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

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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:** |

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| 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?
* If the district does not yet have Community Partners, how do you plan to utilize the grant funding to develop those relationships and foster sustainable partnerships beyond the grant funding?
* How do you plan to align high quality preschool curriculum, instruction, and assessment across the district and EEC-licensed Community Partners?

[response length limit: 400 words] |
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| A5. The COVID-19 pandemic has contributed to educator burnout. How will you ensure there is capacity, interest, and time available for educators to participate in GLEAM? How will you ensure educators are empowered to participate in this work and to prioritize growing literacy equity across the district? [response length limit: 200 words] |
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**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**

The list below lists the GLEAM activities schedules them over the 3-year course of grant funding (beginning February 2023 and ending August 2025).

* **Systems Analysis [February 2023 – August 2023]** - To establish a strong foundation for Year 2 equity-driven literacy GLEAM work, the consultant will support the comprehensive analysis of systems, policies, and processes contributing to the current state of early education teaching and learning within the community. This systems analysis will act as the foundation for GLEAM work in FY24.
* **Leadership Development and Establishment of GLEAM Leadership Team [February 2023 – August 2023]** 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.
* **Evaluating and selection of materials [October 2023 – April 2024]** 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
* **PreK Screening and Professional Development [Fall 2024]** 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.
* **Purchase, launch, and implementation of curricular materials [Summer 2024]** Procure the selected curricular materials for all PreK classrooms participating in the grant. With support from the consultant, develop a launch and implementation plan for curricular materials
* **Professional Development [24-25 School Year]** 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.
* **Customized support [Ongoing throughout the course of the grant]** Each participating classroom will receive support from an expert Literacy consultant onsite periodically throughout the grant period, responsive to the needs of the school.

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| B1. As you consider how these activities will unfold within your local context, please speak to how your team is prepared to complete these activities in the time frame indicated within your district and community’s local context. Please also speak to any concerns or anticipated challenges and any mitigation strategies being considered to address them. [response length limit: 200 words] |
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| B2. 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, and classroom level coaching.
* how participating leaders from both the district and EEC-licensed Community Partners currently coordinate or expect to coordinate planning and oversight of professional learning activities collaboratively.

[response length limit 400 words] |
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| B3. Describe how you will utilize your systems analysis 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] |
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| B4. Equity-driven early learning programs are often driven by a number of core values and shared traits. Please review a list of equity-driven values and traits below. Please note that this list is not exhaustive nor every shared trait of equity-driven education.

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| Authentic Family and Community Engagement | Diverse Workforce and Leadership |
| Evidence-based Early Literacy Practices | Culturally Responsive Instructional Practices |
| Access to High Quality Curricular Materials | High Expectations and High Support |
| Distributive Leadership | Policy and Protocol Analyses |

* Describe two values or traits of equity-driven districts that are central to the work currently happening in your district. You are not limited to the list above.
* Describe two values/traits are in need of more investment and support to effectively grow literacy equity in your district? You are not limited to the list above.
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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 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. DESE may request an interview with applicants before making awards.*