails, phone calls, face to face when at school functions, etc.

 Action: Survey families on preferred communication methods and address language/cultural barriers.

Question #8 – Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.

PTA Standard 5 – Sharing Power

- ▶ Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
- ► Clarify-Parents are asked for their ideas/input for helping make their child be successful and are communicated with on a regular basis, which includes family dynamics, circumstances and societal influences. Action: Cultural responsiveness and inclusion.

Year	VSA	SA	A	D	SD	VSD	NA
2024	30	45	59	5	0	0	
2025	35	41	96	3	2	1	

Year	VSA	SA	Α	D	SD	VSD	NA
2024	24	38	63	15	1	1	
2025	34	3/	95	10	1	1	

Question 9: The school gives parents the help they may need to play an active role in their child's education.

PTA Standard 3 – Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Clarify-Has the parents had opportunities to get involved in their child's school, participate in parent-teacher conferences, Family Advisory Council, etc.

PTA/PTSA Action: Replicate successful practices

Question #10 – The school provides information on agencies that can assist my child in grade level transition and/or transitions to post school settings.

PTA Standard 6 –Collaborating with Community

- ► Families and school staff collaborate with community members to connect students, families and staff to expand learning opportunities, community services and civic participation.
- ► Clarify-All MS/HS students have transition plans. Make parents aware and give information about agencies and any resource fairs. Share parent training opportunities. Action: Improve visibility and accessibility of transition information. Send handouts, partners with agencies directly.

Year	VSA	SA	Α	D	SD	VSD	NA
2024	21	38	63	15	1	1	
2025	33	26	92	19	0	1	

5 or more Disagrees - 2024 vs 2025 *Disagree (D), Strongly Disagree (SD), Very Strongly Disagree (VSD)

Question #5: D - Increased by 7, VSD – increased by 2 - *IEP Progress*

Communication - Concern

Question #6: D – Remained the same, SD – increased by 2 – **Teacher**

Availability - Concern

Question #7: D - Decreased by 1, VSD – increased by 1 – **Communication**

Methods - Mixed

Question #8: D - Decreased by 2, SD increased by 2, VSD increased by 1 –

Cultural Sensitivity - Mixed

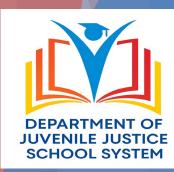
Question #9: D - Decreased by 5, SD and VSD remained the same – Parental

Support – Strong Improvement

Question #10: D - Increased by 4, SD decreased by 1, VSD remained the

same - Transition Resources - Early sign of concern

Priority Area – Question#5 – Communication on IEP Goals needs urgent review. Largest increase in negative responses shows many parents feel left out of key progress updates.





Success Stories & Lessons Learned

Our biggest success was raising participation from 142 to 178 surveys.

The increase showed that persistence and teamwork work, even if we didn't reach 200, we still made real progress.

We learned that families respond better when they have multiple options to complete the survey and when staff share responsibility for encouraging participation.

Another lesson was that consistent follow-up, sometimes two or three reminders, was often what made the difference.



Special Education Department Contacts

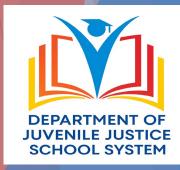
Winifred Pierce, Ed.S.

Special Education Director

winifred.pierce@djj.state.ga.us

Doricia Thompson, Parent Mentor – Special Education Doricia Thompson@djj.state.ga.us

Edwina T. Grier, Educational Worker edwina.grier@djj.state.ga.us



Special Education Support Specialists

LaTanya Barkley-Washington, Ph.D.

latanya.barkley@djj.state.ga.us

Carolyn Perrin, Ed.S.

carolyn.perrin@djj.state.ga.us

Marco Hicks-Brown, Ph.D.

MarcoHicks-Brown@djj.state.ga.us

Paula Gibson, J.D.

paula.gibson@djj.state.ga.us



INVERTED PYRAMID OF DJJ



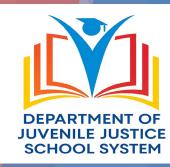
YOUTH/FAMILIES/COMMUNITIES

FRONTLINE WORKERS & ADMINSTRATIVE SUPPORT STAFF

REGIONALS/DIRECTORS
/SUPERVISORS

EXECUTIVE MANAGEMENT TEAM

COMMISSIONER



Step Right Up:

The Parent Survey Opens January 20, 2026!



Contact Information

Suzanne Korngold
Chief Special Education Officer, Oconee County Schools
skorngold@oconeeschools.org

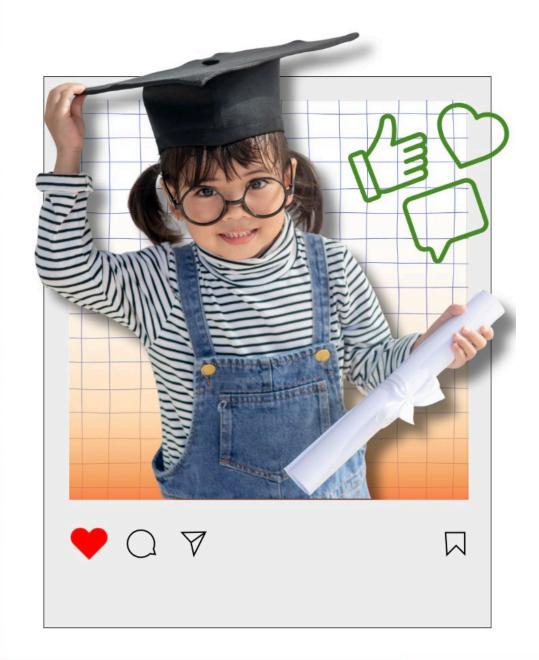
Michele Broadwell
White County Schools
michele.broadwell@white.k12.ga.us

Winifred Pierce
Special Education Director, Department of Juvenile Justice(DJJ)
winifred.pierce@djj.state.ga.us

Belinda Tiller Program Manager, Outreach Belinda.tiller@doe.k12.ga.us



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- Make sure you complete your profile with your work email
- Select Groups
- Search for:
 - "GO-IEP" and
 - "Special Education Data Support"
- Click "Join Group" for both groups
- Select Discussions
- Then **click Subscribe** to get emails any time a new discussion is posted.



https://community.gadoe.org/





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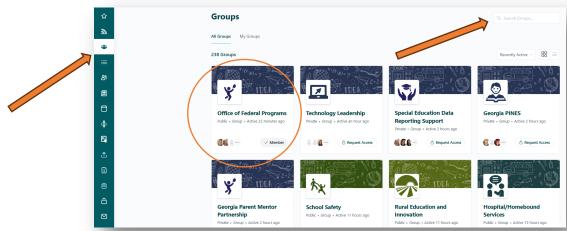
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