



Opportunity Through Education

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MEMORANDUM NO. 2022-052

TO: School District Superintendents
Elementary Principals
Curriculum Directors
Kindergarten Educators

FROM: Shelley Hamel, Chief Academic Officer

DATE: May 2, 2022

SUBJECT: Wyoming Early Learning Standards

WYOMING EARLY LEARNING STANDARDS

The Wyoming Department of Education (WDE) presents the "*Early Learning Standards, Birth through Kindergarten: A Practice-based Tool for Early Childhood Educators*" document, which is now ready to share with school districts across Wyoming.

These new standards align with the existing kindergarten standards and have been designed to support the transition to kindergarten by mapping development through the transition and across the kindergarten year. The document is not an additional requirement for kindergarten teachers, but a resource to help match the demands of kindergarten with the needs of students. School districts will receive hard copies of the document for each kindergarten teacher in a district, and districts can also request additional copies. The document can also be viewed [here](#).

This document is a revision to the "*Wyoming Early Learning Guidelines and Foundations*," published in 2013 and updated in 2015 by the Wyoming Early Childhood State Advisory Council. The Guidelines and Foundations were a follow-up to the work completed in 2001, when Wyoming was among the first states in the U.S. to adopt preschool standards.

Inspired by work with the national nonprofit *Leading for Children* that led to the creation of Wyoming's Coherent Path to Quality, the standards update that followed a similar course. Using funding from the Federal Preschool Development Grant, the University of Wyoming Early Childhood Outreach

Network led an eight-month collaborative process involving three levels of committees, all focused on ensuring the voices of educators and caregivers were heard.

The “*Wyoming Early Learning Guidelines and Foundations*,” reviewed national standards (including the “*Head Start Early Learning Outcomes Framework*”), looked at standards from states across the country, and considered the most current research in early childhood education. This included a look into Equity, Developmentally Appropriate Practice, Trauma Informed Practice, and Universal Design for Learning.

More information about the three levels of committees that convened in the development of these documents can be found [here](#).

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