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STATEMENT OF PURPOSE

Every day in Louisiana, educators are committed to ensuring that every child and school has the opportunity to grow and thrive. Yet, newcomer and beginner English Learners (ELs) often present unique needs that are not adequately addressed through support in their content classes alone.

STATEMENT OF NEED

The Department is inviting local and national organizations to join our *Supporting Newcomer and Beginner English Learners Curriculum Guide* to collaborate with Louisiana schools to support the complex learning needs of these students through targeted curriculum. Applications are being accepted for curricula that aligns to the LA Connectors for ELs and provides designated English language development instruction.

DESCRIPTION OF NEED

All English learners should spend the majority of their time listening, speaking, reading, and writing. However, newcomer and beginner ELs in grades 4-12 often face additional challenges because their success depends on acquiring English while also mastering content. Many of these students need comprehensive language and literacy instruction to bridge the gap between English and content.

APPLICATION PROCESS

Step I: Initial Screening (Fall 2022)

The Department accepts applications from publishers/providers and conducts an initial screening to ensure submissions align to our description of need. Initial screening will be conducted using the minimum requirements descriptors in Appendix A.

Step II: Review (Fall 2022/Spring 2023)

The Department and a panel of Louisiana EL educators will review applications to ensure they meet eligibility criteria in Appendix B for inclusion into the *Supporting Newcomer and Beginner English Learners Curriculum Guide*. Curricula that does not meet eligibility criteria will be notified.

Step III: Publication (Spring 2023)

Curricula that meet established criteria will be notified through email that their application has been approved and they are eligible to be included in the *Supporting Newcomer and Beginner English Learners Curriculum Guide*. The Department will provide assistance to school systems to effectively utilize the guide.

APPLICATION REQUIREMENTS

Applicants interested in being included in the *Supporting Newcomer and Beginner English Learners Curriculum Guide* must submit an application for review and approval. All applicants RFA Google Form complete section one of the application. In addition:

All completed applications should be submitted through the . While we encourage and prefer early submissions, the application will close **on Friday, August 26, 2022**. If you need assistance, or would like to discuss the   application and application process in greater detail, please contact Margaret.piccoli@la.gov

Section I: Application Cover Sheet

This section of the application is intended to provide a brief overview of your curriculum and how it will support newcomer and beginner English Learners in Louisiana.

Curriculum Name:
Publisher/Vendor:
Web address/URL:
Organization Contact Person:
Email:
Phone:
Brief Curriculum Description: (No more than 4-5 sentences)

The application requests the following:

- Identify the medium in which the curriculum is available (Print, Digital, or both).
- Identify if this curriculum comes with professional development services on how to implement.
- Identify whether this professional development is (select one) only upon implementation, ongoing, or as needed.
- Identify the areas in which your organization can provide **professional development** to support the delivery of the EL curriculum.
- Identify the groups for which this curriculum contains instruction (select all that apply) Newcomer ELs, Beginner ELs, Grades 4-5, 6-8, 9-12.
- Identify which areas the activities in the curriculum support (select all that apply)
  - Foundational Language Skills
  - Foundational Literacy
  - Academic Vocabulary
  - Transition to Mainstream Classes
  - Initial Diagnostics
  - Progress Monitoring Assessments/Tools
  - ELs with Disabilities
  - Multicultural/Linguistically Diverse Students
  - Distance Learning
- Estimated Cost

Attachments

Appendix A: Minimum Requirements Descriptors

In order for vendors/publishers to be considered for review, they must meet all of the following minimum requirements.

ALIGNMENT TO EL CONNECTORS: Materials include instruction to address deficits in students' English language which prevent them from accessing grade level content. Approaches and content in the curriculum align with the EL Connectors and with the approaches and content commonly used in English Language Development (ELD).

ASSESSMENT: Materials include multiple assessment opportunities to ensure that teachers are making continued appropriate instructional decisions for support and instruction based on ELs' needs.

BUILD IN COMPLEXITY: Materials cover a range of abilities and build on the presented skills from basic/introductory to medium/intermediate to early advanced levels.

EFFICACY AND EASE OF USE: The EL Curriculum provides ample practice of all four language domains (reading, writing, listening, and speaking) and contains a clear road map for teachers to follow when planning ELD that meets students' needs. Materials are designed to ensure that they are age/grade appropriate while also addressing fundamental and foundational literacy and language skills.

FOUNDATIONAL SKILLS: Materials include instruction and diagnostic support in phonological awareness, phonics, vocabulary, syntax, and fluency in a logical and transparent progression.

TEXT SELECTION: Materials include diverse genres of texts which provide opportunities for students to see themselves reflected as they build their English language proficiency and practice their developing skills to read, understand, and express their understanding of complex, grade-level texts.

WRITING: Materials include a variety of writing tasks that cover the basics of beginning writing such as sentence stems all the way to independent writing. Writing tasks are prompted by different stimuli (ex. graphics, storyboard, written prompts, other texts).

Appendix B: Eligibility Criteria

Vendors/publishers who meet the minimum requirements will then undergo a review with Department and Louisiana EL educators based on eligibility criteria. The eligibility criteria uses the LA Connectors for ELs as the basis for evaluating a curriculum. These curricula should be designed for ELs who are scoring Level 1 in most of their domains on ELPS or ELPT. The ELPT Performance Level Descriptions are used to identify what the student should be doing within a particular EL Connector related to their proficiency. Curricula should include slightly below level, at level, and above level activities for each Connector as well as other elements of building language and literacy for English Learners.

1. Does the curriculum permit students to practice each of the skills listed in the LA Connectors for ELs at different levels as described in the ELPT Performance Level Descriptors?
2. Does the skill build from beginner to intermediate (and beyond)?
3. Are all four domains (Listening, Speaking, Reading, and Writing) practiced throughout the lessons on their own and then as connected forms of language development?
4. Are the materials grade/age appropriate?
5. Does the curriculum focus on the development of English in the academic context?

Extra features such as early supports in native language (when applicable) will be noted as well.