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| **Name of Grant Program: GLEAM Preschool** | **Fund Code: 508A** |

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

**PART A - Contact and Basic Information**

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| **A1. District/LEA:** |  | | | |
| **A2. If multiple eligible LEAs are applying as a consortium under the lead fiscal agent named above, list those who are co-applying:** | | | | |
| ***A3. Contact Person for this Proposal*** | **Name/Role:** | | **Email:** | **Phone:** |
| ***A4. Grade band for which LEA applied for a GLEAM grant (509)*** | K-5  K-2  3-5  None: \_\_\_\_\_\_\_ |

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| A5. Please **summarize** your reasons for wishing to participate in Preschool GLEAM grant by answering these questions:  What do you hope to accomplish through participating in this grant and how will the funds result in improved Literacy support for preschool classrooms in districts? How do you plan to align the curriculum across the district? [response length limit: 400 words] |
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| A6. Please discuss your plan to make the practices adopted during this grant program sustainable. How will you transfer this work to public preschool classrooms not included in this grant? How will you sustain programmatic improvements over time, including beyond the grant period? [response length limit: 400 words] |
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**A7. Provide a list of individuals who serve on the GLEAM K-5 Leadership Team with two additional PreK staff members to be added to the team. Designate at least one administrator with oversight for PreK across all participating PreK classrooms and one PreK teacher, who will act as the PreK Literacy Leader, to join the GLEAM Leadership Team. Add additional rows as needed.**

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| **Name** | **Role and school / Program name, if applicable** | **Email** |
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| A8. How was the preK teacher identified to represent and lead GLEAM ? Why is this person best-positioned for this responsibility? How will the school(s) arrange for that individual(s) to have the capacity to required to be on the GLEAM Leadership team?[response length limit: 200 words] |
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**A9**

**Provide information about the classrooms that will participate in the GLEAM grant. Applicants may identify up to 10 classrooms to participate. Competitive priority will be given to applications in which over 50% of the schools named to participate in GLEAM serve a population of students of which over 50% are identified as economically disadvantaged.**

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| **School /Program Name** | **Names of core classroom teachers identified to participate in the PreK grant** | ***Names of additional instructional staff***(Title I, paraprofessionals, ELL/ESL, special education, interventionists, etc.) **who work with children in PreK classrooms.** |
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| A10. Explain the rationale behind the preschool classrooms that were chosen to participate in the GLEAM Preschool grant. Why were these classrooms selected? [response length limit: 300 words] |
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**PART B**

**Articulating a clear approach to identifying Preschool classrooms to implement a curriculum that supports the development of Literacy skills, based upon the proposed GLEAM activities**

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| B1. How do you plan to engage leadership from within the district in a process of evaluating and selecting high-quality curricular materials for preschool, with a focus on pre-literacy skills that include support for social and emotional development? [response length limit: 100 words] |
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| B2. How will the GLEAM Leadership Team ensure that all stakeholders are present and have an opportunity to provide input on alignment of curriculum with school readiness goals and provide ongoing support to educators to deliver quality instruction in classrooms selected? [response length limit: 200 words] |
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| B3. What systems and structures will you use to evaluate current and potential curricular and instructional materials in order to ensure a high quality literacy experience for all students, especially those who have been historically underserved? [response limit: 300 words] |
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B4. The table below lists the GLEAM PreK activities and schedules them over the 2-3 year course of grant funding. Please edit and adjust this schedule to reflect how you would schedule these activities in your particular context. In the last column, explain any edits or adjustments made to the suggested schedule. The purpose of this exercise is to consider how GLEAM activities will unfold within the applicant’s local context.

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| **Grant Activity** | **Schedule for Implementation (edit and adjust the suggestions provided in this section to reflect how you would implement these activities in your particular context)** | **Explain the rationale behind this time frame and how it fits the local context** |
| **Select materials**. Engage in a process of evaluating and selecting high-quality core curricular materials for ELA/Literacy, guided by EEC specialists utilizing the EEC Curriculum Rubric. | Engage in a selection process from Fall 2021 through Spring 2022 |  |
| **Purchase materials**. Procure the selected curricular materials for all PreK classrooms participating in the grant.  Please note that this grant funds 50% of the cost of the materials; the district must fund the remaining 50%, with an estimated cost of $3,000 per kit per classroom, of which $1,750 will be funded by the grant. | Due to federal restrictions, funding for the purchase of curricular materials will not be made available until October 2022. Districts may purchase the materials at any point from October 2022 through August 2023. |  |
| **Professional development**. Provide professional development to support skillful and culturally responsive implementation of the new curricular materials to participating teachers and administrators. | Professional development should commence sometime after the curricular materials are purchased. This may be as early as October 2022 or as late as August 2023, depending on when the curricular materials will be implemented. All curriculum-specific PD must be completed by June 2024 at the latest. |  |
| **Student assessment**. Select, purchase, and implement one or more assessments designed to inform instruction in ELA/Literacy for preschool.  Provide professional development to implement the assessment and utilize the data for instructional decision-making. | Work with DESE/EEC specialists to identify assessment needs in Fall 2021.  Purchase preK assessment(s) in Fall 2021  Provide professional development and begin implementing the preK assessment(s) by December 2021. |  |
| **Support for a building-based Literacy Leader**. Each participating district will designate a PreK Literacy Leader to participate in regular professional development in a collaborative support network. This will be the same network K-5 literacy leaders will have access to. | Participate throughout the entire grant program period. |  |
| **Customized support**. Each participating classroom will receive support from an expert Literacy consultant onsite periodically throughout the grant period, responsive to the needs of the school.  The same consultant working with the K-5 GLEAM program grant will support PreK educators. | Throughout the entire grant program period |  |

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| B5. Please explain how the preschool literacy leader will benefit from the monthly collaborative network for literacy leaders. [response length limit: 200 words] |
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| B6. Please explain how the onsite customized support from the literacy consultant will be utilized to support the GLEAM preschool grant activities specifically. [response length limit: 200 words] |
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**Part C**

**Demonstrating that a diverse coalition of stakeholders is committed to the activities articulated in the grant proposal, including families, diverse staff members, administrators, school committees and representatives from the early childhood field.**

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| C1. 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, CFCE, Program Directors, and administrators) who are diverse in terms of race, language status, socioeconomic status, and special education status within staff and families of students served. [response length limit: 400 words] |
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| C2. 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.*