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| **Name of Grant Program:** Gateway City Grants for high quality, intensive English language learning programs – All levels | **Fund Code:**  181 |

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| PART III/Goal 1– REQUIRED PROGRAM INFORMATION/GRANT NARRATIVE |

**The intended outcomes for Goal 1 are as follows:**

* Develop a proposal for a new bilingual English learner education (ELE) program and successfully complete [DESE's review process](https://www.doe.mass.edu/ele/resources/program-dev-eval.html); ***Or***
* Develop a proposal for improving an existing bilingual ELE program; ***And***
* Within the existing ELE program the district is proposing to improve, develop a proposal to implement [culturally responsive teaching practices that promote equity and social justice;](https://www.doe.mass.edu/odl/e-learning/culturally-resp-sust/content/index.html#/)

***Priorities will be given to:***

* Proposals from districts with a minimum of 1,500 students identified as ELs and an Institution of Higher Education (IHE) that describe how the district will engage in ongoing collaboration with the IHE to meet program outcomes.
* Proposals from consortia, including at least one district with a minimum of 1,500 ELs, a second district with a minimum of 400 ELs, and an Institution of Higher Education (IHE), that describe how the consortia will engage in ongoing collaboration to meet program outcomes.
* Proposals that include letters of commitment from community partners to collaborate on program development and implementation.
* Applicants that submit a comprehensive plan for the recruitment, professional development/training, and retention of their bilingual education educators through coursework or relevant professional development;
* Applicants that submit a plan that addresses the targeted services proposed for specific EL populations (e.g., newcomers)
* Applicants that describe a proposed bilingual education program likely to pass [DESE's review process](https://www.doe.mass.edu/ele/resources/program-dev-eval.html).
* Applicants that propose bilingual education programs that demonstrate equitable access to high quality instruction for ELs. For example:
  + The district provides sufficient and equitable access to high quality instructional materials, educational technology, libraries, laboratories, and other relevant resources that support ELLs' English language development and grade-level, academic content learning in English and the native language.
  + High quality native language instructional materials and resources are available at each grade level and subject area to support literacy and academic content learning.
* Instructional materials and resources reflect and value a wide diversity of cultural backgrounds and histories and are integrated throughout the general education curriculum for all students.
* Proposals that include plans that engage parents and families and the community in the design and implementation of a bilingual education program.

**Goal 1:** Develop and/or implement an alternative bilingual ELE program for English learners including any of the programs listed below:

• Two-Way Immersion (TWI)

• Transitional Bilingual Education (TBE) as defined in M.G.L. c. 71A, § 2

• Other bilingual program types approved by the Department if the district is able to substantiate that the proposed program is based on sound educational theory.

Proposed programs must be based on best practices in the field, the linguistic and educational needs of ELs and the demographic characteristics of the EL population in the school district. Furthermore, a school district may join with other school districts to provide an English learner program.

# Provide the name and contact information for the person from the district who would manage the aspects of the grant:

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| Record your response here:  Name:  Role:  District:  Email:  Telephone: |

# Demographics and target population:

This grant requires applicants with a minimum of 1500 students identified as ELs or proposals from consortia, including at least one district with a minimum of 1500 ELs, a second district with a minimum of 400 ELs.

Describe how the new alternative program will meet students’ needs compared to or in addition to any existing program in the district? Cite data to support the district’s rationale for proposing the new alternative program.

Describe any current English learner program(s), including data concerning its impact on student learning and English language acquisition. Submit a plan that addresses the targeted services proposed for specific EL populations. Provide detailed information about subpopulations within the larger population of English language learners. Specific populations might include students who have the lowest proficiency in English (e.g., students who score in ACCESS levels 1, 2 and 3), students with limited or interrupted formal education (SLIFE), and ELs with disabilities.

*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*

Applicants should also identify the different types of learning opportunities (project-based, experiential, and service learning) that will be provided to students in the new alternative program and describe how the new program will support the cultural and linguistic backgrounds of students while increasing the level of cultural competency for both students and educators.

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# Applicants that submit a comprehensive plan for the training, recruitment, and retention of their bilingual education educators through coursework or relevant professional development

Explain why you chose to apply for this grant, including:

* evidence of the current structures and needs specific to English learners;
* evidence of teachers’ content knowledge of bilingual education and the need the district has for qualified teachers to teach in bilingual education settings,
* the information of the Institution of Higher Education (IHE) you are planning to partner with and why selecting that IHE,
* how the districts or the consortia will engage in ongoing collaboration to train teachers, develop curriculum materials, and prepare to implement a bilingual alternative program in your districts;
* how the activities from this grant will advance student learning.

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 will be dedicated to the new alternative program, are willing to improve the skills, knowledge, cultural competencies, and expertise to effectively serve the students who will attend the new alternative program. For example, teachers certified in ESL and speak a language other than English might be promising candidates for recruitment.

Identify the individuals who will contribute to the design of the new alternative program including all team members. The planning team should include public school district administrators, school-level e administrators, school counselors, teachers across grade levels and disciplines, and representatives from partner organizations such as 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. 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 new program; 4) developing professional development and learning opportunities for educators who will teach in the new program; 5) working effectively with partner organizations and community stakeholders; 6) and managing the grant funding;

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# Applicants that describe a proposed bilingual education program likely to pass DESE’s review process

The Department will use the Web-Based Monitoring System (WBMS) platform to receive district proposals to implement a new alternative ELE programs. When designing the new alternative program include:

Castañeda Three-Pronged Test if the district’s most recent ELE Compliance Review does not include it:

**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. Provide a response for each type of program currently operating in the district. Describe the district’s vision, mission, and goals for the current ELE program(s). 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).

**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;
* ESL and content curricula;
* professional development plans;
* support services, such as tutoring or interventions;
* parent engagement plans.

**Prong 3:** The program succeeds in producing results indicating that students’ language barriers are actually being overcome within a reasonable period of time. Demographic data for the student population to be educated within the proposed program; A short description of the proposed program responsive to the Castañeda’s Three-Prong criteria for program excellence.

Describe the proposed ELE program in sufficient detail, addressing:

a) program design;

b) plans for providing ESL and partner language instruction within the proposed program;

c) program components for ensuring student access to grade-level standards and appropriate academic language;

d) plans for integrating culturally responsive teaching and asset-based learning (high expectations and affirming student strengths) into instruction; and

e) planned efforts for engaging families of students in the proposed program in their children’s learning.

Indicate the month and school year in which the proposed new ELE program would commence.

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# Proposals that include plans that engage parents and families and the community in the design and implementation of a new alternative program.

Explain if the district’s English Language Parent Advisory Council (ELPAC) has been consulted during the planning process.

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.

Provide clear, specific examples of how the district will support participating schools in grant activities and transfer of content.

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# Describe how the district will support schools participating in this grant.

Explain in detail how the districts plan to work with IHE and experts on bilingual education to provide relevant professional development and coursework needed to earn the bilingual education endorsement. ( this grant can fund tuition needed to train the bilingual teachers who will teach in the new bilingual program)

In addition, identify the proposed professional development and training opportunities that will be provided to bilingual educators prior to, during, the operation of the new alternative program, and how such opportunities will be aligned to the needs of the students who will attend the new alternative program, 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 new program. Identify the resources the district intends to dedicate to effective implementation and ongoing operation of the new alternative program, including the number and expected qualifications of the program's educators.

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# Anticipated changes, including anticipated outcomes.

Provide clear, specific examples of the changes you expect as a result of participation in this grant.

How will the work:

* directly support and impact practice at the district level?
* Directly impact student learning?
* Support a collaborative culture?

Describe how the district intends to measure and evaluate the program’s success within the first **two** **years** of operation:

* + provide detailed information on how the school district intends to measure and evaluate program success over time;
  + provide detailed information about the proposed assessment strategies for students participating in the new alternative programs;
  + Identify the anticipated outcomes of the new alternative program on multiple student outcomes, including but not limited to English language fluency, Partner language fluency, comprehension, and reading and writing abilities, etc.,.

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# Describe the district’s readiness for this level of participation.

Describe the district’s current initiatives and how these initiatives align and support the new alternative program.

Describe how the new alternative program ***would complement or supplement existing efforts in the school, district or community*** to increase the English language skills and student achievement of the target population(s) and how the new programs would be aligned to existing school and district improvement plans as well as [Massachusetts ESE’s Strategic Plan](http://www.doe.mass.edu/research/StrategicPlan-Summary.pdf).

Capacity and Sustainability:

- Provide detailed information about the levels of individual, collective, and organizational capacity to design and operate a high-quality bilingual education program.

- Identify the partner organization(s) that will actively and continuously support both the planning and operation of the new alternative programs and provide detailed information about their target of successes in improving outcomes for English learners;

- Identify potential barriers to the successful operation of the new alternative program and describe how the applicant and partner(s) will address barriers over the course of the grant.

- Identify the specific staff, fiscal, and other resources of all partner organizations that will be utilized to support the design and operation of the new alternative program.

- Describe how existing resources and additional resources could be used to sustain the operation of the new bilingual program in the future.

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1. **Include completed assurance forms (Part IV: District Assurance) signed by the district superintendent, the building principal and identified educators who will be participating in the grant.**

**Additional Information**

**INSTRUCTIONS FOR THE BUDGET AND NARRATIVE**

Applicants must submit a budget using the template provided with proposed expenditures for FY20 as well as a detailed narrative that connects all expenditures to the design and operation of the preparation and design of the new bilingual education program.