## ***Massachusetts Department of Elementary and Secondary Education FY2026***

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

# FY26 PRISM I Program Details

Partnership for Reading Success – Massachusetts (PRISM) I is an intensive support program that provides 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 FY26 program and the support PRISM I LEAs will receive pending funding and continuation award.

In FY26, with Leadership Coach guidance, the PRISM I Leadership Team will:

* Continue collaborative partnerships with community-based preschool providers;
* Develop an Early Literacy MTSS Action Plan based on the findings of the Literacy Systems Scan conducted in Year 1 (FY25);
* Enact Early Literacy MTSS Action Plan;
* And form and/or deepen collaborative partnerships with educator preparation programs (EPPs).

## Full Year 2 Program Details

1. **Continued collaboration with community-based preschool partners:** With support from EEC and the PRISM I Leadership Coach, each district will maintain at least two community-based preschool programs as full PRISM I partners. These preschool programs should be represented on the PRISM I Leadership Team and be active participants in the work of PRISM I.
2. **Develop an Early Literacy MTSS Plan:** Based on the results of the Literacy Systems Scan in FY25, and using the PRISM I MTSS Framework, the PRISM I Leadership Team will develop a comprehensive Early Literacy MTSS Action Plan. The action plan will include an early literacy vision, clear student-centered goals, metrics, action steps, 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. All student-centered goals within the action plan will be aligned with priority drivers from the PRISM I MTSS Framework: *Aligned Tiered Instructional Materials & Classroom Practices, Professional Development & Coaching that Builds Capacity, Strategically Deployed Resources to Support Vision, and Partnerships & Collaboration to Realize Vision.*
3. **Enact Early Literacy MTSS Plan:** The PRISM I Leadership Team and the two community-based preschool partners will enact the action steps outlined in the Early Literacy MTSS Action Plan to progress toward the goals set during the development process. Through the enactment of the Early Literacy MTSS Action Plan, districts will work toward strengthening the four drivers of the PRISM I MTSS Framework: *Aligned Tiered Instructional Materials & Classroom Practices, Professional Development & Coaching that Builds Capacity, Strategically Deployed Resources to Support Vision,* and *Partnerships & Collaboration to Realize Vision*. Enactment of the action plan also includes regularly monitoring progress toward goals and making revisions to the action plan using the key drivers of the PRISM I MTSS Framework across the LEA, including the addition of goals and action steps centered on partnerships with educator preparation programs once those partnerships have been established.
4. **Form and/or deepen collaborative partnerships with educator preparation programs:** With support from DESE and the PRISM I Leadership Coach, each district will identify at least one educator preparation program who will become a PRISM I partner. Only educator preparation programs that offer one or more of the following licensure programs may be considered for PRISM I partnership: Elementary, Early Childhood, Moderate Disabilities PK-2/ PK-8. These educator preparation programs can be represented on the PRISM I Leadership Team and will participate in the work of PRISM I, including professional development opportunities, access to materials and resources, and attendance at regular PRISM I Leadership team meetings.

## PRISM I Year 2 Funding

FY26 Continuation funding is based on available funds and progress through PRISM I activities. If awarded continuation grants, PRISM I awardees will receive funding to develop and enact their Early Literacy MTSS Action Plans in FY26. Grant activities will differ from community to community as the work will be guided by local Early Literacy MTSS Action Plans. Please note, continuation funding is dependent upon funding availability and is not guaranteed. For more information on funding availability and allowable costs for FY26 PRISM I, please see the [Fund Use Details](https://massgov.sharepoint.com/%3Aw%3A/r/sites/DOE-TEAMS-CenterforInstructionalSupport/Shared%20Documents/General/Team%20Folders/Team-%20OLH/Literacy%20Team/Literacy%20Launch/PRISM%20I%20grant/RFP%20and%20Fund%20Use/FY26%20Continuation/FY26%20PRISM%20I%20Fund%20Use%20Details.docx?d=wb31a873317f8445cb6358a298ddf042f&csf=1&web=1&e=2JoOZA) document linked the FY26 Continuation PRISM I RFP. Pending funding and if awarded continuation, the FY26 PRISM I grant will support:

**Vendors and Partners**

* Professional Development from DESE-approved external providers
* High-dosage tutoring partner (see *Planning for PRISM I High-dosage Tutoring or Salary Support* section below for more information*)*
* Collaboration with community-based preschool providers
* Collaboration with educator preparation programs

**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
* Additional licenses for HQIM teacher portals and access to assessments for faculty, program supervisors, and teacher candidates in partnering educator preparation programs

**Staff Costs**

* Salary support (see *Planning for PRISM I High-dosage Tutoring or Salary Support* section below for more information*)*
	+ The PRISM I grant will fund a significant portion of the cost of up to one position for each participating public 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 receive stipends 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 preschools
	+ 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 I Leadership Team, including both public and community-based preschool leaders as well as educator preparation program leaders.

## Planning for PRISM I High-dosage Tutoring or Salary Support

As mentioned above, districts will be able to plan and budget for **either** high-dosage tutoring **or** salary support starting in FY26. Districts may not plan and budget for both high-dosage tutoring and salary support. High-dosage tutoring or salary support may only be budgeted for participating PRISM I public schools. In collaboration with the PRISM I Leadership coach, use the flow-chart below to support budgeting choices in this area of PRISM I programming.

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| *Did the data collected through the Literacy Systems Scan show that the district currently has enough literacy-based staff to meet the needs of all students within an early literacy multi-tiered system of support?* |
|  |  |  |
| **Yes** |  | **No** |
|  |  |  |
| The district may choose **one** of the following options:**Option 1:** contract with a high-dosage tutoring partner.**OR****Option 2:** salary support for up to one literacy-based position for each participating PRISM I school (literacy coach, reading specialist, reading interventionist, or similar). |  | The district should budget for one literacy-based position for each participating PRISM I school (literacy coach, reading specialist, reading interventionist, or similar) |

*Please note that the PRISM I grant, pending funding availability, will fund the cost of the high-dosage tutoring or salary support component at a decreasing annual proportion over the remaining 4 years, beginning with 100% of the cost in FY26, 75% of the cost in FY27, 50% of the cost in FY28, and 25% of the cost in FY29. Districts 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.*