Comprehensive Literacy State Development Program Project Proposal

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The Wyoming Comprehensive Literacy State Development (CLSD) project embodies an innovative vision to elevate Leadership, Language, and Literacy across Wyoming. At its core, this project is driven by the commitment to ensure that every child has the opportunity to thrive academically and develop the literacy skills necessary for lifelong success. This vision reflects the belief that literacy is the foundation for opportunity and growth. By establishing this commitment, the Wyoming CLSD project sets the stage for transformative, statewide impact.

Wyoming's future depends on the strength of its educational foundations. Language and literacy form the cornerstone of all learning, enabling students to engage meaningfully in society and reach their highest potential. This project addresses Wyoming's language and literacy challenges by leveraging the latest research and evidence-based instructional practices to ensure that teaching is consistent, rigorous, and aligned with what research demonstrates leads to student success. The project is grounded in strong evidence as defined by the Institute of Education Sciences (IES) and developed in partnership with leading researchers in leadership, language, and literacy. It draws upon the CLSD program evaluation framework and the principles outlined in the White House's vision for evidence-based instruction, emphasizing explicit, systematic, and cumulative language and literacy practices grounded in high-quality research that meets federal definitions of scientifically based and evidence-based practices.

Grounded in the science of reading, the project emphasizes explicit, systematic, cumulative, and sequential instruction across all components of language and literacy development, including oral language development, phonological awareness (including phonemic awareness), phoneme–grapheme knowledge for decoding and encoding, vocabulary development, morphology, oral reading fluency, syntax, grammar, and sentence construction, discourse, text structure, and comprehension processes, listening and reading comprehension, and oral and written expression. Instruction is supported through the tenets of structured literacy, evidence aligned practices, knowledge-rich materials. and is strengthened by consistent monitoring and improvement. The science of learning reinforces this approach by connecting cognitive science research to classroom practice, emphasizing that students learn new ideas by linking them to prior knowledge, transferring information from working memory to long-term memory, and engaging in guided modeling, scaffolding, and deliberate practice.

Competitive Preferences Priorities and Invitational Priority

The Wyoming CLSD project design aligns with the Competitive Preferences Priorities (CPP) and Invitational Priority (IP) to maximize impact through the following activities:

CPP1 Coordination with Institutions of Higher Education: The project incorporates

partnerships with universities and community colleges to strengthen teacher preparation, continuing education, and professional development. By revising educational objectives and developing collaborative initiatives aligned with the science of reading research, these partnerships will ensure educators are equipped with evidence-aligned literacy knowledge and practices that are grounded in the science of reading research and emphasize essential content and instructional practices proven to build strong language and literacy outcomes for all children.

CPP2 Addressing COVID-19 Impact: The project promotes targeted training and job-embedded coaching for literacy leaders and educators to develop knowledge, build skills, and sustain change through the implementation of instructional strategies grounded in the science of reading. This emphasizes intensive, supplemental, accelerated, and explicit interventions designed to mitigate learning loss. The focus is on equipping educators with the expertise needed to meet the unique needs of all students, with special emphasis on students reading significantly below grade level.

CPP3 Promoting Equity: The project ensures that all educators receive comprehensive training that is aligned with evidence-based practices, enabling them to deliver high-quality literacy instruction to all students. By focusing on proven approaches grounded in the science of reading, the training equips educators with the knowledge and skills necessary to support student growth and achievement across the full language and literacy continuum.

CPP4 Supporting a Diverse Educator Workforce: The project cultivates a strong and sustainable educator workforce by offering multiple entry points into the profession. Through teacher apprenticeships, alternate certification pathways, and mentorship cohorts, educators are provided with opportunities for professional growth and development.

IP Effective Transitions and Continuity: The project emphasizes seamless transitions from preschool into elementary school, to middle school, and through high school by fostering intentional systems alignment and coherence grounded in the science of reading. With a framework to implement evidence-based reading and writing instructional strategies, educators are supported through collaborative planning, ongoing professional development, and the integration of evidence-aligned resources, materials, and activities.

The Wyoming CLSD project will monitor and report progress toward federal performance indicators, in alignment with the Government Performance and Results Act (GPRA), to demonstrate program effectiveness and accountability. These measures provide a data-driven foundation for continuous improvement and ensure consistent evaluation across participating sites. The GPRA measures for this project are as follows:

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 Elementary and Secondary Education Act (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.

These measures will guide the evaluation of progress toward the project's goals, ensuring that outcomes are measurable, aligned with federal expectations, and reflective of Wyoming's commitment to continuous improvement and evidence-based language and literacy practices. The project goals are rooted in and directly aligned with the Wyoming Language and Literacy Plan (WLLP), ensuring that statewide priorities translate into clear, actionable commitments. Together, these goals and measures define how leadership capacity, instructional quality, and systemic coherence will be strengthened to improve outcomes for all students.

The goals of the project are to: (1) Increase the percentage of literacy leaders with deep knowledge and capacity to support, develop, administer, coach, and evaluate evidence-based, high-quality, comprehensive literacy initiatives that drive achievement. (2) Increase the percentage of children birth through five with enhanced oral language and literacy development and school readiness skills necessary to transition into elementary school. (3) Increase the percentage of students reading proficiently by the end of elementary, middle, and high school through standards-aligned core academic instruction that provides continuity of services and support through evidence-based resources and strategies for explicit and systematic instruction in reading and writing. (4) Accelerate and scale the sustainable adoption of evidence-based resources and practices to increase the percentage of students receiving access to high-quality instructional materials and practices. systematic instruction in reading and writing.

The project exemplifies best practices in project management, collaboration, and stakeholder engagement through a comprehensive and strategic approach. It incorporates cross-agency coordination, rigorous data collection and analysis to inform decision-making and measure

progress, continuous professional development and coaching to build educator capacity, and strategic partnerships with higher education institutions and national literacy experts. Robust performance management systems ensure accountability and maintain the highest standards of quality. Elevating leadership, language, and literacy in Wyoming is a collective endeavor. Through unwavering commitment, strategic planning, and community partnership, we can ensure that every child in the state has the opportunity to thrive.

Section A: Need for the Project

Wyoming has taken essential legislative steps to improve literacy programming for reading, writing, and comprehension skills through grade twelve. House Bill 297 was issued in 2019 to require screening instruments to identify dyslexia and other reading disabilities. This bill has enabled WDE to lead efforts in strengthening the comprehensive literacy program. Additionally, Wyoming Statute 21-3-401 was amended in 2022, outlining the districts' K-3 Reading Assessment and Intervention requirements.

The statute's Chapter 56 rules oblige all districts to prepare and seek approval of the alignment for plans to carry out professional learning and development requirements for all K-3 educators. While the Wyoming legislature recognizes the importance of improving student literacy outcomes, additional funding sources for literacy initiatives have not been allocated outside of typical district funding. With the expiration of Elementary and Secondary School Emergency Relief (ESSER) funding the CLSD grant is the sole funding source for Wyoming's literacy reform efforts. Without the grant, the momentum gained through the previous grant cycle and literacy reform work is in jeopardy.

Part 1: Gaps, Weaknesses, Infrastructure, and Opportunities

Wyoming is a rural state with a total population of 584,057, with 22.4% being 18 years old or younger (United States Census Bureau, 2023). For the 2023/2024 school year, 48 public school districts in the state enrolled 91,640 students in 342 schools (WDE, n.d.). Wyoming has 25 designated Opportunity Zones, including 19 low-income communities plus one non-low-income contiguous tract. (Opdb.2024) In Wyoming, a large number of children live in poverty and are considered at risk. In Wyoming, 14% of children live in poverty, with 6,000 in the birth to 5 age group and 12,000 in the 6-17 age group, totaling 18,000 children. The number of children below the 250% poverty level is 55,000, representing 43% of the state's child population (Spotlight on Poverty and Opportunity, n.d.).

The poverty rate for Hispanic or Latino children below 200% poverty is 183,000, and 203,000

children receive food stamps (SNAP). Additionally, 63,000 households receive federal rental assistance, and 631,743 children are enrolled in Medicaid and CHIP (Spotlight on Poverty and Opportunity, n.d.). In Wyoming public schools, 15.6% of preschoolers, 12.8% of elementary school (grades 1–4), 11.0% of middle school (grades 5–8), and 10.8% of high school (grades 9–12) students lived below the poverty line within the past year (Spotlight on Poverty and Opportunity, n.d.).

Furthermore, 828 children are in foster care across the state, a rate of 6.3 per 1,000, which is 73% higher than the national rate of 2.9 per 1,000 (Child Trend, 2024). WDE recognizes that persistent literacy opportunities and achievement gaps continue to impact students. Additionally, many small schools in remote areas may face the challenge of hiring educators with strong literacy instruction skills. Addressing these challenges is essential for ensuring high-quality instruction and improving literacy outcomes for all students in Wyoming.

Part 1B: Nature and Magnitude of Gaps and Weaknesses

Wyoming faces leadership, language, and literacy gaps that underscore the need for systemic improvements in evidence based literacy instruction. Despite implementing third-grade reading laws, the Council of Chief State School Officers (CCSSO) (2019) warns that the National average elementary school reading results have remained stagnant over the past decade. This stagnation is particularly concerning given the well-documented long-term consequences of poor reading proficiency by the end of third grade. The Annie E. Casey Foundation (2010) found that students who were not proficient readers by the end of third grade were four times more likely to drop out of high school, with a staggering 88% of students who failed to graduate being struggling readers in third grade. The National Conference of State Leaders (2019) further emphasizes the severity of this issue, reporting that 23% of below-basic readers fail to finish high school, compared to only 4% of proficient readers.

Wyoming Test of Proficiency and Progress (WY-TOPP) results paint a picture of the current literacy landscape in the state. The trajectory of student performance from Grade 3 through Grade 10 provides valuable insight into Wyoming's literacy outcomes and highlights the importance of sustaining early gains. In Grade 3, results demonstrate progress. Between 2021–22 and 2024–25, the percentage of students scoring Below Basic decreased from 28.10 percent to 23.49 percent, a 16.4 percent decline. At the same time, the percentage of students scoring Advanced increased from 15.78 percent to 22.18 percent, a 40.6 percent rise. These results indicate that early literacy instruction is beginning to move more students out of the most at-risk category and into higher achievement levels, though the Proficient category has
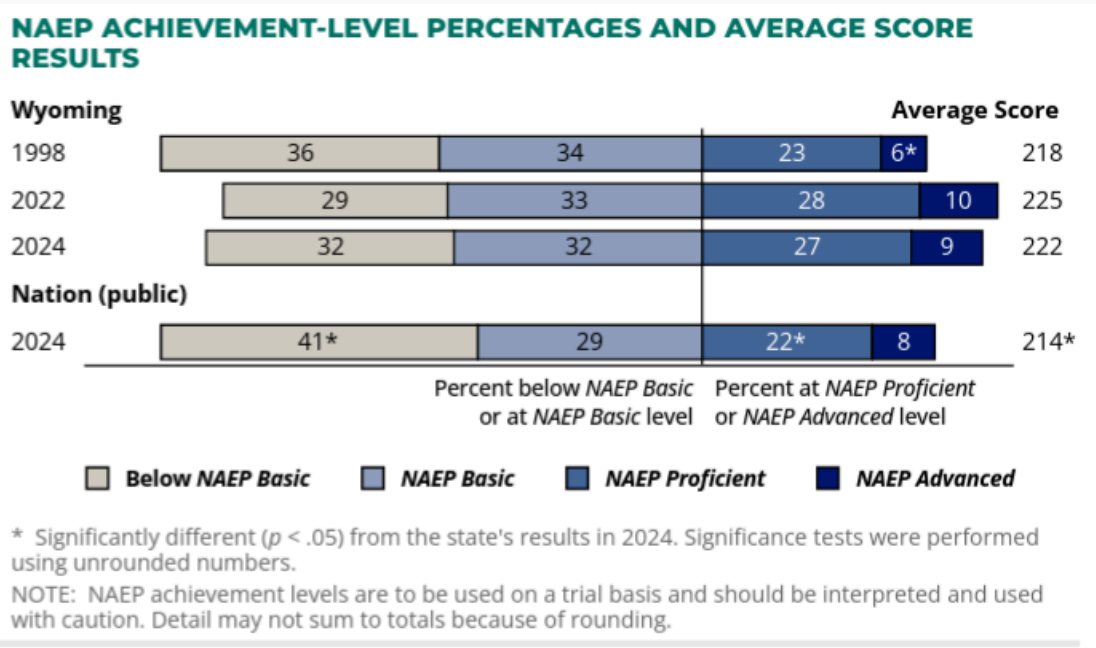
remained relatively flat.

By Grade 8, at the end of middle school, the trajectory flattens. The percentage of students scoring Below Basic shows little change, moving from 22.80 percent in 2021–22 to 22.79 percent in 2024–25. The Basic category declined modestly, and while there was a slight increase in the Advanced category, the Proficient level has remained steady at approximately 40 percent. This pattern suggests that the momentum achieved in the early grades slows as students move into secondary levels, with nearly two out of every five students still performing at Basic or Below Basic by the end of middle school.

By Grade 10, the picture becomes more concerning as students prepare to transition into college and career readiness benchmarks such as the ACT and SAT. The percentage of students scoring Below Basic increased from 24.80 percent in 2021–22 to 26.36 percent in 2024–25, while the Basic and Proficient categories remained stagnant. The Advanced category also declined slightly from 20.07 percent to 19.26 percent, indicating that fewer students are reaching the highest levels of achievement. Unlike the gains seen in Grade 3, high school results reflect stagnancy and regression, with too many students not meeting the expectations necessary for postsecondary success.

Taken together, these results underscore that Wyoming is making strides in strengthening early literacy outcomes, but these gains are not consistently maintained through the middle and high school years. The data points to the critical importance of sustaining evidence-aligned instruction and targeted supports throughout the language and literacy continuum to ensure that early progress translates into long-term readiness and achievement.

The National Assessment of Educational Progress (NAEP), often referred to as the nation's report card, provides a common measure of student achievement across states and over time. NAEP results have revealed concerning trends in overall performance and across different student subgroups, underscoring the importance of sustained attention to student learning. A Proficient score on the NAEP reflects strong academic performance for the corresponding grade level. It signifies that the student has demonstrated competency in challenging subject matter, showing both a solid understanding of the material and the ability to apply knowledge and analytical skills to real-world contexts.

Table 1: *Wyoming NAEP Achievement Levels*

NAEP ACHIEVEMENT-LEVEL PERCENTAGES AND AVERAGE SCORE RESULTS

Wyoming	Below NAEP Basic	NAEP Basic	NAEP Proficient	NAEP Advanced	Average Score
1998	36	34	23	6*	218
2022	29	33	28	10	225
2024	32	32	27	9	222

Nation (public)					
2024	41*	29	22*	8	214*

Percent below *NAEP Basic* or at *NAEP Basic* level   Percent at *NAEP Proficient* or *NAEP Advanced* level

☐ Below *NAEP Basic*   ☐ *NAEP Basic*   ☐ *NAEP Proficient*   ■ *NAEP Advanced*

* Significantly different (*p* < .05) from the state's results in 2024. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

In 2024, 32 percent of Wyoming students scored Below Basic on the NAEP reading assessment, up from 29 percent in 2022. This increase is concerning because it signals that a greater proportion of students are not demonstrating even partial mastery of grade-level reading expectations. Students in this category are at the highest risk for academic struggle, as they lack the foundational skills necessary for accessing grade-level content. While Wyoming still performs better than the national rate of 41 percent Below Basic, the upward trend in this band points to a reversal of earlier progress and underscores the need for stronger intervention systems and targeted supports.

Wyoming had 32 percent of students at the Basic level in 2024, compared to 33 percent in 2022 and 34 percent in 1998. This relative stability reflects that many students demonstrate partial mastery of reading skills but are not yet consistently meeting grade-level expectations. The persistence of this category shows that too many students are lingering at minimal proficiency without moving into solid achievement. Although Wyoming's results are slightly above the national rate of 29 percent at Basic, progress requires ensuring that students in this band do not remain stagnant but are intentionally supported to move toward Proficient performance.

At the Proficient level, 27 percent of Wyoming students scored Proficient in 2024, down slightly from 28 percent in 2022 but above the 23 percent recorded in 1998. Students at this level demonstrate competency over challenging subject matter and the ability to apply their skills in analytical contexts. Wyoming continues to outperform the national average of 22 percent, yet the percentage remains far too low to meet the state's expectations for student achievement.

The percentage of Wyoming students scoring Advanced was 9 percent in 2024, down slightly

from 10 percent in 2022, but higher than the 6 percent recorded in 1998. Students in this category consistently exceed expectations, demonstrating mastery of complex texts and higher-order reasoning skills. While Wyoming's 9 percent is slightly higher than the national average of 8 percent, the lack of substantial growth shows that too few students are advancing into the highest levels of achievement.

Wyoming's 2024 NAEP results present a mixed picture. The state continues to outperform the nation across all bands, but the growth in students scoring Below Basic and the stagnancy in the Proficient and Advanced bands are warning signs. When combined, 64 percent of Wyoming students are scoring at Basic or Below Basic, while only 36 percent, made up of 27 percent Proficient and 9 percent Advanced, are at or above Proficient. Since Proficient and above is the goal for Wyoming's students, this balance, with nearly two thirds of students performing below the state's expectations, is not acceptable for a state committed to ensuring readiness for college, career, and civic life.

The adage, "Every system is perfectly designed to get the results it gets," attributed to W. Edwards Deming, Don Berwick, and Paul Batalden, serves as a powerful reminder that Wyoming's current outcomes reflect the design of its existing educational systems. The quote emphasizes that systems are not inherently flawed but are structured to produce the very results they consistently yield. If the goal is to accelerate student achievement beyond stagnant performance levels and move toward ambitious proficiency targets, then the system itself must be intentionally redesigned by rethinking structures, processes, and supports.

Outperforming the nation is not, on its own, a sufficient measure of success. The national level of performance does not reflect the aspirations Wyoming holds for its students, and "winning the race to mediocrity" calls for a deeper reflection on whether we are content with comparison or ready to set a new standard that others strive to achieve. Sustained improvement will require reducing the proportion of students performing at Basic and Below Basic while increasing the number reaching Proficient and Advanced through evidence-aligned curricula, resources, materials, and instructional practices that prepare all students for long-term success.

WDE is committed to creating the conditions necessary to generate new and improved results for all students, with the CLSD grant playing a crucial role in this effort. Data paints a picture but disaggregated data reveals the story. This highlights the importance of conducting a statewide literacy needs assessment to identify specific gaps and guide targeted interventions. The results emphasize the urgency of the project's goals to strengthen leadership, expand early childhood supports, improve P through 12 proficiency, and ensure consistent access to high-quality instructional resources.

Part 2: Wyoming Literacy Needs Assessment

WDE conducted the Wyoming Literacy Needs Assessment (WYLNA) to gather insights from educators, facilitators, principals, superintendents, reading specialists, and stakeholders across the state. The assessment aligns with the high-impact domains used in school improvement planning protocols. It covers six key areas: literacy leadership, culture and climate, data-informed planning, professional development, instruction, and learning support. Respondents used a developmental rubric to evaluate the effectiveness of their local support systems in promoting student literacy outcomes. Incorporating perspectives from district leadership, educators, parents, caregivers, and stakeholders is essential for creating a comprehensive state literacy plan and allocating resources through the Comprehensive Literacy State Development Grant.
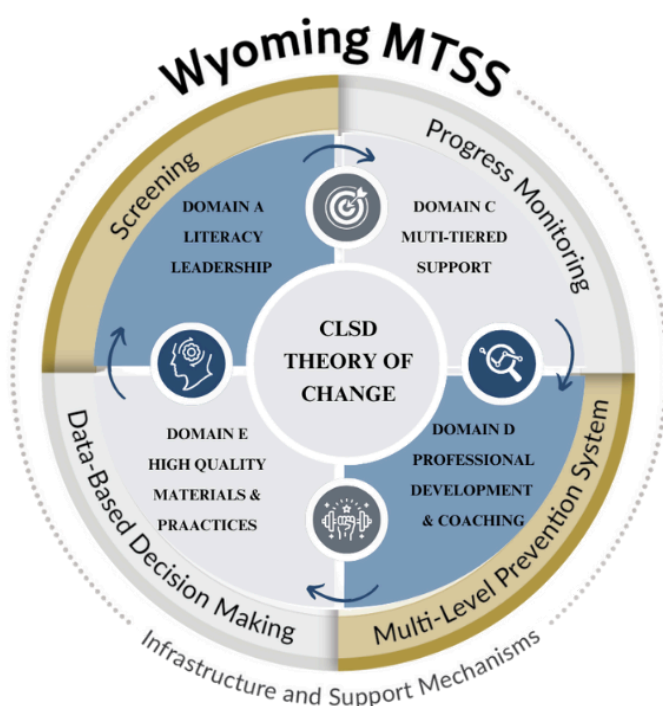
The analysis of WYLNA data revealed growth opportunities specifically aligned to in Wyoming's literacy services infrastructure, highlighting the need for focused efforts in four specific domains: *Domain A Literacy Leadership, Domain C Multi-Tiered System Support, Domain D Professional Development and Coaching, and Domain E High Quality Instruction and Materials*. Without improvements in these core areas, literacy outcomes across the state would likely continue to suffer, so addressing the identified gaps became a top priority.

This project was purposefully designed to address these infrastructural deficiencies, with the initiative developed through extensive research into evidence-based practices grounded in ESSA Tier 1 strong recommendations proven to boost literacy achievement.

Domain A: Literacy Leadership

Literacy leadership is foundational for strengthening Wyoming's language and literacy system because it provides the base for implementing research aligned practices, fostering collaboration, and encouraging innovation to meet context specific needs. Data from the statewide needs assessment illustrates a pressing gap in this area. For example, 42.3 percent of LEAs self-scored their understanding of the reading brain, the continuum of reading

difficulties, and the implications for curricular and instructional programming as "developing." This signals a clear need for leaders to deepen their knowledge of how reading develops, how difficulties manifest, and how these insights must guide resource selection, scheduling, and instructional decisions across classrooms and grade levels.

In addition, 50 percent of LEAs self-scored as "developing" in their ability to critique research about school reform models and apply findings to the implementation and evaluation of comprehensive literacy programs. This finding highlights the importance of developing research literacy so leaders can distinguish between promising practices and those with proven impact. Building this capacity will help Wyoming move beyond surface level adoption and toward coherent, evidence aligned decision making that translates into measurable gains for students. Strengthening literacy leadership in this way creates the foundation for the systemic commitments that will follow in the next section, setting the stage for clear goals and objectives that prioritize leadership development, system coherence, and accountability for results.

Domain C: Multi-Tiered System of Support:

A Multi Tiered System of Support (MTSS) is **the organizing framework** that ensures every student receives the right level of instruction and intervention at the right time. The statewide needs assessment revealed a clear disconnect between LEAs and stakeholders in how effectively MTSS is implemented. While 42.3 percent of LEAs self scored as "developing" their innovative and sustainable improvement efforts, 32.3 percent of stakeholders perceived this same area as "not yet emerging." This gap points to a lack of communication, shared understanding, and consistency in applying MTSS practices across contexts. Without clear alignment, the system risks fragmentation that leaves students without the appropriate intensity of support to address their language and literacy needs.

Strengthening MTSS requires building shared expectations for universal, supplemental, and intensive instruction, along with transparent use of data to guide entry, exit, and progress monitoring decisions. Embedding common screeners (Dyslexia and DLD included, diagnostics, and decision making routines will create consistency across grade levels and program settings. In particular, clarifying how supplemental supports and intensive interventions are designed and scheduled at the secondary level will help sustain momentum for striving readers beyond the early grades. By creating coherence across tiers and ensuring collaboration between LEAs and stakeholders, Wyoming can turn MTSS into a reliable framework that connects assessment, instruction, and intervention

Domain D: Professional Development and Coaching

Professional development and job-embedded coaching are **the engines** that drive implementation of research aligned practices across the P–12 continuum. Statewide findings indicate that implementation of the science of reading through job embedded professional learning is still at an early stage. A total of 34.9 percent of LEAs and 22.8 percent of stakeholders reported this area as "emerging," underscoring the need for stronger statewide systems that ensure professional learning is continuous, consistent, and directly tied to classroom practice.

Gaps are also evident in coaching systems. In preschool and prekindergarten classrooms, 23.1 percent of LEAs and programs selected "not emerging" and 11.5 percent selected "emerging." While K–5 systems show modest progress with 42.3 percent reporting "developing/building" infrastructure, grades 6–12 remain largely rated as "emerging" or "developing/building." These findings highlight uneven development of professional learning and coaching infrastructures, limiting the ability to achieve consistent implementation of evidence aligned instruction across grade levels.

Strengthening statewide systems of professional learning and job embedded coaching will ensure that implementation moves from emerging to effective. Coaching protocols, walkthrough structures, and feedback systems provide the mechanisms that connect professional learning to instructional change. Leadership structures at the district and school level must reinforce these systems by aligning schedules, protecting time, and ensuring accountability for implementation. Establishing regional hubs of expertise will embed these supports locally, make them sustainable beyond the life of the grant, and extend their reach as a resource to non-subgrantee districts.

Domain E: High quality instructional materials (HQIM) and practices (HQIP)
HQIM and HQIP represent the backbone of a comprehensive and coherent literacy system across the P–12 continuum. Statewide data reveal significant gaps in the availability and implementation of evidence aligned curricular resources. In preschool and prekindergarten, 38.4 percent of LEAs and programs selected "emerging or not yet emerging," while in grades 6–8, 76.9 percent selected "emerging or developing/building infrastructure." The situation is most concerning in grades 9–12, where 46.1 percent of LEAs reported "emerging or not yet emerging." These findings underscore the limited infrastructure for HQIM and HQIP and highlight the need for stronger alignment of curricular resources and instructional practices with the science of reading. Without reliable access to evidence aligned resources and practices, instructional delivery remains inconsistent and student outcomes are jeopardized.

Prioritizing the adoption and implementation of HQIM and HQIP will ensure that every student receives instruction grounded in explicit and systematic approaches to reading and writing. Establishing clear selection criteria, implementation supports, and coaching protocols will

strengthen the link between assessment evidence and instructional decisions. By integrating HQIM and HQIP into the MTSS framework, Wyoming can ensure that universal, supplemental, and intensive supports are consistently aligned with research. Coordinated efforts to scale resource adoption and embed supports across grade levels will create coherence, reduce variability, and provide students with equitable access to high quality instruction. These actions set the stage for the commitments in the next section, which formalize statewide systems to accelerate HQIM and HQIP implementation and ensure sustained impact across the state.

These domains reveal the most critical levers for change: strengthening literacy leadership, establishing a coherent MTSS, building durable systems of professional learning and coaching, and ensuring equitable access to HQIM and HQIP. Each domain addresses a distinct need identified in the statewide assessment and, together, they form the conditions for a coherent, evidence aligned system of support. These growth opportunities inform the Project Design and the Goals, Objectives, and Outcomes in the following section. This integration forms the basis of Wyoming's Theory of Action, asserting that by investing in leadership, systems, professional learning, and resources, the state can close persistent gaps, sustain improvement, and raise outcomes for all students.

Section B: Project Design

The Wyoming CLSD project leverages national and state-level research to strengthen literacy outcomes for Wyoming students. Guided by the 2024 U.S. Department of Education evaluation of the Comprehensive Literacy State Development (CLSD) Program and the White House's evidence-based literacy initiative, the project applies national findings by bridging research to practice and aligning with the implementation of literacy instruction rooted in the science of reading. Funds will be used for the following priorities:

- Invest in P–12 infrastructure by engaging administrators and principals in systems-level coaching partnerships and professional development to strengthen literacy leadership capacity.
- Invest in professional development and coaching for early childhood educators.
- Invest in professional development and coaching for elementary (K–5) educators.
- Invest in professional development and coaching for secondary (6–12) educators.
- Invest in the adoption and implementation of high-quality instructional materials (HQIM) and high-quality instructional practices (HQIP).
- Invest in the creation of a Subgrantee Transformation Network that provides wraparound

supports and research-based opportunities to coordinate and sustain systems change.

Aligned with the White House's goal of "evidence-based literacy," rooted in the science of reading, Wyoming CLSD project creates a robust system designed to support all learners. A key strength of the initiative is its emphasis on consistency and reliability, ensuring that efforts are stable and sustained over time. By broadening the scope of the work, Wyoming will ensure continuous support that provides effective assistance to educators and students. In summary, the Wyoming CLSD project represents a strategic, research-informed approach to advancing literacy education in Wyoming, grounded in evidence-based practices that include explicit, systematic instruction (Moats, 2020; Shanahan, 2020; The Reading League, 2022).

With focused commitment and the resources of this grant, Wyoming has an unprecedented opportunity to fundamentally reshape literacy education. By setting clear goals, enacting strategic plans, and driving meaningful adaptive systems change, the project elevates language and literacy as the cornerstone for empowering all students to thrive. The initiative emphasizes the importance of aligning leadership priorities with research-based practices to ensure that change reaches every classroom (National Reading Panel, 2000; Castles et al., 2018). Through these efforts, Wyoming will establish a model of literacy education that has long-term impact for students across the state.

Building upon this vision, Wyoming's coaching and implementation support model provides a cohesive structure to sustain evidence-based literacy improvement across every level of the system. The project concentrates on strategic coordination with Grant Support Partners, Leadership Literacy Partners (LLPs), and Instructional Systems Partners (ISPs) to ensure alignment, coherence, and sustainability across Wyoming's language and literacy system. These partners form the foundation of Wyoming's statewide coaching infrastructure, offering subgrantees leadership development, systems coaching, and instructional guidance that translate evidence-based practices into consistent classroom outcomes. Working collaboratively, LLPs and ISPs bridge strategic planning with daily instructional implementation by embedding implementation science throughout all layers of the literacy ecosystem. Their collective efforts ensure that leadership routines, professional learning, and instructional practices function as an integrated structure focused on continuous improvement and student success.

LLPs provide systems-level leadership and implementation coaching to superintendents, principals, district administrators, and literacy leaders. Their work focuses on developing the infrastructure, routines, and data systems required to implement and sustain evidence-based

language and literacy practices with fidelity. LLPs guide subgrantees in establishing implementation teams, designing data-informed action plans, and building communication feedback loops that connect leadership decisions to classroom outcomes. Through frameworks such as the National Implementation Research Network (NIRN) and Kotter's Accelerators for Change, LLPs ensure that leadership systems are coherent, strategic, and adaptive. A central element of this work includes a train-the-trainer model that mentors district literacy leaders and instructional facilitators to serve as internal coaches capable of leading professional learning, monitoring fidelity, and institutionalizing effective practices over time.

ISPs provide job-embedded coaching and implementation support that strengthen educator practice and accelerate student learning. Working directly with instructional facilitators and teachers, ISPs model explicit and systematic instruction, support the integration of high-quality instructional materials (HQIM) and instructional practices (HQIP), and guide reflection through co-teaching and structured feedback cycles grounded in the science of reading and applied through a structured literacy framework. Their work connects leadership vision with classroom practice by ensuring that instructional decisions align with system-level goals and state priorities. A core component of the ISP role is the train-the-trainer model, which develops instructional facilitators, literacy specialists, and teacher leaders into internal coaches who guide collaborative planning, model evidence-aligned instructional practices, and sustain implementation beyond the grant period. Through this approach, ISPs embed professional learning and implementation science within daily teaching routines, cultivating instructional excellence and measurable gains in student literacy outcomes.

LLPs and ISPs are externally contracted partners from the approved advisory list who collaborate with districts and schools to build internal capacity and sustainability among personnel paid through the district or school general fund. This CLSD grant does not fund the hiring of literacy coaches; rather, it is designed to develop and strengthen the knowledge, skills, and expertise of existing district and school personnel to impact as literacy leaders which will ensure sustainability beyond the grant period. This model ensures that professional learning and implementation support are embedded within district systems, allowing staff to sustain evidence-based practices after external support concludes. By investing in the development of internal capacity rather than short-term positions, the CLSD project fosters long-term sustainability, particularly in Wyoming's rural districts and schools.

The project engages higher education institutions and national expert advisors to ensure depth of knowledge, system coherence, and sustained implementation. Through this coordinated

approach, subgrantees will receive systems-level leadership coaching and job-embedded instructional implementation support that together move implementation science throughout the education system, from leadership and instructional facilitators to classroom practice. By leveraging the state professional growth initiative, the teacher apprenticeship program, workforce development efforts, and collaborative partnerships, CLSD sites will build a strong pipeline of educators prepared to implement and sustain evidence-based practices. These partnerships will enhance student learning and promote alignment between state and local priorities. The initiative will also foster cross-sector collaboration that supports effective transitions, continuity of services, and expanded opportunities for all students (Snow, 2017; Graham et al., 2018).

Together, these coordinated efforts operationalize the WLLP by uniting leadership development, professional learning, and instructional practice within one sustainable framework. The coaching and implementation support model serves as the foundation for system transformation, ensuring that each layer of the education system, from leadership to classroom practice, functions cohesively to improve outcomes. This integrated design establishes the conditions for long-term sustainability, enabling Wyoming to maintain a consistent, evidence-aligned approach to language and literacy instruction that continues to elevate achievement for every student statewide.

Part 1: Goals, Objectives, Outcomes

The project meets the established performance measures set forth by the Government Performance and Results Act (GPRA) and these efforts are reflected in the project goals, which outline a strategic approach to advancing a comprehensive and transformative language and literacy ecosystem. Leadership expert John C. Maxwell reminds us that "Everything rises and falls on leadership," emphasizing the central role leaders play in shaping results within any system. The Wyoming CLSD project embraces this principle by placing leadership at the center of sustainable language and literacy improvement. Through a focus on developing deep leadership knowledge, the project ensures that district and school leaders are equipped to promote evidence-based practices and support schools and teachers in the effective implementation of high-quality language and literacy instruction.

Project goals are rooted in and directly aligned with the WLLP, ensuring that statewide priorities translate into clear, actionable commitments. This alignment reinforces the state's vision that language and literacy are the foundation for academic success, civic engagement, and lifelong opportunity. Grounding the goals in the WLLP ensures coherence across the entire education system, from early childhood through secondary levels. Together, these goals

strengthen leadership capacity, instructional quality, and systemic coherence to improve outcomes for all students. This structure establishes the foundation for measurable progress and sustainability beyond the life of the grant. The goals are to:

(a) Increase the percentage of *literacy leaders* with deep knowledge and capacity to support, develop, administer, coach, and evaluate evidence-based, high-quality, comprehensive literacy initiatives that drive achievement.

(b) Increase the percentage of children *birth through through kindergarten entry* with enhanced oral language and literacy development and school readiness skills necessary to transition into elementary school.

(c) Increase the percentage of students **reading proficiently by the end of** *elementary, middle, and high school* through standards-aligned core academic instruction that provides continuity of services and support through evidence-based resources and strategies for explicit and systematic instruction in reading and writing.

(d) Accelerate and scale the sustainable adoption of *evidence-based* **resources and practices** to increase the percentage of students receiving access to high-quality instructional materials and practices.

To achieve these goals, the Wyoming CLSD project has established **five project objectives** and **one invitational opportunity** to guide goal achievement:

1. Build Leadership Infrastructure (Birth to Grade Twelve)

Build P–12 infrastructure by engaging administrators, principals, and literacy leaders in systems-level coaching partnerships, evidence-based professional development, and job-embedded systems coaching to strengthen literacy leadership capacity, ensure consistent implementation of comprehensive literacy initiatives, and drive transformative systems change, resulting in the development of Regional Literacy Sites (RLS) that will serve the state beyond the life of the grant**.**

2. Strengthen Oral Language and Preliteracy skills (Birth to Kindergarten Entry)

Invest in high-quality, evidence-aligned professional development and job-embedded coaching for early childhood educators to strengthen instruction in oral language and preliteracy skills for preschool-aged children (ages 3–5) prior to kindergarten entry, through systematic and intentional practices, while building capacity to provide supplemental and targeted support that bolsters kindergarten readiness and smooth transitions into elementary school.

3. Increase the Percentage of Students Reading Proficiently (Adolescent Literacy)

Invest in high-quality, evidence-based professional development and job-embedded coaching for secondary (6–12) educators to strengthen core academic instruction through explicit and systematic reading and writing practices, while also building capacity to provide intensive, supplemental, and accelerated support for students reading significantly below grade level.

4. Increase the Percentage of Students Reading Proficiently (K-12)

Invest in high-quality, evidence-based professional development and job-embedded coaching for K-12 educators, focusing on standards-aligned universal core instruction to ensure continuity of services and support through evidence-based resources and strategies for explicit and systematic reading and writing instruction.

5. Accelerate and Scale HQIM and HQIP

Prioritize the adoption and implementation of high-quality instructional materials (HQIM) and high-quality instructional practices (HQIP) universal core, supplemental, and intervention curricula, materials, resources, and activities to build a comprehensive and coherent language and literacy ecosystem that provides all students access to HQIM and HQIP across the P–12 continuum.

6. Subgrantee Transformation Network-*Invitational Priority*

Subgrantees receive access to wraparound support for systems in Opportunity Zones and those identified for CSI/TSI under ESSA. In addition to the grant supports, the Network offers subgrantees access to unique, expert-led research opportunities designed to partner, explore, and address growth opportunities within their systems. Participants will engage in meaningful learning experiences that strengthen capacity, inspire innovation, and promote coordinated and sustainable systems change.

The goals and objectives outlined above provide the direction for strengthening Wyoming's language and literacy system. To ensure accountability and demonstrate progress, these commitments must be translated into specific, measurable targets that align with the CLSD Government Performance and Results Act (GPRA) Measures. Establishing this connection ensures that the state's literacy priorities are supported by clear benchmarks for evaluating success and driving continuous improvement.

By linking the state's goals and objectives to these federally defined measures, Wyoming can monitor implementation with precision, evaluate outcomes over time, and ensure that

improvements are both meaningful and sustainable. This alignment ensures that the measurable outcomes which follow are not only tied to compliance but also directly advance the four project goals, making the system more transparent, trackable, and results-driven.

Table 2 Leader Knowledge Objectives and Outcomes

Measurable Objective	Year 1	Year 2	Year 3	Year 4	Year 5
1.1 Literacy Leadership & Professional Learning	100% of leaders begin Y1 SOR Administrator Training	100% of leaders begin Y2 SoR Administrators Training	100% of new leaders begin Y2 SoR Administrators Training and returning sustain through CoP	100% of new leaders begin Y2 SoR Administrators Training, and returning sustain through CoP	Sustain implementation through CoP and Mentor Peers
1.2 Foundational Knowledge of the Science of Reading	50% of leaders demonstrate foundational knowledge	100% of leaders demonstrate foundational knowledge	100% of leaders demonstrate foundational knowledge	100% of leaders demonstrate foundational knowledge	100% of leaders demonstrate foundational knowledge
1.3 Literacy Curriculum, Instruction, Assessment, & Evaluation	50% of leaders ensure alignment of literacy systems	100% of leaders ensure alignment of literacy systems	100% of leaders ensure alignment of literacy systems	100% of leaders ensure alignment of literacy systems	100% of leaders ensure alignment of literacy systems
1.4 Leaders Understand the Reading Difficulty Continuum	50% of leaders understand the reading difficulty continuum & its instructional impact	100% of leaders understand the reading difficulty continuum and its instructional impact	100% of leaders understand the reading difficulty continuum	100% of leaders understand the reading difficulty continuum	100% of leaders understand the reading difficulty continuum
1.5 Professional Learning and Coaching	100% of educators receive weekly walkthroughs, coaching, and feedback	100% of educators receive weekly walkthroughs, coaching, and feedback	100% of educators receive weekly walkthroughs, coaching, and feedback	100% of educators receive weekly walkthroughs, coaching, and feedback	100% of educators receive weekly walkthroughs, coaching, and feedback
1.6 Family and Community Engagement	20% of schools develop resources for families	40% of schools develop resources for families	60% of schools develop resources for families	80% of schools develop resources for families	100% of districts develop resources for families
Performance Measures: monitored by by the contracted GSPs: state assessment scores, pre-and post-assessments, training attendance records, student performance data, data team meeting records and intervention implementation records, fidelity check reports, coaching logs, self-assessment reports, meeting agendas and minutes, annual surveys, instructional walkthroughs, family engagement, partnership agreements.					

Table 3 *Early Childhood Objectives and Outcomes*

Measurable Objective	Year 1	Year 2	Year 3	Year 4	Year 5
2.1 Early Childhood Educator Professional Learning in SOR	100% of educators in ECE SOR Training	100% of educators in ECE SOR Training	100% of new educators in ECE SOR Training	100% of new educators in ECE SOR Training	Sustain implementation through CoP and Mentor Peers
2.2 Oral Language Development	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
2.3 Pre-Literacy Skills	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
2.4 Kindergarten Readiness Assessment	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
2.5 Foundational Knowledge of the Science of Reading	Cohort Baseline data of ECE educators demonstration of SOR foundational knowledge	40% of ECE educators demonstrate SOR foundational knowledge	60% of ECE educators demonstrate SOR foundational knowledge	80% of ECE educators demonstrate SOR foundational knowledge	100% of ECE educators demonstrate SOR foundational knowledge
2.6 Effective Use of HQIM and HQIP	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
2.7 Transition to Kindergarten	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
Performance Measures: **monitored by the contracted GSPs:** Evidence-based valid and reliable language screeners, child development assessments, kindergarten readiness assessments, teacher and caregiver surveys, program participation rates, kindergarten readiness screener, kindergarten transition parent survey, kindergarten transition student survey, family and community partnerships for school readiness.					

Table 4 *Secondary (6-12) Literacy Objectives and Outcomes*

Measurable Objective	Year 1	Year 2	Year 3	Year 4	Year 5
3.1 Secondary Educator Professional Learning in SOR	100% of educators in Y1 SOR Training	100% of educators in Y2 SOR Training	100% of new educators in SOR Training	100% of new educators in SOR Training	Sustain implementation through CoP and Mentor Peers
3.2 ELA WY-TOPP Proficient and Advanced	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
3.3 ELA WY-TOPP Basic and Below Basic	Cohort Baseline data	2% decrease	4% decrease	6% decrease	8% decrease
3.4 Student Engagement and Confidence	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase

Measurable Objective	Year 1	Year 2	Year 3	Year 4	Year 5
3.5 Teacher and Student Perceptions of Program Effectiveness	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
3.6 Impact on Classroom Practices	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
Performance Measures: **monitored by the contracted GSPs.** Student and Teacher Survey Data, 3 through 10 State Assessments, National Normed Assessments, Formative Assessments					

Table 5 *Kindergarten through Grade 5 Literacy Objectives and Outcomes*

Measurable Objective	Year 1	Year 2	Year 3	Year 4	Year 5
3.1 K-5 Educator Professional Learning in SOR	100% of educators in Y1 SOR Training	100% of educators in Y2 SOR Training	100% of new educators in Y1 SOR Training; returning sustain CoP	100% of new educators in Y2 SOR Training; returning sustain CoP	Sustain implementation through CoP and Mentor Peers
3.2 ELA WY-TOPP Proficient and Advanced	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
3.3 ELA WY-TOPP Basic and Below Basic	Cohort Baseline data	2% decrease	4% decrease	6% decrease	8% decrease
3.4 Student Engagement and Confidence	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
3.5 Teacher and Student Perceptions of Program Effectiveness	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
3.6 Impact on Classroom Practices	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
Performance Measures: **monitored by the contracted GSPs.** Student and Teacher Survey Data, 3 through 10 State Assessments, National Normed Assessments, Formative Assessments					

Table 6 *Grade 3 -Grade Twelve Literacy Objectives and Outcomes*

Measurable Objective	Year 1	Year 2	Year 3	Year 4	Year 5
4.1 GRADE 3 ELA WY-TOPP Proficient and Advanced	Cohort Baseline data	2% increase	4% increase	6% increase	8%increase
4.2 GRADE 3 ELA WY-TOPP Basic and Below Basics	Cohort Baseline data	2% decrease	4% decrease	6% decrease	8% decrease
4.3 GRADE 5 ELA WY-TOPP Proficient and Advanced	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase

Measurable Objective	Year 1	Year 2	Year 3	Year 4	Year 5
4.4 GRADE 5 ELA WY-TOPP Basic and Below Basics	Cohort Baseline data	2% decrease	4% decrease	6% decrease	8% decrease
4.5 GRADE 8 ELA WY-TOPP Proficient and Advanced	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
4.6 GRADE 8 ELA WY-TOPP Basic and Below Basic	Cohort Baseline data	2% decrease	4% decrease	6% decrease	8% decrease
4.7 GRADE 10 ELA WY-TOPP Proficient and Advanced	Cohort Baseline data	2% increase	4% increase	6% increase	8% increase
4.8 GRADE 10 ELA WY-TOPP Basic and Below Basic	Cohort Baseline data	2% decrease	4% decrease	6% decrease	8% decrease
Performance Measures: monitored by the contracted GSPs. -State Reading Assessments, National Normed Assessments, Teacher and Student Survey Data, Program Participation Rates					

Table 7 *HQIM and HQIP Objectives and Outcomes*

Measurable Objective	Year 1	Year 2	Year 3	Year 4	Year 5
5.1 Percentage Preschool Access to HQIM/HQIP	Cohort Baseline data	40%	60%	80%	100%
5.2 Percentage K-3 Access to HQIM/HQIP	Cohort Baseline data	40%	60%	80%	100%
5.3 Percentage Grades 3-5 Access to HQIM/HQIP	Cohort Baseline data	40%	60%	80%	100%
5.4 Percentage Grades 6-8 Access to HQIM/HQIP	Cohort Baseline data	40%	60%	80%	100%
5.5 Percentage Grades 9-12 Access to HQIM/HQIP	Cohort Baseline data	40%	60%	80%	100%
Performance Measures: monitored by the contracted GSPs-Classroom Observations, Teacher and Student Survey Data, Program Participation Rates, Implementation Fidelity Checks, WS 21-3-401 submission: K-3 reading 626 report, Systems Partner Report, District Literacy Plan, Systems Partner quarterly report.					

Part 2A: Literature Review

The creation of Regional Literacy Sites (RLS) are central to the project and are designed to serve as frameworks for systems change. These sites will act as regional hubs to share and refine literacy practices, creating a cohesive K-12 system that supports continuous improvement and scalability. Each component of the Wyoming CLSD project literacy leadership, early childhood and adolescent literacy, K-12 coaching, high-quality instructional

materials/practices, and external expert advisors play a vital role in the overarching strategy.

WDE proposes using CLSD funding to establish RLS. These sites will function as hubs for professional development, research, and dissemination of best practices in literacy education. By fostering strong partnerships with local schools, universities, and community organizations, these sites will create a sustainable support network for educators and students (Johnson et al., 2015). Strategic partnerships with Institutions of Higher Education (IHEs) will align educational objectives, revise teacher pre/post work, and collaborate on research to support students. These collaborations will include joint professional development programs to enhance educators' skills in addressing educational disparities (Brown & Davis, 2021). (CPP1)

RLS will implement evidence-based programs and interventions to address the unique challenges rural populations face, such as limited resources, smaller student populations, and geographic isolation (Education Trust, 2024). Through targeted funding, professional development, community partnerships, and continuous improvement strategies, CLSD districts will assess and address resource allocation and opportunities for all students (CPP3). Subgrantees will contract with approved external Grant Support Partners (GSPs), Leadership Literacy Partners (LLPs), and Instructional Systems Partners (ISPs) to ensure the effective implementation and scaling of evidence-based practices. Subgrantees, GSPs, and WDE will collaborate to build capacity through a systems change framework designed to improve student achievement, utilizing the adaptive change model (Heifetz, 2009) and Kotter's 8-Step Process for Leading Change (Kotter, 2014). These sites will showcase successful examples of rural districts implementing and scaling up evidence-based literacy practices, inspiring other rural districts (Center on School Turnaround, 2018).

The CLSD project enhances the RLS by focusing on Competitive Preference Priority 4 (CPP4) and workforce diversification. The State Teacher Apprentice Program trains local educators to become literacy leaders and coaches, utilizing a train-the-trainer model to expand professional development initiatives. This ensures ongoing support and training within the region. The Mentor Teacher Corps pairs novice teachers with experienced mentors, providing high-quality, job-embedded professional development opportunities. This initiative increases the proportion of well-prepared and effective educators across all communities. These programs support effective transitions and literacy acceleration strategies within a Multi-Tiered System of Supports (MTSS) framework. (IP) By integrating these initiatives, WDE ensures sustainable professional development and literacy support, benefiting Wyoming's educators and students beyond the grant period.

The RLS will develop a comprehensive approach to support students and families during key transitions, including aligned professional development, effective transition practices, continuity of services, and targeted literacy acceleration strategies for preschool and secondary school students (CPP4). This approach aligns with the Invitational Priority, ensuring all students receive evidence-based literacy support within a Multi-Tiered System of Support (MTSS) framework across early learning programs, elementary, middle, and high school. The sustainability plan for the RLS is designed to create a lasting impact on literacy education in Wyoming. By establishing a strong system structure, building capacity, engaging the community, and institutionalizing best practices, the RLS will continue to thrive and support professional development and literacy initiatives beyond the grant period. (CPP1).

Investing in high-quality, evidence-based professional development and coaching for early childhood educators is crucial for enhancing oral language and pre-literacy skills. These efforts are essential for preparing children for kindergarten and ensuring smooth transitions into elementary education. The regional sites will provide a structured environment where early childhood initiatives can be systematically implemented, monitored, and refined to strengthen outcomes. Language is a fundamental tool in cognitive development, encompassing the lexicon, auditory understanding, grammatical structure, and the ability to interpret and create coherent narratives.

Investing in professional learning and coaching for early childhood educators enhances their knowledge and implementation of evidence-based practices, improving kindergarten readiness and ensuring smooth student transitions (Snowling, Hulme, & Nation, 2023). These supports create consistency across early learning environments and ensure that evidence-based practices are scaled statewide. By embedding coaching into professional learning, educators receive direct guidance that translates research into classroom practice. This investment provides measurable benefits in oral language growth, school readiness, and smoother transitions from preschool to kindergarten.

Research consistently shows that high-quality early childhood education significantly impacts children's long-term outcomes, especially those from disadvantaged backgrounds (Meloy et al., 2019; Yoshikawa et al., 2018). The CLSD project emphasizes strategic partnerships with IHEs to align teacher preparation and certification, collaborate on research, and develop joint professional development programs (Ganimian et al., 2021). These collaborations ensure that teacher candidates and current educators are grounded in evidence-based practices that directly support oral language and literacy development. By

building educator capacity through these partnerships, Wyoming is strengthening the foundation for effective early learning.

Providing educators with the knowledge and skills to implement practices that support language development, early literacy, and social-emotional learning will help close achievement gaps (Piasta et al., 2020). Early childhood professional development must also prioritize trauma-informed practices, social-emotional learning, and strategies to support children's mental health and well-being (Pears et al., 2022). These approaches ensure that educators are advancing academic outcomes while supporting the whole child in ways that contribute to long-term school success. These findings reinforce Goal 2 by ensuring that investments in early childhood directly support kindergarten readiness and smooth transitions into elementary education.

Addressing the literacy needs of adolescents is equally critical. CLSD sites will focus on intensive, supplemental, accelerated, and explicit intervention and support for older students reading significantly below grade level. Embedding these efforts within the framework ensures that secondary educators receive the necessary training and resources to help students catch up and excel. Research in adolescent literacy emphasizes the importance of evidence-based practices, interventions, and policies for improving secondary students' reading comprehension and literacy outcomes.

Effective acceleration requires identifying skill gaps, providing targeted interventions, differentiating instruction, and monitoring progress (Learning Policy Institute, 2020). Investing in high-quality, evidence-based professional development for secondary literacy educators is crucial for addressing the challenges posed by the COVID-19 pandemic and unfinished learning. Sustained, intensive professional development programs focused on disciplinary literacy instruction have led to significant improvements in teachers' knowledge, implementation of effective strategies, and student literacy outcomes (Herrera et al., 2022).

The project supports the secondary level through the MTSS process, providing intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for students whose literacy skills are below grade level. The secondary-level systems approach ensures that educators are trained and supported in implementing acceleration strategies, providing access to grade-level content while receiving targeted interventions to address skill gaps. This evidence directly advances Goal 3, emphasizing the need for targeted interventions and instructional practices that increase the percentage of students reading proficiently by the end of middle and high school.

P–12 coaching is a cornerstone of the Wyoming CLSD Project strategy and is grounded in implementation science to ensure sustainable systems change across schools and districts. Through a statewide systems coaching model, the initiative connects leadership, instructional facilitators, and classroom educators in a cohesive framework designed to strengthen instructional quality and accelerate student learning. Leadership, Language, and Literacy Partners (LLLPs) build district and school leadership capacity and align structures to sustain evidence-based practices, while Instructional Support Practitioners (ISPs) deliver job-embedded coaching that strengthens classroom instruction through modeling, co-teaching, and feedback cycles. Together, these roles ensure that professional learning translates into consistent practice and measurable student impact. By providing comprehensive, standards-aligned instruction that ensures continuity of learning and access to rigorous content across all grade levels, the project guarantees that all students have equitable opportunities to meet challenging academic standards without contributing to tracking or remedial course patterns (CPP2).

Coaches within the regional sites work closely with educators to implement evidence-based resources and strategies. Current research supports the effectiveness of investing in professional learning and coaching for grades P through 12 educators. This investment focuses on intensive, supplemental, accelerated, and explicit intervention in reading and writing for students whose literacy skills are below grade level. (IP) The WWC has identified several effective literacy interventions emphasizing teacher training and coaching, meeting ESSA Tier 1 evidence criteria (WWC, 2021c; WWC, 2021d).

Job-embedded professional development, including coaching and collaboration, has a significant positive impact on teacher practices and student achievement in reading (Kennedy, 2019). Effective professional development programs should include job-embedded training, coaching, and support tailored to the specific needs of students and teachers. The Wyoming CLSD project prioritizes high-quality instructional materials (HQIM) and practices aligned with the science of reading as a critical component of the services and activities provided to subgrantees. This alignment ensures that educators can access the best resources available, enhancing the effectiveness of our literacy interventions.

By fostering a deep understanding among educators, the project will ensure the consistent application of evidence-based literacy practices across all classrooms. This approach addresses the challenge of de-implementing misaligned curricula and practices, equipping educators with the tools and knowledge necessary to select appropriate materials (Castles et al., 2018).

Understanding the Simple View of Reading (SVR) and the Reading Rope is essential for educators to effectively assess reading weaknesses, provide appropriate instruction, and evaluate Tier 1 curricula, aligned intervention materials, and their suite of assessments (Gough & Tunmer, 1986; Scarborough, 2001). Aligning instruction with these evidence-based practices and standards improves student literacy outcomes (WWC, 2018a). By connecting professional learning and coaching to systemic change, these research findings advance Goals 1 and 4, ensuring both stronger leadership capacity and sustainable use of HQIM and HQIP.

The Subgrantee Transformation Network will be established with strategic support partners who bring specialized knowledge and resources to strengthen the capacity of regional sites to implement and sustain literacy improvements. This collaborative structure ensures that subgrantees benefit from additional support and layered expertise tailored to their needs. A central aim is to address literacy gaps that existed before the pandemic, were intensified during the COVID-19 crisis, and continue to contribute to disaggregated disparities in achievement. To meet this challenge, the Network will emphasize cross-departmental collaboration and external partnerships that provide targeted assistance and guide literacy improvement planning for schools not meeting expectations.

The Network will collaborate with IHEs (CPP1) to strengthen educator preparation programs and provide high-quality professional development for educators, focusing on evidence-based literacy practices (Darling-Hammond et al., 2017; Goldhaber et al., 2019). The Network will work closely with district leaders and Literacy Partners to ensure alignment and support in the literacy transformation process. Successful school turnaround efforts require strong leadership, data-driven decision-making, and targeted support for teachers (Herman et al., 2017; Leithwood & Strauss, 2008; Hitt & Meyers, 2022).

Establishing a coherent literacy ecosystem that bridges pre-K through twelfth grade is vital for effective school improvement planning. Through a shared vision for improvement, the Network will engage with districts by offering guidance and support for implementing evidence-based literacy interventions within an MTSS framework (Fuchs & Fuchs, 2017; Gersten et al., 2017; Goodman et al., 2022). Ongoing collaboration and knowledge sharing fostered through networked improvement communities will accelerate the adoption and spread of best literacy practices (Bryk et al., 2015; Cannata et al., 2017; Redding et al., 2021). Monitoring literacy improvement indicators and providing data-driven feedback will further inform adjustments to literacy-focused turnaround plans and strategies (Stoiber & Gettinger, 2022; Jimerson et al., 2023). In addition, this statewide effort will strengthen collaboration, coordination, and

partnerships with LEAs to ensure evidence-based literacy supports are effectively implemented (Bohanon et al., 2021; Cook et al., 2022).

This invitational priority will provide comprehensive, targeted literacy support for CLSD subgrantees identified as CSI and/or TSI. This promising practice will be implemented through a collaborative partnership in which each subgrantee district designates funds to strengthen literacy systems and sustain support for CSI- and TSI-identified schools. In larger districts with multiple middle and high schools, funding must be used solely to support the identified schools and their direct feeder schools that specifically serve and impact the students attending the school on the improvement list to create an interconnected feeder system that drives coherent systems change across grade levels. In smaller or rural systems, where the entire district functions as a single feeder pattern, funds may be used to strengthen the full system to ensure alignment and continuity across all levels of schooling.

CLSD grant funding will be used in accordance with all grant terms and in compliance with the supplement, not supplant requirement. Under Section 2301 of the Elementary and Secondary Education Act (ESEA), CLSD funds must supplement, and not supplant, non-Federal funds that otherwise would have been used for the same activities, ensuring that Federal resources add to, rather than replace, State, local, or district funding. All expenditures will align with approved project goals and demonstrate a direct connection to evidence-based language and literacy improvement strategies. Subgrantees will maintain fiscal documentation verifying that expenditures enhance, rather than duplicate, existing efforts. This approach ensures fiscal integrity, transparency, and sustainability while strengthening long-term systems alignment and impact across the State.
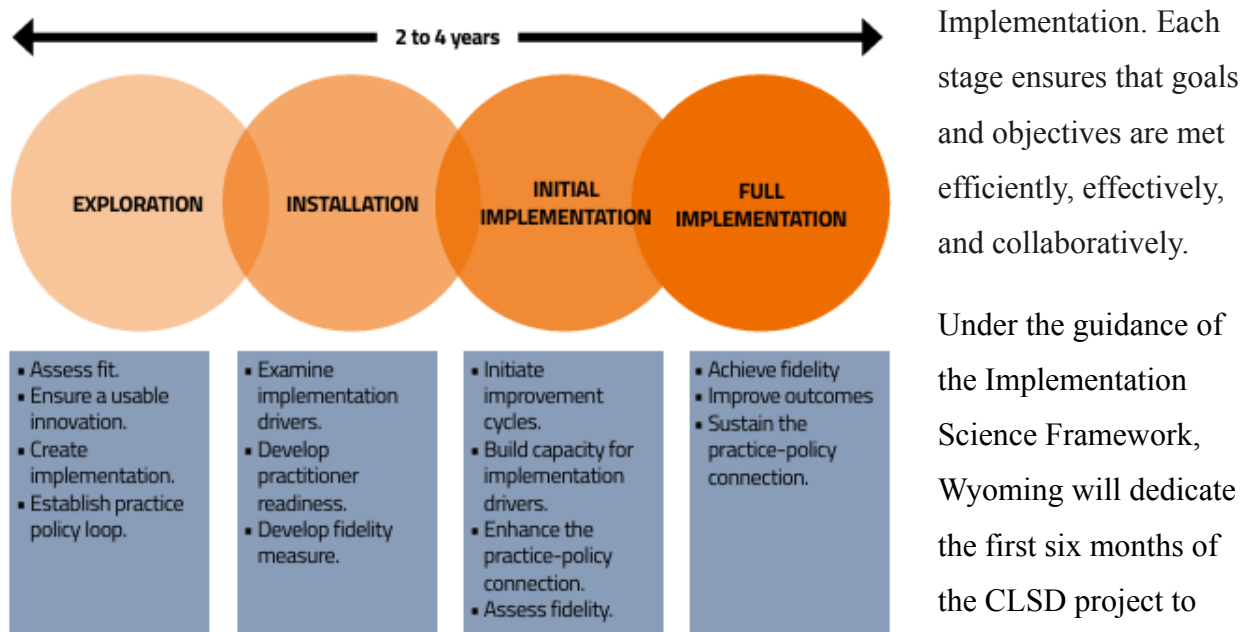
This work will be supported by cross departmental expertise from the WDE and external GSPs selected by the subgrantee district from the approved Grant Coaching and Support Partners list. WDE cross departmental partnerships will include the Statewide System of Support, School Improvement, Federal, Innovations, Assessment, Standards, Special Education, the University of Wyoming School of Language Disorders Speech Language Pathology (SLP), Literacy Research Center & Clinic, University of Wyoming School of Education, Casper College, Surrounding Universities, and National Expert advisors. This innovative network will to provide wrap-around support grounded in the science of reading to districts across Wyoming.

Part 2B: Project Implementation Plan

The National Implementation Research Network (NIRN), the leading organization in the field

of implementation science, focuses on studying methods and strategies that promote the systematic uptake of research findings and evidence-based practices. Its work centers on supporting the development of evidence, translating that evidence into practice to improve outcomes for children, and building the capacity of systems, organizations, teams, and individuals to effectively use evidence and innovate. NIRN's frameworks emphasize fidelity, adaptation, and sustainability, ensuring that implementation is both rigorous and responsive. Through these principles, organizations can move from isolated efforts toward integrated systems of continuous improvement. These foundations anchor Wyoming's approach to scaling evidence-based language and literacy practices statewide.

Research states it can take from two to four years to fully and successfully operationalize an evidence-based program, practice, or effective innovation (Bierman et al., 2002; Fixsen, Blase, Timbers, & Wolf, 2001; Panzano & Roth, 2006; Prochaska & DiClemente, 1982; Saldana et al., 2011). Incorporating NIRN's implementation science principles and framework into the project enhances the ability to plan, execute, and sustain successful initiatives that translate evidence into practice and positively impact the communities they serve. Comprehensive and detailed project plans are essential for ensuring both short-term success and long-term sustainability. To achieve this, WDE has developed meticulous plans addressing the four functional implementation stages: Exploration, Installation, Initial Implementation, and Full Implementation. Each stage ensures that goals and objectives are met efficiently, effectively, and collaboratively.

Note. Adapted from the Implementation research: A synthesis of the literature (p. 15), by D. L. Fixsen, S. F. Naoom, K. A. Blase, R. M. Friedman, & F. Wallace, 2005, University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.

Under the guidance of the Implementation Science Framework, Wyoming will dedicate the first six months of the CLSD project to establishing a strong foundation for literacy improvement. This period will involve collaboration among divisions of the WDE, other state agencies, the state literacy initiative, and community partners, including private and philanthropic organizations.

Subgrantee districts will also engage in the NIRN implementation science protocol and take a staggered approach to implementation. They will begin by collaborating with their chosen systems literacy partner, conducting a full literacy system audit, performing a needs assessment, and developing a logic model or theory of action alongside a comprehensive District Literacy Plan.

The following table outlines the major tasks, activities, timelines, and responsibilities that will guide the implementation process, ensuring clarity, accountability, and alignment across the statewide effort.

Table 7 *Major Tasks, Activities, Timelines, Responsibilities*

Timeline	Major Tasks, Activities, Responsibilities
Year 1 **CLSD Team** **Exploration Phase** **6 months** *October 2025-March 2026*	***CLSD Team:*** **Grant Support Partners RFP** Phase 1: Finalize August Pre-Draft and Scoring Rubric Phase 2: Publish RFP Phase 3: Applicant Reviews and Systems Coach/Partner Advisory List **Grant Evaluation Research Partner RFP** **Language and Literacy Research ECE Project Partnership** **Adolescent Literacy Research Project Partnerships** **Subgrantee Common Langugae Screener-(Dyslexia and DLD) RFP** **CLSD Subgrantee Application (RFA) and Partner (RFP)** ☐ Phase 1: Application and Scoring Rubric ☐ Phase 2: Create Application Packet ☐ Phase 3: TA Webinar/Grant Writing/Subgrantee Application Process Open ☐ Phase 4: Subgrantee Blind Review Process ☐ Phase 5: Announce Awards
CLSD/LEA **Installation Phase** **6 months** *April 2026-September 2026*	**CLSD Subgrantee Kickoff Summit** ☐ Phase 1: April 16–17, 2026 ☐ Phase 2: GSPs: Partners, Interviews, Contracting ☐ Phase 3: RCLS Site Visit/ Needs Assessment / Literacy Plan **LEA and Contracted Partners** ☐ Phase 1: Assess Readiness, Identify Goals, Strategic Plan Process ☐ Phase 2: The site creates a data-informed Strategic Five-Year Language and Literacy Plan.. ☐ Phase 3: Site Team prepares for pre-school year Professional Learning days with Educators. **CLSD Team: Installation Stage Monitoring:** ☐ Implementation team is functioning well ☐ Infrastructure is in place to support coaching to effectively develop competencies required to use the program/practice ☐ Fidelity measure and criteria are established for the program/practice

Timeline	Major Tasks, Activities, Responsibilities
	☐ Infrastructure is in place to collect, analyze, and use data (i.e., fidelity, program/process, outcome) to continuously improve use of the program or practice ☐ Bi-directional communication is taking place among stakeholders including community partners, individuals and families, practitioners, supervisors and leaders
Year 2 **Initial Implementation Phase** *October 2026-October 2027*	☐ Convene implementation team regularly to use data (e.g., outcome, fidelity, process) to critically examine and improve implementation. ☐ LEAs begin delivery/use of program/practice. ☐ Implement Coaching Supports.Continue Training/Professional Learning as needed. ☐ Gather data and feedback through multiple sources including staff, practitioners, recipients, families, and stakeholders to monitor progress. ☐ Use a process to develop improvement strategies through analysis of data and feedback. ☐ Refine implementation infrastructure (i.e., training, coaching, data systems, leadership supports and resources) based on data and feedback. ☐ Use feedback loops with LEA leadership/partner about progress, improvement strategies and success. ☐ Coaching and Support: Provide on-site and virtual coaching to CLSD teams, emphasizing the practical application of new literacy practices. ☐ Monitor and Adjust: Implement initial rounds of monitoring and evaluation to gather data on implementation fidelity and early outcomes. Based on feedback and data, make necessary adjustments.
Year 3 and 4 **Full Implementation** *October 2027-October 2029*	☐ Scale-Up: Expand the implementation to include more schools and districts, ensuring all educators can access professional learning opportunities and coaching. ☐ Sustainability Planning: Begin developing sustainability plans to ensure that literacy practices and support can be maintained beyond the grant's life. ☐ Continuous Improvement: Continuously use data from monitoring and evaluation to improve and refine practices. This includes deepening partnerships with external system partners and refining coaching and feedback protocols. ☐ Advanced Professional Learning: Support advanced professional learning and leadership development opportunities to build deeper expertise among educators and leaders. ☐ Convene implementation team regularly to use data (e.g., fidelity, program/process, outcome) to critically examine and improve implementation. ☐ Monitor and improve implementation supports and resources as needed to sustain implementation. ☐ Continue to collect and use data for improvement (e.g., fidelity, program/process, outcome). ☐ Continue the training and coaching supports to maintain skillful use of the program or practice.

Timeline	Major Tasks, Activities, Responsibilities
	☐ Continue to use feedback loops with leadership, practitioners, staff, recipients and stakeholders to communicate about progress, improvement strategies and success. ☐ Evaluate for expected outcomes.
Year 5 **Sustainability Phase** *Fall 2029-* *Fall 2030*	☐ To ensure sustainability of outcomes, data collection (including fidelity), supports for implementers, and continuous improvement cycles are ongoing. ☐ Data are used regularly to inform decision-making and improve implementation of the program/practice ☐ Sustained use of the program/practice with all practitioners delivering with fidelity and ease ☐ Evidence that identified outcomes are improving through use of the program/practice ☐ Institutionalize Practices: Ensure that effective literacy practices are embedded into the regular operations of schools and districts. ☐ Leadership Transition: Develop and implement plans for leadership succession to maintain momentum and commitment to literacy goals. ☐ Evaluate and Report: Conduct a final evaluation to assess the overall impact of the grant initiatives. Share findings and best practices to inform future efforts and policy decisions. Broaden Reach: Expand the reach of the literacy initiatives further, ensuring access for leaders and educators across the region. ☐ Community Engagement: Increase cross-region engagement with families, caretakers, and community stakeholders.

Part 2C: Appropriate Methodological Tools

WDE proposes a longitudinal, mixed-methods quasi-experimental study to examine the implementation and impact of the Wyoming CLSD project. The evaluation will use qualitative and quantitative data, including both extant and newly collected sources, to provide a comprehensive analysis. Descriptive studies of grant implementation activities, surveys, and interviews will determine how the project meets its goals and addresses literacy needs, particularly in resolving inequities in access to effective literacy teachers and interventions. Rigorous quantitative analyses will also evaluate the program's impact on meeting goals and addressing literacy proficiency gaps, with particular attention to students in economically disadvantaged areas, multilingual learners, and those receiving special education services.

Quality assurance mechanisms will support this evaluation through frequent formative and summative reporting of findings that enable continuous data-driven improvement. Reporting will include informal updates, internal analysis briefs, and published reports assessing progress and

impact. This multi-layered approach combines quantitative methods with consistent reporting to facilitate an iterative cycle of evaluation, refinement, and enhancement. By embedding continuous improvement processes, WDE will ensure that high-quality services effectively target and meet the literacy needs of Wyoming's most vulnerable student populations.

In addition, WDE will provide technical assistance directly or engage qualified providers to support eligible entities in designing and implementing literacy programs. The agency will coordinate with Wyoming's Institutions of Higher Education (IHEs) to strengthen pre-service coursework for students preparing to teach children from birth through grade 12, with a focus on explicit, systematic, and intensive evidence-based literacy instruction. Collaboration with teachers and IHEs will also be used to review and update state licensure or certification standards in literacy instruction across the P–12 continuum. These efforts will help ensure that Wyoming's educator preparation system is aligned with the principles of the science of reading and positioned to build a skilled literacy workforce.

To expand public access and support transparency, WDE will launch a new website where Wyoming CLSD project resources will be available, including guidance on promising instructional practices to improve child literacy achievement. The agency will administer and monitor the implementation of subgrants by eligible entities, ensuring alignment with state goals and federal requirements. After awarding subgrants and carrying out state-level activities, WDE will use the remaining funds to develop literacy coach training programs, train literacy coaches, and administer and evaluate CLSD activities. Moreover, WDE will collaborate with the state agencies responsible for administering early childhood education and child care programs, as well as with Head Start, to ensure alignment and continuity of literacy services.

Part 3: Promising Evidence

The extent to which the proposed project is supported by promising evidence is detailed in the Evidence Tables within the Evidence Form [V2.0] on grants.gov. These tables systematically outline the research, studies, and data that substantiate the project's approach, demonstrating a foundation of evidence that supports its potential effectiveness. This structured presentation of evidence ensures that the project is grounded in proven methodologies and best practices, thereby increasing the likelihood of achieving its stated goals and objectives. For detailed information, please refer to the Evidence Tables in the **Evidence Form [V2.0]** submitted within Wyoming's application packet on grants.gov.

<div align="center">**Section C: Management Plan**</div>

The quality of the management plan is a critical component of the proposed project's success. The Secretary evaluates the management plan based on several key criteria to ensure the project is effectively organized, monitored, and executed. These criteria include the adequacy of the plan to achieve project objectives on time and within budget, the procedures for ensuring continuous improvement, the appropriateness of time commitments from key personnel, and the mechanisms for ensuring the delivery of high-quality products and services. This section details how the proposed project addresses each of these criteria to ensure a well-managed and successful implementation.

Part 1: Adequacy of Management Plan

The Wyoming Department of Education (WDE) has a comprehensive plan to ensure the successful operationalization and management of the proposed Wyoming CLSD project CLSD project. This plan includes appropriate staffing, collaboration with other entities within the Department and state agencies, budget and fiscal controls, and a detailed implementation plan.

Internal and External Collaborations

WDE is building a collaborative effort to develop and support the implementation of this grant application. The Governor's office and various divisions within WDE, including the State Superintendent of Education, Accreditation, Statewide Systems of Support, School Improvement, Literacy, Early Childhood Readiness, Early Learning and Early Literacy, Special Education, Early Childhood, Head Start, Multilingual Learners, Assessment, Standards, Wyoming MTSS Center, Native American Education, and Principal Leadership Academy. External partnerships will be formed with the University of Wyoming School of Language Disorders, University of Wyoming School of Education, University of Wyoming Early Childhood Education, Wyoming Community Colleges, PTSB, Wyoming Community Colleges, Rollins Language and Literacy School Cox Campus, language and literacy researchers, and implementation experts.

Budget and Fiscal Controls

WDE is committed to implementing stringent financial oversight and budget management practices to ensure fiscal responsibility. The Department is dedicated to delivering the project within the allocated budget and adhering to both state and federal fiscal and accounting laws and regulations. Oversight will be provided by the Office of Fiscal Services and the Office of Grants Management, which supervise standard protocols to ensure that grant funds are utilized and recorded in full compliance with federal regulations. These measures are designed to maintain

accountability while aligning expenditures with grant requirements.

To ensure that expenses remain within budget, subgrantees will be reimbursed through the Department's Grant Management System based on approved budgets. Funds will only be disbursed upon submission of properly documented expenditure reports that verify approved uses of funds. Annual budget reports will be required to monitor both financial compliance and project progress. Subgrantees will also be subject to audits conducted by the Office of Fiscal Services and the State Auditor. In addition, WDE will update monitoring processes, protocols, guidance documents, and rubrics annually, incorporating feedback from program administrators and subgrantees to strengthen fiscal oversight.

State Implementation Timeline

The first five months of the Wyoming CLSD project CLSD will focus on building the foundation for statewide implementation. Activities during this period will include developing resources to guide applicants in creating Regional Comprehensive Literacy Sites, releasing a Request for Applications (RFA) for subgrantees, and issuing an RFA for Grant Support Partners, creating the eligibility screen, and identifying reviewers. Additional efforts will include creating an advisory list of consultants, selecting subgrantees and regional sites, and conducting assessments to address the needs of the regional literacy networks. These initial activities will ensure readiness and alignment for the full launch of the project.

Years 2–5 of the grant will emphasize implementation, expansion, and sustainability. During this phase, subgrants will be carried out across selected districts, statewide resources will be developed to support consistent practice, and regional literacy networks will be strengthened. The focus will be on scaling evidence-based language and literacy practices, ensuring they are embedded across Wyoming's education system. These efforts will lay the groundwork for long-term sustainability and widespread impact. See Project Implementation Plan.

Key Activity 1- Subgrantee Pre-Application Process:

WDE, in partnership with state support teams, will establish regional literacy networks and conduct a pre-application process to guide eligible applicants in developing local literacy plans. Universal support will be provided through webinars, templates, and the RLS guide to assist applicants as they create or revise their plans. These resources are designed to ensure that all applicants have access to consistent tools and information.

State support teams will provide targeted regional assistance, working directly with applicants to refine literacy plans and evaluate readiness and fit. WDE and regional staff will emphasize the grant's focus on providing students with access to evidence-based language and literacy

instruction, family literacy strategies, and expanded educational options. As part of the application process, applicants will be required to submit local literacy plans that reflect both the state's priorities and their local needs.

Milestones and Timelines: Each subgrantee will work with their chosen and contracted Grant Support Partner, selected from the approved Advisory List, to complete a comprehensive needs assessment during onsite visits in May 2026. Findings from this needs assessment will guide the development of each subgrantee's Local Literacy Plan, ensuring alignment with local data and evidence-based practices. Completed Local Literacy Plans will be submitted to WDE by July 31, 2026

Key Activity 2- Subgrantee Request for Applications and Selection Responsibilities: **Subgrantee RFAs**

Wyoming, as a CLSD grantee, will ensure that funds are awarded only to eligible entities as defined under Section 2221(b)(2) of the Every Student Succeeds Act (ESEA). An eligible entity is defined as one or more local educational agencies (LEAs) that serve a high percentage of high-need schools and meet one or more of the following criteria: (A) have the highest number or proportion of children counted under Section 1124(c) of the ESEA, in comparison to other LEAs in the state; (B) are among the LEAs in the state with the highest number or percentage of children reading or writing below grade level based on the most current state academic assessment data under Section 1111(b)(2); or (C) serve a significant number or percentage of schools implementing Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) activities under Section 1111(d) of the ESEA. These criteria ensure that CLSD funds are directed toward districts and schools serving students with the greatest literacy needs and provide a transparent framework for determining eligibility and prioritization within the state's competitive grant process.

The CLSD Office of Literacy will oversee the development, implementation, and technical assistance for the subgrantee Request for Applications (RFA) process. The RFA process will require applicants to describe their eligibility based on Opportunity Zone status, which reflects poverty levels and identifies low-income communities, and to identify any schools designated for CSI and/ or TSI under ESSA. This eligibility screening ensures that LEAs serving the greatest and most persistent needs are prioritized for CLSD funding.

Eligible entities will submit an application to the Wyoming Department of Education (WDE) describing how CLSD funds will be used to enhance language and literacy development, provide staff assistance, coordinate activities, and evaluate program success. For kindergarten through

grade twelve, applications must include a comprehensive needs assessment, a description of planned professional development, methods for identifying students in need of targeted literacy supports, and a plan for integrating literacy instruction within the broader educational framework. Applicants must also describe how proposed activities will align and coordinate with early childhood programs, after-school initiatives, and community-based services. As part of the application, districts and schools will identify their needs, readiness, fit, and capacity for integrating comprehensive language and literacy instruction and will submit a detailed plan and budget in alignment with the Federal Register and the Wyoming Project Plan. District applications will detail how all expenditures comply with the federal *Supplement, Not Supplant* requirement outlined in Section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), ensuring that federal funds are used to enhance—not replace—state and local resources or activities otherwise required by law or policy.

To ensure fairness, transparency, and integrity of the process, the WDE Communications Team will develop and maintain a dedicated Language and Literacy webpage that serves as the central hub for all CLSD information. This webpage will provide clear access to timelines, informational webinars, eligibility requirements, and application procedures for districts, vendors, and partners. All materials, announcements, and updates related to the CLSD grant will be publicly posted to ensure consistent communication, access to information, and transparency throughout the competitive grant process.

The subgrantee selection process will follow a double-blind review using a rubric-based evaluation aligned with the requirements outlined in the RFA. Two external review teams, each composed of five reviewers, will independently evaluate every application to ensure objectivity and consistency. Both teams will review all applications to verify inter-rater reliability and strengthen the validity of scoring outcomes. Final selections will be based on the quality and alignment of proposed activities with Federal Register requirements and the extent to which awarding the subgrant will advance the state's capacity to scale evidence-based language and literacy strategies.

Subgrants will support the implementation of evidence-based practices such as building comprehensive literacy plans, ensuring competency in structured literacy, delivering high-quality literacy professional development, supplementing on-the-job literacy instructional coaching, and implementing family literacy initiatives. The purpose of these funds is to improve the language and literacy development of Wyoming's children and students by

addressing and improving critical literacy resources, staff knowledge and capacity to implement evidence-based literacy instruction, and gaps in opportunity.

Responsibilities: **Vendor RFPs & Advisory Lists**

The CLSD Team will develop the vendor Request for Proposals (RFP) process and establish state advisory lists. These lists will identify approved Grant Support Partners, including Leadership Systems Partners (LSPs) and Instructional Systems Partners (ISPs). LSPs will support subgrantees in change management through implementation science and coaching for system leaders. ISPs will provide job-embedded professional learning and coaching to strengthen instructional practices and improve classroom implementation of evidence-based literacy instruction.

Literacy Grant Support Partners (GSPs) will be required to demonstrate their qualifications, evidence-based alignment with the science of reading, scalability and impact proof points, cost-effectiveness, verified data outcomes, and alignment with Wyoming's Language and Literacy Plan (WLLP). Vendors must provide Evidence of Impact through past performance data and references confirming effectiveness in improving and scaling literacy outcomes. Proposals will include both a technical and cost section, detailing the vendor's experience, impact studies from previous contracts, knowledge of the science of reading, capacity to deliver professional development and coaching, personnel expertise, and approach to supporting literacy from birth through grade 12.

The vendor selection process will be conducted by an evaluation committee using a rubric-based scoring system aligned with the requirements outlined in the RFP. Proposals will be evaluated for the quality and alignment of proposed services with Federal Register requirements and the Wyoming Language and Literacy Plan (WLLP). Reviewers will also consider the vendor's demonstrated capacity to support disadvantaged students and underperforming systems in improving language and literacy outcomes. Final selections will be based on evidence that awarding the contract will strengthen and accelerate the state's capacity to scale evidence-based literacy strategies and supports.

Milestones and Timeline:

The Office of Literacy and Communications Team will develop 1) a dedicated page on WDE's website with all applicable information for the grant to be developed upon award; 2) applicant webinar(s) related to aspects of the application process and evidentiary requirements for proposed model sites to be available at the release of the RFA; and 3) documentation of

answers to frequently asked questions from applicants to be released 10 days after the release of the RFA.

Key Activity 3- Monitoring and Providing Feedback to Subgrantees

Responsibilities: WDE staff from the following offices will collaborate to develop a monitoring rubric including all aspects of monitoring, as well as requirements and timelines for reporting, desk reviews (quarterly), and on-site visits: The Office of Literacy, Office of School Support, and Office of Early Learning and School Readiness and the Office of Fiscal-Grants Management will also provide continuous feedback to the subgrantees via multiple means of communication, including a department-created online monitoring tool, regular email and phone communication, and on-site, face-to-face conversations.

Milestones and Timeline:

WDE will continuously monitor and provide feedback to subgrantees regarding three key areas: (1) fidelity of implementation and plan alignment, (2) performance on literacy plan goals and objectives, and (3) fiscal accountability based on the established rubric. Desk reviews will occur quarterly during each grant implementation year for all subgrantees, and on-site visits will be conducted annually. These activities ensure that implementation is consistent with the approved plan and that subgrantees receive timely guidance to strengthen their work. Monitoring will be both formative and summative, enabling WDE to track progress and identify areas requiring additional support.

Subgrantees will be required to file final grant activities reports within 90 days of the close of the budget period. At a minimum, these reports must address each project goal and outcome using the defined performance measures and include a detailed expenditure report. WDE will specify a uniform reporting format to ensure consistency across subgrantees. Reports will then be reviewed for completeness, accuracy, and alignment with the goals specified in the original grant application.

If additional information is required, WDE will clearly identify missing elements and request revisions to the submitted report. Subgrantees found non-compliant or deficient on any required items will be asked to provide information, rectify the compliance issue immediately, or develop a corrective action plan. Each subgrantee will be given 30 days to correct deficiencies before further action is taken. Failure to correct all deficiencies within the designated timeframe may result in early termination of the subgrant.

Part 2: Feedback and Continuous Improvement

Research highlights the importance of performance feedback and continuous improvement in successful educational initiatives. Hattie and Timperley (2007) emphasize that effective feedback guides future learning by providing information about learners' performance relative to goals. In the Wyoming project, ongoing feedback to grantees is crucial for ensuring they stay on track and make necessary adjustments to their literacy ecosystem.

Continuous improvement, described by Park, Hironaka, Carver, and Nordstrum (2013) as a systematic effort to improve educational outcomes, processes, and practices, aligns with the project plan to monitor formative data, provide feedback, and make data-driven decisions. Fullan and Quinn (2016) stress the importance of coherence in educational change, which involves aligning goals, strategies, and resources across different system levels. The Wyoming Department of Education (WDE) fosters collaboration among various divisions, creating a coherent and efficient system for supporting districts through data-driven decision-making, as advocated by Mandinach and Gummer (2013).

Part 3: Staffing and Time Commitments

The project is supported by a highly committed staffing team, bringing together a broad range of specialized knowledge. Team members have expertise from various disciplines, ensuring a comprehensive approach to project execution. This diversity fosters a synergistic environment where staff from different backgrounds collaborate seamlessly to achieve the project's objectives. Clear roadmaps, supported by effective teamwork, minimize risks, anticipate obstacles, enable informed decisions, and optimize resources to achieve increased literacy outcomes and regional sustainability.

The CLSD Managemenmt team has committed to staying in their roles through the full grant cycle, demonstrating their strong commitment to the project's success. In-kind state staff support will be housed across the WDE and led by Dr. Claudia Ladd. Key project personnel are detailed below.

Table 8 *Staffing and Commitment*

CLSD Team Role	Team Member	Time Commitment
CLSD Language & Literacy Program Director		
CLSD Fiscal Program Manager		
Contracted Literacy Experts		
Early Childhood TANF Liaison		

CLSD Team Role	Team Member	Time Commitment
State Accreditation Support		
State MTSS and School Improvement		
State System of School Support		
State Assessment Consultant		
State Special Education Programs		
State EL/World Language Consultant		
State Homeless Coordinator		
State Native American Liaison		
State Title 1 School Improvement		
Fiscal Program Advisor		
Accounting Analyst		

[Please See Attached Resumes and Detailed Roles and Responsibilities.]

Part 4: Mechanisms for High-Quality Products and Services

Component and Mechanism	Implementation Steps
Stakeholder Engagement: Communicate continuously and transparently with all stakeholders. Incorporate feedback from educators, administrators, families, and community members.	**Planning and Preparation:** Develop communication strategies. **Initial Implementation:** Establish regular communication channels. **Continuous Improvement**: Regularly update stakeholders and gather feedback. **Scaling and Sustainability**: Maintain transparent communication and stakeholder engagement.
Professional Development: Provide ongoing, high-quality professional development for educators. Training on evidence-based literacy practices, data utilization, and instructional strategies.	**Planning and Preparation**: Develop professional development programs. **Initial Implementation**: Conduct initial training sessions. **Continuous Improvement**: Offer ongoing professional development opportunities. **Scaling and Sustainability**: Ensure continuous access to training and professional growth opportunities.
Evidence-Based Practices Incorporate evidence-based practices validated through rigorous research. Integrate these practices into instructional materials and professional development programs.	**Planning and Preparation**: Identify and select evidence-based practices. **Initial Implementation**: Integrate practices into training and materials. **Continuous Improvement**: Regularly review and update practices based on new research. **Scaling and Sustainability**: Ensure long-term Implementation of evidence-based practices.
Robust Data Systems Implement	**Planning and Preparation**: Develop data collection and analysis systems. **Initial Implementation**: Begin data

a longitudinal, mixed-methods quasi-experimental study. Combine qualitative and quantitative data for comprehensive analysis.	collection and initial analysis. **Continuous Improvement**: Use data to inform decisions and improvements. **Scaling and Sustainability**: Maintain and enhance data systems for ongoing program evaluation.
Performance Management Regular monitoring and formative reporting. Provide performance feedback to subgrantees for continuous improvement.	**Planning and Preparation**: Establish performance management protocols. **Initial Implementation**: Begin monitoring and reporting. **Continuous Improvement**:Regularly review performance data and provide feedback. **Scaling and Sustainability**: Ensure ongoing performance management and continuous improvement processes.
External Partnerships Collaborate with external partners, Universities, and National literacy experts. Leverage additional expertise and resources.	**Planning and Preparation**: Identify and establish partnerships. **Initial Implementation**: Engage partners in project activities. **Continuous Improvement**: Maintain and strengthen partnerships. **Scaling and Sustainability:** Ensure long-term collaboration and resource sharing with external partners.
Technical Assistance Provide technical assistance and support to eligible entities for Fiscal TA and PD TA. Engage qualified providers for additional support.	**Planning and Preparation**: Develop technical assistance plans. **Initial Implementation**: Begin providing technical assistance to subgrantees. **Continuous Improvement** Offer ongoing support based on needs. **Scaling and Sustainability**: Maintain technical assistance systems for continuous support.
Data-Driven Decision Making Emphasize the use of data to inform all aspects of the project. Analyze student performance data and monitor the fidelity of implementation.	**Planning and Preparation:** Develop a data-driven decision-making framework. **Initial Implementation**: Implement data analysis processes. **Continuous Improvement**: Use data to make informed adjustments. **Scaling and Sustainability**: Ensure continuous data-driven decision-making practices.
Early Childhood and Secondary Literacy Focus Enhance oral language and pre-literacy skills for early childhood. Provide intensive, supplemental, accelerated, and explicit intervention for secondary students.	**Planning and Preparation**: Develop early childhood and secondary literacy guidance documents. **Initial Implementation**: Begin implementation of targeted programs. **Continuous Improvement**: Monitor and refine early childhood and secondary literacy initiatives. **Scaling and Sustainability**: Ensure sustained focus on early childhood and secondary literacy.
Family and Student Transition Support. Support effective transition practices and aligned instruction. Assist students transitioning from preschool to kindergarten through the early grades, middle and high school.	**Planning and Preparation**: Develop transition support programs. **Initial Implementation**: Implement transition practices and instruction. **Continuous Improvement**: Monitor and refine transition support. **Scaling and Sustainability**: Ensure continued support for student transitions and family engagement.

Community Engagement and Support: Engage families, caretakers, and community stakeholders in literacy initiatives. Build comprehensive community literacy initiatives.	Planning and Preparation: Develop community engagement plans. Initial Implementation Begin engaging community stakeholders. Continuous Improvement: Maintain ongoing community engagement. Scaling and Sustainability: Ensure long-term community support and involvement in literacy initiatives.

Section D: Project Services

WDE considers the quality and sufficiency of strategies for ensuring that all students benefit from comprehensive, evidence-based language and literacy services as central to the success of the initiative. The project is designed to deliver professional development, targeted instructional support, and system-level coaching that collectively strengthen educator capacity and improve student outcomes. Services are structured to align with state-identified needs, address persistent gaps in instruction and achievement, and provide continuity of support across the P–12 spectrum. By emphasizing high-quality instructional materials, evidence-based practices, and sustainable partnerships, the initiative ensures that project services directly contribute to advancing student learning and long-term systems change in Wyoming.

Part 1: Project Impact on Intended Recipients

The Wyoming Comprehensive Literacy State Development (CLSD) Project showcases a deliberate and research-aligned approach to delivering impactful services, providing high-quality professional development, and employing evidence-based strategies to achieve project objectives. The initiative is designed to enhance the capacity of leaders and educators to deliver explicit and systematic instruction in reading and writing while ensuring that implementation fidelity remains central to its work. Training, coaching, and implementation supports are purposefully structured to align with the evidence described in the project design section, ensuring that the quality, intensity, and duration of professional learning directly strengthen instructional outcomes. This alignment between state priorities and local implementation enhances both program coherence and the likelihood of achieving meaningful, measurable outcomes across Wyoming's education system.

The project is designed to have a profound and lasting impact on its intended recipients. Services will enhance the quality of language and literacy instruction for all 93,000 students statewide while competitively awarding subgrants to 10–12 local education agencies (LEAs). Subgrantees will be selected through an application and double-blind review process, with eligibility priority given to LEAs located within Wyoming's 25 federally designated Opportunity Zones and those identified under the Every Student Succeeds Act (ESSA) for Comprehensive Support and

Improvement (CSI) or Targeted Support and Improvement (TSI). This approach ensures that funds reach the state's most high-need districts and schools, prioritizing those serving students with the greatest literacy challenges. WDE estimates that this targeted and intensive support will benefit approximately 28,000 to 35,000 students annually, representing roughly one-third of Wyoming's public-school enrollment.

To ensure transparency and fairness, all eligibility and application materials will be publicly posted on the Wyoming Department of Education's (WDE) Language and Literacy webpage. This page will serve as the central information hub for districts, vendors, and partners, including RFA timelines, informational webinars, eligibility requirements, and detailed application processes. The WDE Communications Team will coordinate with the Office of Literacy to ensure accessibility of all materials, reinforcing a clear and equitable process for applicants across the state.

Eligibility Screening and Prioritization

As part of the RFA, subgrantees will document their eligibility and prioritization criteria, including Opportunity Zone status, CSI or TSI designation, and student demographic data. This screening process ensures that districts and schools with the highest needs receive CLSD funding and that applications demonstrate readiness, fit, and capacity for integrating and coordinating comprehensive language and literacy instruction.

- **Opportunity Zones**
  The CLSD program prioritizes funding for districts and schools located within federally designated Opportunity Zones, which reflect poverty levels and identify low-income communities. These areas represent the highest-need regions where targeted investment can accelerate equitable access to evidence-based literacy instruction. Opportunity Zone designation serves as a key eligibility indicator within the RFA process, ensuring that resources are strategically directed to communities with the greatest economic and educational need.
- **Comprehensive Support and Improvement (CSI) Schools**
  CSI schools are identified under the Every Student Succeeds Act (ESSA) as those requiring the most intensive supports. These schools demonstrate consistently low academic achievement across all student groups, have graduation rates below 67 percent, or include one or more subgroups performing at a level comparable to the lowest-performing schools in the state. CSI schools are prioritized for evidence-based

interventions, leadership coaching, and systems-level supports to improve student outcomes and build sustainable capacity for continuous improvement.

- **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. These schools receive targeted supports to address specific subgroup needs, strengthen instructional practices, and improve outcomes for students identified as performing below proficiency expectations. TSI identification allows states and districts to direct focused resources and technical assistance to close achievement gaps and support equitable access to high-quality instruction.

Competitive Preference Priorities

Competitive preference priorities award additional points to applications that demonstrate strong alignment with the following Wyoming-specific priorities. Each priority reflects the state's commitment to supporting comprehensive, evidence-based, and sustainable language and literacy systems across all grade levels. Applicants that meet each of the following priorities will receive additional points as outlined below:

- **Competitive Preference Priority 1 – Tribal and Rural/Town Designations (3 points):**

  Up to 3 additional points will be awarded to applicants designated as Rural Fringe (41), Rural Distant (42), Rural Remote (43), Town Fringe (31), Town Distant (32), or Town Remote (33), as defined by the National Center for Education Statistics (NCES). These designations recognize the unique challenges faced by Wyoming's small and rural districts related to staffing, professional learning access, and access to high-quality instructional materials.

- **Competitive Preference Priority 2 – Full System Application (0-3 points):**

  Up to 3 additional points will be awarded to applicants that have already established a comprehensive system approach aligning instruction, intervention, and assessment across grade levels within a cohesive framework for language and literacy improvement. This priority recognizes applicants demonstrating readiness for scaling evidence-based implementation through existing alignment from early childhood through high school.

- **Competitive Preference Priority 3 – High-Quality Instructional Materials (HQIM) and High-Quality Instructional Practices (HQIP) (0-3 points):**

  Up to 3 additional points will be awarded to applicants that have de-implemented misaligned programs, practices, or materials and implemented HQIM and HQIP grounded in the science of reading. This priority recognizes applicants demonstrating

intentional action to align instruction and resources with evidence-based practices which include the tenets of structured literacy that have proven effective in improving student outcomes.

- **Competitive Preference Priority 4 – TANF Preschool Partnerships (0-3 points):**
  Up to 3 additional points will be awarded to applicants that demonstrate active partnerships with TANF-funded or TANF-eligible preschool programs serving children at high risk for school failure due to poverty. This priority supports coordination between early childhood education providers and LEAs to expand access to high-quality preschool experiences, strengthen transitions into kindergarten, and promote continuity of evidence-based language and literacy practices. Applicants that align CLSD activities with TANF preschool initiatives demonstrate strong cross-agency collaboration and a shared commitment to supporting Wyoming's youngest learners.

- **Competitive Preference Priority 5 – Partnerships (0-3 points):**
  Up to 3 additional points will be awarded to applicants that demonstrate active partnerships with families, community organizations, libraries, stakeholders, or educational institutions to extend comprehensive language and literacy support beyond the classroom. These collaborations strengthen Wyoming's statewide literacy infrastructure and ensure coordinated systems of support across the P–12 continuum.

- **Competitive Preference Priority 6 – Adaptive Change and Continuous Improvement (0-3 points):**
  Up to 3 additional points will be awarded to applicants that demonstrate an adaptive mindset and capacity for continuous improvement. This priority recognizes districts that actively engage in reflection, data-based problem-solving, and responsive leadership to sustain implementation fidelity and build internal capacity for long-term systems change.

Scoring Summary:

Each eligible application will undergo a double-blind review process conducted by an independent outside entity to ensure fairness, objectivity, and consistency in evaluation. Reviewers operate under a strict Non-Disclosure Agreement (NDA) and are prohibited from sharing or discussing any information related to the applications or review deliberations. In this process, reviewers do not have access to applicant-identifying information, and applicants are not informed of reviewer identities. This structure safeguards confidentiality, minimizes bias, and promotes an equitable and transparent evaluation process. Applications will be scored on a 100-point scale, with up to 18 additional competitive preference points available based on how well the application addresses the priorities listed above (up to 3 points per priority). An

application may receive a total of up to 118 points through the combined base score and competitive preference priorities.

Table 9 *CLSD Application Lever: Access, Eligibility, and Priority Points*

Lever	Description	Purpose
Access and Opportunity	Actively promote the subgrant opportunity through the WDE website, social media, newsletters, and direct outreach to districts, organizations, and educational institutions.	Ensures broad statewide awareness and participation in the CLSD subgrant competition.
Clear Process	Provide clear, easy-to-understand application materials, instructions, and timelines.	Promotes transparency and consistent understanding of the application process.
Technical Assistance (TA) Support	Offer webinars, workshops, and information sessions; provide direct contact for applicant questions.	Builds applicant capacity and supports high-quality submissions.

Table 10 *CLSD Application Lever: Eligibility*

Eligibility Lever	Description
Opportunity Zones	Applicants located within Wyoming's 25 designated Opportunity Zones, as identified by the Wyoming Business Council, will receive eligibility points. These regions are recognized as areas of greatest need for targeted investment and literacy support.
Comprehensive Support and Improvement (CSI) Schools	Applications including schools identified for CSI (bottom 5 percent of Title I schools or graduation rate ≤ 67 percent) will receive eligibility priority points. Applicants must propose evidence-based strategies to accelerate student outcomes and meet exit criteria.
Targeted Support and Improvement (TSI) Schools	Applications including schools identified for TSI (consistently underperforming subgroups) will receive eligibility priority points. Plans must address subgroup performance gaps and strengthen instruction.

Table 11 *CLSD Application Lever: Priority Points*

Priority Point Levers – Competitive Preference Priorities

Priority Lever	Description	Points
Tribal and Rural/Town Designations	Applicants designated as Rural Fringe (41), Rural Distant (42), Rural Remote (43), Town Fringe (31), Town Distant (32), or Town Remote (33) under NCES definitions will	3

	receive priority points.	
Full System Application	Applicants with an established system aligning instruction, intervention, and assessment across grade levels into a cohesive literacy framework.	**3**
High-Quality Instructional Materials (HQIM) and Practices (HQIP)	Applicants that have implemented HQIM/HQIP grounded in the science of reading and eliminated misaligned programs.	**3**
TANF Preschool Partnerships	Applicants partnering with TANF-funded or TANF-eligible preschool programs serving children at risk for school failure due to poverty.	**3**
Partnerships	Applicants with active collaborations with families, libraries, community organizations, and educational institutions extending literacy beyond the classroom.	**3**
Adaptive Change & Continuous Improvement	Applicants demonstrating reflective leadership, data-driven adaptation, and sustained implementation fidelity.	**3**

Part 2: Professional Development Services

The Wyoming CLSD Project uses research-based strategies to provide high-quality professional development services for educators, aiming to achieve measurable improvements in literacy practices and student outcomes. Supported by strong research and evidence, this comprehensive approach is designed to have a lasting impact on language and literacy education statewide. These commitments are documented in the *Strong and Moderate Evidence Table* submissions, which demonstrate the project's foundation in proven, evidence-based methods. Professional development within this framework is structured not only to build educator capacity but also to sustain systemic change across Wyoming schools.

Part 3: Knowledge and Effective Practice

The proposed project is carefully designed to reflect up-to-date research and effective practice, ensuring both relevance and impact. The Wyoming CLSD project is grounded in the 2024 Wyoming Language and Literacy Needs Assessment (WYLNA), which identified the state's most pressing literacy challenges and guided the development of responsive services. It is informed by recent ESSA-validated research and best practices, increasing the likelihood of achieving improved student outcomes while also aligning with national priorities for literacy improvement. At the same time, the project builds on legacy research that provides a strong

theoretical and practical base, ensuring both innovation and continuity.

The initiative employs evidence-based practices validated through rigorous research and widely implemented in successful literacy programs. These practices were selected for their proven effectiveness and ESSA evidence ratings. Adaptation to emerging trends is also emphasized, with the integration of new technologies, innovative teaching methods, and updated curricular standards to ensure the project remains at the forefront of educational advancement. Ongoing professional development is a cornerstone of the project, with continuous training provided to equip teachers with the latest knowledge and strategies for effective implementation.

Finally, continuous improvement mechanisms are built into the project to ensure services remain effective and relevant. These include regular literature reviews, educator and participant feedback, and data-driven adjustments to strengthen implementation. By combining responsiveness to new research with a commitment to sustained monitoring, the project ensures a cycle of improvement that enhances both instructional practice and student outcomes. This ongoing process creates a sustainable framework that supports long-term growth in educator capacity and student literacy achievement.

Section E: Project Evaluation

The project evaluation section provides a comprehensive framework for assessing the implementation, goals, and outcomes of the Wyoming CLSD project. Its design ensures that continuous performance feedback and periodic assessments guide decision-making throughout the grant period. By incorporating multiple methods of data collection and analysis, the evaluation captures both the effectiveness of instructional practices and the fidelity of implementation. This approach strengthens accountability while promoting ongoing refinement to ensure the initiative meets the literacy needs of all Wyoming students.

Part 1: Thorough, Feasible, and Appropriate Evaluation Methods

The Wyoming Comprehensive Literacy State Development (CLSD) project employs a comprehensive evaluation strategy aligned with the GPRA measures to ensure continuous assessment and improvement of statewide language and literacy outcomes. The GPRA framework establishes indicators for evaluating the quality of instruction and its impact on student performance. By linking Wyoming's goals and objectives to these federally defined measures, the Wyoming Department of Education (WDE) will monitor implementation with precision, evaluate outcomes over time, and ensure that improvements are meaningful and sustainable. This alignment connects measurable outcomes directly to the four project goals,

creating a transparent, trackable, and results-driven system for continuous improvement.

The measurable outcomes outlined in Tables 2–7 establish a clear structure for tracking progress, with performance measures monitored collaboratively by district leaders, GSPs, the CLSD team, and Evaluation Research Partners to ensure that data collection, analysis, and reporting are systematic and actionable at both the state and district levels. This comprehensive evaluation design integrates formative, summative, impact, process, and outcome evaluations, each serving a complementary role in assessing fidelity, effectiveness, and sustainability. Together, these evaluation methods create a cohesive system for measuring implementation quality and student outcomes, enabling district leaders, the CLSD team, Evaluation Research Partners, and contracted GSPs to monitor progress, identify trends, and guide continuous improvement through the following approaches:

- Formative evaluation provides timely feedback during implementation to support responsive adjustments. Surveys, site visits, classroom observations, and coaching logs monitor fidelity of evidence-based practices, while interviews and focus groups capture qualitative insights. Feedback loops inform targeted supports and refinements led by the CLSD team, GSPs, and Evaluation Research Partners.

- Summative evaluation measures cumulative progress each year and at project completion. Standardized literacy assessments, including WY-TOPP and nationally normed measures—track achievement and growth, while comparative analyses of pre- and post-implementation data assess proficiency gains, achievement-gap closure, and GPRA performance targets.

- Impact evaluation examines the broader influence of the project on Wyoming's education systems and communities. Longitudinal studies follow student cohorts to measure sustained literacy gains; community and family surveys assess engagement; and leadership data document systemic shifts in policy, practice, and professional capacity.

- Process evaluation verifies fidelity of implementation through checklists, documentation reviews, and fidelity rubrics. Stakeholder feedback highlights strengths and areas for refinement to maintain implementation integrity.

- Outcome evaluation links results directly to GPRA indicators by analyzing student performance, educator knowledge, leadership capacity, and HQIM/HQIP adoption rates to determine effectiveness and sustained systems change.

- Stakeholder evaluation actively engages participants whose perspectives shape project decisions. Surveys of parents, educators, and community members, along with advisory-committee feedback, ensure the evaluation reflects those most directly affected.

Performance measures are monitored and validated by the contracted GSPs, CLSD team, and Evaluation Research Partners, drawing on multiple evidence sources such as assessments, fidelity reports, instructional walkthroughs, coaching documentation, family-engagement metrics, and annual surveys. Together, these data create a feasible and rigorous system for tracking implementation quality and impact, ensuring that Wyoming's CLSD project demonstrates measurable, sustainable improvement in literacy outcomes statewide.

Data-driven decision-making builds on these evaluations to guide continuous improvement. Dashboards will visualize key metrics and trends, and regular review meetings with project leaders and stakeholders will analyze findings and determine next steps. This multi-faceted approach ensures accountability, effectiveness, and sustained improvement in language and literacy education for all Wyoming students.

Call to Action

The project represents a comprehensive, innovative, and forward-thinking approach to elevating language and literacy across Wyoming. By leveraging strong evidence and proven methodologies, the project addresses critical challenges and ensures that all students have access to high-quality instruction, including those performing significantly below grade level. The initiative embodies a comprehensive, innovative, and forward-thinking approach that creates a foundation for sustainable reform extending beyond temporary funding cycles. Its design prioritizes research-based instructional practices, job-embedded coaching, and the establishment of regional sites that will serve as long-term hubs of innovation and support.

With clear goals, measurable outcomes, and a strong management plan, the Wyoming CLSD Project advances the state's commitment to ensuring that all students from early childhood through high school receive explicit, systematic, and evidence-based instruction in reading and writing. By addressing systemic weaknesses identified in the state's needs assessment, the project positions Wyoming as a model for how states can align leadership, instruction, and community partnerships to achieve transformative outcomes in leadership, language, and literacy. The project ensures that Wyoming's commitment to leadership, language, and literacy is not only realized in the present but sustained well into the future. By uniting evidence-based practices, strong partnerships, and clear accountability, the project delivers measurable results while establishing a durable framework for continued improvement. In doing so, Wyoming positions itself as both a national leader and a model for how states can build comprehensive systems that guarantee lasting language and literacy success for every student.

ASSURANCES
(a) State Needs Assessment. WDE completed a full analysis of literacy needs across the State, in high-need schools, and LEAs serving high-need schools and identified significant gaps in literacy proficiency and inequities in student access considering each subgroup of students.
(b) State Comprehensive Literacy Plan. The Wyoming State Comprehensive Literacy Plan is in Phase 3, completing the Revision of the CLSD Literacy Center instructions and is being completed in collaboration with the State Literacy Task Force. It will be completed in July 2024
(c) State Implementation Plan. The Wyoming State Implementation Plan will align directly with the Wyoming Strategic Plan, which was created from the data of the 2024 Wyoming Literacy Needs Assessment and serves as the foundation for the proposed project.
(d) State Agency Early Childhood Program Collaboration. The coordination between WDE and other State Early Childhood Collaborations has helped share literacy resources with early learning services, including those for the state's most vulnerable families. This involves sharing information, facilitating partnerships, and increasing provider access to promote continuity between early childhood settings and the K-12 system.
Collaboration with the State agencies responsible for administering early childhood education and child-care programs in writing and implementing the early childhood education portion of the grant application submitted for the CLSD program.
FUNDING ALLOCATIONS
(a) Wyoming commits to subgranting **no less than 95 percent** of grant funds to eligible entities, determined by their needs assessment and through a competitive application process, for comprehensive literacy instruction programs in accordance with the funding allocations specified in Program Requirement
(b) Wyoming guarantees that grant funds outlined in section 2222(f)(1) will be utilized for comprehensive literacy instruction programs as follows:
(i) A minimum of 15 percent of these grant funds will be allocated to State and local programs and activities designed for children from **birth through kindergarten entry**
(ii) A minimum of 40 percent of these grant funds will be designated for State and local programs and activities, **distributed fairly among kindergarten through grade 5.**
(iii) A minimum of 40 percent of these grant funds will be earmarked for State and local programs and activities, allocated equitably across grades 6 through 12.
Serving Low-Income and High-Need Students. Wyoming will prioritize subgrants to eligible entities that serve children from birth to age 5 from families with incomes at or below 200% of the Federal poverty line or LEAs with a high number/percentage of high-need schools.
Geographic Diversity. Wyoming will provide subgrants to eligible entities serving allof geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.
State-Level Activities
Wyoming may reserve up to 5% of the CLSD funds for activities identified through the needs assessment and comprehensive literacy plan, including providing or engaging technical assistance

for designing and implementing literacy programs, coordinating with IHEs to enhance pre-service courses for future teachers in evidence-based literacy methods, reviewing and updating State licensure standards for literacy instruction, sharing information on promising instructional practices, and administering and monitoring subgrants.

Collaboration and Cooperation Requirement
Wyoming will collaborate with State agencies for early childhood education and child care programs, and if applicable, the State Advisory Council on Early Childhood Education and Care, to make and implement subgrants under the early childhood education portion of the CLSD program. Wyoming will also cooperate with a national evaluation that includes high-quality research to assess the implementation and effect of the CLSD program, directly coordinating with individual state evaluations.
Supplement not Supplant. Grantees must use CLSD funds to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program. CLSD grant funding will be used in accordance with all grant terms and in compliance with the supplement, not supplant requirement. Under Section 2301 of the Elementary and Secondary Education Act (ESEA), CLSD funds must supplement, and not supplant, non-Federal funds that otherwise would have been used for the same activities, ensuring that Federal resources add to, rather than replace, State, local, or district funding. All expenditures will align with approved project goals and demonstrate a direct connection to evidence-based language and literacy improvement strategies. Subgrantees will maintain fiscal documentation verifying that expenditures enhance, rather than duplicate, existing efforts. This approach ensures fiscal integrity, transparency, and sustainability while strengthening long-term systems alignment and impact across the State.

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