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| **Name of Grant Program: GLEAM 6-12 Fund Code: 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☐ Track 2*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):*** | ☐ 6-8☐ 9-12☐ other: \_\_\_\_\_\_\_*Applicants may request funds for any grade or combination of grades between 6-12, based on local priorities. For instance, a district may choose to focus GLEAM activities in grades 6 and 9 across several participating middle and high schools. Another district may choose to focus on grades 6-7, or grades 9-11. Any combination is acceptable if purposeful.* |

**A6. Provide information about the school(s) that will participate in the GLEAM grant. Applicants may identify between 1-8 schools to participate. The maximum number of schools from any applicant that may participate is 8.**

* Applicants with more than 8 schools in the grade band are encouraged to select a group of no more than 8 schools that are well-positioned to work together on this program, considering factors such as geography, similar strengths and needs, etc.
* 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-8 school to participate, only grades 6-8 in that school would be eligible for funding for grade-specific grant activities (such as materials purchases) and grades K-5 would not receive funding. However, other 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(s) identified in A5 (data available [here](https://profiles.doe.mass.edu/)) | Number of English/ELA teachers serving the grade(s) identified in A5 | Number of *additional instructional staff* (Title I, paraprofessionals, ELL/ESL, special education, interventionists, etc.) who work with students on English/ELA/Literacy in the grade(s) identified in A5 |
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| A7. Please **summarize** your interest in the GLEAM grant by addressing broadly (a) What do you hope to accomplish through participating in this grant, and (b) how will the funds 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? [response length limit: 300 words] |
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**A9. Provide a list of individuals who will serve on the GLEAM leadership team.** This team will work together to coordinate and enact the multi-year work of this initiative, across schools if applicable, and will also attend DESE-run conferences for GLEAM recipients. This team should include, at a minimum:

* The **Principal** or similar designated administrator from each participating school;
* A designated **Literacy Leader** from each participating school. This person will be responsible for GLEAM implementation in the school. Their role will include supporting teachers, organizing professional development, communicating with DESE, and monitoring implementation in classrooms and schoolwide. A school-based Literacy Coach will be best-positioned for this role in most cases. Alternatively, the Literacy Leader could be a teacher or other administrator. Regardless of position, the GLEAM-designated Literacy Leader must have the requisite expertise and dedicated time to implement GLEAM activities in the school. Note that if the applicant identifies a full-time teacher to serve as the designated Literacy Leader for any school, that teacher will require job-sharing or a similar arrangement to complete their responsibilities for this grant, and the grant does not fund expenses related to those staffing needs;
* One additional **teacher** from each participating school who will serve as a teacher-leader of this work in the school;
* The **district- or network-level leader(s)** who will coordinate this work across schools, if more than one school is involved.

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.

**Add additional rows as needed.**

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| **Name**  |  **Role (e.g., grade 10 ELA teacher, principal, parent, special educator, etc.)** | **School name, if applicable** |
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| A10. Describe why the individuals listed above were chosen to be part of the leadership of GLEAM activities—in particular, those who are not required to participate. [response length limit: 200 words] |
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| A11. How was the “building-based Literacy Leader” identified to represent and lead GLEAM in each school? [response length limit: 200 words] |
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| A12. 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 table below lists the GLEAM Track 1 activities for grades 6-12. Please provided time frames to reflect how you would schedule these activities in your particular context. 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** | **Time Frame for Implementation** | **Explain how you determined the time frame for implementation based upon local context.** |
| **Evaluate and select materials**. Engage in a process of evaluating and selecting high-quality core curricular materials for ELA/Literacy, guided by Department specialists.*Expected time frame: September 2021 through May 2022* | September 2021 through May 2022 | N/A |
| **Purchase materials**. Procure the selected curricular materials for all classrooms in all schools participating in the grant. Note: the district/LEA pays half this cost.*Expected time frame: between October 2022 and June 2023.* *Due to federal funding restrictions, GLEAM funding for curricular purchases is not likely to be available before October 2022.* | *Example: December 2022* |  |
| **Curriculum-specific professional development**. Provide professional development to support skillful and culturally responsive implementation of the new curricular materials to participating teachers and administrators. The expected amount of curriculum-specific professional development is approximately 3 full days and an additional half-day each month for the first year of implementation.*Expected time frame: Professional development should commence sometime after the curriculum is purchased. This may be as early as October 2022 or as late as August 2023. Curriculum-specific professional development should be completed by June 2024 at the latest.*  | *Example: Begin professional development in January 2023 and finish in December 2023* |  |
| **Professional development for Literacy Coaches or similar building-based Literacy Leaders**. Each participating school will designate a Literacy Leader to participate in regular professional development and a collaborative support network, organized and sponsored by DESE.*Expected time frame: entire grant program period* | Beginning in August 2021Ending when all other grant activities are complete  | N/A |
| **Customized support**. Each participating school will receive support from an expert Literacy consultant onsite periodically throughout the grant period, responsive to the needs of the school. *Expected time frame: entire grant program period* | Beginning in August 2021Ending when all other grant activities are complete | N/A |

 **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. 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: 400 words]  |
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| B1. Staff capacity is required to implement Literacy interventions, in particular Tier 3 interventions. How will the participating schools create staff capacity for intervention? For instance, are interventionists already staffed in each school? If not, will new staff be hired? Will existing staff be utilized with scheduling changes? [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. The GLEAM grant provides access to a highly qualified Literacy Consultant who will provide regular, customized support onsite at each participating school. The consultant can provide support including, but not limited to, (a) working with teachers on data-based instructional decision-making; (b) working with administrators or Instructional Leadership Team (ILT) to build and implement MTSS schedules and routines; (c) observing instruction and evidence of student learning in order to provide professional development to the Principal, ILT, and/or teachers. How do you envision utilizing the Consultant in participating schools? [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? 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. How do the activities in this proposal relate to existing plans and initiatives for ELA/Literacy (e.g., Sustainable Improvement Plan, district literacy plan, district equity plan, Student Opportunity Act plan, pre-existing literacy initiatives in individual schools or district)? [response length limit: 200 words] |
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| D3. Please briefly outline any other major district- or school-based initiatives that will impact teachers and administrators in the school(s) that would participate in GLEAM. [response length limit: 200 words] |
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| D4. What systems and structures are used in the participating schools to support culturally responsive practice? Provide evidence that illustrates how these systems and structures have benefitted historically marginalized students. [response length limit: 400 words] |
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| D5. Describe the concrete actions taken in the last 1-2 years to advance racial equity in participating school(s). How would the GLEAM program relate to these race equity efforts? [response length limit: 400 words] |
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**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 to the activities in this proposal. 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.*Note*: If your proposal includes the intent to purchase curricular materials (core or intervention), you will need to submit Part V – District Assurance to attest to the ability and commitment to fund half the cost of the purchase. See the RFP and Part V for details. |
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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.*