



# COMPREHENSIVE LITERACY DEVELOPMENT GRANT

**Elevating Leadership, Language, and Literacy Across Wyoming**

# CLSD GRANT PURPOSE OF PROGRAM

The Comprehensive Literacy State Development (CLSD) program is authorized under Sections 2221-2225 of the Elementary and Secondary Education Act, as amended (ESEA). The purpose of the CLSD discretionary grants is to create a comprehensive literacy program to advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, **with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.**



# SUPPLEMENT, NOT SUPPLANT

The phrase “supplement, not supplant” requires that grantees use **non federal funds for all services required by state or local law**. Additionally, grantees **must not use Federal funds to cover costs that it previously covered with non federal funds**. Federal funds must supplement—add to, enhance, expand, increase, extend—the programs and services offered with non federal funds. Federal funds are not permitted to be used to supplant—take the place of, replace—the non federal funds used to offer those programs and services.

If Federal funds are used to enhance or expand an underlying activity that is paid for with non federal funds, then the Federal supplementary activities must be separately identified and clearly distinguishable as an addition to what’s required under State or local law, or as compared to what has been paid for in the past with non federal funds.

U.S. Department of Education, “Applications for New Awards; Comprehensive Literacy State Development (CLSD) Program,” 89 Fed. Reg. 30338 (Apr. 23 2024).



# DEFINITIONS

- Supplement means to add to or enhance existing programs, services, or resources that are funded by state or local dollars. Federal funds are used to expand the scope, quality, or reach of those efforts.
- Supplant means to replace state or local funds with federal funds. This is not permitted under the CLSD grant and would be considered a violation of federal requirements.

Wyoming continues to uphold both federal compliance and state statute by using CLSD funds to provide additional support that enhances existing initiatives. State and local funds are used to fulfill statutory literacy requirements. In contrast, federal CLSD funds are reserved solely to expand the reach, depth, and sustainability of evidence-based language and literacy improvement across Wyoming.



# VISION, MISSION, AND PURPOSE

LEVEL	VISION	MISSION	PURPOSE
<b>Federal CLSD (U.S. Department of Education)</b>	"Every child from <b>birth through grade twelve</b> develops the language and literacy skills needed for success in school and life."	"To build and support statewide systems that strengthen literacy development through <b>evidence-based instruction, professional learning, and sustainable leadership capacity.</b> "	"The Comprehensive Literacy State Development (CLSD) program awards competitive grants to advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, <b>with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.</b> "

[Federal Register](#)



# FEDERAL CLSD GRANT PRIORITIES

**The CLSD program awards competitive grants to advance literacy skills through the use of:**

- Evidence-based (*as defined in this notice*) practices, activities, and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12.
- With an emphasis on disadvantaged children, including children living in poverty.
- English learners (*as defined in this notice*).
- Children with disabilities (*as defined in this notice*).



# DISADVANTAGED STUDENTS

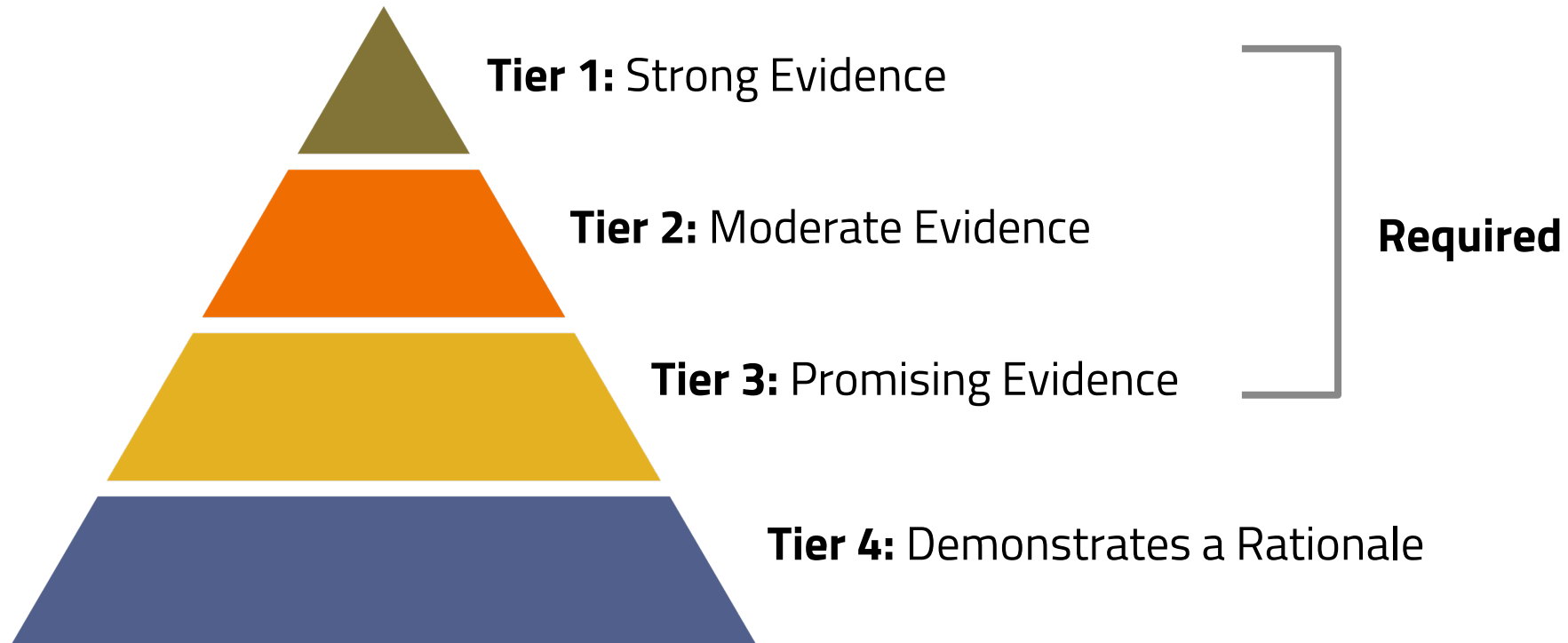
**(a) One or more LEAs that serve a high percentage of high-need schools and—**

- (1) Have the highest number or proportion of children who are counted under section 1124(c) of the ESEA, in comparison to other LEAs in the State;
- (2) Are among the LEAs in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2) of the ESEA; or
- (3) Serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) of the ESEA;



# EVIDENCE-BASED INTERVENTIONS UNDER THE ESSA

Information regarding evidence-based interventions as defined in the Every Student Succeeds Act (ESSA).





# DISADVANTAGED STUDENTS

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- (3) Serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) of the ESEA;



# ENGLISH LEARNERS

## **English learner means an individual—**

- (a) Who is aged 3 through 21;
- (b) Who is enrolled or preparing to enroll in an elementary school or secondary school;
- (c)(i) Who was not born in the United States or whose native language is a language other than English;
- (ii)(I) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (d) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—



# CHILDREN WITH DISABILITIES

## **(3) Child with a disability The term “child with a disability” means—**

- (A) a child with a disability, as defined in section 602 of the Individuals with Disabilities Education Act ( 20 U.S.C. 1401 );
- (B) a child who is eligible for early intervention services under part C of the Individuals with Disabilities Education Act ( 20 U.S.C. 1431 et seq.);
- (C) a child who is less than 13 years of age and who is eligible for services under section 794 of title 29 ; and
- (D) a child with a disability, as defined by the State involved.



# GOVERNMENT PERFORMANCE AND RESULTS ACT MEASURES (GPRA)

- (1) The percentage of participating **four-year-old children** who achieve significant gains in oral language skills, as determined by a State-approved measure.
- (2) 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.
- (3) 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.
- (4) 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.
- (5) The percentage of **evidence-based activities** implemented by subgrantees that meet the requirements of strong or moderate evidence in the definition of “evidence-based” in this notice.



# WYOMING CLSD ELIGIBILITY

- **Opportunity Zones** are prioritized for funding for districts and schools located within federally designated Opportunity Zones, which reflect poverty levels and identify low-income communities.
- **District with Comprehensive Support and Improvement (CSI) Schools:** are schools are identified under the Every Student Succeeds Act (ESSA) as those requiring the most intensive supports.
- **Targeted Support and Improvement (TSI) Schools** TSI schools are identified under ESSA as schools in which one or more student subgroups consistently underperform on state accountability indicators.



# WYOMING CLSD COMPETITIVE PREFERENCE PRIORITIES

- Competitive Preference Priority 1 – Tribal and Rural/Town Designations
- Competitive Preference Priority 2 – Full System Application
- Competitive Preference Priority 3 – HQIM and HQIP
- Competitive Preference Priority 4 – TANF Preschool Partnerships
- Competitive Preference Priority 5 – Family and Community Partnerships
- Competitive Preference Priority 6 – Adaptive Change and Continuous Improvement



# WYOMING CLSD PROJECT FOCUS



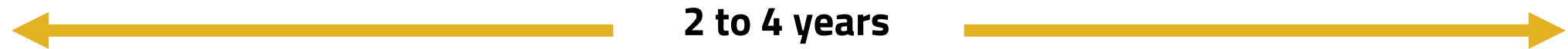
**STATE OF  
WYOMING**

**PRE-SCHOOL  
THROUGH  
12TH GRADE**

**FAMILIES &  
COMMUNITIES**



# GOALS ALIGNMENT



EXPLORATION	INSTALLATION	INITIAL IMPLEMENTATION	FULL IMPLEMENTATION
<ul style="list-style-type: none"><li>● Assess fit.</li><li>● Ensure a usable innovation.</li><li>● Create implementation.</li><li>● Establish practice policy loop.</li></ul>	<ul style="list-style-type: none"><li>● Examine implementation drivers.</li><li>● Develop practitioner readiness.</li><li>● Develop Fidelity measure.</li></ul>	<ul style="list-style-type: none"><li>● Initiate improvement cycles.</li><li>● Build capacity for implementation drivers.</li><li>● Enhance the practice-policy connection.</li><li>● Assess fidelity.</li></ul>	<ul style="list-style-type: none"><li>● Achieve fidelity</li><li>● Improve outcomes</li><li>● Sustain the practice -policy connection.</li></ul>





# THE ACTIVE IMPLEMENTATION FORMULA



This formula illustrates the relationship between effective practices, effective implementation, and enabling contexts, which together lead to improved outcomes.

Adapted from the [National Implementation Research Network](#). (n.d.). Implementation Science Hub. University of North Carolina at Chapel Hill, FPG Child development institute.



# COACHING AND IMPLEMENTATION FOCUS

**The Request for Proposals (RFP) process will establish a CLSD Grant Support Partner (GSP) advisory list. This list will identify approved Literacy Grant Support Partners including:**

- Leadership Systems Partner (LSP) will support subgrantees in change management through implementation science and coaching for system leaders.
- Instructional Systems Partners (ISP) will provide job-embedded professional learning and coaching to strengthen instructional practices and improve classroom implementation of evidence-based literacy instruction.




# LITERACY RESEARCH & INNOVATION FOCUS

A Request for Proposals (RFP) process will establish a CLSD Literacy Research and Innovation Partners advisory list. This list will identify approved partners who collaborate with CLSD subgrantees to support evidence-based research, implementation, and continuous improvement.

- Research and Innovation Partners will provide evidence-based tools, resources, materials, interventions, and tutoring services to support subgrantee growth and continuous improvement.
- Collaborative Research Partnerships will engage subgrantees in meaningful learning experiences that strengthen capacity, inspire innovation, and promote coordinated and sustainable systems change.



# WYOMING CLSD FOCUS LEADERSHIP, LANGUAGE, & LITERACY



WYOMING DEPARTMENT OF EDUCATION

College & Career Ready ▾ Transparency ▾ Parents ▾ Safety & Wellness ▾ Education ▾


Educators ▸ Language and Literacy ▸ Wyoming Language & Literacy Plan (WLLP)

## Wyoming Language & Literacy Plan (WLLP)

The 2025 Wyoming Language and Literacy Plan (WLLP) is a strategic framework designed to serve as Wyoming's north star for advancing statewide language and literacy outcomes. Recognizing that language and literacy are essential foundations for personal growth, community engagement, and academic success. The plan ensures that every child in Wyoming, regardless of background or circumstances, has access to evidence-based language and literacy instruction. Rooted in the principles of continuous learning and teaching, the WLLP integrates practices aligned with state and federal guidelines, guiding the path toward sustained improvement in literacy outcomes.

This plan, developed through a five-phased process launching from the 2024 Literacy Needs Assessment Survey, draws on the valuable insights of parents, caregivers, educators, literacy leaders, national experts, higher education institutions, researchers, and community stakeholders. This work focuses on improving literacy skills for children from birth to grade twelve, with a particular emphasis on underserved students, those living in poverty, multilingual learners, and students with disabilities. The Wyoming Language and Literacy Plan (WLLP) is a strategic guide for developing a comprehensive language and literacy system grounded in evidence-based practices.

- Vision and Foundations
- Commitment to Wyoming's Students
- Acknowledgements



WYOMING DEPARTMENT OF EDUCATION

College & Career Ready ▾ Transparency ▾ Parents ▾ Safety & Wellness ▾ Education ▾

Educators ▸ Language and Literacy ▸ Wyoming Language & Literacy Plan (WLLP)

## Comprehensive Literacy State Development Program Project Proposal

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WYOMING DEPARTMENT OF EDUCATION

College & Career Ready ▾ Transparency ▾ Parents ▾ Safety & Wellness ▾ Education ▾

Educators ▸ Language and Literacy

## Language and Literacy

CLSD Grant  
Explore Page Here

WLLP  
Explore Page Here

## Language and Literacy Initiative

The statewide Language and Literacy Initiative focuses on systematic alignment and evidence-based strategies to guide sustainable language and literacy improvements, including strengthening educator preparation and professional development, introducing new certification pathways and licensing requirements, and bolstering family engagement through practices grounded in the science of reading.

The collaborative group of partners includes the Wyoming Department of Education (WDE), the Wyoming Legislature's Joint Education Committee, the Wyoming Professional Teaching Standards Board (PTSB), the UW College of Education, the UW Literacy Research Center and Clinic (LRCC), UW Division of Communication Disorders-Speech Language Pathology, UW Early Childhood Education, the Wyoming Community College Commission, WYO Right to Read, the John P. Ellbogen Foundation, and Cox Campus.



# WYOMING CLSD GOALS

## **1. Build Leadership Infrastructure (P-12)**

Invest in building infrastructure by engaging administrators, principals, and literacy leaders in systems-level coaching partnerships, evidence-based professional development, and job-embedded systems coaching.

## **2. Strengthen Oral Language and Pre-literacy Skills (B-K)**

Invest in building capacity by engaging early childhood educators in high-quality, evidence-aligned professional development and job-embedded coaching focused on oral language and preliteracy skills to support kindergarten readiness.

## **3. Increase Percentage of Students Reading Proficiently (6-12)**

Invest in building capacity by engaging secondary educators in high-quality, evidence-based professional development and job-embedded coaching focused on intensive, supplemental, and accelerated support for students reading below grade level.



# WYOMING CLSD GOALS

## **4. Increase the Percentage of Students Reading Proficiently (P–12)**

Invest in high-quality, evidence-based professional development and job-embedded coaching for P–12 educators, focusing on standards-aligned universal core instruction.

## **5. Accelerate and Scale High Quality Instructional Materials and Practices**

Invest in the adoption and implementation of high-quality instructional materials (HQIM) and high-quality instructional practices (HQIP).

## **6. Subgrantee Transformation Network Invitational Priority**

Subgrantee access to unique, expert-led research opportunities designed to partner, explore, and address growth opportunities within their systems to promote coordinated and sustainable systems change.



# COMPREHENSIVE LITERACY INSTRUCTION

- (a) Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;
- (b) Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
- (c) Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;
- Submit all required progress and financial reports to the CLSD Office of Language and Literacy.
- (d) Makes available and uses, high-quality print materials that reflect the reading and development levels, and interests, of children;
- (e) Uses differentiated instructional approaches, including individual and small group instruction and discussion;



# COMPREHENSIVE LITERACY INSTRUCTION

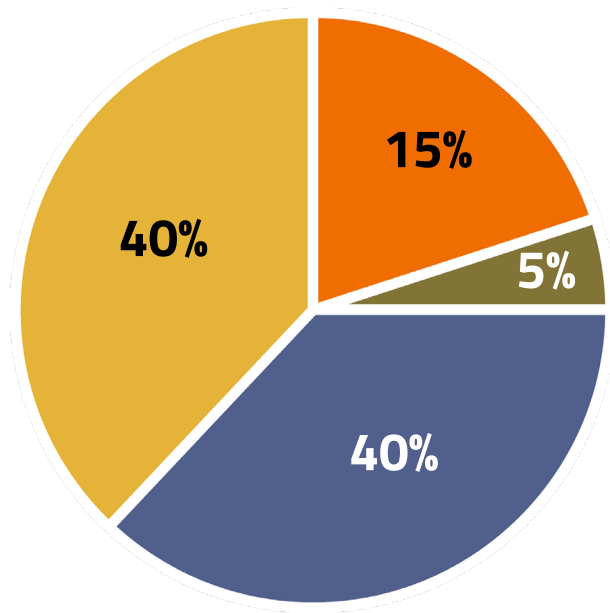
- (f) Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
- (g) Includes frequent practice of reading and writing strategies;
- (h) Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;
- (i) Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;
- (j) Incorporates the principles of universal design for learning;
- (k) Depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning; and
- (l) Links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about complex print and digital subject matter.





# CLSD BUDGETING - GRANT OVERVIEW

In accordance with Section 2224(c)(1) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), CLSD grant funds must use the following distribution across the birth through grade twelve continuum:



- 15%: Birth-Kindergarten Entry
- 40%: K-5th Grade
- 40%: 6-12th Grade
- 5%: Participation/Administrative



# SUPPLEMENT, NOT SUPPLANT

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U.S. Department of Education, “Applications for New Awards; Comprehensive Literacy State Development (CLSD) Program,” 89 Fed. Reg. 30338 (Apr. 23 2024).



# SUBGRANTEE COMMITMENTS OVERVIEW

## **Evaluation & Alignment**

- Participate in Marzano Research evaluation (surveys, data submission).
- Align with the Wyoming Grant Project and federal funding guidelines.
- Participation with Systems and Instructional Consultancy
- Participation with Research & Innovation Partners



# SUBGRANTEE COMMITMENTS OVERVIEW

## **Local Literacy Plan (Birth–Grade 12)**

- Establish vision, goals, and a cross-functional literacy team.
- Conduct needs assessment with Systems Coach and define evidence-based practices by age band:
  - Birth to K Entry, K–5, 6–12.
- Implement MTSS/intervention framework.
- Use data to guide instruction and monitor progress.
- Plan for staff continuity and succession.
- Supplement (not supplant) existing efforts.
- Allocate resources strategically.
- Engage families and communities in literacy development Implementation Requirements.
- Districts are serving Birth–Grade 12.
- Align instruction with the Science of Reading



# SUBGRANTEE ASSURANCES OVERVIEW

- Activities align with standards and embed Structured Literacy.
- Engage in Science of Reading-aligned professional development.
- Use aligned curriculum, interventions, and assessments.
- Submit all required progress and financial reports to the CLSD Office of Language and Literacy.
- Report student performance data per CLSD timelines.
- Support implementation monitoring (surveys, reports, artifacts).
- Notify the CLSD Office of Language and Literacy of leadership changes and provide a transition plan.
- Funds supplement (not supplant) existing efforts.
- Maintain fiscal and program records and complete regular audits.
- Misuse of funds requires repayment to WDE who then return funds to USED.
- Grantee retains full project responsibility, even with subcontractors.
- WDE may terminate funding with 30 days' notice if needed.



# WYOMING CLSD REVIEW PROCESS

- Highly Competitive Grant Competition (Funding 8-10 Districts)
- To ensure fairness, transparency, and integrity, the Language and Literacy webpage as the central hub for all CLSD information.
- The subgrantee selection process will be completed by an independent out of state entity using a double-blind, rubric-based review.
  - Two external review teams will independently evaluate every application. This structure ensures objectivity, consistency, and inter-rater reliability across all reviews.



# CLSD SUBGRANTEE APPLICATION TIMELINE

ACTIVITY	DATE	ACTION STEPS
<b>Phase 1</b> <b>Grant Intent to Apply</b> <b>Eligibility Verification</b>	November 3-21, 2025	<ul style="list-style-type: none"> <li>• Intent to Apply: <b>Now Open</b></li> <li>• Eligibility Verification Link Sent</li> <li>• Eligibility Status Notification</li> </ul>
<b>Phase 2</b> <b>Pre-Application</b> <b>Webinars</b>	December 10, 2025 December 16, 2025	<ul style="list-style-type: none"> <li>• Pre-Application Recorded Webinars for CLSD eligible applicants.</li> <li>• RFI Period: Get Your Questions Answered!</li> </ul>
<b>Phase 3</b> <b>Request for</b> <b>Applications (RFA)</b> <b>Launch</b>	January 6- February 10, 2026 (44 days)	<ul style="list-style-type: none"> <li>• Applications must be submitted electronically through eGMS: <b>Tuesday, February 10, 2026, at 11:59 p.m. MT</b></li> </ul>
<b>Phase 4</b> <b>Review process</b>	February 11–March 6, 2026	<ul style="list-style-type: none"> <li>• Double Blind Review Process</li> </ul>
<b>Phase 5</b> <b>Award Notifications</b>	March 16, 2026	<ul style="list-style-type: none"> <li>• Applicant Award Notifications</li> </ul>



## PHASE 1:

**Subgrantee Intent To  
Apply Process**

## PHASE 2:

**Subgrantee Eligibility Verification**

- CLSD Eligibility Screening Overview
- Eligibility Criteria
- Purpose of Eligibility Screening





# CLSD SUPPORT PARTNER TIMELINE

ACTIVITY	DATE	ACTION STEPS
<b>Phase 1</b> Intent to Apply & Eligibility Verification	November 3-21, 2025	<ul style="list-style-type: none"> <li>• Intent to Apply: <b>Now Open</b></li> <li>• Eligibility Verification Link</li> <li>• Assurances</li> </ul>
<b>Phase 2</b> Pre-Application Webinar	December 1, 2025	<ul style="list-style-type: none"> <li>• Pre-Application Webinar for eligible applicants  <b>12:00 p.m. - 1:00 p.m. MT</b></li> </ul>
<b>Phase 3</b> Request for Proposals (RFP) Launch	December 9-January 21, 2026 (44 days)	<ul style="list-style-type: none"> <li>• Applications must be submitted electronically through eGMS by <b>Wednesday, January 21, 2026 at 11:59 p.m. MT</b></li> </ul>
<b>Phase 4</b> Review process	January 22-February 11 2026 (21 days)	<ul style="list-style-type: none"> <li>• Review Process</li> </ul>
<b>Phase 5</b> Award Notifications	February 13, 2026	<ul style="list-style-type: none"> <li>• Applicant Award Notifications</li> </ul>



## PHASE 1:

**Grant Support Partner Intent To  
Apply Process**

## PHASE 2:

**GSP Eligibility Verification**

- CLSD Partner Eligibility  
Screening Overview
- Eligibility Criteria
- Purpose of Eligibility  
Screening



# CLSD RESEARCH & INNOVATION TIMELINE

ACTIVITY	DATE	ACTION STEPS
<b>Phase 1</b> <b>Intent to Apply &amp; Eligibility Verification</b>	November 3-21, 2025	<ul style="list-style-type: none"> <li>• Intent to Apply: <b>Now Open</b></li> <li>• Eligibility Verification Link</li> <li>• Assurances</li> </ul>
<b>Phase 2</b> <b>Pre-Application Webinar</b>	December 1, 2025	<ul style="list-style-type: none"> <li>• Pre-Application Webinar for eligible applicants <b>10:00 a.m. - 11:00 a.m. MT</b></li> </ul>
<b>Phase 3</b> <b>Request for Applications (RFP) Launch</b>	December 9-January 21, 2026 (44 days)	<ul style="list-style-type: none"> <li>• Applications must be submitted electronically through eGMS by <b>Wednesday, January 21, 2026 at 11:59 p.m. MT</b></li> </ul>
<b>Phase 4</b> <b>Review process</b>	January 22-February 11, 2026 (21 days)	<ul style="list-style-type: none"> <li>• Review Process</li> </ul>
<b>Phase 5</b> <b>Award Notifications</b>	February 13, 2026	<ul style="list-style-type: none"> <li>• Applicant Award Notifications</li> </ul>



## PHASE 1:

**Literacy Research & Innovation Intent  
To Apply & Eligibility Process**

## PHASE 2:

**LR&I Eligibility Verification**

- CLSD Partner Eligibility  
Screening Overview
- Eligibility Criteria
- Purpose of Eligibility  
Screening



# QUESTIONS AND CONTACTS

Thank you for attending this session!

**Dr. Claudia Ladd**

**Denise Fertig**

[wde-clsd@wyo.gov](mailto:wde-clsd@wyo.gov).

