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

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

**PART A – Contact and Basic Information**

|  |  |
| --- | --- |
| **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. 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 / EEC-licensed Community Partners? How do you plan to align the curriculum across the district and EEC-licensed Community Partners [response length limit: 400 words] |
|  |
| A5. 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] |
|  |

*A.6 Please list the names of individual(s) who will be responsible for overseeing the grant and forming a Leadership Team to enact the grant goals.*

|  |  |  |
| --- | --- | --- |
| **Name** | **Role and school / Program name, if applicable** | **Email** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**PART B –**

**Articulating a clear approach to identifying both district and EEC-licensed Community Partner 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**

|  |
| --- |
| B1. Please summarize your plan for professional development for district and EEC-licensed community-based 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 and how participating leaders (district, EEC program and Literacy Leaders) expect to coordinate planning and oversight of professional learning activities to support implementation. [response length limit 400 words] |
|  |
| B2. 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] |
|  |
| B3. Describe how you will utilize your community needs assessment to determine where improved quality access would benefit the children and families in the community. How will you identify any areas of the community that are underserved, including barriers for families to access quality early education programming and other needs unique to your local context? [response length limit: 300 words] |
|  |
| 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] |

B5. The table below lists the GLEAM activities schedules them over the 3-year course of grant funding (beginning July 2021 and ending June 2023). 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.

|  |  |  |
| --- | --- | --- |
| **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.**  |
| **Needs Assessment** - Districts should convene a group of stakeholders within the community to act as a steering committee to, in collaboration with a consultant, undertake a community needs assessment to determine where improved quality access would benefit the children and families in their district. Utilizing data from parent feedback, civic leaders, community partners and their own district data, districts will determine what specific school and community partner would benefit the most from alignment of curriculum and a focus on literacy and language development.  | Strategizing with a consultant and conducting a community needs assessment should be completed in the first year of the grant. Fall 2021 through Spring 2022.  |  N/A |
| **GLEAM Leadership Team** Districts should identify district personnel, local EEC-licensed community-based partners and other community-based organizations, including CFCEs, to serve on a local leadership team to coordinate the efforts to expand access to high quality preschool | This team can include representation from the Steering Committee as well as leadership from specific schools/programs who have been identified to participate in the grant. Team should be convened upon completion of Community Needs Assessment. | N/A |
| **Evaluating and selection of materials.**  Engage in a process of evaluating and selecting high-quality curricular materials with a focus on pre-literacy skills that include support for social and emotional development. The selection process should include membership from EEC Licensed Community Based programs to ensure adequate integration into the mixed delivery system | This activity would be expected to take place after the convening of the Leadership Team.Summer 2022 |   |
| **PreK Screening.** District and community-based partner leadership should engage in a process of reviewing and selecting a screening tool that aligns with the community’s school readiness goals involving literacy.Provide professional development to implement the assessment.  | Selection of PreK Screening and Professional Development can begin Summer 2022.  |  |
| **Professional Development.**  Convening the leadership team, determine a plan for individual and team professional development that spans the length of the grant and scaffolds on the development of leadership skills. Including identifying funds, time and logistics for learning opportunities to support successful completion of goals.Provide Professional development for the implementation of curriculum.  | This activity would be expected to take place throughout the entire grant program period. Once EEC Licensed Community Partners are identified, initial training can begin and be ongoing to support full implementation of curriculum materials. Completed by June 2024. |  N/A |

**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.**

|  |
| --- |
| 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] |
|  |
| C2. Please list the names and roles of individuals who contributed substantively to the development of this proposal. |
|  |

*Thank you for your interest in the GLEAM grant and the investment of time to prepare this proposal.*