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| **PRELIMINARY ELE PROGRAM PROPOSAL** | |
| **District Name and Address:** | |
| **Name and Role of Person Completing the Preliminary ELE Program Proposal:** | |
| **Date of Submission:** | |
| **Proposed Implementation Timeline:**  Indicate the month and school year in which the proposed new ELE program would commence. | **Consultation with English Learner Parent Advisory Council (ELPAC)**   * The district’s ELPAC has been consulted during the planning process. * Not applicable. My district is not required to have an ELPAC.   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. |
| **Type of New ELE Program Proposed for English Learners in the District**   * Sheltered English Immersion (SEI) * Dual Language Education (DLE) or Two-Way Immersion (TWI) * Transitional Bilingual Education (TBE) * Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| **Summary of Current ELE Program(s)** | |
| **Check all ELE programs currently operating within the district.** | **Will the proposed new ELE program affect the number of students enrolled in current program(s)?** |
| * Sheltered English Immersion (SEI) | Yes ☐ No ☐ |
| * Dual Language Education (DLE) or Two-Way Immersion (TWI) | Yes ☐ No ☐ |
| * Transitional Bilingual Education (TBE) | Yes ☐ No ☐ |
| * Other (please specify): **\_\_\_\_\_\_\_\_\_\_\_** | Yes ☐ No ☐ |
| If the proposed new ELE program will affect the number of students enrolled in a current program, please explain. | |
| **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 ☐  **If yes, please proceed to the next item. If no, please respond to the prompts below related to *Castañeda*’s Three-Pronged Test.** | |
| **Prong 1: The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy.** | |
| Describe evidence that the district’s current ELE program is recognized as sound by experts in the field or considered a legitimate experimental strategy.[[1]](#footnote-1) Provide a response for each type of program currently operating in the district. **(200 words maximum per program type)** | |
| Describe the district’s vision, mission and goals for the current ELE program(s). **(200 words maximum)** | |
| Describe how the district implements its current ELE program(s), including strategies used to provide systematic English as a second language instruction as a component of the program(s). **(200 words maximum)** | |
| **Prong 2: The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.** | |
| Describe the resources your district dedicates to effective implementation and ongoing operation of the current program(s), including:   * the number and qualifications of the program’s educators **(200 words maximum)** * ESL and content curricula **(200 words maximum)** * professional development plans **(200 words maximum)** * support services, such as tutoring or interventions **(200 words maximum)** * parent engagement plans **(200 words maximum)** | |
| **Prong 3: The program succeeds in producing results indicating that students’ language barriers are actually being overcome within a reasonable period of time.** | |
| Describe how the district assesses the current program(s)’ impact on English learners’ ability to develop English language skills. Cite student data to describe strengths and weaknesses of the current program(s). **(200 words maximum)** | |

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| **Description of Proposed New ELE Program** |
| **Anticipated Student Demographic Information** |
| Please describe the student population to be educated within the proposed program:   * Location (school) * Number of Anticipated Students * Proposed Language(s) of Instruction * Languages Spoken by Anticipated Students * Range of English Language Proficiency Levels (WIDA) of Anticipated Students * Grades of Anticipated Students |
| **Educational Theory** |
| Provide evidence showing the proposed ELE program is recognized as sound by experts in the field or considered a legitimate experimental strategy.[[2]](#footnote-2) **(200 words maximum)** |
| Describe the district’s vision, mission and goals for the proposed ELE program. **(200 words maximum)** |
| Describe the implementation plan for the proposed ELE program including strategies to provide systematic ESL as a component of the proposed program. **(200 words maximum)** |
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| **Planned Structures and Practices** |
| Describe the resources your 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 **(200 words maximum)** * ESL and content curriculum **(200 words maximum)** * professional development plans **(200 words maximum)** * support services, such as tutoring and interventions **(200 words maximum)** * parent engagement plans **(200 words maximum)** |

1. If the proposed ELE program type is SEI, DLE or TWI, or TBE, leave this item blank. The Department considers SEI, DLE or TWI, and TBE to have a sufficient research base to satisfy the first prong of *Castañeda’s* Three-Pronged Test. [↑](#footnote-ref-1)
2. If the proposed ELE program type is SEI, DLE or TWI, or TBE, leave this item blank. The Department considers SEI, DLE or TWI, and TBE to have a sufficient research base to satisfy the first prong of *Castañeda’s* Three-Pronged Test. [↑](#footnote-ref-2)