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| **Name of Grant Program:** **Gateway Cities English Learner Enrichment Academies** | **Fund Code:** 181 |

**Goal 4:** Develop and Implement High School Academies. Academies extend access to instruction for students—for example, they take place during or after school, and/or summer vacation. The Academies should focus on high school English learners (grades 9–12) to support on-grade level instruction, accelerate learning and support unfinished teaching and learning from school year 2020-2021, improve academic achievement with an emphasis on English language learning skills and, if applicable, primary language learning skills for bilingual academies.

**The intended outcomes of Goal 4 are as follows:**

1. Measurable increases in students' English language fluency, comprehension, and reading and writing abilities as documented by the methods listed in Part III;
2. Increased student confidence to participate successfully in and complete all academic classes as measured by student surveys throughout the Academy (e.g., beginning, middle, end).
3. Longer-term improvements in academic achievement as measured by statewide assessments and achievement in academic courses, quicker exit rates from English learner status, lower retention/dropout rates and higher graduation rates.

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

* Applicants that submit a comprehensive proposal for a high school academy serving any combination of grades 9-12 that are clear in describing how they plan to support English learners, especially with unfinished teaching and learning as a result of the pandemic; and approach the content of the academy as asset-based, placing emphasis on linguistic skills English learners bring as an asset and improving those English language learning skills.
* Applicants that demonstrate that they will serve a minimum of 50 students and that have a strong plan to retain students throughout the Academy.
* Applicants that demonstrate the capacity to continue the Academy beyond summer 2020.
* Applicants that propose alternative High School Academy programs such as Transitional Bilingual Education (TBE) or Heritage Language classes for their newcomer high school students and have longer program duration (e.g. winter, spring, **and** summer vacation, during and/or after school).

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| PART III Goal 4 – REQUIRED PROGRAM INFORMATION |

**Instructions:** Complete and submit this form along with Part I (Standard Application form) and Part II (Budget Detail form) to <https://edgrants.eoe.mass.edu/grantium/frontOffice.jsf>) by February 19, 2021. Use this form as a template for your application.

**Required Template**

**Overview**:

1. District Name:
2. Primary Grant Contact:
3. Primary Grant Contact Email:
4. Primary Grant Contact Phone:

Applicants must submit a proposal narrative that includes the following sections:

1. Demographic and Achievement Data;
2. Program Goals and Strategies;
3. Staffing and Management;
4. Capacity and Sustainability;
5. Performance Outcomes and Ongoing Assessment;
6. ***Demographic and Achievement Data:***

Applicants must provide detailed demographic information about all English learners (ELs) in the Gateway City and specifically the middle and high school students in the community and the percentage of the middle and high school EL 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 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. Additionally, applicants should provide information about the target population’s performance (including, but not limited to, MCAS scores in English/language arts, math, and science, technology and engineering; high school graduation rates; and college enrollment rates).

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1. ***Program Goals and Strategies:***

Applicants must describe the rationale for developing and operating the proposed English Language Learners Enrichment Academy as well as 2-3 overarching goals for the program. (For example, one goal might be to work with 100 newcomer ELs and ensure that each student gains at least one level on the ACCESS by school year 2020). Applicants must identify the population(s) of middle and high school students that will be served, provide a rationale for the selection of those students, and describe how these students will be recruited to participate. In particular, applicants should describe potential outreach efforts to students, family members, educators, and community members; recruitment and selection processes; and provide a detailed plan for student retention strategies, including incentives that may be provided to students to encourage completion of the programs (grant funding awarded by DESE 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 should also describe efforts to engage with parents and families in their native languages. 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. 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. Examples might include strategies for teaching English as a Second Language (ESL) and Sheltered English Instruction (SEI), and/or native language support in the content areas. Applicants should also identify the different types of learning opportunities (project-based, experiential, and/or service learning) that will be provided to students and describe how the programs will support the cultural and linguistic backgrounds of students while increasing the level of cultural competency for both students and educators. 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 2020 and/or beyond summer 2020. The Academy must offer full-day (minimum of 6 hours) 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. Applicants may propose alternative High School Academy programs such as Transitional Bilingual Education (TBE) for their newcomer high school students and have longer program duration (e.g. winter, spring, and summer vacation). Applicants must define what it means for students to complete the Academy successfully. This definition must include, in part, the requirement that students attend for at least 80% of the enrichment academy hours and complete pre- and post-tests as well as other requirements determined by applicants. 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 [Massachusetts ESE’s Strategic Plan](http://www.doe.mass.edu/research/StrategicPlan-Summary.pdf). Applicants must provide preliminary information about the transportation needs of participating students, and if applicable, the services that will be provided. In addition, applicants should indicate whether meals and refreshments will be provided to participating students.

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1. ***Staffing and Management:***

Applicants must identify the individuals who will contribute to the design of the English Language Learner Enrichment Academy, including 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 level administrators, school counselors, 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) and managing the grant funding;

Applicants are strongly encouraged to identify coordinators for the summer program and to provide detailed descriptions of their specific responsibilities. Résumés or CVs for members of the planning and operating teams may be included as appendices. 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), for example, teachers certified in ESL, SEI Endorsement, or with experience with adults teaching English for Speakers of Other Languages (ESOL) and a proven track record of success with these students. In addition, applicants must identify the proposed professional development and training opportunities that will be provided to instructors prior to, and during, the operation of the program, and how such opportunities will 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 program.

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1. ***Capacity and Sustainability:***

Applicants must provide detailed information about their levels of individual, collective, and organizational capacity to design and operate a high-quality English Language Learners Enrichment Academy. 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 program have coordinated across organizations (as applicable) and provide evidence that the Academy will communicate with the students’ schools and districts about the students’ progress following the completion of the Academy.

Applicants also must 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 roles and responsibilities. Applicants must identify potential barriers to the successful operation of the proposed English Language Learner Enrichment Academy and describe how the applicant and partner(s) will address barriers over the course of the grant program.

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.

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1. ***Performance Outcomes and Ongoing Assessment:***

Applicants must provide detailed information about the impact of past efforts to increase academic outcomes of English language learners, through this grant or other efforts. Applicants should include information about number of students, curricula used, and academic outcomes. Applicants that have received previous English Language Learner Enrichment Academy Funding should note where changes in program design, curricula, or assessments were made.

Applicants also must provide detailed information about the proposed assessment strategies for students participating in the programs. Applicants will be required to administer a pre- and post-assessments for each participating student. In order to receive full funding, applicants will be required to submit students’ growth measured through pre- and post- assessments.

Applicants also must identify the anticipated outcomes of the 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.

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