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

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

**PART A – Contact and Basic Information**

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| **A1. District/LEA:** |  | | |
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| ***A2. Contact Person for this Proposal*** | **Name/Role:** | **Email:** | **Phone:** |

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| A3. Please **summarize** your reasons for wishing to participate in GLEAM Preschool 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 / EEC-licensed Community Partners (if applicable)? How do you plan to align the curriculum across the district and EEC-licensed Community Partners (If applicable)? [response length limit: 400 words] |
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| A4. Please discuss your plan to make the practices adopted during this grant program sustainable. How will you sustain programmatic improvements over time, including beyond the grant period? [response length limit: 300 words] |
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**A5. Provide a list of individuals who will serve on the GLEAM leadership team. Add additional rows as needed.**

***This team should include, at a minimum:***

* *The* ***Principa****l or* ***EEC onsite Program Leader (i.e. onsite Program Administrator, Director, Assistant Director, Education Coordinator etc.)*** *or similar designated administrator from each participating school and/or CPPI partner. The EEC onsite program leader is responsible for at least coordinating with district leaders and community partners, communicating with DESE and EEC, and monitoring implementation in participating classrooms program wide.*
* *A designated* ***Literacy Leader*** *from each participating school and/or EEC-Licensed program. The Literacy Leader could be the onsite program leader, a teacher, onsite coach/mentor, education support specialist or another administrator from a school and/or EEC-Licensed program. This person is expected to work in close collaboration with the EEC program leader to support implementation. Regardless of the position, the GLEAM-designated Literacy Leader must have the requisite literacy expertise and dedicated time to implement GLEAM activities. Note that if the applicant identifies a full-time teacher to serve as the designated Literacy Leader for any school/program, that teacher will require job-sharing or a similar arrangement to complete their responsibilities for this grant, and the grant does allow for expenses related to those staffing needs in EEC-licensed programs but funding should not be used to create a new position; please note that the principal or other administrator may also act as the literacy leader.*
* *Up to two additional* ***teachers***
* *The* ***district- or network-level leader*** *who will coordinate this work across schools and the community, if partnering with EEC-licensed programs.*

*Beyond this core team, the applicant may choose to include additional individuals with varying perspectives and areas of expertise on the GLEAM Leadership Team based upon local needs, including family members, students, teachers, administrators, and/or classroom paraprofessionals. The GLEAM Leadership Team should reflect attention to the needs of English learners and students receiving special education services.*

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| **Name** | **Role and school / Program name, if applicable** | **Email** |
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| A6. Describe the composition of the GLEAM Leadership Team and how these individuals, including the literacy leader and the individual who will be overseeing the GLEAM program, will be able to contribute to the successful implementation of the grant goals and leverage opportunities to integrate grant activities across GLEAM and CPPI to advance community level goals for quality alignment. [response length limit: 300 words] |
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**PART B –**

**Articulating a clear approach to identifying preschool classrooms to participate in GLEAM and implement a curriculum that supports the development of literacy skills for all students, especially those who have been historically underserved, based upon the proposed GLEAM activities**

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| B1. Please summarize your plan for professional development for district and EEC-licensed program leaders and Literacy Leaders, as well as educators across all skill sets and familiarity with fidelity of curriculum implementation. Please describe how professional learning for educators includes a sequence of well-integrated job embedded activities that include training, collaborative learning routines across teaching teams (i.e. professional learning communities or communities of practice) and classroom level coaching. Also describe how participating leaders (district, EEC program and Literacy Leaders) expect to coordinate planning and oversight of professional learning activities to support implementation, making note of any potential to successfully dedicating time to implement grant activities and proposed strategies to overcome those barriers. [response length limit: 400 words] |
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| B2. Describe how you will choose the classrooms that will participate in the GLEAM grant both in the district and in EEC-licensed programs. As a CPPI grantee, please indicate if you plan to fund additional classrooms that are not current CPPI grantees, providing details on your selection process for additional classrooms and rationale for inclusion. Applicants will be asked to identify up to 10 preschool classrooms to participate. [response length limit: 200 words] |
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| B3. How do you envision executing the process of evaluating and selecting high-quality curricular materials using the EEC Curriculum Rubric as a guide with a focus on pre-literacy skills that include support for social and emotional development? What systems and structures are currently in place for this evaluation? Please speak to how this process will support all students, especially those who have been historically underserved, and how this process will reflect representation from a diverse group of stakeholders, including community partners. [response length limit: 300 words] |
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| B4. How do the activities in this proposal relate to existing plans and initiatives for ELA/Literacy at the community/district and EEC program level (e.g., Sustainable Improvement Plan, district literacy and equity plan, Student Opportunity Act plan, goals for the CPPI grant, pre-existing literacy initiatives in community, EEC program continuous quality improvement plan or educator professional goals, , etc.)? [response length limit: 300 words] |
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B5. The table below lists the GLEAM activities 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, including rationale for any activities you wish to remove or add. 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.** |
| **Preschool Screening.** District and community-based partner leadership should engage in a process of reviewing and selecting a screening assessment that aligns with the community’s school readiness goals involving literacy.  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 preschool assessment(s) in Fall 2021.  Provide professional development and begin implementing the preschool assessment(s) by December 2021. | N/A |
| **Evaluating and Selection of Materials**. Engage in a process of evaluating and selecting high-quality curricular materials that align with a focus on pre-literacy skills that include support for social and emotional development. The selection process for CPPI grantees / Community Based Partners should include membership from community-based programs to ensure adequate integration into the mixed delivery system | Purchases to be made Spring 2022. |  |
| **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, depending on when the curricular materials will be implemented. All curriculum-specific PD must be completed by June 2024 at the latest. |  |

**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 to the GLEAM grant activities. EEC 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.*