Blazing a Trail: From CLIP to PLAN to BUDGET

GCEL Conference 2020 Vision: Looking to the Future

March 9-11, 2020
Savannah, GA
English Learners in Georgia’s Systems of Continuous Improvement

Advancing Professional Capacity & Effective Leadership for Continuous Improvement of Coherent Instruction and Supporting Learning Environments for English Learners
Title III director establishes written procedures for how the CLIP, EL program & Title IIIA budget are going to align
Starting Point - CLIP: Stakeholders

- EL staff
- EL parents (Title IA)
- Immigrant students’ families
- Community personnel with expertise in EL and/or immigrant
CLIP: EL Programs
Strengths & Challenges

• EL students’ needs: English? Academics?
• Immigrant students’ needs?
• EL parents’ needs?
• English language proficiency progress data?
• Subgroup academic data?
• Demographic data?
• Perception data?
EL Program Strengths & Challenges

**Examples**

**Strength:**
72% of the gr. 1-5 ELs who participated in the after-school tutoring program improved basic reading skills as measured by FY19 Spring MAP Growth & Achievement data & FY19 Spring Fountas and Pinnell data

**Challenge:**
Parents’ limited English proficiency limits their involvement/support. 52% of parents taking parent survey "seldom" or "never" attend meetings at their child's school

**Non-Examples**

**Strength:**
The LEA has employed enough ESOL teachers in the district to enable us to provide ESOL support for all ELs

**Challenge:**
Finding funds to hire a translator for parent meetings to discuss test results
# EL Program Strengths & Challenges

## Examples

**Strength:**
ELs’ ELA proficiency increased 5.26% on 2019 GA Milestones. The number of ELs scoring entering or beginning decreased and the number of ELs scoring developing or higher has increased.

**Challenge:**
Grade 3-5 ELs did not meet 2018 Closing the Gaps targets in ELA, Science, & Social Studies.

## Non-Examples

**Challenge:**
The school is in process of hiring an EL teacher to address the instructional needs of this potential growing population based on the changing demographics of the community.

**Challenge:** Scheduling ELs for ESOL services.
Blazing the CLIP Action Steps

- **Student** focused – *How to help them learn more school English?*
- **Teacher** focused – *How to help them learn teacher instructional practices that will help ELs learn more school English?*
- **Parent** focused – *How to help them learn what they can do to help their children learn school English?*
Title IIIA Actions Steps

Examples

• Title III-A funds will be used to provide Cultural Awareness training for all school personnel serving EL and immigrants students and their families

• Title III funds will provide interventions to meet the sociocultural adjustment needs of immigrant students

Non-Examples

• Title III-A funds will partially fund salaries for registration personnel at the International Student Intake Center

• Title III-A funds will partially fund salaries of bilingual family engagement specialists to increase Title IA and Title IVA required partnerships with families and other stakeholders
Next on the Trail – Blazing the EL Program Plan

1. What is our supplemental Language instruction educational program (LIEP) going to be?  
   • Supplemental student focused

2. How could we train all personnel on EL strategies? (Professional Development)  
   • Specifying the EL language focus  
   • Specifying for non-ESOL teachers & administrators

3. How could the parents support our LIEP? (EL parent outreach)  
   • Linking it back to the LIEP to enhance that  
   • Focusing on activities and a program vs. meetings only
Finally – The Budget: What do we need to make the PLAN work?

• Do we need staff? Full-time? Partial? Additional compensation?
• What instructional resources or supplies do we need?
• Is there a need for travel and registration?
Federal Programs Handbook

FEDERAL PROGRAMS HANDBOOK
Information Applicable to All Federal Programs
The Budget: What do we need to make the PLAN work?

<table>
<thead>
<tr>
<th>Item</th>
<th>1000</th>
<th>2100</th>
<th>2210 2213</th>
<th>2700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional compensation for staff to implement Title IIIA LIEP?</td>
<td>x</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Instructional resources and/or technology for EL students &amp; teachers to use in the Title IIIA LIEP?</td>
<td>x</td>
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<tr>
<td>Instructional supplies to implement the Title IIIA LIEP?</td>
<td>x</td>
<td></td>
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<tr>
<td>Transportation for EL students and/or EL parents to participate in the LIEP or PFE?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>Travel for EL focused PD?</td>
<td></td>
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<td></td>
<td>x</td>
</tr>
<tr>
<td>Registration fees for EL focused PD?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
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<tr>
<td>Supplemental staff PD work?</td>
<td></td>
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<td></td>
<td>x</td>
</tr>
<tr>
<td>Staff to provide English classes for parents of English Learners</td>
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<td></td>
<td></td>
<td>x</td>
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</tbody>
</table>
## Trail Blazing – From CLIP to Program Plan to Budget

<table>
<thead>
<tr>
<th>CLIP</th>
<th>EL Program Plan</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Challenge:</strong> 80% Immigrant students in high school</td>
<td><strong>LIEP Action Step:</strong> Procure instructional resources specifically for Newcomers</td>
<td><strong>1000/532</strong> - software</td>
</tr>
<tr>
<td><strong>Action Step:</strong> Newcomer Program</td>
<td><strong>PFE:</strong> Provide parents of H.S. Newcomers with special sessions explaining US schools</td>
<td><strong>1000/642</strong> - books</td>
</tr>
<tr>
<td><strong>Challenge:</strong> 85% of ELs in middle school have been classified as an EL for four or more years.</td>
<td><strong>LIEP Action Step:</strong> Implement a four-week summer school program for middle school ELs.</td>
<td><strong>1000/199</strong> – staff</td>
</tr>
<tr>
<td><strong>Action Step:</strong> Middle School EL summer program.</td>
<td><strong>PFE:</strong> Provide parents with a one day a week session to learn how to support their children learn English.</td>
<td><strong>1000/610</strong> - supplies</td>
</tr>
<tr>
<td><strong>Challenge:</strong> A shortage of ESOL certified/endorsed teachers.</td>
<td><strong>PD Action Step:</strong> Pay for teachers to enroll in the ESOL endorsement.</td>
<td><strong>2213/116</strong> – teacher stipends</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2213/642</strong> – books for ESOL courses</td>
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<td></td>
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<td><strong>2213/810</strong> – registration at RESA ESOL endorsement courses</td>
</tr>
</tbody>
</table>
## Examples of Non-Blazed Trails

<table>
<thead>
<tr>
<th>Challenge:</th>
<th>Action Step:</th>
<th>Budget</th>
</tr>
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<tbody>
<tr>
<td>Only 2% of EL parents attend school &amp; district parent engagement activities.</td>
<td>Purchase digital language learning resources for EL students</td>
<td>2213/199 – additional compensation to staff working on curriculum maps in summer</td>
</tr>
<tr>
<td>Middle School ELs are not meeting Math Achievement targets for subgroup – 2 years in a row</td>
<td>Hire a full-time translator to assist with student enrollment, district-required document translation and interpreting at parent conferences.</td>
<td>1000/610 – purchase ESOL classroom supplies, vocabulary games, science manipulatives</td>
</tr>
<tr>
<td>52% of ELs scored at or below the Developing level on the 2019 ACCESS 2.0.</td>
<td>Purchase a Math software program for targeted ELs.</td>
<td>2213/116 – pay stipends to ESOL teachers for attending ESOL teacher staff meetings after school once a month</td>
</tr>
</tbody>
</table>
Blaze your own trail!

Instructions:

• Write three components on different colored sicky notes that would blaze a trail from CLIP to BUDGET in just one category. Post your sticky notes on the appropriate chart for only one of the categories on the left.

Components:

• CLIP (yellow)
• EL Program Plan (green)
• Budget (pink)

Categories:

1. Language Instruction Educational Program
2. EL Focused Prof Learning
3. Activities for Parents to enhance LIEP
Final Gallery Walk

Walk around and read all the sticky notes and put a blue dot on a trail you think has been effectively blazed from CLIP to EL Program Plan to Budget

<table>
<thead>
<tr>
<th>LIEP</th>
<th>PD</th>
<th>PFE</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="shutterstock.com%E3%83%BB697204723" alt="Image of LIEP sticky notes" /></td>
<td><img src="shutterstock.com%E3%83%BB697204723" alt="Image of PD sticky notes" /></td>
<td><img src="shutterstock.com%E3%83%BB697204723" alt="Image of PFE sticky notes" /></td>
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# Title III-A Program Specialists

<table>
<thead>
<tr>
<th>Region</th>
<th>Specialist</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Northwest/Metro-west Region</strong></td>
<td>Mr. David Tucker</td>
<td><a href="mailto:dtucker@doe.k12.ga.us">dtucker@doe.k12.ga.us</a> 404-991-4408</td>
</tr>
<tr>
<td><strong>Northeast/Metro-east Region</strong></td>
<td>Dr. Adria Griffin</td>
<td><a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a> 678-416-1273</td>
</tr>
<tr>
<td><strong>Central Region</strong></td>
<td>Ms. Dely Roberts</td>
<td><a href="mailto:droberts@doe.k12.ga.us">droberts@doe.k12.ga.us</a> 470-421-9976</td>
</tr>
<tr>
<td><strong>South Region</strong></td>
<td>Ms. Tammie Smith</td>
<td><a href="mailto:tsmith@doe.k12.ga.us">tsmith@doe.k12.ga.us</a> 678-794-3667</td>
</tr>
</tbody>
</table>

## Contact Information by Region

- Mr. David Tucker: [dtucker@doe.k12.ga.us](mailto:dtucker@doe.k12.ga.us), 404-991-4408
- Dr. Adria Griffin: [agriffin@doe.k12.ga.us](mailto:agriffin@doe.k12.ga.us), 678-416-1273
- Ms. Dely Roberts: [droberts@doe.k12.ga.us](mailto:droberts@doe.k12.ga.us), 470-421-9976
- Ms. Tammie Smith: [tsmith@doe.k12.ga.us](mailto:tsmith@doe.k12.ga.us), 678-794-3667
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