# ELE PROGRAM PROPOSAL SUBMISSION:New SEI Program

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## 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 and CC sibel.hughes@mass.gov and 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].”

### 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(s), home language(s), prior education, amount of time in U.S. schools, and language proficiency, as available.

Click or tap here to enter text.

### Enrollment and Identification Process

Districts should have clear processes for identifying and enrolling eligible students and communicating with families about ELE services. Please respond to the questions below to describe your proposed program’s enrollment process, including student identification protocols, family communication, and criteria for program eligibility

Please describe your planning related to the following questions:

* What procedures are in place to identify EL students (e.g. screening, placement, etc.)?
* How will information about the proposed SEI program be communicated to families and the community (e.g. language access, translated materials)?

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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)

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## 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…”

### Program Design and Promoting Inclusive Learning Environments

A strong SEI program should be intentional about designing key elements of its instructional and student support model around the unique needs of its student population while also ensuring that ELs have equitable access to grade-appropriate content and systematic, explicit, and sustained ESL instruction. ELs should have equitable access to all curricular and extracurricular opportunities within the school community and inclusive learning environments.

How will ELs in the SEI program get access to the same grade level standards and instructional materials as their non-EL peers across content areas, with appropriate scaffolds and linguistic supports?

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What ESL instructional delivery model(s) will the program utilize to ensure that ELs have access to systematic, explicit, and sustained ESL instruction? For more information about ESL instructional delivery models, see [DESE’s Next Generation ESL Toolkit: ESL Instructional Delivery Approaches.](https://www.doe.mass.edu/ele/esl-toolkit/fundamentals/delivery-approach/default.html)

[ ]  Pull-out

[ ]  Push-in

[ ]  Co-teaching

[ ]  Self-contained

[ ]  Embedded

What high-quality ESL curriculum will the program use for ESL instruction? For more information about high-quality ESL curriculum, see [DESE’s Next Generation Toolkit: High Quality NGESL Instructional Materials](https://www.doe.mass.edu/ele/esl-toolkit/hqim/default.html).

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How will ELs in the program have opportunities to interact with non-EL peers in academic classes, electives, tiered interventions, advisory periods, lunch, recess, extracurriculars, etc.?

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How will ELs in the program have equitable access to all academic and extracurricular opportunities within the school community as their non-EL peers?

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### Program Staff and Qualifications

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

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| --- | --- | --- | --- |
| **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):

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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.

Click or tap here to enter text.

### Professional Learning and Staff Development

Describe the plans for ongoing professional development related to SEI and ESL instruction. Include information about how staff will be prepared to implement culturally and linguistically responsive instruction and assessment and serve dually identified students (i.e., ELs with disabilities).

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## 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. Include:

* Methods for tracking student academic growth and English language development;
* Use of formative and summative assessments;
* 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 evaluation and review.

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Describe the process for revising the program based on student needs and demographic changes.

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