



Blazing a Trail: From CLIP to PLAN to BUDGET

Title III, Part A Team
GCEL Conference
March 2020



What if one of the process pieces was missing?

Georgia's Systems of Continuous Improvement

“ Someone who accomplishes a task
first is often called a *trailblazer*. ”

CLIP

EL
Program
Plan

Title IIIA
Budget

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?



The Budget: What do we need to make the PLAN work?

	1000	2100	2210 2213	2700
Additional compensation for staff to implement Title IIIA LIEP?	x			
Instructional resources and/or technology for EL students & teachers to use in the Title IIIA LIEP?	x			
Instructional supplies to implement the Title IIIA LIEP?	x			
Transportation for EL students and/or EL parents to participate in the LIEP or PFE?				x
Travel for EL focused PD?			x	
Registration fees for EL focused PD?			x	
Supplemental staff PD work?			x	
Staff to provide English classes for parents of English Learners		x		

Trail Blazing – From CLIP to Program Plan to Budget

CLIP	EL Program Plan	Budget
<p>Challenge: 80% Immigrant students in high school</p> <p>Action Step: Newcomer Program</p>	<p>LIEP Action Step: Procure instructional resources specifically for Newcomers</p> <p>PFE: Provide parents of H.S. Newcomers with special sessions explaining US schools</p>	<p>1000/532 - software</p> <p>1000/642 - books</p> <p>2100/199 – staff</p> <p>2100/610 - supplies</p>
<p>Challenge: 85% of ELs in middle school have been classified as an EL for four or more years.</p> <p>Action Step: Middle School EL summer program.</p>	<p>LIEP Action Step: Implement a four-week summer school program for middle school ELs.</p> <p>PFE: Provide parents with a one day a week session to learn how to support their children learn English.</p>	<p>1000/199 – staff</p> <p>1000/610 - supplies</p> <p>1000/642 – books/resources</p> <p>2100/199 - parent staff</p> <p>2100/610 - supplies for parent activities</p> <p>2700/180 - bus drivers</p> <p>2700/620 - bus fuel</p>
<p>Challenge: A shortage of ESOL certified/endorsed teachers.</p>	<p>PD Action Step: Pay for teachers to enroll in the ESOL endorsement.</p>	<p>2213/116 – teacher stipends</p> <p>2213/642 – books for ESOL courses</p> <p>2213/810 – registration at RESA ESOL endorsement courses</p>

Examples of Non-Blazed Trails

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

Blaze your own trail!

Instructions:

- Write three components on different colored sticky 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)



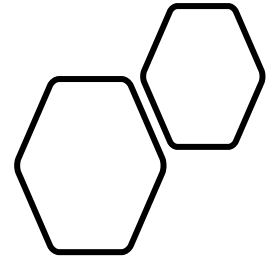
Categories:

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.

LIEP	PD	PFE
		



Title III-A Program Specialists

Northeast Region

Dr. Adria Griffin

agriffin@doe.k12.ga.us

678-416-1273

Northwest Region

Mr. David Tucker

dtucker@doe.k12.ga.us

TBD

Mid Region

Ms. Dely Roberts

droberts@doe.k12.ga.us

470-421-9976

South Region

Ms. Tammie Smith

tsmith@doe.k12.ga.us

678-794-3667

Contact Information by Region



EL Language Programs Help Desk

**ESOL & Title III, Part A Questions &
Support**

678-794-3695

ELPrograms@doe.k12.ga.us



Offering a holistic education to
each and every child
in our state.

www.gadoe.org

   @georgiadeptofed

 youtube.com/georgiadeptofed

