EXECUTIVE OFFICE OF EDUCATION

GATEWAY CITIES EDUCATION AGENDA
ENGLISH LANGUAGE LEARNERS
ENRICHMENT ACADEMIES GRANT PROGRAM

FISCAL YEAR 2015

GUIDANCE FOR APPLICANTS
OCTOBER 2014
I. OVERVIEW

PURPOSE OF THE COMPETITIVE GRANT PROGRAM

The purpose of the Gateway Cities Education Agenda – English Language Learners Enrichment Academies Competitive Grant is to support the implementation of targeted strategies that will provide intensive and accelerated learning opportunities for middle and high school students who are English language learners. The intended outcomes of these competitive grants are as follows: 1) measurable increases in students’ English language fluency, comprehension, and reading and writing abilities; 2) increased student confidence to successfully participate in and complete all academic classes; and 3) longer-term improvements as measured by statewide assessments and achievement in academic courses, quicker exit from English Language Learner status, and higher retention and graduation rates, especially for high school students.

Grant applicants will submit proposals to operate English Language Learner Enrichment Academies during the summer of 2015 and optionally the spring of 2015 that will provide middle and high school English language learners in their communities with high-intensity and differentiated learning opportunities. These Academies must offer full-day (at least six hours a day) services to students for a minimum of twenty days (four days a week for five weeks, five days a week for four weeks, etc.) – and must provide a minimum of 120 hours. These Academies must be designed for middle and high school students who are classified as English language learners and are eligible to receive instruction that is designed to assist them in learning English and in learning subject matter content, and must also accelerate students’ acquisition of English language and literacy skills and provide students with varied learning environments. Applicants may provide targeted services to a specific population or populations of English language learners with particular needs, including those with interrupted formal schooling or those at risk of dropping out of school.

Grant applicants may submit proposals to operate a Summer English Language Learner Academy as well as programs during the spring of 2015, including after-school academies, Saturday sessions, or academies during the April school vacation week.

Grant applicants will: 1) provide detailed information about their methods for identifying the population(s) of eligible students who will receive targeted services. Previous grantees will provide specific information about how these methods may have been refined; 2) estimate the total number of students in these target population(s) and the percentage of the district’s English language learner population to be served; 3) propose a method for prioritizing students for services if an awarded grant will not meet the needs of all students in the target population(s); and 4) commit to providing data and information upon request and fully participating in an evaluation to examine the
outcomes of grant-related activities. Grant applicants are required to identify an individual who will be responsible for coordinating all evaluation-related activities, including the collection and submission of data to an external evaluator and the Executive Office of Education (EOE).

**FUNDING AND ELIGIBILITY**

Approximately $2.5 million is available. Grant recipients will be awarded up to $200,000 to operate an English Language Learner Academy during the summer of 2015 and may opt to provide additional programs during the spring of 2015. The number of competitive grants awarded will depend on the quantity and quality of the proposals submitted. The total amount awarded per grant will be based on the intensity and duration of programs offered to middle and high school English language learners as well as the number of students that will be served. Priority will be given to applicants that have established partnerships with proven providers, those with a demonstrated track record of success in improving learning and other outcomes for English language learners (including, among others, public and private institutions of higher education and non-profit community-based organizations).

Grant applicants are strongly encouraged to work collaboratively with multiple partners within their respective Gateway Cities.

This competitive grant program is open only to eligible applicants in the commonwealth’s 26 Gateway Municipalities as defined by Massachusetts General Laws Chapter 23a, Section 3a: “Gateway municipality”, a municipality with a population greater than 35,000 and less than 250,000, a median household income below the commonwealth’s average and a rate of educational attainment of a bachelor’s degree or above that is below the commonwealth’s average.” As of October 2014, the 26 Gateway Municipalities include: Attleboro, Barnstable, Brockton, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, Methuen, New Bedford, Peabody, Pittsfield, Quincy, Revere, Salem, Springfield, Taunton, Westfield, and Worcester.

Eligible applicants are as follows: public school districts; charter schools; non-profit education management organizations; education collaboratives; public and private institutions of higher education; non-profit community-based organizations or business and corporate entities; other non-profit entities; and consortia of these groups. If the lead applicant for a proposal is not the public school district or a charter school within a Gateway City, this applicant must secure the support of either or both of these entities (if applicable) to establish and operate a Summer English Language Learner Enrichment Academy.

**DEADLINES**

- **Submission of Grant Proposal** – 5:00 p.m. on Monday, December 1, 2014

An electronic copy of the full grant proposal must be submitted by e-mail to
Jill Norton, jill.s.norton@massmail.state.ma.us by 5:00 p.m. on Monday, December 1, 2014.

Three print copies of the full proposal with original signatures must be hand-delivered or mailed to Jill Norton at the EOE, One Ashburton Place, Suite 1403, Boston, MA, 02108. These documents must be received by 5:00 p.m. on Monday, December 1, 2014. The proposal must include the following:

- A completed cover sheet template signed by the mayor (or the equivalent head of municipal government if there is not a mayor), public school district superintendent, and representatives from all partner organizations;
- A narrative with completed responses to the six sections described in the guidance materials;
- FY2015 (January 1, 2015-June 30, 2015) Budget Workbook (Part II-B Project Expenditures);
- FY2016 (July 1, 2015-August 31, 2015) Budget Workbook (Part II-B Project Expenditures);
- FY2015 Budget Justification Worksheet;
- FY2016 Budget Justification Worksheet;
- FY2015 Standard Contract Form and Application for Program Grants; and
- FY2016 Standard Contract Form and Application for Program Grants

**PRIMARY CONTACT**

- Jill Norton, EOE
  617.979.8340
  jill.s.norton@massmail.state.ma.us
II. **INSTRUCTIONS FOR THE PROPOSAL NARRATIVE**

Applicants must submit a proposal narrative with a maximum of 15 single-spaced pages that includes the following sections: Demographic and Achievement Data; Program Goals and Strategies; Staffing and Management; Capacity and Sustainability; Performance Outcomes and Ongoing Assessment; and Additional Information (if applicable). Note: appendices not exceeding 15 pages may be submitted with the proposal narrative.

- **Cover Page:** Please complete Cover Sheet template.

- **Section I: Demographic and Achievement Data**

  Applicants must provide detailed demographic information about all English language learners in the Gateway City and specifically the middle and high school students in the community and the percentage of the ELL student population to be served by the Academy. Applicants should also provide detailed information about subpopulations within the larger population of English language learners. Specific types of data could include, but are not limited to, the racial, ethnic, cultural, and linguistic backgrounds of students; the educational backgrounds of students; student achievement outcomes; information about socioeconomic status; enrollment and attendance data; and dropout and retention rates. Applicants that have received previous English Language Learner Enrichment Academy funding should describe how they plan to modify or expand the student population served.

- **Section II: Program Goals and Strategies**

  Applicants must describe the rationale for developing and operating the proposed English Language Learners Enrichment Academy during the summer of 2015 and the spring of 2015 (if applicable). Applicants that have received previous English Language Learner Enrichment Academy funding should describe any changes to their rationale.

  Applicants must identify the population(s) of middle and high school students who will be served in the proposed programs, why the population or populations have been identified, and how specific students will be invited to participate. In particular, applicants should describe potential outreach efforts to students, family members, educators, and community members; recruitment and selection processes; and retention strategies, including incentives that may be provided to students to encourage completion of the programs (grant funding awarded by the EOE may not be used to provide monetary incentives to students, but applicants may secure additional funding from other public or private sources). Applicants must describe how the proposed programs will address the specific needs of the selected population(s) of students and also result in specific outcomes. Applicants that have received previous English Language Learner Enrichment Academy funding should describe any changes to the student population to be served,
outreach and retention strategies and/or changes to how the proposed programs will address the specific needs of the selected population(s) of students.

Applicants must provide information about proposed strategies to deliver high-quality instruction and provide a wide array of learning opportunities to students enrolled in each of the programs. For example, applicants should describe the proposed instructional strategies and curricula that will be utilized to accelerate the acquisition of English language and literacy skills and address academic content; identify the different types of learning opportunities (project-based, experiential, and/or service learning) that would be provided to students; describe how the programs would celebrate the cultural and linguistic backgrounds of students and also increase the level of cultural competency for both students and educators; and identify other strategies for delivering services to students enrolled in the programs. Applicants that have received previous English Language Learner Enrichment Academy funding should describe any changes or improvements to their instructional strategies and a rationale for those changes.

Applicants must provide a detailed schedule (hours per day, days per week, and total number of weeks) for the proposed English Language Learner Academy during the summer of 2015 and spring of 2015 (if applicable). The Academy must offer full-day (minimum of 6 hours) services to students for a minimum of for twenty days (four days a week for five weeks, five days a week for four weeks, etc.) – and must provide a minimum of 120 hours. Applicants that have received previous English Language Learner Enrichment Academy funding should describe any changes or improvements to their schedule and a rationale for those changes.

Applicants must describe how the proposed programs would complement or supplement existing efforts in the school, district, or community to increase the English language and literacy skills and student achievement of the target population(s), and how the programs would be aligned to existing school and district improvement plans as well as statewide initiatives.

Applicants must provide preliminary information about the transportation needs of participating students, and if applicable, the services that would be provided. In addition, applicants should indicate whether meals and refreshments could be provided to participating students.

### Section III: Staffing and Management

Applicants must identify the individuals who will contribute to the design of the Summer English Language Learner Enrichment Academy and the additional spring programs (if applicable). Applicants must identify the chair or co-chairs of the planning team(s) for the proposed programs and additional team members. Planning teams should include public school district administrators, school principals, teachers across grade levels and disciplines, and representatives from
partner organizations which may include charter schools, public and private institutions of higher education, and non-profit community-based organizations. Teams may also include students, parents and family members, and other community members.

Applicants must describe the specific responsibilities of the planning team members. Possible responsibilities include, among others: 1) conducting ongoing outreach to students and families; 2) recruiting and selecting students; 3) developing the curricular and instructional strategies for the proposed programs; 4) developing professional development and learning opportunities for educators in the proposed programs; 5) working effectively with partner organizations and community stakeholders; 6) managing the grant funding; and 7) serving as the primary contact for the external evaluator and coordinating the collection and submission of data to the evaluator and the EOE upon request.

If different from the planning team(s) for the proposed programs, applicants must identify the individuals who will be responsible for operating the Summer English Language Learner Enrichment Academy as well as the additional spring programs (as applicable). Applicants are strongly encouraged to identify coordinators for the summer and spring programs, and to provide detailed descriptions of their specific responsibilities. Résumés or CVs for members of the planning and operating teams may be included in the Appendix.

Applicants must provide information about the proposed processes for selecting instructors for the proposed programs. In particular, applicants should describe potential recruitment and selection processes, identify criteria for reviewing professional experiences and qualifications, and describe efforts to select a diverse group of professionals who have the requisite skills, knowledge, cultural competencies, and expertise to effectively serve the target population(s). In addition, applicants must identify the proposed professional development and training opportunities that would be provided to instructors prior to and during the operation of the programs, and how such opportunities would be aligned to the needs of the target population(s), enable educators to effectively analyze different types of student data, and give instructors the tools that they need to achieve the stated goals of the programs. Applicants that have received previous English Language Learner Enrichment Academy funding should describe any changes or improvements to their staffing and recruitment strategies and a rationale for those changes.

### Section IV: Capacity and Sustainability

Applicants must provide detailed information about their levels of individual, collective, and organizational capacity to design a high-quality Summer English Language Learners Enrichment Academy and additional spring programs (if applicable) and operate them effectively and with fidelity. For example, to supplement the information provided in the Staffing and Management section,
applicants must describe how individuals involved in the development of the proposed programs will actively support and sustain the work throughout the school year, and what types of professional development opportunities will be provided to them to ensure that they will be able to effectively fulfill their responsibilities. In addition, applicants must provide evidence of school and district support for the proposed programs.

Applicants must also identify the partner organization(s) that will actively and continuously support both the planning and operation of the proposed programs, and provide detailed information about their successes to date in improving outcomes for English language learners and their specific responsibilities.

Applicants must identify potential barriers to the successful operation of the proposed Summer English Language Learner Enrichment Academy and the optional spring programs, and describe how the applicant(s) and partner(s) will address these barriers over the course of the grant program. Applicants that have received previous English Language Learner Enrichment Academy funding may describe previous barriers and how they have overcome them.

Applicants must identify the specific staff, fiscal, and other resources of all partner organizations that will be utilized to support the design and operation of the proposed programs. In addition, applicants must describe how existing resources and additional resources could be used to sustain the operation of these programs beyond the timeframe for this grant program.

Section V: Performance Outcomes and Ongoing Assessment

Applicants must identify the anticipated outcomes of the Summer English Language Learners Enrichment Academy on multiple student outcomes, including but not limited to English language fluency, comprehension, and reading and writing abilities; student confidence and engagement; exit from English Language Learner status; and retention and graduation rates, especially for high school students.

Applicants must provide detailed information about the proposed assessment strategies for students participating in the proposed programs. Applicants are strongly encouraged to administer robust pre- and post-assessments plus ongoing measurements of student progress on multiple outcomes. Recommended indicators to assess longer-term impact include academic achievement (as measured by performance in school courses, school and district assessments, and statewide assessments), levels of confidence and engagement, the length of time required to place out of English Language Learner status, and dropout and graduation rates. Applicants are required to identify an individual who will be responsible for conducting ongoing assessments of student progress and coordinating all activities related to the statewide evaluation of the Summer
English Language Learners Enrichment Academies and spring enrichment programs (if applicable).

- **Section VI: Additional Information**

  Applicants may include additional relevant information that is not included in the previous sections of the proposal narrative.

### III. INSTRUCTIONS FOR THE BUDGET AND NARRATIVE

Applicants must submit two budgets using the templates provided with proposed expenditures for FY15 (January 1-June 30, 2015) and FY16 (July 1-August 31, 2015) plus a detailed narrative that connects all expenditures to the design and operation of the Summer English Language Learner Enrichment Academies. Applicants that have received previous English Language Learner Enrichment Academy funding should describe any changes or improvements to budget and expenditures and a rationale for those changes.

### IV. ANTICIPATED TIMELINE

Applicants must submit a timeline from January 1, 2015 to August 31, 2015 that includes the anticipated milestones for the design and operation of the proposed programs, identifies the individual(s) responsible for ensuring that these milestones are reached, and provides a description of the planned expenditure of grant funding during this time period.