Blazing a Trail:
From CLIP to PLAN to BUDGET

Title III, Part A Team
GCEL Conference
March 2020
Georgia’s Systems of Continuous Improvement

What if one of the process pieces was missing?
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?

<table>
<thead>
<tr>
<th>Item</th>
<th>1000</th>
<th>2100</th>
<th>2210</th>
<th>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>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional resources and/or technology for EL students &amp; teachers to use in the Title IIIA LIEP?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional supplies to implement the Title IIIA LIEP?</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>Travel for EL focused PD?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Registration fees for EL focused PD?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Supplemental staff PD work?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Staff to provide English classes for parents of English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</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>
</table>
| **Challenge:** 80% Immigrant students in high school  
**Action Step:** Newcomer Program | **LIEP Action Step:** Procure instructional resources specifically for Newcomers  
**PFE:** Provide parents of H.S. Newcomers with special sessions explaining US schools | **1000/532** - software  
**1000/642** - books  
**2100/199** – staff  
**2100/610** - supplies |
| **Challenge:** 85% of ELs in middle school have been classified as an EL for four or more years.  
**Action Step:** Middle School EL summer program. | **LIEP Action Step:** Implement a four-week summer school program for middle school ELs.  
**PFE:** Provide parents with a one day a week session to learn how to support their children learn English. | **1000/199** – staff  
**1000/610** - supplies  
**1000/642** – books/resources  
**2100/199** - parent staff  
**2100/610** - supplies for parent activities  
**2700/180** - bus drivers  
**2700/620** - bus fuel |
| **Challenge:** A shortage of ESOL certified/endorsed teachers. | **PD Action Step:** Pay for teachers to enroll in the ESOL endorsement. | **2213/116** – teacher stipends  
**2213/642** – books for ESOL courses  
**2213/810** – registration at RESA ESOL endorsement courses |
## Examples of Non-Blazed Trails

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

<table>
<thead>
<tr>
<th>Northeast Region</th>
<th>Northwest Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Adria Griffin</td>
<td>Mr. David Tucker</td>
</tr>
<tr>
<td><a href="mailto:agriffin@doe.k12.ga.us">agriffin@doe.k12.ga.us</a></td>
<td><a href="mailto:dtucker@doe.k12.ga.us">dtucker@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>678-416-1273</td>
<td>TBD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid Region</th>
<th>South Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Dely Roberts</td>
<td>Ms. Tammie Smith</td>
</tr>
<tr>
<td><a href="mailto:droberts@doe.k12.ga.us">droberts@doe.k12.ga.us</a></td>
<td><a href="mailto:tsmith@doe.k12.ga.us">tsmith@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>470-421-9976</td>
<td>678-794-3667</td>
</tr>
</tbody>
</table>

## Contact Information by Region

- **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

---
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