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Emerging Bilingual Collaborative

Request for Letters of Intent (LOI):

Implementing
High-Quality Instructional Practices for Multilingual Learners (MLs)
Grant Opportunity and Community of Practice

Letter of Intent due July 9 at 5:00pm PT



The Emerging Bilingual Collaborative is a project of New Venture Fund.
Project management is provided by [Education First](#).

Please direct communications to emergingbilingual@education-first.com.

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1. Why we do this work

A Call to Action

California is home to the nation's largest population of Dual Language Learners (DLLs, children ages 0 to 5) and English Learners (ELs, students in the K12 system), collectively referred to as Multilingual Learners within this opportunity. There are over 1.7 million DLLs and 1.3 million ELs in California. These students represent a multiplicity of histories, languages and traditions that reflect the dynamism of California itself. However, the state has struggled to serve all Multilingual Learners (MLs) well. Recent research has shown that many MLs do not have equitable access to grade-level content instruction and are often taught by early career teachers who lack the training to meet their educational needs.¹ But when MLs are served well, they typically outperform their peers. Research indicates that children who achieve meaningful bilingualism and biliteracy by high school graduation have significantly better educational and career outcomes.² And nine out of 10 U.S. employers report reliance on U.S.-based employees with language skills other than English, with one-third (32 percent) reporting high dependency.³

The state has made significant progress in recent years. In 2016, an overwhelming majority of Californians voted for Proposition 58, also known as the California Education for a Global Economy Initiative, which effectively repealed state restrictions on bilingual education programs and gave districts greater flexibility to support students' English language development. The following year, the State Board of Education adopted the [English Learner Roadmap](#) to set a common vision for the education of Multilingual Learners in California from preschool through 12th grade. This Roadmap advances four core principles that will guide the state's efforts into the future: assets-oriented and needs-responsive schools; intellectual quality of instruction and meaningful access; system conditions that support effectiveness; and alignment and articulation within and across systems. With these key pieces in place, in addition to the recently released California [Master Plan for Early Learning and Care](#), there is opportunity for meaningful change.

However, along with these advancements, the COVID-19 crisis in California and globally has exposed and exacerbated systemic inequities that have a disproportionate impact on the most vulnerable populations, including Multilingual Learners. And while progress is occurring, more needs to be done. For example, [an early analysis](#) of how districts planned to use relief funds from last year lacked detail on how to target support to MLs.⁴

After years of effective ML policy and advocacy efforts, California educators and education leaders are uniquely positioned to work together to support the systemic implementation of high-quality instructional practices for MLs statewide. All students, including MLs, deserve access to high-quality education where linguistic diversity is seen as an asset to the school, the community and the state. The success of MLs is critical to the success of California's education system and the state's future prosperity.

Emerging Bilingual Collaborative

Building on this momentum, five foundations established the Emerging Bilingual Collaborative, as a sponsored project

¹ Unidos US, *FY 21 Federal Budget: Title III Support for English Learners* (2020), http://publications.unidosus.org/bitstream/handle/123456789/2057/unidosus_titleIII_funding_factsheet.pdf?sequence=4&isAllowed=y.

² Pearson, Language Testing International & Ipsos Public Affairs, *Making Languages Our Business: Addressing Foreign Language Demand Among U.S. Employers* (2019), https://www.leadwithlanguages.org/wp-content/uploads/MakingLanguagesOurBusiness_FullReport.pdf.

³ Pearson et al. (2019).

⁴ Californians Together, Children Now, National Center for Youth Law, & Public Advocates, *How Districts Planned for Pandemic Learning: Equity-driven Practices and Lessons Learned from 2020 Learning Continuity and Attendance Plans* (2021), https://youthlaw.org/wp-content/uploads/2021/05/LCP_Report_How_Districts_Planned_for_Pandemic_Learning.pdf

of New Venture Fund, to help educators deliver high-quality instruction to Multilingual Learners in grades PreK-3. Founders of the Collaborative include the California Community Foundation, James B. McClatchy Foundation, Heising-Simons Foundation, Silver Giving Foundation and Sobrato Philanthropies. The Collaborative’s work is informed by an in-depth analysis of pressing needs across the state and consultations with leading experts on ML research, policy and practice.

The Collaborative believes now is a critical time to strengthen support for MLs to ensure the state’s education systems are equipped to meet their needs during and after this crisis. With funding, technical assistance and peer support, the Collaborative seeks to provide education leaders with opportunities to leverage other existing funding sources (e.g., CARES Act, Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), The American Rescue Plan’s Elementary and Secondary School Emergency Relief (ARP ESSER), Title I/IDEA, First 5 California Dual Language Learner Pilot Expansion Phase, among others) to assist the longer term vision of this work.

Key Definitions

Throughout this document, we use the following definitions:

- **Dual Language Learner (DLL):** Children birth to age 5 who come from homes where a language other than English is spoken. They may be learning two (or more) languages at the same time (simultaneous DLL), or start learning a second language while continuing to develop their first language (sequential DLL).
- **English Learner (EL):** Students in the K-12 education system who have a home language other than English, and with levels of English proficiency that indicate the need for programs and services that will support them in becoming English proficient.
- **Multilingual Learner (ML):** An umbrella term that encompasses DLLs and ELs, as described above.

You will see the term Multilingual Learner (ML) used throughout this document to reference both Dual Language Learners and English Learners.

In addition, we provide access to the following draft document for reference as you develop your proposal: [Multilingual Learning Toolkit: Resources for Supporting PreK-3rd Multilingual Children](#). Throughout the LOI, we refer to this document as the “Multilingual Learning Toolkit.” As noted, broad public access will be provided to the toolkit and resources via the website “Multilingual Learning Toolkit: Resources for supporting PreK-3rd multilingual children” in August 2021.

Multilingual Learning Toolkit: Resources for supporting PreK-3rd multilingual children

ML advocates in California have made significant progress over the last few years to set the stage for coherently implementing systems to support high-quality instructional practices for MLs in schools, districts and counties across California. For example, in 2017, the [English Learner Roadmap](#) was unanimously adopted by the State Board of Education, providing a vision and direction for the education of English Learners in California.⁵ The Roadmap emphasizes the need for all educators--and the systems that support them--to take responsibility for serving MLs from early childhood education to 12th grade. Building on this vision, the [Master Plan for Early Learning and Care: Making California for All Kids](#) was released in 2020, providing a strategic vision for California’s early learning system.⁶ Throughout, the report emphasizes the importance of supporting dual-language learners and the educators who serve them. This grant opportunity builds on the English Learner Roadmap, the Master Plan for Early Learning and Care and the numerous other statewide efforts supporting MLs in California.

Given how critical the early years are for MLs’ language development and foundational education, the Emerging Bilingual

⁵ California Department of Education, *English Learner Roadmap* (2020), <https://www.cde.ca.gov/sp/el/rm/index.asp>.

⁶ California Health and Human Services, *Master Plan for Early Learning and Care, Making California for all Kids* (2020), <https://californiaforallkids.chhs.ca.gov/home>.

Collaborative identified an opportunity to support previous statewide efforts by building consensus on high-quality instructional practices for Multilingual Learners from ECE to 3rd grade. The Collaborative supported Early Edge California, in partnership with stakeholders across the state, to develop the [Multilingual Learning Toolkit: Resources for Supporting PreK-3rd Multilingual Children](#), which describes foundational principles and evidenced based strategies for instruction that are critical for teachers and administrators to know when supporting Multilingual Learners.

Early Edge California and partners plan to build a new website, Multilingual Learning Toolkit: Resources for supporting PreK-3rd multilingual children, which will be launched at the end of August 2021. The website will house the Toolkit and accompanying resources (e.g., instructional videos, lesson plans, book lists, etc.). The key audiences for this website are teachers who work with Multilingual Learner children in PreK-3rd Grade as well as program administrators and higher education faculty members.

The Multilingual Learning Toolkit and aligned resources are designed for continued refinement and addition of resources over time. **Therefore, the Collaborative has developed this funding opportunity to help education systems use the Multilingual Learning Toolkit to improve the quality of teaching and learning for MLs by focusing on the implementation of professional learning that support educators to use high-quality instructional practices for serving MLs PreK-3rd grade.** Through this effort, we hope to continuously learn in partnership with grantees and share what we have learned with educators across California.

For reference, here are a few samples that represent the full set of resources that will be available on the Multilingual Learning Toolkit website:

- A 3rd grade **video**: [Video: Strategy - Dialogic Read Aloud 3rd Grade](#)
- A PreK teacher **strategy write up**: [Strategy Write-Up: Super Duper Sentence Builder](#)
- A PreK **family interview resource** (in both Spanish and English):
 - [Family Languages and Interests Interview Form \(English\)](#)
 - [Family Languages and Interests Interview Form \(Spanish\)](#)
- A K-2 **lesson plan**: [ReadThinkWrite K-2 Reading Comprehension](#)

2. About the Implementing High-Quality Instructional Practices for Multilingual Learners Grant Opportunity and Community of Practice

Grant program goals

The Emerging Bilingual Collaborative is looking for applicants seeking to support young Multilingual Learner (ML) students, who include both Dual Language Learner and English Learner students, as described in the [Multilingual Learning Toolkit: Resources for Supporting PreK-3rd Multilingual Children](#). Through this opportunity, we are focused on providing support to applicants working with preschool-3rd grade educators that are eager to redesign or enhance their professional learning systems to meet the needs of ML students in alignment with the goals below.

The Collaborative has released this funding opportunity to address the following **immediate goals for the grant (October 2021 - September 2023)**:

- To implement the instructional practices and corresponding resources as described in the Multilingual Learning Toolkit, through the implementation of high-quality professional learning for PreK-3 educators
- To generate lessons learned from implementation efforts to support ongoing refinement of the tools and resources to support PreK-3rd educators; and share examples of effective instructional models and supports (documentation and exchange of lessons learned, etc.)

- To focus on and build understanding of the unique needs and assets of ML students as central to the work of being a California teacher

Grant program details

As part of this grant opportunity, applicants should identify ways to redesign or enhance their professional learning systems to meet the needs of ML students, building on the instructional practices and resources in the Multilingual Learning Toolkit. Applicants should align their work with the goals articulated above but are also encouraged to set their own goals and objectives aligned to their local context and needs. Selected proposals should include activities that would occur during the grant period, October 2021-September 2023.

Support offered by the Emerging Bilingual Collaborative as part of the grant

The Collaborative will select up to 10 applicants for funding and to participate in a Community of Practice (CoP). This grant program structure will include the following:

- **Funding:** The Collaborative will issue grants up to \$200,000 to eligible applicants (see below for eligibility requirements).
- **Community of practice (CoP) for Grantee Leadership Team:** Each grantee leadership team, in partnership with their respective technical assistance providers or other partners, will participate in a Community of Practice (CoP) from October 2021 to September 2023. The CoP will focus on: (a) designing better professional learning systems to support educators working with Multilingual Learners; (b) change management to support the implementation of a professional learning system focused on educators working with Multilingual Learners; and (c) leadership development to effectively advocate for MLs and the educators who serve them. The CoP will enable grantees to share best practices, conduct site visits in other schools/districts, develop leadership skills on ML issues, and collaborate/receive technical support on using other funding sources to support the long-term vision of their work.
 - CoP facilitation will be delivered remotely and in person. Participants will include those organizational leaders responsible for the design, implementation, improvement and budget management of professional learning systems and their technical assistance partners.
 - **Time commitment:** The CoP will meet monthly for a 2-3 hour Zoom call. In addition, there will be two in-person meetings per year for all grantees leadership teams.
 - *Note, educators will not be expected to participate in the CoP but we encourage educator representation or engagement of educators in the grantee leadership team.

Eligibility and grant objectives

Eligibility Criteria	Eligible applicants: <ul style="list-style-type: none"> ● Must be a local educational agency (LEA) (this includes public school districts, charter school networks or other local education agencies); or a Quality Counts lead agency; or a county office of education (COE); or a local planning council (LPC) applying through their COE or with an identified lead representative of the LPC. <ul style="list-style-type: none"> ○ Technical assistance (TA) providers can apply in partnership with one or more of the eligible applicants listed above.
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- Applicants who have applied without a technical assistance provider will have the opportunity to identify if they would like for the Collaborative to match them with a TA provider for the duration of the grant.
- Grantees will preferably have student enrollment where at least 25% of the student population is identified as an English Learner or Dual Language Learner and a minimum student enrollment population of 2,500 students
 - Single lead applicants who do not meet the student enrollment population minimum are encouraged to:
 - a. apply as a partnership alongside their county office of education (COE); or
 - b. partner with other eligible applicants (i.e., two LEAs apply together and in combination have a student population of 2,500, of which at least 25% are ELs/DLLs); or
 - c. work with a TA provider to organize multiple districts for partnership
 - We understand that some applicants may not have data available that indicates the percentage of their student population who are identified as English Learners or Dual Language Learners. In these cases, proxy data is acceptable.
- We encourage collaborations that include partnerships of early learning partners and LEAs (e.g., Quality Counts Lead Agency and LEA)

Specific Objectives

We will give priority to responses that reference alignment with the following objectives:

- Consider integration of Multilingual Learning Toolkit practices into professional development provided to all educators serving MLs in PreK-3rd grade
- Consider how their systems need to adapt to improve support to ML educators in PreK-3rd grade
- Consider how, over the course of the two years, the team plans to braid/use other funding sources (e.g., CARES Act, Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), The American Rescue Plan's Elementary and Secondary School Emergency Relief (ARP ESSER), Title I/IDEA, First 5 California Dual Language Learner Pilot Expansion Phase, among others) to support the longer term vision of this work

Examples of activities eligible for funding include but are not limited to:

- Coaches/educator supports provide "look fors" in practice, provide reflection and feedback using aligned tools/observation rubric
- Build partnerships across Prek-3 systems to help design culturally-relevant professional development integrating Multilingual Learning Toolkit practices, as one element of improving PL systems
- Identify technical assistance partners to adapt or re-design professional learning systems supporting PreK-3rd grade educators teaching MLs and implement redesigned systems with a focus on continuous improvement
- Provide professional development opportunities for educators to learn from the Multilingual Learning Toolkit and associated resources
- Educators practice implementing strategies embedded in the Multilingual Learning Toolkit
- Educators track progress on implementing strategies, noting any successes, as well as areas where they need more support

- Note: We will not consider stand-alone events, such as one-time workshops.

Grant Period

October 1, 2021 - September 30, 2023

Grant Amount

Grants up to \$200,000

Expectations for grantees

Grantees will be expected to participate in shared learning provided through the Community of Practice (CoP), as well as track and report progress in partnership with the CoP learning and evaluation partner for the duration of the grant term between October, 2021 and September, 2023. In addition to planning, grantees will be expected to implement direct training to educators within the 2- year grant period and be required to demonstrate a commitment to integrating high-quality ML instructional practices and resources, such as the Multilingual Learning Toolkit, into their professional learning strategies. Estimated time commitment will include:

- Virtual monthly CoP and coaching sessions (2-3 hours)
- Biannual Convenings (2 full day gatherings each year)

If applicants are invited to submit a full proposal, more details will be provided.

Tracking and reporting progress

We understand that there may be grantees who already have a strong comprehensive tracking system in place for supporting educator practice and mindsets and some who would prefer to be given a standardized rubric for measuring progress and supporting continuous learning. The Collaborative will offer some flexibility for tracking the progress of practices outlined in the Multilingual Learning Toolkit for the duration of the grant. Grantees can choose from the following options:

- Grantees can focus on integrating practices into tools (rubric, surveys) already in use and collect baseline information before implementation starts. If using existing tools and rubrics, the information and collected data must meet reporting requirements below.
- If requested, the Collaborative can provide a rubric and survey that grantees can adapt and use to track progress and collect data.

All grantees must provide data that includes or demonstrates:

- More educators working with MLs are:
 - Implementing high-quality instructional practices aligned to the Multilingual Learning Toolkit
 - Have developed equitable, assets-based mindsets related to working with MLs
- More education leaders are:
 - Better equipped to systemically support MLs (e.g. curriculum adoption, use of funds, etc.)
 - Have the leadership skills and mindsets needed to effectively advocate for MLs
 - Have the tools needed to effectively support the professional development of educators working with MLs

In addition, the Community of Practice will be supported by a learning and evaluation partner to document lessons learned. More details on these activities will be provided to applicant finalists but may include interviews, observations, surveys and/or other data collection methods.

Grant amount and allowable use of funds

The grant funds can support grantee planning efforts, such as consulting support or staff time for project management and planning; convening meetings with team members, stakeholders or other partners; stipends, release time and/or

travel expenses for team members, experts or partners; etc.

The grants may cover a portion of staff time, but not the full amount for a full-time employee. Grant funds cannot be used for funding one-time events.

Indirect costs cannot exceed 10%.

Grant program timeline

Event	Milestone	Date/Range
Invitation issued	Potential applicants receive LOI notice	6/8/21
Letter of Intent (LOI) Due	LOI submission window closes	7/9/21 5:00 PM PDT
Request for proposals	Invitations sent to select applicants, based on letters of intent, to submit a full proposal	by 7/28/21
Full proposals due	Invited applicants only submit full proposals	by 8/25/21 5:00 PM (PDT)
Awardee notifications	Selected finalists notified of award contingent on due diligence conducted by New Venture Fund	by 9/15/21
Grant agreements	Grant agreements signed and submitted to NVF	by 10/15/21
Awards released	Funds released, if finalists confirmed by New Venture Fund and execution of grant agreements	by 10/31/21
Grantee reporting and learning evaluation	Ongoing - TBD	
Final report	Final report to Education First and the Emerging Bilingual Collaborative	10/1/23

*Dates may change slightly based on the number of submissions received.

3. Letter of Intent

Letter of intent process and timeline

Submission Instructions: Please [submit your letter of intent via Google Forms](#) including contact, demographic information, and narrative responses (shown below). Please note, we advise you to think through and type up your responses in a separate document first because you will not be able to save your work online or edit your responses once they are submitted.

No letters of intent will be accepted after **5:00pm PT on Friday, July 9, 2021.**

Letter of intent requirements

[Please submit your letter of intent via Google Forms.](#) As mentioned above, we advise you to type up your responses in a separate document first because you will not be able to save your work online or edit your responses once they are submitted.

1. Lead applicant contact information

- Lead applicant organization name
- Lead applicant main point of contact name for application
- Main point of contact title/role
- Organization mailing address (street, city, state, zip)

- Main point of contact email
- Main point of contact phone

Partner contact information (If applicable): If you are applying in partnership with any other eligible partner entity technical assistance provider, please provide the following information for each of the partner organization:

- Partner organization name
- Partner organization main point of contact name
- Main point of contact title/role
- Partner organization mailing address (street, city, state, zip)
- Main point of contact email
- Main point of contact phone

2. **Demographics:** Please provide a summary of the lead applicant's student demographics and educator demographics including:
- Number of students in PreK-3rd grade disaggregated by grade
 - Percentage of student population classified as English Learners (ELs) or Dual Language Learners (DLLs)
 - We understand that some applicants may not have data available that indicates the percentage of their student population who are identified as English Learners or Dual Language Learners. In these cases, proxy data is acceptable.
 - Number of educators serving PreK-3rd grade students
 - If available, please provide demographics for educators

Where relevant, please include demographic information for all partners.

3. **Please address the following questions:**
- a. Are you applying independently or with a technical assistant provider partner?
 - b. If selected, would you like for the Collaborative to match you with a technical assistance provider?
 - c. If yes, describe what type of expertise you'd need in a TA partner.
 - d. Do you have an existing rubric, survey, or tool that you would like to use to track progress of practices outlined in the Multilingual Learning Toolkit and overall change in educator practice?
 - e. If yes, please indicate which rubric, survey or tool your organization currently uses?
 - f. If no, would you want a rubric, survey, or tool provided that you could modify to meet your organization's needs?

Narrative (for submission)

Please include your responses to each of the prompts below in your letter of intent. You can find the proposal prompts in the [Google Form](#). (max 250 words for each prompt below; no max word count for attachments)

1. **Vision and purpose:** What is your vision for implementing a high-quality professional learning system to support educators teaching multilingual learners (DLLs/ELs) to ensure high-quality practices and resources are used in the classrooms? How might your organization use the [Multilingual Learning Toolkit: Resources for Supporting PreK-3rd Multilingual Children](#) and corresponding resources to support this vision?
2. **Project leadership and partners**
 - a. Who is involved in leading the project?
 - b. Who are the individuals contributing to this project? Please summarize their proposed role.
 - c. Please provide specific details on any additional sub-grant or subcontracts you may employ to further support your prospective project. Please provide name, level of support and role. If you do not know,

please indicate if there are specific partnerships your organization would seek if invited to submit a full proposal.

3. Use of grant funds

- d. How would your organization propose using grant funds from the Emerging Bilingual Collaborative? (A detailed budget is not required at this stage. Grants will be provided up to \$200,000.)
- e. What amount do you intend on requesting?
- f. How would these grant funds help you get started on implementing your vision at the beginning of the 2021-22 school year?

Resources

Education First will provide the following resources and support to applicants selected to apply for an Implementing High-Quality Instructional Practices for MLs grant:

- **Webinar (optional):** We will host one webinar for all prospective applicants. The webinars will be recorded and posted [HERE](#).
- **Office Hours (optional):** We will schedule three optional Office Hour virtual meetings where applicants can join and ask questions regarding the funding opportunity (see schedule below).
- **Frequently asked questions (FAQ) document:** We will provide ongoing updates to an FAQ document as we receive questions during the proposal window (June 8 - July 9, 2021). The FAQ can be found [HERE](#).

Event	Date/Time	Location
Webinar	Tuesday, June 15, 2pm - 3pm PST	Meeting URL: https://education-first.zoom.us/j/81866980883
Office Hours	Wednesday, June 16, 11am - 12pm PST	Meeting URL: https://education-first.zoom.us/j/89629188569
Office Hours	Tuesday, June 29, 9am - 10am PST	Meeting URL: https://education-first.zoom.us/j/85448810871
Office Hours	Wednesday, July 7, 11am - 12pm PST	Meeting URL: https://education-first.zoom.us/j/82227557138

Application review process

Step 1 (All applicants): By Friday, July 9, 2021, at 5:00pm (PT), submit a **letter of intent** to apply (see detailed requirements above). [Apply HERE](#).

*Education First will inform all applicants of their semifinalist status by **Wednesday, July 28**. A grant review team will review all letters of intent and invite select applicants to submit a full proposal.* The Emerging Bilingual Collaborative (via its project management partner Education First) will notify all applicants who submitted a letter of intent of their status by this same date.

Step 2 (Semifinalists): By Wednesday, August 25 at 5:00pm (PT) if invited, submit a **full proposal**.

Proposals will be reviewed by a grant review team. Finalists may be contacted with follow-up questions regarding their proposals. We aim to notify all applicants with their final award status by September 15, 2021.

The full request for proposals will ask applicants to provide a more detailed description of the program/project for which you are seeking funds.

Step 3 (Finalists): By September 15, finalists will be notified.

Education First will inform all applicants of their selection status. Up to 10 finalists will be selected. If selected as a finalist, the applicant information will be shared with New Venture Fund for additional due diligence. Once New Venture Fund provides final approval, New Venture Fund will initiate an agreement with the applicant and execute awards.

Questions?

Please contact Kelly James, Education First at (emergingbilingual@education-first.com) with any questions about the letter of intent or application process.