| **Name of Grant Program**: Gateway City Grants for high quality, intensive English language learning programs  | **Fund Code: 181** |
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## PART IV - SCHOOL DISTRICT ASSURANCE

**As Superintendent, I support the participation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Schools in the Gateway City Grants for high quality, intensive English language learning grant as outlined below: (select the goal(s) you are applying for)**

[ ] **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) ](https://www.doe.mass.edu/ele/programs/tbe.docx)
* [Transitional Bilingual Education (TBE)](https://www.doe.mass.edu/ele/programs/tbe.html)
* Other bilingual program types approved by the Department if the district can substantiate that the proposed program is based on [sound educational theory ](https://www.doe.mass.edu/ele/resources/castaneda-three-pronged-test.docx). See below for description of characteristics of a program 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.

[ ] **Goal 2**: Create (and cultivate) or continue a "grow your own" **bilingual education hub** that would support and encourage statewide initiative and collaboration, improve the Bilingual Education educator pipeline, share knowledge to accelerate the adoption of proven and recognized programmatic models for English learners, and develop successful models that can be replicated for years to come

[ ] **Goal 3:** Establish or improve multilingual libraries that provide an effective, balanced, and substantial collections for as many ethnic, cultural, and linguistic group of students in the community as possible.

[ ] **Goal 4:** Develop and Implement High School Academies (during winter and spring during or after school, and/or summer vacation) that would challenge high school English learners (grades 9–12) to improve academic achievement with an emphasis on English language learning skills and, if applicable, primary language learning skills for bilingual academies, both of which are 21st century skills.

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## PART IV - SCHOOL DISTRICT ASSURANCE

| **School District:** |  |
| --- | --- |
| **Typed Name of Superintendent:** |  |
| **Superintendent’s Signature:** |  |
| **Address:** |  |
| **Phone Number:** |  |
| **Email Address:** |  |
| **Date:** |  |