**Wyoming Comprehensive Literacy State Development Grant**

 **WY BILT District Subgrants**

**Overview of the Wyoming Comprehensive Literacy State Development Grant**

The Wyoming Department of Education (WDE) proposes to use Comprehensive Literacy State Development (CLSD) grant resources to improve literacy outcomes for all Wyoming students and close opportunity and achievement gaps for historically underserved student groups, including American Indian/Alaska Native students, Black students, English learners, and students with disabilities. CLSD resources will support the Wyoming Believing in Literacy Together (WY BILT) initiative and be used to (1) develop a comprehensive state literacy plan, (2) install and implement a tiered system of literacy support, and (3) provide subgrants to high-need local education agencies (LEAs). The tiered system of literacy support will provide foundational evidence-based literacy training to all LEAs and early childhood education (ECE) providers. LEAs with disproportionate percentages of students who read below grade level will receive targeted training and support, and LEAs with the greatest needs will receive intensive coaching and technical assistance. LEAs eligible for targeted and intensive support are invited to apply for subgrants that they can use to participate in trainings, hire literacy coaches, implement evidence-based literacy programs, and access content experts and improvement specialists.

The aims of the WY BILT include: Increasing the percentages of educators with the knowledge and skills necessary to implement evidence-based literacy practices; having children entering kindergarten ready to read; having students reading proficiently by the end of grades 3 and 5; having graduates with the literacy skills necessary for college and careers; and ensuring families have access to literacy programs.

The WDE anticipates that about 16 high-need districts will receive awards funded through the Comprehensive Literacy State Development five-year federal grant totaling $43.3 million. Districts receiving sub grants will be determined through an application process, but districts in Wyoming’s 25 federally identified Opportunity Zones will be prioritized. Funding for early childhood centers as a partner with the local school district is required under this grant.

To receive WY BILT funding, LEAs must apply for funding. Funding for early childhood centers as a partner with the local school district is required under this grant. Each application will be evaluated by two external reviewers based on identified need as well as the potential grantees ability to provide a written comprehensive literacy plan that includes specific measurable goals and strategies to improve literacy outcomes within the community.

Wyoming has been awarded $43.3 million over five years to carry out the following grant objectives:

1. Increase the percentage of participating 4-year-old children who achieve significant gains in oral language skills;
2. Increase the percentage of participating fifth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA;
3. Increase the percentage of participating eighth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA; and
4. Increase the percentage of participating high school students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA.

**SUBMISSION GUIDELINES**

Applicants must submit an electronic copy of the application. Electronic submissions must be received no later than 11:59 p.m. on April 15, 2021.

Completed applications should be sent electronically to: Laura Budd, laura.budd@wyo.gov.

* Applications should be sent as a single PDF document.
* Subject of Email: WY BILT Application 2021 and include the name of the district (WY BILT Application 2021 District Name #).
* Applications should be double-spaced and in 10- or 12-point Arial, Tahoma, or Times New Roman font.
* Applications that do not meet the specifications listed may not be reviewed.
* Incomplete applications will not be reviewed.
* The Wyoming Department of Education may require revision or additional information to an application and/or decline to award funds to any applicant.

**REGULATIONS AND GUIDANCE**

The CLSD grant is carried out under the legislative authority under Sections 2221–2225 of the Elementary and Secondary Education Act of 1965, as amended by the ESSA (Pub. L. 115–224). Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Government wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The Supplemental Priorities.

**ELIGIBLE ENTITY**

Eligible entities are Wyoming’s 48 school districts.

**REPORTING and MONITORING REQUIREMENTS**

Recipients of the grant will be required to submit Mid-Year Reports and Year-End Reports to evaluate their progress towards meeting the measurable program outcomes defined in the recipient’s grant application(s). Subgrantees will be required to provide information requested via surveys and other data collection projects.

Monthly calls and quarterly data briefings will be scheduled with grant recipients to monitor progress toward achieving goals and outcomes. Additional documentation may be requested in a timely manner to ensure compliance with all Federal Grant guidelines.

**APPLICATION DEADLINE and PERIOD OF AVAILABLITY**

The Wyoming Comprehensive Literacy State Development-WY BILT subgrant application window opens March 1, 2021 and closes April 15, 2021.

The grant cycle is approximately three years with funds available from approximately October 2020 through September 2023.

A second competitive grant cycle will begin in January of 2022 with funds available approximately from October 2022 to September 2025.

**REQUIRED PROJECT ELEMENTS**

 Summary of Required Project Elements

| **Element** | **Tier 2 Subgrantees** | **Tier 3 Subgrantees** | **References** |
| --- | --- | --- | --- |
| Literacy improvement plan | Development of literacy improvement plans that are aligned with statewide comprehensive literacy plan, include a logic model and theory of change, detail the use of local and CLSD resources, and include evidence-based literacy and school improvement strategies. | N/A |
| District Literacy Leadership Team | Creation of a district literacy leadership team that leads the implementation of the CLSD-funded literacy improvement plan. | Bertram et al., 2015 |
| WDE trainings | Use CLSD subgrants to participate in Tier 1 foundational trainings and Tier 2 regional trainings and workshops. May include substitutes, release time, travel expenses. | Baker et al., 2014; Foorman et al., 2016; Kamil et al., 2008 |
| Evidence-based Practice & Material | Use CLSD resources to procure evidence-based literacy programs, assessments, and universal screeners.Use CLSD resources to provide professional development and training to staff regarding evidence-based practices and the use of resources and materials. | Arabo, et al., 2017; Bailet et al., 2013; Baker et al., 2014; Forman et al., 2016; Graham & Perrin, 2017; Hanover, 2014; Kamil et al., 2008  |
| Multi-tiered Systems of Support (MTSS) | Use CLSD resources to install or strengthen MTSS. May include trainings, release time, substitutes, technical assistance, etc. | Stoiber & Gettinger, 2016 |
| Family engagement | Use CLSD resources to improve capacity of families to support student literacy. May include trainings, resources, contracts, etc. | Bernhard & Cummins, 2004; Burgess et al., 2002; Casanova et al., 2005 |
| Networked improvement community | Use CLSD resources to participate in the Wyoming Literacy Improvement Network to share and benefit from lessons learned.  | Hargreaves et al., 2017, 2015 |
| Evaluation | Use CLSD resources to engage in developmental evaluation activities. | Gamble, 2008; Patton, 2010 |
| Literacy Coaches | Optional | Hire and train literacy coaches to provide training and support to help ECE, elementary, and secondary teachers implement evidence-based practices. | Barkley, 2011; Knight, 2007 |
| Literacy technical assistance and coaching | Optional | Contract with state-approved literacy content experts to support identification, selection, and implementation of evidence-based practices. | Shanklin, 2006 |
| System improvement technical assistance and coaching | Optional | Contract with state-approved school/system improvement specialists to build LEA capacity to initiate and sustain improvement. | Bertram et al., 2015; Bryk et al., 2015; Fixen et al., 2005 |

**EXAMPLES OF ALLOWABLE COSTS**

* Providing evidence-based activities based in the Science of Reading that provide intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level
* Providing activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.
* Providing additional support and interventions for students with dyslexia that go above and beyond the minimum state requirements as outlined in W.S. 21-3-401.
* Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, early childhood providers and/or other program staff.
* Training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.
* Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel and specialized instructional support personnel (as appropriate) in the literacy development of children served.
* Purchasing of Evidence and Research-Based curriculum materials that support the needs of:
	+ All students
	+ Economically disadvantaged students
	+ English learners
	+ Students with disabilities
	+ American Indian/Alaska Native (AI/AN) and Black students
* Engaging families and encouraging family literacy experiences and practices to support literacy development.
* Supporting innovative practices that encourage the community and school working collaboratively together to promote reading and writing.
* Connecting out-of-school learning opportunities to in-school learning to improve children’s literacy achievement.
* Training families and caregivers to support the improvement of adolescent literacy.
* Providing for a multi-tier system of supports for literacy services.
* Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in one or more schools to ensure success.
* Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.
* Covering substitute costs freeing district employees for planning and training.
* Providing stipends to support LEA employees who are fulfilling specific tasks and duties as outlined in the Program Description and which directly support the CLSD Grant Objectives.
* (Please Note: LEAs should have this clearly outlined with evaluation measures established.)

**EXAMPLES OF UNAUTHORIZED ACTIVITIES**

The following items cannot be funded and should not be requested:

* Full Time Employee(s) salary and benefits;
* Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in state and the subgrantee has received express written permission from the grant director (no out-of-country travel is permitted);
* Capital expenses, such as acquisition, renovation, or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment/furniture, including installation of playground and/or fitness equipment;
* Acquisition of any vehicle;
* Construction and any related construction activities, such as architectural renderings and engineering activities (including ADA compliance);
* Recurring operational expenses to include administrative and programmatic activities, such as utilities, teaching, administrator salaries, professional dues or memberships, and transportation of students;
* Indirect costs;
* Employee hiring/recruitment expenses, such as employment of a placement firm or travel for prospective employees;
* Non-educational, non-informative promotional/novelty items for advertising, events, or recruiting;
* Gift certificates, food or alcoholic beverages, school apparel for staff or students;
* Fines and penalties or lobbying expenses; and
* Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college.

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Academic Group School Support Division

Comprehensive Literacy State Development Grant District Application

School District:

Literacy Director:

Email Address:

Phone Number:

The Wyoming Department of Education may require revision or additional information to an application and/or decline to award funds to any applicant.

**Assurances**

**Each LEA submitting an application agrees to adhere to the following grant and federal assurances:**

1. that it will utilize not less than 95 percent of grant funds for eligible supports and activities as follows: (i) Not less than 15 percent of such grant funds must be used for programs and activities pertaining to children from birth through kindergarten entry. (ii) Not less than 40 percent of such grant funds must be used equitably among the grades of kindergarten through grade 5. (iii) Not less than 40 percent of such grant funds must be used among grades 6 through 12.
2. to serving Historically Disadvantaged Students - An LEA must assure that it will focus efforts on targeted students groups that are underperforming as identified with historical WY TOPP data.
3. a willingness to participate in WDE sponsored professional development;
4. a commitment to participate in WY BILT Network (other funded LEAs);
5. that it will adhere to all federal and state regulations and guidance relevant to accounting and procurement practices.

**PROGRAM DESCRIPTION**

**Executive Summary**

Provide a narrative that briefly describes the proposed project. Give the reader a vison of the alignment of the district’s proposed literacy plan to the CLSD project and include a tie to the WY BILT goals and objectives. Summarize the amount of funding requested, introduce how the district plans to use the CLSD subgrantee funds, identify how the funds will aligned to improved literacy goals, how the impact will be measured quantitatively and qualitatively, and management plans to sustain the project once federal funding comes to an end.

WY BILT goals and objectives increase the percentages of: educators with the knowledge and skills necessary to implement evidence-based literacy practices; children entering kindergarten ready to read; students reading proficiently by the end of grade 3 and 5; graduates with the literacy skills necessary for college and careers; and families that have access to adult literacy programs.

*Should be no longer that approximately 2 pages double spaced in 10-12 point font (Arial, Tahoma, Times New Roman).*

**Demonstration of Need** 30 points

Describe the district’s WY-TOPP literacy achievement data and present locally developed needs assessment data, both qualitative and quantitative, to demonstrate a need for CLSD support. Identify specific student subgroups in greatest need of support.

*Should be no longer than approximately 1 page double spaced in 10-12 point font (Arial, Tahoma, Times New Roman).*

**Project Design** 30 points

Provide a detailed project plan that describes how the district will address the required program elements (listed below) and articulate how the project plan will address literacy achievement and capacity gaps described in the *Need* section above.

Program elements: (See Summary of Required Project Elements)

1. Development of a comprehensive District Literacy Plan (DLP) for the length of the grant that includes goals and strategies for improving outcomes preschool-12.

The DLP should include a logic model, theory of change, and evidence-based literacy and school improvement strategies. The plan should specifically identify how the LEA will meet the goals of WY BILT (increase the percentages of: educators with the knowledge and skills necessary to implement evidence-based literacy practices; children entering kindergarten ready to read; students reading proficiently by the end of grade 3 and 5; graduates with the literacy skills necessary for college and careers; and families that have access to adult literacy programs). The DLP should include baseline data and targeted improvement levels to support the goals identified by the district as part of the district’s plan. **See District Literacy Plan Progress Tracking** (page 9)**.**

1. Establishment of a District Literacy Team that includes representatives from each school, early childhood organization representative, at least one community member, and at least one parent. Please include names of individuals in application, expected frequency of meetings, and internal process for monitoring implementation of WY BILT.
2. Identify one district level leader. This leader will act as a liaison for WDE, external partners, and the District Literacy Team.
3. Identification of evidence-based literacy programs, intervention programs, universal screeners, progress monitoring tools, assessments, and developmental evaluation. Include a baseline estimate of the percentage of evidence-based materials and activities prior to implementation of the CLSD supported DLP.
4. Identification of professional development, training, and ongoing coaching for staff regarding the evidence-based practices, and the use of resources and materials;
5. Describe how the project will be monitored through data-driven decision-making, including a plan for revising and using ongoing data-driven decision-making; and describe the child/student performance assessments used to monitor progress toward meeting performance goals.
6. Enhanced district MTSS framework;
7. Family Engagement; and
8. Identification of external partners (professional development/technical assistance) to assist at the district (systemic improvement) and school level (literacy expert).

*Should be no longer than approximately 6 pages double spaced in 10-12 point font (Arial, Tahoma, Times New Roman).*

**Project Management** 40 points

Describe the management and oversight systems that will be used to ensure effective and allowable implementation of the activities and strategies described in the *Project Design* section. Include a budget narrative, detailed annual budget for three years, and tracking mechanism to identify allocated expensed at the required split of 15% for early childhood, 40% for grades K-5, and 40% for grades 6-12.

Budget includes only allowable use of funds as described in the section Allowable Costs.

*Should be no longer than approximately 4 pages double spaced in 10-12 point font (Arial, Tahoma, Times New Roman).*

**District Literacy Plan Progress Tracking**

**Complete the following tables to include three or four performance objectives that support the goals of the DLP that tie to the CLSD grant and explain what the funding will accomplish.**

All grant applications must provide a description of how the program will be evaluated for effectiveness. Establish one or two performance measures for each objective that demonstrates whether the recipient is making progress towards each objective. For each performance measure, a target level of performance must be established to compare to actual performance data to demonstrate the recipient's progress towards meeting or exceeding the target level of performance.

Objectives should lend themselves to either quantitative or qualitative measurement.

**At least one objective must be quantitative. At least one objective must align to each early childhood, elementary and secondary.**

NOTE:  Grantees will be required to report on the objectives and performance measures in each performance report. There will be a minimum of two performance reports due each year. Additional metrics may be required if awarded a grant.

| **1. Program Performance Objective:** |
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|  |
| **Year 1** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| **Year 2** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| **Year 3** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |

| **2. Program Performance Objective:** |
| --- |
|  |
| **Year 1** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| **Year 2** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| **Year 3** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
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| **3. Program Performance Objective:** |
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| **Year 1** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
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| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
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| **Year 2** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
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| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
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| **Year 3** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
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| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
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| **4. Program Performance Objective:** |
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| **Year 1** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
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| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
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| **Year 2** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
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| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| **Year 3** |
| 1a. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |
| 1b. Performance Metric | Baseline | Target Level of Performance | Date for Achievement |
|  |  |  |  |