## ***Massachusetts Department of Elementary and Secondary Education FY2025***

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| **Name of Grant Program:**  Partnership for Reading Success – Massachusetts (PRISM) I | **Fund Code:** 0592 |

# PRISM I Program Details

Partnership for Reading Success – Massachusetts (PRISM) I is an intensive support program that will provide the resources schools need to implement and sustain an evidence-based, culturally and linguistically sustaining multi-tiered system of support for literacy in grades preK-3. This document describes the anticipated five-year program and the support awarded LEAs will receive each year of the program.

LEAs selected to participate in PRISM will first form a representative leadership team to lead the PRISM initiative, DESE will match a PRISM Leadership Coach with the district or charter school to guide and coach this team.

In the first 6 months, with Leadership Coach guidance, the PRISM Leadership Team will:

* conduct a Literacy Systems Scan (strengths/needs assessment) based upon MTSS components;
* develop or reinvest in a community-wide early literacy vision;
* form and/or deepen collaborative partnerships with community-based preschool providers;
* and establish a multi-year plan for implementing an early literacy multi-tiered system of support.

From this point, the work in each community will differentiate based on their local needs and plans. LEAs will receive four or five years of funding and technical assistance to enact their plans.

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| **Learn & Prepare – Year 1**  **(FY25)** | |  | **Build – Years 1-2**  **(FY25-27)** | |
|  | Establish PRISM Leadership Team  Conduct Literacy Systems Scan (strengths/needs assessment)  Develop early literacy instructional vision  Connect with local community-based preschool providers  Develop multi-year early literacy MTSS plan |  |  | Enact plan with guidance from PRISM Leadership Coach |
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| **Solidify – Years 3-4**  **(FY 27-28)** | |
|  | Enact plan with guidance from PRISM Leadership Coach  Gradually take on more financial and leadership responsibility |
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| **Institutionalize – Year 5**  **(FY 29)** | |
|  | Complete enactment of plan  Assume full financial and leadership responsibility for sustaining new practices, systems, and structures |

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## Full Year 1 Program Details

1. **Development of a PRISM Leadership Team:** With the support of their PRISM Leadership Coach, LEA’s will bring together a diverse, committed, and representative PRISM Leadership Team that will serve as the primary early literacy team. This team will be responsible for leading all early literacy improvement work across the entirety of the PRISM grant program and beyond. This representative team should include special educators, classroom teachers, community-based preschool educators, ESL teachers, paraprofessionals, instructional coaches, principals, reading specialists, and district leadership. Parents, students, and community members should also be considered where appropriate. The PRISM Leadership team may overlap with an existing team such as an Instructional Leadership Team.
2. **PRISM Leadership Coach:** Each PRISM Leadership Team will be matched with an expert literacy consultant, their PRISM Leadership Coach, who will provide ongoing support responsive to the needs of the schools and community-based PreK programs participating in PRISM. The PRISM Leadership Coaches will be sourced, managed, monitored, and paid by DESE.
3. **Literacy Systems Scan to assess the strengths and needs of early literacy across the community:** To establish a strong foundation for the planning process, the PRISM Leadership Team and PRISM Coach will work together to plan and execute a Literacy Systems Scan that will evaluate the current state of the early literacy multi-tiered system of support, including K-3 as well asl both public and community-based preschool programs. Any existing needs assessments and plans will be incorporated to avoid duplicating or contradicting efforts.
4. **Development of Preschool Early Literacy Collaboration:** With support from EEC and the PRISM Coach, each district or charter school will identify at least two community-based preschool programs who will become full PRISM partners. These preschool programs will be represented on the PRISM Leadership Team and will participate in the work of PRISM. All LEAs that offer preK will be required to partner with at least two community-based preK providers and include them in the work of this initiative, in order to expand the impact of the preK work to students learning in both district and community-based settings. This requirement will not apply to LEAs that have zero preK students enrolled.
5. **Draft of Early Literacy MTSS Plan:** Based upon the results of the Literacy Systems Scan, the PRISM Leadership Team will develop a comprehensive early literacy MTSS plan. The plan will include an early literacy vision, clear student-centered goals, metrics, responsibilities, professional learning, and continuous improvement and sustainability measures. The plan will also include preschool-specific goals that are inclusive of both public preschool and community-based programs.

## PRISM Years 2-5 Program Details

LEAs awarded PRISM I in FY25 will be able to apply for a continuation into FY26, FY27, FY28, and FY29, *pending funding availability*. Continuation funding is not guaranteed. FY24 Continuation funding is based on available funds and progress through PRISM activities. If awarded continuation grants, PRISM awardees will receive funding to enact their Early Literacy MTSS Plans. Grant activities will differ from community to community as the work will be guided by local plans. The grant will support:

**Vendors and Partners**

* Professional Development from approved external providers
* High-dosage tutoring partner\*
* Collaboration with community-based preschool providers

**Materials and Assessments**

* Early Literacy assessments, including approved screening assessment, for preschool and for K-3 as needed
* Other assessments as needed (K-3) for Tier 2/3 instruction\*
* Tier 2/3 and other supplemental instructional materials (K-3)
* Purchase, transadaptation, and/or development of high-quality curricular materials for dual language programs/schools
* Tier 1 language and literacy instructional materials for public and community-based preschool providers
* Preschool language and emergent literacy screening assessments and other assessments as needed for preschool

**Staff Costs**

* Salary support\*
  + The PRISM grant will fund a significant portion of the cost of up to one position for each participating school in the roles of literacy coach, reading specialist, reading interventionist, or similar.
* Educator Stipends to cover work beyond contractual time to participate in grant-related activities, as outlined above. The following educators can be stipended from this grant for their work outside contractual hours:
  + Teachers, including general education teachers, special education teachers, ESL teachers, including teachers working in community-based preschool providers
  + Paraprofessionals and teaching assistants, including those working in community-based preschool providers
  + Instructional coaches, reading specialists, reading interventionists, including those working in community-based preschool providers
* Substitute costs if substitutes rather than stipends are a more practical approach to engaging all educators in professional development.
* Stipends for members of the PRISM Leadership Team, including both public and community-based preschool leaders

\* LEAs awarded PRISM I will be expected to gradually assume responsibility for funding these components of the early literacy multi-tiered system of support. The PRISM grant will fund some of the costs listed above at a decreasing annual proportion over 5 years, beginning with 100% of the cost in the first year, and decreasing each year as the LEA gradually assumes responsibility for necessary, ongoing expenses. For instance, the PRISM grant will provide funds for 100% of the cost of the early literacy screening assessment in the first year, 75% in the second year, 50% in the third year, and 25% in the fourth year. LEAs will be expected to take these costs on as part of regular operating budgets to fulfill grant expectations and to continue in the program for the maximum 5 years. This requirement may be waived by the Commissioner in exigent circumstances.