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| **Name of Grant Program:** English Learner Education Support | **Fund Code:** 181 |

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| PART III - Goal 3 – REQUIRED PROGRAM INFORMATION |

**Goal 3:** Develop high quality ESL and/or dual language curriculum or enrich the existing ESL and/or dual language curriculum, or align purchased curricular materials to WIDA Standards, MA Frameworks that prioritizes deeper learning and the linguistic and academic needs of multilingual learners.

**The intended outcomes for Goal 3 are as follows:**

1. Increase the achievement of multilingual learners in meeting their linguistic and academic goals by developing high quality curricula with a learner-centered approach.
2. Provide multilingual learners with access to ESL and DL curricula that promote deeper learning by focusing on mastery of language and academic standards, support students' cultural and racial heritage by elevating student identity and include tasks and content that lead to student creativity.
3. Provide the teachers of multilingual learners with high quality curricula that will support high-quality instruction with a clear scope and sequence and standard-based learning goals, referencing the ESL Toolkit for ESL curriculum and [CAL’s Guiding Principles](https://www.csuchico.edu/cbms/_assets/documents/guiding-principles-for-dual-language-education-3rd-edition-rev.pdf) for DL curriculum.

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

* Proposals from districts with a minimum of 100 students identified as ELs.
* Applicants that submit a comprehensive plan for professional development that supports educators in curriculum development.
* Applicants that demonstrate commitment to Deeper Learning and who are committed to improving their instructional practices toward a vision of Deeper Learning for multilingual learners.
* Applications submitted with a partnership with other district(s)
* Districts that demonstrate an urgency for ESL curriculum development due to a planned corrective action as response to a Tiered Focused Monitoring (TFM) finding

# Provide the names and contact information for the person(s) from the district who would manage aspects of the grant:

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| **Record your response here:**  **Grant Manager**  Name:  Role:  District:  Email:  Telephone:  **EdGrants Contact** Name:  Email:  Telephone:  **Fiscal Contact**  Name:  Email: Telephone: |

* 1. Describe the district’s readiness for curriculum development. When doing so, address the indicators listed below:
* Provide the district’s vision for Multilingual Success and coherent language programming through clarification of the role of ESL and content teachers.
* Explain the recruitment process for the curriculum development team and how they will be representing multilingual learners of different proficiency levels and their qualifications from becoming a driving source for curriculum change and long-term process of implementing the curriculum.
* Describe the expertise of the curriculum team members in operationalizing WIDA Standards in conjunction with the content Frameworks.
* Provide information about the professional development opportunities the district has provided or will provide to the curriculum development team.
* If the district has a partner district, please provide information regarding the student population in the partnering district and their contribution to the project.
* Curriculum development is not a one-year project. Describe the district’s existing and additional resources to complete the project provided that the district is not awarded grant funds the following year.

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| **Record your response here:** |

* 1. Describe the district’s plan and timeline pertaining curriculum development by addressing the indicators below:
* Provide information regarding the grade and proficiency levels curriculum development project will target.
* Explain how the district will manage curricular planning with the intentional, simultaneous development of language and the analytical practices embedded in the Frameworks.
* Explain how the district will prioritize and strategically plan around the principles of [WIDA 2020 Standards](file:///C:/Users/dgx/Downloads/(https:/wida.wisc.edu/teach/standards/eld/2020)), [Deeper Learning](https://www.doe.mass.edu/kaleidoscope/overview.html) and [Key Uses of Academic Language](https://www.wida.us/standards/CAN_DOs/#keyuses) in the context of [key academic practices](http://ell.stanford.edu/sites/default/files/VennDiagram_practices_v11%208-30-13%20color.pdf) (Cheuk, 2013) common across content area Frameworks.
* Identify resource materials to assist the implementation of the curricular units to make the objectives in the curriculum units achievable.
* Explain how the district will develop and/or identify assessment tools to measure student progress.
* If there is any, provide information about the pilot phase of the curriculum in the project timeline.
* Explain the district’s plan to oversee the implementation of the new curriculum, evaluate the success and make updates or revisions as necessary.
* Provided that the curriculum project involves aligning purchased ESL curricular materials to [WIDA Standards](file:///C:/Users/dgx/Downloads/(https:/wida.wisc.edu/teach/standards/eld/2020)) and MA Frameworks, explain how the district will ensure that DESE ESL Toolkit, high quality and culturally responsive instructional practices and opportunities for deeper learning will be reflected in the project.
* Provided that the curriculum project involves aligning purchased ESL curricular materials to WIDA Standards, MA Frameworks, explain the appropriateness of the project for the program model the district has in place. (e.g., pull-out, push-in, co-teaching, etc.).

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| **Record your response here:** |

1. Describe the district’s plan and timeline pertaining the professional development that will be available for teachers who will be implementing the new/ enhanced curriculum.
   * Describe the opportunities the district will provide to school leaders and teacher leaders to understand the new/enriched curriculum and its alignment with other elements of the broader instructional system, including standards, instruction, assessment, evaluation, and feedback.
   * Explain how the district will provide a range of upfront training and additional professional development sessions during the year for teachers.
   * Describe the job-embedded learning opportunities that will be available for teachers to assist them in adapting their teaching and instructional practices to the demands of the new/enriched curriculum.

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| **Record your response here:** |

**INSTRUCTIONS FOR THE BUDGET AND NARRATIVE:**

Applicants must submit a budget using the Part II, Budget Details template provided with proposed expenditures for FY23 (upon approval through 6/30/2023) and Summer FY23 (7/1/2023-8/31/2023) as well as the detailed narrative on the next page that connects all expenditures to the design and operation of the preparation and design of the new bilingual education program. All applicants should note that awardees will be required to submit a PowerPoint presentation explaining how the funds have been utilized and the impact on student outcomes and be prepared to present this report to an audience of district leaders upon request from DESE.

**FC181 Goal 3 Budget Narrative Template**

This document mirrors each line item in Part II Budget Details. Please use this document to provide fuller explanations of how you plan to use the funds listed in each corresponding line item of that document.

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| **School Year FY23 (upon approval – 6/30/2023)** | **Summer FY24 (7/1/2023 – 8/31/2023)** |
| 1. **Administrator Salaries** | |
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| 1. **Instructional/Professional Staff Salaries** | |
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| 1. **Support Staff Salaries** | |
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| 1. **Stipends** | |
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| 1. **Fringe Benefits** | |
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| 1. **Contractual Services** | |
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| 1. **Supplies and Materials** | |
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| 1. **Travel** | |
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| 1. **Other Costs** | |
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| 1. **Indirect Costs** | |
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| 1. **Equipment** | |
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