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| **Name of Grant Program: GLEAM PreK-12 Fund Code: 509/510** |

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| **PART III – REQUIRED PROGRAM INFORMATION** |

**PART A - Contact and Demographic Information**

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| ***A1. District/LEA name*** |  | | |
| ***A2. If multiple LEAs are applying as a consortium under the lead fiscal agent above, list other LEAs included:*** | | | |
| ***A3. Contact Person for this proposal*** | **Name/Role:** | **Email:** | **Phone:** |
| ***A4. Please select one Track:*** | ☐ Track 1: For applicants without high-quality core curricular materials in place  ☐ Track 2: For applicants with high-quality core curricular materials in place  *Please consult the RFP and the Fund Use Details attachment for detailed descriptions and requirements for each Track.* | | |
| ***A5. Grade band for which funds are requested (check one):*** | |  |  |  |  | | --- | --- | --- | --- | | ☐ PreK-2 | ☐ K-2 | ☐ 3-5 | ☐ 9-12 | | ☐ PreK-5 | ☐ K-5 | ☐ 6-8 | ☐ other: \_\_\_\_\_\_ |   ***Applicants may choose to focus on a subset of grades within PreK-5 OR 6-12****. For instance, a district may choose to focus on grades K-2 in several participating elementary schools. Choosing one grade will not be permitted; choosing only two grades is discouraged and requires a strong local rationale.* | | |

**A6. Provide information about the school(s) that will participate in the GLEAM grant.**

* Districts are expected to include all schools within the selected grade band to participate in the GLEAM grant. For districts with more than 8 schools, funding restrictions will apply. Please see the Fund Use Details document for more information.
* Schools that include some grades outside of the selected grade band will receive funding only for grades within the selected grade band. For instance, if the applicant selects a K-6 school to participate, only grades K-5 in that school would receive funding for grade-specific grant activities (such as materials purchases) and grade 6 would not receive funding. However, grade 6 staff could participate in grant-funded activities such as large-group professional development that can accommodate additional participants at no additional cost.

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| **School Name** | Number of students enrolled in the grade band identified in A5 (data available [here](https://profiles.doe.mass.edu/)) | Number of core classroom teachers in the grade band identified in A5 | Number of *additional instructional staff* (Title I, paraprofessionals, ELL/ESL, special education, interventionists, etc.) who work with students on ELA/Literacy in the grade band identified in A5 |
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| A7. Please **summarize** your interest in the GLEAM grant by addressing broadly (a) What you hope to accomplish through participating in this grant, and (b) how the funds will result in improved ELA/Literacy experiences for your students? [response length limit: 400 words] |
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| A8. Explain the rationale behind the schools and grades that were chosen to participate in the GLEAM grant. Why were these schools and grades selected? If you are applying for funding for all grades within the 6-12 grade span, please provide a detailed rationale as to why that is necessary, how the district will ensure capacity and staffing for such a large project, and how the project will remain aligned and connected across grade bands. [response length limit: 300 words] |
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| A9. What individual will be responsible for overseeing the GLEAM program (across schools, if applicable)? Why is this person best positioned for this responsibility? [response length limit: 200 words] |
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**Part B: Planned Activities**

**For Track 1 Applicants**

*If you are applying for Track 2, please disregard and delete this page.*

The list below lists the GLEAM activities schedules them over the 3-year course of grant funding (beginning February 2023 and ending August 2025).

* **Systems Analysis [February 2023 – August 2023]** - To establish a strong foundation for Year 2 equity-driven literacy GLEAM work, the consultant will support the comprehensive analysis of systems, policies, and processes contributing to the current state of literacy teaching and learning in the district. This systems analysis will act as the foundation for GLEAM work in FY24.
* **Leadership Development and Establishment of GLEAM Leadership Team [February 2023 – August 2023]** Districts should identify district personnel, teachers, principals, and literacy leaders who are committed to leading the GLEAM work throughout the funding period. Please note that one administrator and one literacy leader (preferably a literacy coach) from each school must be part of the GLEAM Leadership Team
* **Evaluation and selection of materials [October 2023 – April 2024]** Engage in a process of evaluating and selecting high-quality core curricular materials for ELA/Literacy, guided by Department specialists. Grantees, including preschool classrooms, will also embark in an evaluation and selection process for high quality preschool curricular materials utilizing the EEC Curriculum Rubric Review process.
* **PreK-5 Screening and Professional Development [Fall 2023]** Select and purchase one or more assessments designed to inform instruction in ELA/Literacy. Provide professional development in order to implement the assessment and utilize the data for instructional decision-making.
* **Purchase, launch, and implementation of curricular materials [Summer 2024]** Procure the selected and approved curricular materials for all classrooms in all schools participating in the grant. Note: The district/LEA pays at least half this cost. With support from the consultant, develop a launch and implementation plan for curricular materials. All purchases must be approved by DESE
* **Professional Development [24-25 School Year]** Provide professional development to support skillful and culturally responsive implementation of the new curricular materials to participating teachers and administrators.
* **Professional Development for Building-Based Literacy Leaders [Ongoing throughout the course of the grant]** Each participating school will designate a Literacy Leader to participate in regular professional development and a collaborative support network organized and sponsored by DESE
* **Customized support [Ongoing throughout the course of the grant]** Each district will receive support from an expert Literacy consultant onsite periodically throughout the grant period, responsive to the needs of the school.

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| B1. As you consider how these activities will unfold within your local context, please speak to how your team is prepared to complete these activities in the time frame indicated within your district local context. Please also speak to any concerns or anticipated challenges and any mitigation strategies being considered to address them. [response length limit: 200 words] |
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**Part B: Planned Activities**  
**For Track 2 Applicants**  
*If you are applying for Track 1, please disregard and delete this page.*

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| B1. To qualify for Track 2, entities must utilize high-quality core curricular materials for ELA/Literacy. Please provide the name, publisher, and publication date of the core ELA/Literacy curricular materials and affirm that it is used as the primary curricular resource in all grades, schools, and classrooms participating in this grant application. [response length limit: 100 words] |
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| B2. Please summarize the strengths, challenges, opportunities, and needs in the schools’ ELA/literacy instruction currently. Please consider all three tiers of instruction. [response length limit: 300 words] |
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The list below lists the GLEAM activities schedules them over the 3-year course of grant funding (beginning February 2023 and ending August 2025).

* **Systems Analysis [February 2023 – August 2023]** - To establish a strong foundation for Year 2 equity-driven literacy GLEAM work, the consultant will support the comprehensive analysis of systems, policies, and processes contributing to the current state of literacy teaching and learning in the district. This systems analysis will act as the foundation for GLEAM work in FY24.
* **Leadership Development and Establishment of GLEAM Leadership Team [February 2023 – August 2023]** Districts should identify district personnel, teachers, principals, and literacy leaders who are committed to leading the GLEAM work throughout the funding period. Please note that one administrator and one literacy leader (preferably a literacy coach) from each school must be part of the GLEAM Leadership Team
* **Comprehensive Literacy Needs Assessment [October 2023 – April 2024]** An expert ELA/Literacy consultant will, in conjunction with the GLEAM Leadership Team, evaluate the strengths and needs in the school/schools’ ELA/Literacy multi-tiered system of support and identify materials, assessments, and/or professional development that is needed. Each participating school will be matched with an expert literacy consultant who will collaborate with school and district leaders and stakeholders to develop a comprehensive picture of the school/schools’ multi-tiered system of support.
* **PreK-5 Screening and Professional Development [Fall 2023]** Select and purchase one or more assessments designed to inform instruction in ELA/Literacy. Provide professional development in order to implement the assessment and utilize the data for instructional decision-making.
* **Finalization of Comprehensive MTSS Literacy Action Plan [Summer 2024]** With the support of the consultant, districts will utilize the results of their comprehensive needs assessment to develop and finalize a district-specific and collaborative Comprehensive MTSS Literacy Action Plan
* **Purchase and Implement Materials, Assessment, and Professional Development [24-25 School Year]** Purchase and implement instructional materials for use in Tier 2/3 interventions, assessment(s), and/or professional development, based upon the results of the needs assessment and the Literacy Action Plan. All purchases must be approved by DESE
* **Professional Development for Building-Based Literacy Leaders [Ongoing throughout the course of the grant]** Each participating school will designate a Literacy Leader to participate in regular professional development and a collaborative support network organized and sponsored by DESE
* **Customized support [Ongoing throughout the course of the grant]** Each district will receive support from an expert Literacy consultant onsite periodically throughout the grant period, responsive to the needs of the school.

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| B3. As you consider how these activities will unfold within your local context, please speak to how your team is prepared to complete these activities in the time frame indicated within your district local context. Please also speak to any concerns or anticipated challenges and any mitigation strategies being considered to address them. [response length limit: 200 words] |
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**Part C - Articulating a clear approach to building and sustaining multi-tiered systems of support for Literacy, based upon the GLEAM activities**

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| C1. Describe how you will utilize your systems analysis to develop an equity-driven plan for growing literacy equity across your district for all learners? How will you ensure that the structures, systems, policies, mindsets, etc. that are assessed in the systems analysis are collaboratively improved? [response length limit: 300 words] |
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| C2. Please discuss how you will make the practices adopted during this grant program sustainable. How will you transfer this work to schools and grade levels not included? How will you sustain programmatic improvements over time, including beyond the grant period? [response length limit: 400 words] |
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**Part D - Demonstrating favorable conditions and the resources necessary to make and sustain meaningful Literacy program improvements**

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| D1. How much professional learning time is provided annually to teachers in the participating schools and grades? Is there an opportunity to adjust professional learning time and schedules for the 23-24 school year, if needed? Please break down that time by format (e.g., how much is typically whole-school workshops; grade-level team meetings; collaborative planning time; etc.). [response length limit: 100 words] |
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| D2. The COVID-19 pandemic has contributed to educator burnout. Educator participation in GLEAM and the GLEAM Leadership Team requires a great deal of time, including two annual whole day convenings and monthly Network meetings. How will you ensure there is capacity, interest, and time available for educators to participate in GLEAM? How will you ensure educators are empowered to participate in this work and to prioritize growing literacy equity across the district? [response length limit: 200 words] |
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| D3. Equity-driven districts are often driven by a number of core values and shared traits. Please review the list of possible equity-driven values and traits below. Please note that this list is not exhaustive nor every shared trait of equity-driven education.   |  |  | | --- | --- | | Authentic Family and Community Engagement | Diverse Workforce and Leadership | | Student Voice and Choice | Culturally Responsive and Linguistically Sustaining Instructional Practices | | Access to Grade Level Curriculum | High Expectations and High Support | | Distributive Leadership | Policy and Protocol Analyses |  * Describe two values or traits of equity-driven districts that are central to the work currently happening in your district. You are not limited to the list above. * Describe two values/traits that are in need of more investment and support to effectively grow literacy equity in your district? You are not limited to the list above.   [response length limit: 400 words] |

**Part E - Bringing together a diverse coalition of stakeholders committed to the activities articulated in the grant proposal, including families, diverse staff members, administrators, school committee, and students where appropriate**

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| E1. Provide evidence to demonstrate that a diverse coalition of stakeholders within and served by your school(s) are committed strengthening the multi-tiered system of support by participating in GLEAM. DESE seeks to see that this proposal is supported by stakeholders in various roles (including teachers, paraprofessionals, families, school committee, students, and administrators) who are diverse in terms of race, language status, socioeconomic status, and special education status within staff and families of students served.  This question is intentionally left open-ended so applicants have the opportunity to demonstrate the commitment of diverse stakeholders in an individualized, meaningful way. |
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| E2. Please list the names and roles of individuals who contributed substantively to the development of this proposal. |
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*Thank you for your interest in the GLEAM grant and the investment of time to prepare this proposal. DESE may request an interview with applicants before making awards.*