## ***Massachusetts Department of Elementary and Secondary Education FY2023***

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| **Name of Grant Program:** Growing Literacy Equity Across Massachusetts (GLEAM), PreK-5 and 6-12  | **Fund Code:** 509 510  |

**GLEAM Fund Use Details**

This attachment provides full details about how GLEAM PreK-5 and 6-12 funds may be used in FY23. This grant will provide funding as well as hands-on support from Department specialists for three years for recipients to accomplish the activities listed under either Track 1 or Track 2. Following the 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 DESE specialists, as needed.

Please read the rest of this document for details and see the attached budget workbook for specific funding limits and amounts.

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**Track 1: For applicants WITHOUT high-quality core curricular materials in place. This track strengthens the Tier 1 core literacy learning experience offered to all students. For those including PreK, please make a Track selection based on the curriculum in place for K-5. The PreK portion of this grant will include a preschool curriculum review process regardless of which track is selected.**

“High quality core curricular materials” is defined as: comprehensive K-12 curricular materials for ELA/Literacy that are rated “meets expectations” or “partially meets expectations” overall based upon a [CURATE](https://www.doe.mass.edu/instruction/curate/) review. If a CURATE review is not available, materials must be rated “all-green” on [EdReports’](https://edreports.org/) Gateway 1 and Gateway 2 to meet the definition of “high-quality.”

Grant recipients in Track 1 may use GLEAM funds for the following activities in the first year of GLEAM (FY23):

1. **Systems-level analysis from an expert literacy consultant.** Each funded district will be matched with an expert literacy consultant who will provide ongoing support responsive to the needs of the district and schools participating in GLEAM. To establish a strong foundation for equity-driven GLEAM work, the consultant will support a comprehensive analysis of systems, policies, MTSS structures, and processes contributing to the current state of literacy teaching and learning. Additionally, Track 1 districts will receive funding to include an academic diagnostic within this systems-level analysis. If a recipient elects to include their district preschool in their GLEAM grant, the systems-level analysis will include an examination of the early childhood education landscape. This systems analysis will act as the structural foundation for GLEAM work in FY24 (e.g., evaluating and selecting core curricular materials process, determining initial curriculum implementation professional development). Please use the Budget Workbook to calculate estimated costs.
2. **Customized leadership development from an expert literacy consultant.** Each district-level GLEAM Leadership Team will work with an expert literacy consultant who will provide ongoing support responsive to the needs of the district and schools participating in GLEAM. The consultant can provide leadership coaching and support including, but not limited to, (a) initial planning, goal setting, preschool alignment (if applicable), clarifying expectations, clarifying roles and responsibilities, scheduling, understanding local context, and establishing consultant work plans for FY24 work (i.e., evaluating and selecting process); (b) selecting and developing a qualified, diverse, and comprehensive GLEAM Leadership Team, preschool committee (if applicable), and curriculum council to lead the work of the GLEAM grant over the next two to three years. This grant will fund the consultants’ services. Recipients are expected to engage with and receive support from their consultant regularly for the entire grant program period and throughout the calendar year.Please use the Budget Workbook to calculate estimated costs.

GLEAM Cohort 2 districts will be able to apply for a continuation into FY24. FY24 Continuation funding is not guaranteed. FY24 Continuation funding is based on available funds and districts’ progress through FY23 GLEAM activities. If awarded a FY24 Continuation grant, Track 1 GLEAM districts will receive funding for the following activities during the 23-24 school year:

1. A process of evaluating and selecting high quality core curricular materials for ELA/literacy, including preschool; [FY24]
2. Purchase of the selected curricular materials, including preschool. This grant will fund up to 50% of procurement (not to exceed $400,000 per district) of ELA/Literacy curricular materials, with the other half (50%) paid by the applicant; [FY24]
3. Professional development to support skillful and culturally responsive implementation of the new curricular materials [FY24 and FY25]
4. [PreK-5 only] Purchase of screening assessments designed to inform instruction in ELA/literacy and professional development to utilize them; [FY24]
5. Professional development for Literacy Coaches or similar building-based Literacy Leaders in a collaborative support network; [FY24]
6. Customized support from an expert Literacy consultant, approved by DESE, onsite (not to exceed $180,000 per district). Large districts will commit to cover any additional costs for consultant support beyond $180,000 per year. Districts with more than 8 schools in their selected GLEAM grade band should anticipate funding approximately $8,000 per school to fund consultant support in more than 8 schools. [Fy24 and FY25]
7. GLEAM Leadership Team stipends for time beyond contractual hours [FY24 and FY25]

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**Track 2: For applicants WITH high-quality core curricular materials in place. This track strengthens literacy support for students across all three tiers of instruction. For those including PreK, please make a Track selection based on the curriculum in place for K-5. The PreK portion of this grant will include a preschool curriculum review process regardless of which track is selected.**

Grant recipients in Track 2 may use GLEAM funds for the following activities:

1. **Systems-level analysis from an expert literacy consultant.** Each district-level leader will be matched with an expert literacy consultant who will provide ongoing support responsive to the needs of the district and school participating in GLEAM. To establish a strong foundation for Year 2 equity-driven literacy GLEAM work, the consultant will support the comprehensive analysis of systems, policies, MTSS structures, and processes contributing to the current state of teaching and learning. If a recipient elects to include their district preschool in their GLEAM grant, the systems-level analysis will include an examination of the early childhood education landscape This systems analysis will act as the foundation for GLEAM work in FY24 (e.g., preschool curriculum evaluation, comprehensive literacy needs assessments, literacy action planning). Please use the Budget Workbook to calculate estimated costs.
2. **Customized leadership development from an expert literacy consultant.** Each district-level GLEAM leader will be work with an expert literacy consultant who will provide ongoing support responsive to the needs of the district and schools participating in GLEAM. The consultant can provide leadership coaching and support including, but not limited to, (a) initial planning, goal setting, clarifying expectations, preschool alignment (if applicable) clarifying roles and responsibilities, scheduling, understanding local context, and establishing consultant work plans for FY24 work (i.e., comprehensive literacy needs assessment and literacy action planning); (b) selecting and developing a qualified, diverse, and comprehensive GLEAM Leadership Team and preschool committee (if applicable) to lead the work of the GLEAM grant over the next two to three years. This grant will fund the consultants’ services. Recipients are expected to engage with and receive support from their consultant regularly for the entire grant program period and throughout the calendar year.Please use the Budget Workbook to calculate estimated costs.

GLEAM Cohort 2 districts will be able to apply for a continuation into FY24. FY24 Continuation funding is not guaranteed. FY24 Continuation funding is based on available funds and districts’ progress through FY23 GLEAM activities. If awarded a GLEAM Cohort 2 FY24 Continuation Grant, Track 2 GLEAM districts will receive funding for the following activities during the 23-24 school year:

1. A comprehensive literacy-specific needs assessment [FY24[
2. Purchase of instructional materials for use in Tier 2/3 interventions. This grant will fund 50% (not to exceed $50,000 per district) of procurement of instructional materials, with the other half paid by the applicant. [FY24 and FY25]
3. Professional development for teachers and administrators to support skillful and culturally responsive implementation of interventions, assessments, or materials for any selected tier(s) of focus [FY24 and FY25]
4. Professional development for Literacy Coaches or similar building-based Literacy Leaders in a collaborative support network; [FY24]
5. Customized support from an expert Literacy consultant, approved by DESE, onsite (not to exceed $180,000 per district). Large districts will commit to cover any additional costs for consultant support beyond $180,000 per year. Districts with more than 8 schools in their selected GLEAM grade band should anticipate funding approximately $8,000 per school to fund consultant support in more than 8 schools. [FY24 and FY25]
6. GLEAM Leadership Team stipends for time beyond contractual hours [FY24 and FY25]
7. [PreK-5 only] Purchase of approved high-quality screening assessment and professional development to support implementation of the screening assessment [FY24]
8. [PreK only]: [FY24]
	1. A process of evaluating and selecting high-quality core curricular materials for ELA/Literacy
	2. Purchase of selected and approved curricular materials [50%]
	3. Initial training and ongoing professional development for teachers and administrators to support implementation of curricular materials