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| **Name of Grant Program:** Proficiency-based Outcomes in Languages Other Than English | **Fund Code:**  189 |

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

**Goal 1:** Collect and analyze data pertaining to proficiency in languages other than English (LOTE) to improve World Language (WL), Heritage Language (HL), and English Language Learner (ELL) programs.

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

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| Record your response here:   * District Information:   + Name of District:   + District Location [(see map, select one)](https://surveygizmolibrary.s3.amazonaws.com/library/72307/DSACregions.pdf):     - Berkshires +     - Pioneer Valley     - Central     - Northeast     - Greater Boston     - Southeast   + Number of English Learners in District:   + Does district have an English Learner Parent Advisory Committee (ELPAC)?     - Yes     - No   + Is the district enrolled in the Massachusetts State Seal of Biliteracy?     - Yes     - No   + Which assessment(s) will your district be administering to collect LOTE proficiency data? (Select all that apply).     - AAPPL     - ALIRA     - STAMP * District Staff Managing this Grant:   + Name:   + Role:   + Email:   + Telephone: |

# Demographics and target population: Describe the student population to whom the AAPPL, ALIRA, or STAMP assessments will be administered:

# Location (school)

# Number of Anticipated Students Taking Assessment

# Proposed Language(s) of Assessments

# Grade Levels of Anticipated Students

# World Language Course Levels of Anticipated Students

Applicants should also describe why this particular population of students was chosen for assessment, and how data from this particular student population will improve LOTE instruction for all students, including students with disabilities, English learners, and former English learners.

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| Record your response here: |

# Applicants must include a plan to make students/families aware of the assessment(s) (AAPPL, ALIRA, and/or STAMP), provide time within the school day for students to take the assessments, and train staff members to proctor and assist with the assessment. Explain 1) How you will implement the following steps in administering the assessment, 2) who the individuals responsible for each step will be, and 3) the anticipated date (or date range) of each step.

# Make students, families, and the community aware of the assessment and its purpose

# Train an appropriate number of school staff to administer, supervise, and troubleshoot the assessment.

# Facilitate a multimodal, computer-based assessment over the course of several hours (the hours do not have to be continuous) in an environment that is free of interruption for students. Please include an anticipated assessment-day(s) schedule for those students who would be taking the assessment.

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| Record your response here: |

# Applicants include a plan to engage in ongoing conversations around data received from the AAPPL/ALIRA/STAMP assessments. Explain how the district will support ongoing collaboration around the data generated by these assessments in the 6-12 months following the receipt of the assessment results. Your narrative should include the following:

# Identify the individuals who will be involved in this collaboration,

# Identify how regularly and for what period of time these conversations will take place, and

# Describe a sample agenda for a data-driven, collaborative meeting.

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| Record your response here: |

# Proposals describe specific potential programmatic improvements that the assessment results may inform. Describe specific findings that you hope to learn from the assessment data. Your narrative should include:

* A description of the data currently available to you about your students’ proficiency in languages other than English.
* Identification of gaps in your data that AAPPL/ALIRA/STAMP assessment will reveal (the known unknowns).
* A description of potential changes to your program’s policies and/or practices once you receive more data from the AAPPL/ALIRA/STAMP assessments.
* A description of how you will engage and support teachers to implement programmatic changes based on the data.

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| **Record your response here:** |

**Additional Information**

**INSTRUCTIONS FOR THE BUDGET AND NARRATIVE**

Applicants must submit a budget using the template provided with proposed expenditures for FY22 as well as a detailed narrative that connects all expenditures to data-driven improvement of student proficiency in languages other than English.

Applicants must also submit the School District Assurance form signed by the superintendent, committing the District to the following obligations if they receive a grant award.

* Administer the AAPPL, ALIRA, or STAMP assessments during a school day in 2021-22 to serve as the basis of data-driven conversations;
* Implement the 2021 MA World Languages Curriculum Framework for local WL program development; and
* Participate in the DESE World Languages Leadership Network in 2021-22 and 2022-23.