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

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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:** |

**A3. 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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| A4. 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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**A5. Provide information about the classrooms that will participate in the GLEAM grant. Applicants may identify up to 10 classrooms to participate.** If your community is not yet able to identify participating classrooms, please speak to your plan and timeline for doing so in question A6.

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| **School /Program Name** | **Names of core classroom teachers identified to participate in the PreK grant** | ***Names of additional instructional staff***(Title I, paraprofessionals, ELL/ESL, special education, interventionists, etc.) **who work with children in PreK classrooms.** |
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| A6. Explain the rationale behind the preschool classrooms that were chosen to participate in the GLEAM Preschool grant. Why were these classrooms selected? Please speak to how the educators working in these classrooms [response length limit: 300 words] |
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| A7. 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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**PART B –**

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| B1. Please summarize your Community Needs Assessment completed during GLEAM Year 1. What did the Community Needs Assessment reveal? How will the findings of the Community Needs Assessment be used to establish an equitable and culturally responsive activity timeline, goals, and sustainability plan for increased experiences and outcomes for all students, especially those who have been historically underserved? [response length limit 400 words] |
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| B2. How do you envision executing the process of evaluating and selecting high-quality curricular materials using the EEC Curriculum Rubric? Please speak to how this process will consider the needs of 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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| B3. For the 22-23SY, FC508 recipients will have funding for an onsite literacy consultant to support GLEAM work. How do you intend to utilize your literacy consultant to support your implementation work in Year 2? Include how you will ensure the work in the preschool classrooms will align to CPPI and district goals. [response length limit: 200 words] |
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| B4. Please discuss how you will make the practices adopted during this grant program sustainable. How will you transfer this work to schools and classrooms not included? How will you sustain programmatic improvements over time, including beyond the grant period? Consider how the GLEAM grant intersects with and aligns to other district initiatives. [response length limit: 400 words] |
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*Thank you, GLEAM districts, for the investment of time to prepare this proposal.*