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| **Name of Grant Program:** Growing Literacy Equity Across Massachusetts (GLEAM), Preschool | Fund Code: 508C |

**Fund Use Details**

This attachment provides full details about how GLEAM Preschool 508C funds may be used.

This grant will provide funding, as well as hands-on support from EEC Department specialists, over a 3-year period for recipients to accomplish the grant activities. Following the 3-year grant period, recipients are expected to continue implementing the materials and practices initiated by this grant and will have access to ongoing customized assistance from EEC specialists, as needed.

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| **Fund Code 508C:** *For any LEA that meets GLEAM eligibility requirements to support improvement and alignment of instructional materials and practices in preschool classrooms run by both the district and EEC-licensed community-based partners to increase local access to high quality preschool, particularly for children who have been historically underserved.* |

This grant will provide funding for the following activities:

1. **Completing a Needs Assessment -** Districts will undertake a community Needs Assessment, utilizing district student data and other data sources, to identify children who have been historically underserved and identify possible barriers to preschool. A review of the quality of preschool, particularly the quality of language and literacy supports experienced by children, should be conducted and goals should be developed to target grant supports to improve access to high quality preschool for these children. Districts should identify key personnel and stakeholders within the community to act as a steering committee to guide the work of the community Needs Assessment and establish a pathway to engage EEC-licensed Community Partners in expanding access to high quality preschool. No stipends will be distributed to the committee and there is no guarantee that those members of the steering committee will participate in future grant activities. The expected time frame to conduct the Needs Assessment is throughout the first year of grant, beginning in fall 2021. Grantees will receive up to $30,000 to cover the costs of a consultant with whom they contract to complete the Needs Assessment.
2. **Develop a GLEAM Leadership Team.** As a result of the Needs Assessment, districts should identify local EEC-licensed community-based partners and other community-based organizations, including Coordinated Family and Community Engagement (CFCE), to serve on a local leadership team to coordinate the efforts to expand access to high quality preschool and implement grant activities in the 8 classrooms that will participate in GLEAM. This team should include, at a minimum:
	1. The **Principal** 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 program. The EEC onsite program leader is responsible for coordinating with district leaders and EEC-licensed community partners, communicating with EEC, and monitoring implementation in participating classrooms program wide.
	2. 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 individual 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.
	3. One additional **teacher** from each participating school and/or EEC-licensed program
	4. The **district-** or **network-level leader** who will coordinate this work across schools and programs, if partnering with EEC-licensed community-based programs.
		1. 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.

The Leadership Team would be expected to evolve as progress is made on identifying stakeholders who will contribute directly to the success of the grant.

1. **A process of evaluating and selecting high-quality core curricular materials for ELA/Literacy.** The GLEAM Leadership Team will engage in a process of evaluating current curricular materials utilizing the EEC Curriculum Rubric for the classrooms participating in the grant. If current curricula do not meet the standards outlined in the EEC Curriculum Rubric, the team will evaluate and select high quality core curricular materials for ELA/literacy within the classrooms participating in GLEAM. This team should also determine a plan to support effective and consistent use of high quality and aligned curriculum, establish a forum for the leadership team to provide feedback and discussion on the strengths and barriers of different curricula, and consider issues of alignment across early childhood classrooms within the community. The expected time frame for the selection process is Spring 2022 through Fall 2022. This time frame includes time to pilot and/or field test materials.
2. **Purchase of the select curricular materials.** Recipients will procure the selected high-quality curricular materials for all classrooms participating in the grant. The selected curricular materials must "meet” or “partially meet” expectations for quality according to EEC’s Preschool Curriculum Rubric. If a selected curriculum only partially meets the requisite criteria, funds must also be used to remedy the weaknesses identified by the review process. For digital materials, this grant will fund the purchase of student licenses for 3 years. This grant will fund the cost procurement of ELA/Literacy curricular materials. The expectedtime frame to make the purchase is sometime between Fall 2022 and Spring 2023. Budget for the purchase of curricular materials should be added in the Supplies and Materials line.

***Proposed Calculations:***

* 1. Curriculum kits for 8 Classrooms – Estimated $3000 per kit + ($5000 Tax / SH)= $29,000
	2. Additional Literacy Materials for 8 classrooms – Estimated 200 per classroom= $1,600
1. **Purchase of high-quality screening assessment(s) designed to inform instruction in ELA/Literacy and professional development to utilize them.**  District and EEC-licensed community-based partner leadership should engage in a process of reviewing and selecting a literacy screening assessment that aligns with the community’s school readiness goals involving literacy. This screening assessment is expected to be integrated into the district’s broader screening processes that include the use of a developmental screener. This grant will fund the assessment purchase, as well as professional development from the publisher, in order to implement the assessment and utilize the data for instructional decision-making, both prior to use and throughout the three years of the grant. The time frame to select and purchase an assessment should align with the purchase of curriculum materials. Professional development should be offered in conjunction with the purchase, in order to begin implementing the assessment, and should continue through the school year to support the first year of implementation. Districts may propose screeners that have demonstrated acceptable levels of reliability and validity. As a starting place for consideration, the following [early literacy screening assessments](https://www.doe.mass.edu/instruction/screening-assessments.html) approved by DESE also have a preschool version:
	1. Fast Bridge – Early Reading PreK – Third Grade
	2. Istation (ISIP)
	3. Star Elementary Bundle (includes STAR Early Literacy)

***Proposed Calculations:***

* 1. Screening subscriptions or kits for preschool literacy can be purchased utilizing up to $2,500 of funding.
	2. Trainings should not exceed $3,000 over the three years of the grant
1. **Professional development for EEC onsite Program Leader (i.e. onsite Program Administrator, Director, Assistant Director, Education Coordinator etc.) educators and District Literacy Leader to support skillful and culturally responsive implementation of the new curricular materials**. Provide professional development to all preschool teachers and administrators working in the 8 participating classrooms from the publisher of the selected curricular materials or another highly qualified vendor. Planning for professional development for all professionals in district and EEC-licensed community-based classrooms should consider the following:
	1. A professional development plan should be developed with input from all stakeholders that includes inclusion of job-embedded learning and coaching for educators to ensure full engagement in the process and intentional application of skills in the classroom. Funds can be used to support Professional Learning Communities (PLC) or technical assistance with implementation of curriculum to fidelity.
	2. Funding is available to provide professional development on language and literacy skill development, dual language learners, and children with disabilities to support educators in utilizing assessment data to plan for specific activities related to the curriculum. Communities should consider the skill set of all educators and provide ongoing support to ensure consistent quality preschool access for children and families.
	3. Training should include content training and hands-on experiences with curricular materials and collaborative time to share strengths and challenges in implementation and should be guided by professional development plans agreed upon by educator and coach.
	4. A plan for ongoing supports for new teachers should ensure consistent quality in schools with high teacher turnover.
	5. Curriculum-specific professional development should be completed no later than August 2024 and may be as early as Summer 2022 or as late as August 2024.  The expected plan for curriculum-specific professional development should include a mix of full day trainings and additional opportunities for job-embedded learning for the first year of implementation.

***Proposed Calculations:***

1. Professional Development, including on the new curricular materials and other related professional development should not exceed $45,000 over three years of the grant.
2. **Stipends for Grant Activities.** Funds of $10,000 annually can be used for the multi-year work of this initiative. Stipends can not be used for travel within the district to support individual schools.
	1. Stipends can be utilized to support educators in the following grant activities:
		1. Participation in the evaluating and selecting process for curricular materials outside of contractual hours (Year 1)
		2. Participation in Professional Development outside of contractual hours (Years 1, 2 and 3)
		3. Participation in Professional Development on the Implementation of a Screening Assessment outside of contractual hours (Years 2 and 3)
		4. Participation in GLEAM Leadership Team Meetings outside of contractual hours (Years 1, 2, and 3)
	2. Stipends can also be utilized to support contractual services with EEC-licensed Community Partners, if required by district guidelines. In this case, budget amendments may be submitted once staff have been identified for grant activities.

***Proposed Calculations:***

$10,000 per year for each of the three years of the funding period.