# **ELE PROGRAM PROPOSAL SUBMISSION:** **Bilingual Program** **Dual Language Bilingual Education (DLBE) or** **Transitional Bilingual Education (TBE)**

**Contents**

[Contact Information 2](#_Toc205997947)

[Prong 1: Identification of New Research-Based ELE Program and Rationale for Alignment to Student Demographics and Needs 3](#_Toc205997948)

[Legal Requirements 3](#_Toc205997949)

[Type of New ELE Program Proposed for English Learners in the District 3](#_Toc205997950)

[Summary of Current ELE Program(s) 4](#_Toc205997951)

[Proposed Program Location, Model, and Timeline for Implementation 4](#_Toc205997952)

[Student Demographic Information 5](#_Toc205997953)

[Enrollment and Identification Process 6](#_Toc205997954)

[Consultation with EL Parent Advisory Council (ELPAC) and Family/Community Engagement 6](#_Toc205997955)

[Prong 2: Description of Proposed Program Implementation and Resources 8](#_Toc205997956)

[Legal Requirements 8](#_Toc205997957)

[Language Allocation Plan (LAP) 8](#_Toc205997958)

[Curriculum Alignment Plan (CAP) 9](#_Toc205997959)

[Program Staff and Qualifications 11](#_Toc205997960)

[Special Education Services for Students with Disabilities 11](#_Toc205997961)

[Professional Learning and Staff Development 12](#_Toc205997962)

[Systemic Coherence and District Commitment 12](#_Toc205997963)

[Prong 3: Proposed Program Evaluation 13](#_Toc205997964)

[Legal Requirements 13](#_Toc205997965)

[Plan for Program Evaluation 13](#_Toc205997966)

[Affirmations 14](#_Toc205997967)

## Contact Information

**District Name and Address:** Click or tap here to enter text.

**Name, Role, and Email of Person Completing Program Submission:**

Click or tap here to enter text.

**First Submission: Due by November 15**

**Final Submission: Due by January 1st**

The questions outlined in this program proposal are designed to guide the thoughtful and comprehensive planning of new English Learner Education programs. Each section is aligned to the Castañeda Three-Pronged Test and reflects key legal requirements and best practices to help create programs that are educationally sound, equitable for all students, and compliant with state and federal laws.

Your district’s responses should describe how you are planning to address each question below as part of your program design. This information will support both program quality and compliance with applicable legal requirements and will help your district develop a program that is designed to meet the educational needs of the student population it serves.

There are three sections in this program proposal submission, each of which aligns with one of the three Castañeda prongs:

* [Prong 1 Identification of New Research-Based ELE Program and Rationale for Alignment to Student Demographics and Needs](#Bookmark1)
* [Prong 2: Description of Proposed Program Implementation and Resources](#Bookmark2)
* [Prong 3: Proposed Program Evaluation](#Bookmark3)

All completed proposals (first and final submissions) must be emailed to [el@doe.mass.edu](mailto:el@doe.mass.edu) and CC [sibel.hughes@mass.gov](mailto:sibel.hughes@mass.gov) and [allison.e.balter@mass.gov](mailto:allison.e.balter@mass.gov)). Starting in school year 2025-26, proposals will no longer be submitted via the web-based monitoring system (WBMS).

## Prong 1: Identification of New Research-Based ELE Program and Rationale for Alignment to Student Demographics and Needs

**Castañeda Prong 1**

Each district is required to select a specific educational approach, or ELE program, to meet the needs of its particular EL student population. The proposed program must be research-based and rooted in sound educational theory. Regardless of the ELE program selected by the district, in Massachusetts, a two-fold inquiry is required: (1) whether the ELE program provides for English language development (ELD) for ELs in both content and English as a Second Language (ESL); and (2) whether the approach provides for meaningful participation of EL students in the district's educational program.

### Legal Requirements

According to M.G.L. Ch. 71A and 603 CMR 14.04, all ELE programs must be research-based and all new program proposals are required to explain the following:

“(a) the new instructional program selected, its objectives, and research basis as it relates to the student population to be served;

(b) how the new program will meet the needs of the student population to be served as compared to any existing program; […]

(d) the student population to be served, including the number of students, their grade level, native language, and English proficiency levels.”

According to M.G.L. Ch. 71A, “a district that intends to offer a new sheltered English immersion or alternative instructional English learner program in the next academic year shall submit, not later than January 1 of the current academic year, to the department and the district's parent advisory council, on a form prescribed by the department [a description of the proposed program].”

### Type of New ELE Program Proposed for English Learners in the District

*Please select the type of new ELE program the district is proposing.*

**Dual Language Bilingual Education (DLBE)** or ''Two–Way Immersion'' (TWI), a program designed to promote bilingualism and biliteracy, cross-cultural competency and high levels of academic achievement for both native English speakers and English learners from a single language background; provided, however, that students shall develop and maintain their first language while adding a second language and shall receive the same core curriculum as all students in the state; provided further, that the instruction for such students shall be provided in 2 languages throughout the program; and provided further, that TWI programs may begin in the early grades, including pre-kindergarten and kindergarten, and may continue through the secondary level." (M.G.L s Ch. 71A, § 2, 2025)

**Transitional Bilingual Education (TBE)** ''Transitional bilingual education'', a program designed to allow English learners to achieve long-term academic success through English-medium instruction in general education classrooms; provided, however, that the native language of the English learner is used to support the student's development of English and content learning and is then gradually phased out of instruction as a student's English proficiency increases; and provided further, that ''transitional bilingual education'' may be initiated at any level, including middle and high school, but shall not be intended as a method of instruction for a student's entire academic career." (M.G.L. Ch. 71A, § 2, 2025)

**Other research-based bilingual program** (please specify and cite research throughout your proposal):

Click or tap here to enter text.

**Note:** The Department considers SEI, DLBE or TWI, and TBE to have a sufficient research base to satisfy the first prong of Castañeda’s Three-Pronged Test. If you are proposing an alternative bilingual education program, you must provide relevant research to demonstrate sufficient evidence in support of the proposed model.

### Summary of Current ELE Program(s)

Check all ELE programs currently operating within the district.

Sheltered English Immersion (SEI)

Dual Language Bilingual Education (DLBE)

Transitional Bilingual Education (TBE)

Other research-based program (please specify): Click or tap here to enter text.

Will the proposed new ELE program affect the number of students enrolled in the current program(s)? Please specify.

Did the district’s most recent ELE compliance review include Castañeda’s Three-Pronged Test for each of the ELE programs it operates?

Yes

No

### Proposed Program Location, Model, and Timeline for Implementation

Please identify the specific school, grade span(s), partner language, program model, and implementation timeline for the proposed program.

Name of school to house proposed program:

Grade span proposed:

Gr. PK/K-5

Gr. PK/K-8

Gr. 6-8 expansion from existing PK/K-5 program

Gr. 6-8 new program (provide justification below)

Gr. 9-12 expansion from existing PK/K-8 or 6-8 program

Gr. 9-12 new program (provide justification below)

Other (please specify): Click or tap here to enter text.

Partner language: Click or tap here to enter text.

Select the intended program model:

**Two-way program:** Program has a linguistically heterogeneous student population of two groups of students: English speakers (50%) and partner language speakers (50%),

**Two-way program:** Program has a linguistically heterogeneous student population of three groups of students: English speakers (33%), bilingual speakers (33%), and partner language speakers (33%))

**One-way program:** Program has a linguistically homogeneous student population with either partner language/bilingual speakers, heritage speakers, or English speakers.

Students with experience with a third language, other than English and the partner language, will have access to the dual language program.

School year to commence: Click or tap here to enter text.

Will the program start at full capacity across all identified grades, or will it roll-up one grade at a time? If it will roll-up, please indicate the timeline for full roll-up.

Click or tap here to enter text.

### Student Demographic Information

Districts should select and implement an ELE program based on the needs of their EL population and the interests of their community. Therefore, an analysis of a district’s student demographics needs to be considered to determine the type of ELE program that the district will implement with fidelity. Please respond to the following questions to explain how the proposed program is designed to meet the needs of the district’s and/or school’s specific EL population.

Describe the student population to be served, including the number of students, their grade level, home language, prior education, amount of time in U.S. schools, and language proficiency in English and/or partner language, as available. It may be helpful to reflect on demographic trends over the past three years. Based on the student population to be served, justify the program model selection above.

Click or tap here to enter text.

Please describe how the proposed program meets the legal requirement that programs be research-based and meet the needs of your student population. Cite literature and evidence, as appropriate, to support the proposed model.

Click or tap here to enter text.

How will the district monitor student demographic changes and revise the program model indicated above as necessary?

Click or tap here to enter text.

### Enrollment and Identification Process

Quality program implementation begins with a comprehensive intake and placement process that aligns student needs with program model and goals. DLBE programs are generally distinguished by student populations that they are designed to serve. New DLBE programs should have clear processes for identifying and enrolling eligible students and communicating about program options. Please respond to the questions below to describe your proposed program’s enrollment process, including student identification protocols, family communication, and criteria for eligibility.

Please describe your planning related to the following questions:

* Describe your proposed enrollment process including assessments and criteria for entry. Consider including:
  + Who will be responsible for conducting and monitoring the enrollment process?
  + How will the information be communicated to families and the community?
  + What information will be gathered from families at enrollment?
  + What criteria and assessments will be used for initial enrollment in the program?
  + If there is a lottery process, please describe the process and measures taken to ensure equity.

Click or tap here to enter text.

* Provide examples of information about the program that has been or will be shared with families and the community, e.g., brochures, videos, presentations.

Click or tap here to enter text.

* Enrollment after grade 2 and for secondary:
  + Describe enrollment criteria, assessment and supports available for new students entering the program after grade 2 (including secondary).

Click or tap here to enter text.

### Consultation with EL Parent Advisory Council (ELPAC) and Family/Community Engagement

In addition to the legal requirement to submit this proposal to the district’s ELPAC, it is best practice to engage the ELPAC and the district community in planning for a new ELE program. Please respond to the following questions to describe the district’s process of engaging with families throughout program development:

Has the ELPAC received a copy of this proposal?

Yes

No

If yes, when did the ELPAC receive this proposal? mm/dd/yyyy

If no, please go back and share this proposal with the ELPAC before submitting to DESE.

Describe how and when the district’s ELPAC has been consulted during the planning process.

Click or tap here to enter text.

Describe how ELPAC will continue to be consulted throughout the program development process.

Click or tap here to enter text.

Describe school and district personnel who have the capacity to reach out and engage with non-English speaking families.

Click or tap here to enter text.

Describe connections with any local community organizations that may be helpful with providing additional supports or resources for newly arrived students and families.

Click or tap here to enter text.

As the program begins, describe how the school/district will proactively welcome and engage families, including but not limited to:

* Communication methods with families who speak languages other than English (In-person, phone, email, text, other)
* Outreach events and family orientation sessions
* Access to interpreters, translated materials, or bilingual staff
* Role of community organizations or cultural liaisons in outreach and support
* Examples of communication tools (e.g. brochures, flyers, videos, recorded sessions)

Click or tap here to enter text.

Note: Any district that serves 100 or more ELs or in which ELs comprise at least 5% of the student population must establish an ELPAC. Any school designated as underperforming or chronically underperforming that operates an ELE program, must also establish an ELPAC. 603 CMR 14.09.

## Prong 2: Description of Proposed Program Implementation and Resources

**Castañeda Prong 2**

Once the district has determined that it has an educationally sound ELE program, it must provide ELs access to the necessary resources and supports to implement its ELE program with fidelity, including the following: qualified instructional and support staff (includes hiring of new staff and training of current staff), ESL and content curricula, instructional equipment and materials, and instructional space.

### Legal Requirements

According to M.G.L. Ch. 71A and 603 CMR 14.04, all new program proposals are required to include a description of the following:

“(c) the resources the district intends to dedicate to effective implementation and ongoing operation of the new program, including the number and expected qualifications of the program's educators…”

### Language Allocation Plan (LAP)

In designing a DLBE program, consideration is given to the ratio between the use of English and use of the partner language for instruction. This is called a Language Allocation Plan (LAP). The choice of ratio should be informed by who enrolls in the program and by community and school resources. When designing their DLBE language allocation, the most successful programs incorporate DLBE programming into the entire school day and not only instruction in the core academic content areas.

**Elementary** (if applicable for proposed program):

Select the program language allocation of the early grades:

80/20

50/50

Describe the rationale for selected LAP: Click or tap here to enter text.

Select the classroom setup of the early grades

Self-contained classrooms

Two language environments and partner teachers

Describe how the program plans to distribute instruction both in English and the partner language in each grade over the course of the program.

Click or tap here to enter text.

Describe plans for providing ESL/ELD instruction that is appropriate to the language allocation plan. Include information about the ESL instructional delivery approach(es) at each grade level (e.g., co-teaching, embedded, etc.).

Click or tap here to enter text.

Describe plans for providing partner language support/development instruction that is appropriate to the language allocation plan. Include information about the partner language instructional delivery approach(es) at each grade level.

Click or tap here to enter text.

**Secondary** (if applicable for proposed program):

In addition to partner language arts, select the additional courses that will be taught in the partner language:

Math

Science

History

Electives

Other: Click or tap here to enter text.

Describe plans for providing ESL/ELD instruction that is appropriate to the language allocation plan. Include information about the ESL instructional delivery approach(es) at each grade-level (e.g., co-teaching, embedded, etc.).

Click or tap here to enter text.

Describe plans for providing partner language support/development instruction that is appropriate to the language allocation plan. Include information about the partner language instructional delivery approach(es) at each grade-level

Click or tap here to enter text.

Describe how the partner language will be integrated into other aspects of the school day and school community, such as extracurriculars.

Click or tap here to enter text.

### Curriculum Alignment Plan (CAP)

A well-planned bilingual program should have a strong Curriculum Alignment Plan (CAP). The Curriculum Alignment Plan is a detailed scope and sequence by the language of instruction and should be carefully developed for the bilingual program. A fully developed CAP can serve as a roadmap for long-range curriculum and instructional planning. It can become a critical resource that can be shared by current or new bilingual teachers to demonstrate commitment to the bilingual program. The plan can also help staff determine which materials and resources may be needed to align with the suggested content and language needs of the program. Please respond to the following questions to describe how the district is planning for a strong CAP.

**Elementary** (if applicable for the proposed program)**:**

Describe a plan for determining what content is being taught, in which language, for how long and by whom.

Describe how the envisioned CAP will ensure teachers address different content standards in the different languages.

List curriculum materials that will be used in English and the partner language:

English Curriculum Materials (as applicable):

* Writing: Click or tap here to enter text.
* Reading: Click or tap here to enter text.
* Word Work/Phonics: Click or tap here to enter text.
* Math: Click or tap here to enter text.
* Science: Click or tap here to enter text.
* Social Studies: Click or tap here to enter text.
* Other: Click or tap here to enter text.

Partner Language Curriculum Materials (as applicable):

* Writing: Click or tap here to enter text.
* Reading: Click or tap here to enter text.
* Word Work/Phonics: Click or tap here to enter text.
* Math: Click or tap here to enter text.
* Science: Click or tap here to enter text.
* Social Studies: Click or tap here to enter text.
* Other: Click or tap here to enter text.

Describe how curriculum and pedagogy will reflect and build on the cultural and linguistic assets, strengths, and experiences of students and will be designed through a holistic view of bilingualism.

**Secondary** (if applicable for the proposed program):

List curriculum materials that will be used in English and the partner language:

* English Language Arts: Click or tap here to enter text.
* Partner Language Arts: Click or tap here to enter text.
* Math: Click or tap here to enter text.
* Science: Click or tap here to enter text.
* History: Click or tap here to enter text.
* Electives: Click or tap here to enter text.
* Other: Click or tap here to enter text.

Describe how curriculum and pedagogy will reflect and build on the cultural and linguistic assets, strengths, and experiences of students and will be designed through a holistic view of bilingualism.

### Program Staff and Qualifications

Bilingual programs should be staffed with an appropriate number of qualified staff to carry out the intended program. Educators who are assigned to teach core academic courses in a language other than English are required to hold the Bilingual Education Endorsement (BEE). See [Office of Educator Licensure – Bilingual Education Endorsement](https://www.doe.mass.edu/licensure/endorsements/bilingual-ed.html) for more information.

Please list the school and district staff who will support the implementation and ongoing operation of the proposed program including the number and expected qualifications of the program's educators.

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name**  (if known) | **Licensure Status**  [include license(s) and endorsement(s) held] | **Additional qualifications**  (if relevant) |
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List program staff roles that are currently unfilled (you may be asked to provide a future staffing update to DESE if necessary):

Click or tap here to enter text.

Describe the plan to recruit and hire qualified staff for unfilled roles, including whether you have taken an inventory of current staff and licenses. For unlicensed and unendorsed staff that you plan to assign to the proposed program, describe the support you will provide to these educators to become properly licensed and endorsed.

Click or tap here to enter text.

NOTE: More information about licensure is available at:

* [Office of Educator Licensure – License Types & Validity](https://www.doe.mass.edu/licensure/academic-prek12/license-types.html)
* [603 CMR 7.00](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04): Educator Licensure and Preparation Program Approval Regulations

### Special Education Services for Students with Disabilities

Describe how students with disabilities will have access to both special education services and English learner education services (as applicable) within the proposed bilingual program.

Click or tap here to enter text.

### Professional Learning and Staff Development

Effective professional development for new and experienced bilingual teachers and leaders continually enhances the expertise in the program, school, and district. Professional learning needs for bilingual programs are different from monolingual programs and should be designed to address the three pillars of dual language education: grade level academic achievement, bilingualism and biliteracy, and socio-cultural competence.

Describe how the district will build capacity by offering professional development opportunities in Bilingual Education to educators, administrators, and other staff working with bilingual education programs, e.g., special educators, paraprofessionals, interventionists, specialists, office staff, and family liaisons. Include information about the topics that will be prioritized in professional learning through the proposed program’s first year and how they align with the three pillars of dual language education.

Click or tap here to enter text.

### Systemic Coherence and District Commitment

District-level commitment to supporting bilingual programs is important for their long-term success. This commitment may be demonstrated by allocating funding and resources, in addition to establishing policies that are inclusive of the goals and essential elements of the program. Districts should assess and develop the necessary district capacity and infrastructure to support, evaluate, and sustain bilingual programs and schools. In addition, a vision for a K–12 bilingual pathway is integral to this commitment.

Describe how district and school guiding principles (e.g. mission and vision statements, core values, motivation statement, website, strategic and equity plans) clearly articulate a commitment to a bilingual education program. How do they demonstrate the district’s belief in the value of linguistic and cultural diversity and equity? Alternatively, describe a plan for revising these guiding documents as part of ongoing program development.

Click or tap here to enter text.

Describe district and school resources allocated toward planning and implementation of the program (e.g. applying for additional funding, existence of a planning committee with regular meetings, etc.).

Click or tap here to enter text.

Describe revised or enhanced district policies that respond to implementation of the new program (e.g. transportation policy changes to support new enrollment plans, Human Resource department policies to prioritize hiring bilingual staff, etc.).

Click or tap here to enter text.

Describe the district's vision and commitment for a PreK/K–12 pathway toward bilingualism and strategic alignment of bilingual education program(s) with recognized national and state awards, such as the Massachusetts Language Opportunity Coalition Biliteracy Pathway Awards and Massachusetts State Seal of Biliteracy.

Click or tap here to enter text.

## Prong 3: Proposed Program Evaluation

**Castañeda Prong 3**

It is not enough that the district’s ELE program has a sound educational theory and is resourced appropriately. It must also be effective. As a result, every district in Massachusetts must conduct periodic evaluations of its ELE program **at least every two years.**

### Legal Requirements

According to M.G.L. Ch. 71A and 603 CMR 14.04, all new program proposals are required to include a description of the following:

“(e) any current English learner program(s), including data concerning its impact on student learning and English language acquisition;

(f) how the school district intends to measure and evaluate program success over time...”

### Plan for Program Evaluation

Describe how the district will monitor the progress and effectiveness of the proposed program. Consider including:

* How the program aligns with *The Guiding Principles for* *Dual Language Education, 3rd Edition*, including focus on Shared Leadership, Collaboration, and Community Stakeholder Engagement.
* Methods for tracking student academic growth, English language development, and partner language development;
* Use of formative and summative assessments and how these assessments will reflect and build on the cultural and linguistic assets, strengths, and experiences of students and reflect a holistic view of bilingualism;
* How data will inform program refinement and instructional decisions;
* Coordination with other programs (e.g. special education, curriculum and instruction, counseling services, etc.);
* Timeline for ongoing evaluation and review.

Click or tap here to enter text.

## Affirmations

Please include signatures of relevant school and district leadership to indicate review and support of this submission.

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Principal Name Principal Signature Date

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Superintendent Name Superintendent Signature Date