***[FY25] Upon Approval (Anticipated October 1, 2024) - September 30, 2025***

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

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| **Name of Grant Program:**  Growing Literacy Equity Across Massachusetts (GLEAM) Preschool | **Fund Code:** 0508 |

**GLEAM Fund Use Details**

This attachment provides full details about how GLEAM Preschool FY25 (thru September 30, 2025) continuation funds may be used.

This continuation grant will provide funding and hands-on support from Department specialists for recipients to continue implementing the activities listed below. 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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Grant recipients may use GLEAM funds for the following activities.

1. **[FY25] Purchase of selected curricular materials.**Recipients will procure the selected high-quality curricular materials for all classrooms participating in the grant. The selected curricular materials must "meet “or “partially meet” expectations for quality according to EEC’s curriculum review rubric or a similar third-party review. If a selected curriculum only partially meets the requisite criteria, funds must also be used to remedy the weaknesses identified by the review process. For digital materials, this grant will fund the purchase of student licenses for three years. This grant will fund the cost procurement of pre-K ELA/Literacy curricular materials and any supplemental or additional curricular materials deemed necessary to support literacy teaching and learning in the GLEAM-funded classrooms.
2. **[FY25] Purchase of high-quality screening assessment(s) designed to inform instruction in ELA/Literacy and professional development to utilize them.**  District and EEC-licensed community-based partner leadership should engage in a process of reviewing and selecting a literacy screening assessment that aligns with the community’s school readiness goals involving literacy. This screening assessment is expected to be integrated into the district’s broader screening processes that include the use of a developmental screener. This grant will fund the assessment purchase, as well as professional development from the publisher, in order to implement the assessment and utilize the data for instructional decision-making, both prior to use and throughout the three years of the grant. Professional development should be offered in conjunction with the purchase, in order to begin implementing the assessment, and should continue through the school year to support the first year of implementation. Districts may propose screeners that have demonstrated acceptable levels of reliability and validity.
3. **[FY25] Professional development for teachers and leaders to support skillful and effective use of an early literacy screening assessment, data-based decision-making, and culturally and linguistically sustaining implementation of curricular materials.** This grant will provide professional development to all preschool teachers and administrators working in participating classrooms from a screening assessment publisher, curriculum materials publisher, or a highly qualified vendor. Determination of professional development opportunities for all professionals in district and community-based classrooms should consider the following:
   1. The extent to which professional development on foundational skills is needed to support educators’ knowledge of language and literacy skill development, multilingual learners, and approaches to teaching children with disabilities to ensure educators understand how to use assessment data to plan daily curriculum implementation.
   2. The professional development plan, which should be developed with input from all stakeholders and should include job-embedded learning and coaching for educators to ensure full engagement in the process and intentional application of skills in the classroom; the plan should also include ongoing supports for new teachers
   3. Training should include content training and hands-on experiences with materials, establishment of technical assistance sessions that provide educators an opportunity to come together to share strengths and challenges in implementation and should be guided by professional development plans agreed upon by educator and coach.
   4. Professional Development should be planned prior to and ongoing through the curriculum selection process to ensure educators have a solid foundation of knowledge for specific curriculum training. Input on professional development topics should include representation from district and community-based organizations.
   5. The expected plan for curriculum-specific professional development should include a mix of full day trainings and additional opportunities for job-embedded learning to support implementation and throughout the timeline of the grant. The schedule should be flexible to ensure full engagement of all GLEAM-identified staff.
4. **[FY25] Professional development for Literacy Coaches or similar building-based Literacy Leaders in a collaborative support network, organized and sponsored by DESE.** Each participating school will designate a Literacy Leader to participate in regular professional development in a collaborative support network, organized and sponsored by DESE. This may be a Literacy Coach. The Literacy Leader is paid by the district; the collaborative professional development network is funded by this grant.
5. **[FY25] Customized support from an expert Early Literacy consultant onsite periodically throughout the grant period, responsive to the needs of the school.** Each participating program will be matched with an expert literacy consultant pre-approved by DESE who will provide ongoing support responsive to the needs of the school/program. The consultant can provide support including, but not limited to, (a) working with the GLEAM Leadership Team to develop and carry out an effective, job-embedded, and culturally and linguistically sustaining responsive early literacy and language plan; (b) working with teachers on data-based instructional decision-making; (c) working with administrators or Instructional Leadership Team (ILT) to build and implement effective early learning schedules and routines; (d) observing instruction and evidence of student learning in order to provide professional development to the Principal, ILT, and/or teachers customized to the needs of the school; (e) building leadership capacity and sustainability. 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
6. **[FY25] Stipends for Grant Activities.** Funds can be used for the work of this initiative. Stipends cannot be used for travel within the district to support individual schools. Additionally, stipends can be utilized to support educators in the following grant activities:
   1. Participation in the EEC Curriculum Rubric Review process outside of contractual hours
   2. Participation in GLEAM-funded Professional Development outside of contractual hours
   3. Participation in GLEAM Leadership Team meetings and working group meetings outside of contractual hours
   4. Stipends can also be utilized to support contractual services with EEC-licensed Community Partners, if required by district guidelines. In this case, budget amendments may be submitted once staff have been identified for grant activities.