



Idaho State Department of Education

English Learners (EL) Enhancement Grants Request for Proposals (RFP) 2017-2019

EL Enhancement Grant Proposals Due: July 14, 2017
State EL/Title III Programs
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Introduction

The purpose of the EL Enhancement Grant Program is to provide Idaho districts with additional resources to enhance core Language Instruction Educational Programs for English learners (ELs).

All grants will be for three years, but continued funding will be contingent on meeting all grant specifications and goals. Please note that the Idaho Legislature approves EL Enhancement Grant funds on a yearly basis. Thus, the Department cannot guarantee continuous funding of the grants over the lifecycle.

Overview

Idaho Districts can choose to apply for one or all of the following grant options:

- Option I: Co-Teaching for English Language Acquisition
- Option II: EL Program Enhancements
- Option III: Regional EL Coach

Note: Applicants may apply for more than one option, but each option requires a separate proposal.

Timeline

Wednesday, May 17, 2017	EL Enhancement Grant RFP Published
Wednesday, May 24, 2017	Overview Webinar 10:00am (MST) – optional activity
Monday, July 14, 2017	Submit Final Proposals* by 11:59pm (MST)
Monday, July 31, 2017	Awarded Proposals Announced
Friday, August 25, 2017	Grant funding for 1 st year sent to Awarded Districts

*Email proposals to idahotitle3migrant@gmail.com

Selection Process

The selection committee will blind review and evaluate grant proposals using rubrics in the request for proposal. For inter-rater reliability, at least two reviewers will evaluate each proposal. The selection committee will also consider the following:

- Anticipated benefits
 - Estimated cost(s)
 - Previous results of similar types of projects
 - Local and regional impact
 - Current initiatives and priorities for English Learners
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Requirements for Awarded Districts*

- Technical Assistance will be provided by external SDE contractors
- Districts shall submit annual data (test scores, feedback, questionnaires, etc.) to external SDE contractors for annual legislative report.
- If the Point of Contact for the EL Enhancement Grant changes, the new Point of Contact shall meet with State Department personnel within 30 days of the change to determine if the grant will continue under the new leadership.

*Note: * If the district does not fulfill these requirements, funds will be forfeited.*

Option I: Co-Teaching for English Language Acquisition:

Each grant will be \$85,000 per year for three years.

Participating districts and schools will put in place one highly qualified, full-time EL teacher to co-teach with a team of general education teachers. The funds will be used to support the EL teacher and the work that he or she does with the team of general education teachers.

For First Year Grant Recipients:

The first year of funding will be devoted to building a foundation. Teams and the administrator(s) will commit to visiting model EL co-teaching programs (funding for this travel should be budgeted as part of the first year activities of your grant).

The second year will be a full implementation year where teachers on the team and the EL teacher implement full-time co-teaching. The specific schedule for co-teaching can be established locally, but the EL specialist should spend time equivalent to four school days each week actively teaching alongside general classroom teachers on the team. The remaining time, equivalent to one day per week, should be dedicated to the EL specialist planning with individual team members and the team as a whole.

During the final year of the grant, co-teaching will continue but the co-teaching team will work to extend the model to other grade levels and teachers. This can be accomplished by the EL teacher co-teaching with other teams, conducting planning sessions with other teams, etc. Another effective means to extend the model beyond the original team would be for the EL specialist and team members to model co-taught lessons in other teachers' classrooms.

For Continuing Co-teaching Grant Recipients:

The existing co-teaching team has the option of continuing their efforts with co-teaching implementation or may choose to extend the model beyond the prior grade levels and teachers.

Option I: Requirements

- All proposals must clearly state need for the grant;
- Identify a primary contact for the grant;
- All proposals (including cover page and attachments) shall not exceed 25 page limitation;
- All proposals must contain signatures from all staff involved with grant implementation;
- Include letter of support from the building principal or superintendent of the district;
- Include the completed co-teaching rubric analysis.

Option I: Format of Proposal

Construct your proposal by answering the following questions and refer to the Option I Rubric.

1. What subjects or content areas will be the focus of the co-teaching? What data do you have to support the decision? Please provide a summary of the data.
2. Using the Co-Teaching Analysis Rubric, determine school and instructional level co-teaching goals for your team. Add any additional details that help develop a comprehensive picture of how you will implement co-teaching over the three-year grant cycle.
3. How many EL students will be served by the co-teaching team? What are their needs? What data was used to determine these needs? Please provide a summary of the data.
4. Who will be the EL teacher? What are the person's qualifications?
5. Who will be on the team? Ideally, teams will be no fewer than three teachers and no greater than five teachers. What are the team members' qualifications for becoming part of the co-teaching team? Explain why the team members were selected?
6. Who will be the administrator with direct oversight of the co-teaching team? What are the administrator's qualifications for overseeing and managing a co-teaching team? How will the administrator support the work of the team over the three-year period of the grant?
7. How will co-teaching team planning time be arranged and sustained? Describe the frequency and duration of this planning time. Will the administrator be able to attend all or most of the planning sessions? *Note: It is a grant requirement to have regular and substantial planning time for the co-teaching team. At a minimum, 45 minutes, once a week is essential for planning, collaboration, and reflection.*
8. How will you monitor progress during implementation? How will you evaluate your co-teaching goals at the end of the year?
9. Provide a detailed explanation of your proposed expenditures. Please use the attached budget templates.
10. How will you sustain the program if EL enhancement grant funds end?

Option I: Co-Teaching for English Language Acquisition Scoring Rubric

Very Strong	Strong	Neutral	Weak	Very Weak
5	4	3	2	1

Begin your evaluation of the grant proposal by using the scoring rubric below. After you have rated each question, total the score for all questions then calculate a grand total.

Question 1: Focus Subjects and/or Skills	5	4	3	2	1
Meaningfulness of focus subjects and/or skills					
Quality of data supporting focus					
Total	/10				
Question 2: Goals from Co-Teaching Rubric	5	4	3	2	1
Student achievement goals (i.e., align with project focus, reasonable)					
Other co-teaching goals (i.e., measurable, align with project, realistic)					
Reasonable, doable, and logical with the overall scope of project					
Total	/15				
Question 3: EL Students Served	5	4	3	2	1
Number of EL students served is cost effective					
Student needs are clear and data driven					
Personal commitment of team members to this project					
Total	/15				
Question 4: EL Specialist	5	4	3	2	1
Qualifications					
Experience					
Personal Commitment of EL teacher to this project					
Total	/15				
Question 5: Co-teaching Team	5	4	3	2	1
Qualifications of team members					
Rationale for team member selection					
Personal Commitment of team members to this project					
Total	/15				
Question 6: Administrator with Oversight of Program	5	4	3	2	1
Experience					
Qualifications for overseeing co-teaching team					
Likelihood of remaining in position throughout grant cycle					
Commitment to team (i.e., attending weekly planning, participate in PD)					
Total	/20				
Question 7: Planning Time	5	4	3	2	1
Schedule – should be at least weekly for team, if not more often					
Total	/5				
Question 8: Progress Monitoring/Evaluation	5	4	3	2	1
Progress Monitoring Measures					
Summative Assessment					
Total	/10				
Question 9 & 10: Budget and Sustainability	5	4	3	2	1
Funds are clearly allocable, reasonable and appropriate					
Clear process for sustaining program after funds end					
Evidence of stakeholder commitment for project					
Total	/15				
Total Points Across All Questions (120 points possible)	/120				

Option II: EL Program Enhancements

Grant amounts may range from \$10,000-\$15,000 per year for three years.

Districts may apply for funding to support enhancements to core Language Instruction Educational Programs for English learners (ELs). Some examples of program enhancements may include, but are not limited to, parent/community programs, before/after school programs, summer school, supplemental curricula, and professional development.

Option II: Requirements

- All proposals must clearly state need for the grant;
 - Identify a primary contact for the grant;
 - All proposals (including cover page and attachments) shall not exceed 15 page limitation;
 - All proposals must contain signatures from all staff involved with grant implementation;
 - Include letter of support from the building principal or superintendent of the district.
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Option II: Format of Proposal

Construct your proposal by answering the following questions and refer to the Option II Rubric.

1. What do you propose to do to enhance your district's core Language Instruction Educational Program? What is your timeline for program implementation? Please include any additional details for a comprehensive picture of how you will implement the enhancement grant over 3 years.
2. What are the specific needs driving your proposal? Provide a summary of the data used to determine the need. Include how many ELs will be served, their needs, and grade levels.
3. Who will be involved in the delivery of the EL enhancement program? What are their qualifications? How will building and/or district administrator(s) provide oversight, delivery and support of the enhancement grant?
4. What are the goals/outcomes for each year of the EL enhancement grant? How will you monitor progress during implementation? How will you evaluate your EL enhancement goals at the end of the year?
5. Provide a detailed explanation of your proposed expenditures. Please use the attached budget templates.
6. How will you sustain the program if EL program enhancement funds end?

Option II: EL Program Enhancements Scoring Rubric

Very Strong	Strong	Neutral	Weak	Very Weak
5	4	3	2	1

Begin your evaluation of the grant proposal by using the scoring rubric below. After you have rated each question, total the score for all questions then calculate a grand total.

Question 1: What do you propose to do?	5	4	3	2	1
Clear description of proposed EL program enhancement					
Activities for years 1-3 are clearly articulated (i.e., Are they reasonable, doable, and logical within the overall scope of project?)					
Total	/10				
Question 2: What are the needs?	5	4	3	2	1
Clear description of needs					
Quality of data underpinning needs					
Clear description of students					
Total	/15				
Question 3: Administrators, Teachers and/or Paraprofessionals	5	4	3	2	1
Description of roles (i.e., specifics about roles and responsibilities)					
Description of qualifications (i.e., specifics about how the personnel have the capacity to implement the project)					
Description of administrator's role (i.e., qualifications for oversight)					
Quality and depth of involvement with project					
Total	/20				
Question 4: Goals/Outcomes & Evaluation	5	4	3	2	1
Goals (i.e., align with project focus, reasonable, and measurable)					
Progress Monitoring Measures					
Summative Assessment					
Total	/15				
Question 5: Budget and Narrative	5	4	3	2	1
All funds are clearly accounted for (i.e., Reviewers know exactly how all funds will be spent and by when.)					
Proposed costs are logical and defensible based on proposal contents and budget narrative					
Total	/10				
Question 6: Sustainability	5	4	3	2	1
Clear process for sustaining program after funds end					
Evidence of stakeholder commitment to continue project after funding ends					
Total	/10				
Total Points Across All Questions (80 points possible)	/80				

Option III: Regional EL Coach

Each grant will be \$85,000 per year for three years.

Participating districts/charters will put in place one full-time certificated EL teacher to serve as a regional EL coach. The funds will be used to support the EL teacher and the work that he or she does with surrounding regional districts/charters that wish to participate.

The Regional EL Coach activities may include, but are not limited to:

- Assist existing school staff with identifying and screening potential ELs
- Work with school staff to determine program placement for identified ELs
- Provide professional development to school staff of ELs
- Assist school staff with state reporting for ELs such as ELMs, ISEE, ACCESS 2.0
- Assist school with preparing for the annual ACCESS 2.0 assessment
- Work with school staff with monitoring progress of exited EL students
- Work with school staff to increase family involvement for parents/families of ELs
- Serve as the point of contact for the participating districts/charters with the SDE.

Option III: Requirement

- Identify a fiscal agent for the grant;
- Identify a primary contact for the grant;
- Must identify at least three (3) participating districts/charters within the region;
- All proposals (including cover page and attachments) shall not exceed 25 page limitation;
- Include letters of support from the superintendent/administrator from each participating district/charter.

Option III: Format of Proposal

Construct your proposal by answering the following questions and refer to the Option III Rubric.

1. Describe the rationale for joining with other districts/charters to support the needs of the English learner population in your region. What are your area's specific needs and what data do you have to support these needs?
2. What are the qualifications of the Regional EL Coach? If applicable, who will be involved in the screening of candidates and the hiring of this position? Which district/charter will "house" the regional coach and who will the EL coach report to and be evaluated by?
3. What types of activities will the Regional EL coach conduct for the participating districts/charters? How much time will they devote to each participating district/charter?
4. How will participating districts'/charters' leadership support the integration of the Regional EL coach with other district/charter staff? How will a regional coach be included in decision making at the student/school/district/regional level?
5. Provide a detailed explanation of your proposed expenditures. Please use the attached budget templates.

Option III: Regional EL Coach Rubric

Very Strong	Strong	Neutral	Weak	Very Weak
5	4	3	2	1

Begin your evaluation of the grant proposal by using the scoring rubric below. After you have rated each question, total the score for all questions then calculate a grand total.

Question 1: Need for Regional EL Coach	5	4	3	2	1
Rationale and need for Regional EL Coach (i.e., specific and committed)					
Total	/5				
Question 2: EL Coach Qualifications	5	4	3	2	1
Strong qualifications and teaching experience					
Experience in providing staff development activities					
Total	/10				
Question 3: EL Coach Activities	5	4	3	2	1
A detailed plan, describing the activities that will support the needs of participating districts/charters					
Time is allocated to participating districts/charters accordingly					
Total	/10				
Question 4: Participating District/Charter Support for EL Coach	5	4	3	2	1
Strong commitment to integrating the EL coach with existing school staff					
EL coach will have opportunities to participate in student/school/district/regional level decision-making					
Total	/10				
Question 5: Budget	5	4	3	2	1
Proposed costs are logical and defensible based on proposal categories					
Total	/5				
Total Points Across All Questions (40 points possible)	/40				

Appendix A: Yearly EL Enhancement Grant Budget Templates

EL Enhancement Grants Budget (Coordination of Resources) July 1st, 2017 - June 30, 2018					
	Description	State EL Plan Funds	Title III Funds	Other Funding Sources (e.g., Title I)	EL Enhancement Grant Funds
100	Salaries				
	Title of Position #1				
	Title of Position #2				
200	Employee Benefits				
	Position #1				
	Position #2				
300	Purchased Service (non-travel)				
	Title of Service #1				
	Title of Service #2				
380	Travel Expenses				
	Brief Description #1				
	Brief Description #2				
400	Supplies and Materials				
	Object #1				
	Object #2				
500	Capital Objects				
	Object #1				
	Object #2				
2017-2018 PROJECT TOTALS					

**EL Enhancement Grants Budget
(Coordination of Resources)
July 1st, 2018 - June 30, 2019**

	Description	State EL Plan Funds	Title III Funds	Other Funding Sources (e.g., Title I)	EL Enhancemen t Grant Funds
100	Salaries				
	Title of Position #1				
	Title of Position #2				
200	Employee Benefits				
	Position #1				
	Position #2				
300	Purchased Service (non-travel)				
	Title of Service #1				
	Title of Service #2				
380	Travel Expenses				
	Brief Description #1				
	Brief Description #2				
400	Supplies and Materials				
	Object #1				
	Object #2				
500	Capital Objects				
	Object #1				
	Object #2				
	2018-2019 PROJECT TOTALS				

**EL Enhancement Grants
Budget (Coordination of Resources)
July 1st, 2019 - June 30, 2020**

	Description	State EL Plan Funds	Title III Funds	Other Funding Sources (e.g., Title I)	EL Enhancement Grant Funds
100	Salaries				
	Title of Position #1				
	Title of Position #2				
200	Employee Benefits				
	Position #1				
	Position #2				
300	Purchased Service (non-travel)				
	Title of Service #1				
	Title of Service #2				
380	Travel Expenses				
	Brief Description #1				
	Brief Description #2				
400	Supplies and Materials				
	Object #1				
	Object #2				
500	Capital Objects				
	Object #1				
	Object #2				
2019-2020 PROJECT TOTALS					