

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Comprehensive Literacy State Development Program

CFDA # 84.371C

PR/Award # S371C200014

Grants.gov Tracking#: GRANT13122426

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 02, 2020

PR/Award # S371C200014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/01/2020

4. Applicant Identifier:

WY

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

06/02/2020

7. State Application Identifier:

WYOMING

8. APPLICANT INFORMATION:

* a. Legal Name: Education, Wyoming Department of

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

122 W. 25th St. Suite E200

Street2:

* City:

Cheyenne

County/Parish:

Laramie

* State:

WY: Wyoming

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

82002-0000

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Amy

Middle Name:

* Last Name:

Reyes

Suffix:

Title: Early Learning Specialist

Organizational Affiliation:

Wyoming Department of Education

* Telephone Number:

Fax Number:

* Email:

PR/Award # S371C200014

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

ED-GRANTS-040320-001

* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Literacy State Development (CLSD) Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2020-1

Title:

Application for New Grants Under the Comprehensive Literacy State Development Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

1235-SF424_AREAS AFFECTED BY PROJECT.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

WYOMING COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):***** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Wyoming - Comprehensive Literacy State Development Grant
Wyoming Believe In Literacy Together (WY BILT)

This grant is focusing efforts across 48 Wyoming School Districts. Sixteen sub-grants will be awarded among those school districts.

The school districts serve all students in their districts. These districts serve students in the following opportunity zones.

County	Census Tract Number	County	Census Tract Number
Albany	56001962800	Laramie	56021000402
Albany	56001963100	Laramie	56021001502
Albany	56001963400	Natrona	56025000200
Albany	56001963500	Natrona	56025000800
Albany	56001963700	Natrona	56025001100
Carbon	56007967700	Natrona	56025001200
Converse	56009956600	Park	56029965400
Fremont	56013000100	Platte	56031959100
Fremont	56013940100	Platte	56031959400
Fremont	56013940300	Sweetwater	56037970903
Goshen	56015957800	Uinta	56041975400
Goshen	56015958000	Washakie	56043000301
Hot Springs	56017967800		

CHEYENNE OFFICE

122 W. 25th St. Suite E200
Cheyenne, WY 82002

RIVERTON OFFICE

320 West Main
Riverton, WY 82501

ON THE WEB

edu.wyoming.gov
twitter.com/WYOEducation
facebook.com/WYOEducation

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Education, Wyoming Department of

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

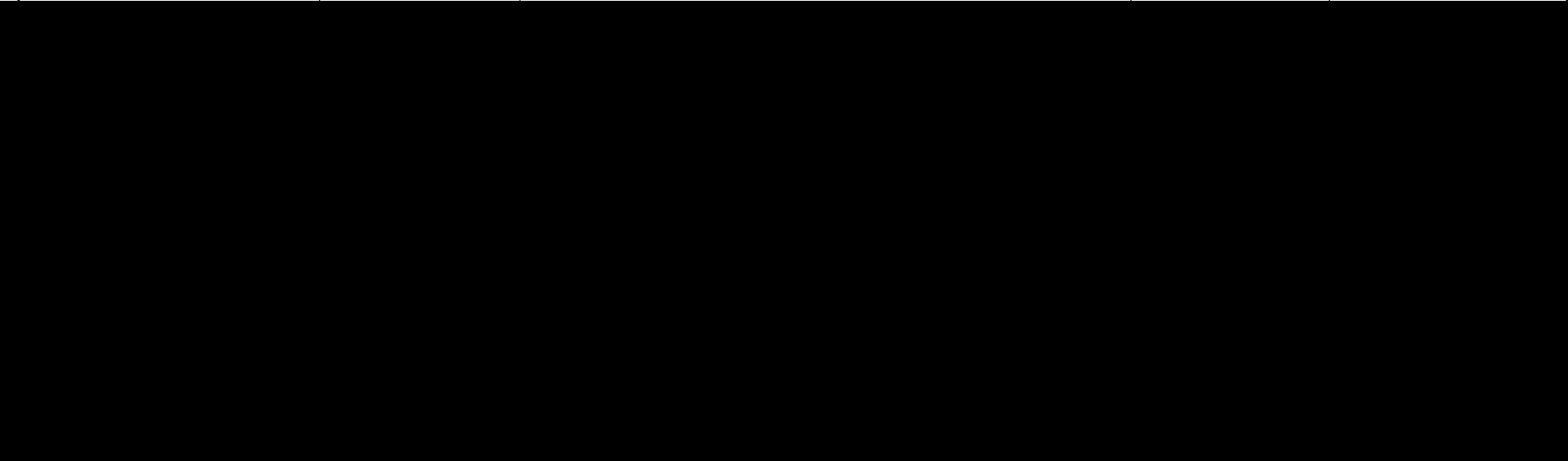
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 11.00 %.

PR/Award # S371C200014

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Education, Wyoming Department of	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
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SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Wyoming Department of Education"/> * Street 1 <input type="text" value="122 W. 25th St. Suite E200"/> Street 2 <input type="text"/> * City <input type="text" value="Cheyenne"/> State <input type="text" value="WY: Wyoming"/> Zip <input type="text" value="82002"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Comprehensive Literacy Development"/> CFDA Number, if applicable: <input type="text" value="84.371"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="Amy"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Reyes"/> Suffix <input type="text"/> * Street 1 <input type="text" value="122 W. 25th St. Suite E200"/> Street 2 <input type="text"/> * City <input type="text" value="Cheyenne"/> State <input type="text" value="WY: Wyoming"/> Zip <input type="text" value="82002-0000"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="REDACTED"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Trent"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Caroll"/> Suffix <input type="text"/> Title: <input type="text" value="Chief Operations Officer"/> Telephone No.: <input type="text" value="REDACTED"/> Date: <input type="text" value="06/01/2020"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1239-ED GEPA427 FORM Attachment.pdf

Add Attachment

Delete Attachment

View Attachment

ED GEPA Form 427

Wyoming – Comprehensive Literacy State Development Grant

This grant is focusing efforts to increase literacy of students most in need. Wyoming will be selecting 16 grants from its eligible 48 local education agencies.

The work associated with Wyoming’s Comprehensive Literacy State Development Grant will ultimately have statewide impacts as the grant has some components that will be available to all 48 school districts. Materials developed throughout this project will be available online and made accessible for students with disabilities. This grant also has a target audience of Native American students, low income students, English Learner students, and students with disabilities. All materials will be designed to meet the needs of these students.

CHEYENNE OFFICE

122 W. 25th St. Suite E200
Cheyenne, WY 82002

RIVERTON OFFICE

320 West Main
Riverton, WY 82501

ON THE WEB

edu.wyoming.gov
twitter.com/WYOEeducation
facebook.com/WYOEeducation

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Education, Wyoming Department of

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:



* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Shelley"/>	<input type="text"/>	<input type="text" value="Hamel"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="122 W. 25th St. Suite E200"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Cheyenne"/>
County:	<input type="text" value="Wyoming"/>
State:	<input type="text" value="WY: Wyoming"/>
Zip Code:	<input type="text" value="82002-0000"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☒ Yes ☐ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☒ Yes Provide Exemption(s) #: ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

RESEARCH ON HUMAN SUBJECTS NARRATIVE

Exempt Research on Human Subjects Narrative

The Wyoming Department of Education (WDE) will contract research services to an external vendor experienced with conducting high-quality studies in education settings. The vendor will select and use an independent institutional review board (IRB) to review research proposals involving human subjects for compliance with federal Protection of Human Subjects regulations. This independent IRB will be fully accredited by the Association for the Accreditation of Human Research Protection Programs (AAHRPP). If the project is funded, the vendor will obtain and send IRB certification to the Department of Education, as required.

For the proposed evaluation, WDE has determined that the research activities are exempt under multiple exempt categories. Research activities are exempt under Category 1 (observations, site visits) will be conducted in common educational settings to evaluate the effectiveness of targeted instructional techniques. Other research activities (surveys, focus groups) are exempt under Category 2, involving survey and interview procedures that is not recorded in a manner in which responses are identifiable. The remaining activities (administrative data, artifact review) are exempt under Category 4, involving the collection or study of existing data and documents. The following narrative describes the exempt human subjects research activities for the project evaluation.

1. Human subjects involvement and characteristics

Participants in the study will include Wyoming Believing in Literacy Together (WY BILT) subgrantee staff (i.e., teachers and administrators) from Wyoming school districts. The only inclusion criterion is participation in WY BILT. There are no exclusion criteria.

2. Sources of materials

The proposed project will utilize research materials from a variety of sources. The evaluation vendor will obtain information from human subjects, including surveys and focus groups, specifically for the purpose of the research. These will be reported in aggregate, and not linked to individual respondents. Site visit and observation information will be collected during the course of normal educational activities and be de-identified before reporting. In addition, the vendor will access existing data, which will include materials created for the regional workshops and state administrative records of disaggregated achievement for students with reading disabilities both at the district and state levels.

3. Recruitment and informed consent

All staff from WY BILT subgrantees will be invited to participate in the research project by the evaluation vendor. For those who are interested in participating in the study, the vendor will provide the informed consent form, encourage them to ask questions, and rephrase information as needed to ensure understanding. The vendor conducting the informed consent process will sign two copies of the informed consent form. One copy of the signed consent will be given to the subject. The informed consent form will be approved by the IRB and include information about the purposes of the study, the anticipated number of subjects to be enrolled, the study procedures, potential risks and benefits, and procedures to protect confidentiality. The informed consent forms will also emphasize that participation is completely voluntary and unrelated to employment status in any way.

4. Potential risks

The potential risks for subjects participating in this research are minimal and most likely psychological and temporary in nature. It is possible that individuals may feel uncomfortable answering some of the questions. We believe they will encounter no more than minimal risks,

such as those a person ordinarily encounters in daily life. For all participants, violation of privacy and loss of confidentiality are risks.

5. Protection against risk

Risks to research subjects participating in the study will be minimized by reminding participants that they can refuse to answer any questions at any time, without penalty. Confidentiality of research subjects will be protected by anonymizing results although the small size of the group may allow for some risk of identification. No contact information for participants will be collected. We feel these measures will be effective in protecting confidentiality, but as with any study, complete confidentiality cannot be guaranteed.

6. Importance of the knowledge to be gained

The knowledge gained through the project will help improve WY BILT which will in turn result in improved support to children with reading disabilities to improve their literacy outcomes. Given the minimal risks associated with participation in the proposed study, we feel the benefits far exceed the risks.

7. Collaborating sites

The contracted evaluation vendor will manage all research activities in collaboration with the Wyoming Department of Education (state education agency in Wyoming). The vendor (research institution) and WDE (education agency), will jointly coordinate data collection activities. All research activities will take place in WDE meeting spaces and subgrantee district buildings across the state.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

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

Applicable priorities. WDE's proposal addresses each of the competitive preference priorities described in CFDA 84.371C.

- Priority 1: WDE has not had an active discretionary grant under the CSLD or Striving Readers Comprehensive Literacy grant programs in the 5 years preceding this application.
- Priority 2: WDE will prioritize investment of CSLD resources, in the form of competitive subgrants, in LEAs that contain or overlap with one of Wyoming's qualified Opportunity Zones.

- Priority 3: The tiered support model leverages federal, state, and local resources to efficiently increase access to CSLD-funded activities and opportunities.

Proposed project outcomes. The goals of WY BILT are to increase the percentages of (1) educators with the knowledge and skills necessary to implement evidence-based literacy practices, (2) children entering kindergarten ready to read, (3) students reading proficiently by the end of grade 3 and 5, (4) graduates with the literacy skills necessary for college and careers, and (5) families that have access to adult literacy programs. Additionally, by using CSLD resources to provide intensive and targeted support to high-need districts, especially those located in Wyoming's 25 Opportunity Zones, WY BILT seeks to decrease literacy achievement gaps by 15 percentage points.

Number of proposed sites and participants to be served. The tiered model will provide all of Wyoming's 48 LEAs and associated ECE providers with access to some level of differentiated literacy support. By doing so, WY BILT will impact the quality of literacy instruction for all 93,000 students in the state. Additionally, WDE anticipates that approximately 16 high-need LEAs will receive competitive subgrants. The specific sites receiving subgrants will be determined through an application process, but LEAs in Wyoming's 25 qualified Opportunity Zones will be prioritized. WDE anticipates that 28,000 to 35,000 students, or approximately one-third of all Wyoming public school students, will be served annually by LEAs selected for subgrants and targeted or intensive support.

Project Narrative File(s)

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Proposal for Comprehensive Literacy State Development Program

June 2, 2020

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NEED FOR PROJECT

Wyoming has taken important steps to implement a comprehensive literacy program to improve the reading, writing, and comprehension skills of prekindergarten through grade 12 (preK–12) students. Historically, the Wyoming legislature has acknowledged the need to improve literacy outcomes and enacted legislation requiring school districts to implement reading screening programs that measure student reading progress in grades K–3. In 2019, the legislature issued House Bill 297, requiring the use of screening instruments to identify dyslexia and other reading disabilities. With the support of this bill, the Wyoming Department of Education (WDE) has strengthened the comprehensive literacy program by leading efforts to improve the capacity of local education agencies (LEAs) to detect learning disabilities and signs of dyslexia in students and to improve the quality of individualized education programs (IEPs).

Despite this progress, WDE recognizes that there are persistent literacy opportunity and achievement gaps, especially for English learners (ELs), students who live in poverty, students with disabilities, and other demographic groups. Additionally, many small schools in remote areas face the challenge of ensuring that students have access to excellent educators with strong literacy instruction skills. With this in mind, WDE proposes to use Comprehensive State Literacy Development (CSLD) grant resources to support the Wyoming Believing in Literacy Together (WY BILT) initiative. With the support of CSLD resources, WDE will convene a cross-sector team of stakeholders to develop a comprehensive state literacy plan and install a multi-tiered system of literacy support for every LEA in Wyoming. This multi-tiered system of support will provide foundational and targeted training and technical assistance to LEAs based on need and capacity. For example, LEAs serving high proportions of students who read below grade level will receive subgrants to build capacity to improve literacy outcomes for all preK–12 students.

Literacy Gaps and Needs

CSLD resources will allow WDE to address a fundamental organizational gap, the lack of a comprehensive state literacy plan. Although elements of a literacy plan exist, literacy improvement efforts in Wyoming would be more effective if they were guided by a comprehensive plan that coordinated literacy services across early childhood education (ECE), K–12 education, and teacher preparation. Additionally, a comprehensive state literacy plan would provide a framework to deliver resources to LEAs serving students who are most at risk of not meeting literacy benchmarks.

Children who are disadvantaged, children who live in poverty, ELs, and children with disabilities are at particular risk of entering kindergarten with less-developed oral language skills, including lower phonological awareness and less vocabulary and background knowledge. These deficits increase the likelihood that the children will encounter reading and writing difficulties, reducing their ability to access a well-rounded education and decreasing the probability that they will graduate on time and be ready for college and careers. Additionally, if children have difficulty with speaking, reading, or writing in English, their ability to participate in society fully and productively may be reduced. WDE believes that these factors, combined with inconsistent access to high-quality, evidence-based literacy instruction, have contributed to the high proportion of students considered at risk.

Wyoming-identified gaps and needs. Wyoming is a rural state with a total population of 578,759, with 23.3% of the population 18 years old or younger (United States Census Bureau, 2019). For the 2018/19 school year, 48 public school districts in the state enrolled 93,029 students in 349 schools (WDE, n.d.). Additionally, Wyoming has 25 identified Opportunity Zones (IRS, 2018).

In Wyoming, a large number of children live in poverty and are considered at risk:

- Across the state, 13% of children live in poverty. The poverty rate for children under age 6 is 15.2%, and the rate for children age 6 to 11 is 12.4% (Spotlight on Poverty and Opportunity, n.d.).
- In Wyoming public schools, 15.6% of children enrolled in preschool, 12.8% of children in elementary school (grades 1–4), 11.0% of children in middle school (grades 5–8), and 10.8% of children in high school (grades 9–12) lived below the poverty line within the past year (Spotlight on Poverty and Opportunity, n.d.).
- Across the state, 993 children are in foster care, a rate of 7.9 per 1,000, which is 36% higher the national rate of 5.8 per 1,000 (Child Trend, 2017).

Achievement gaps. In 2018/19, only 55% of grade 3, 56% of grade 5, and 53% of grade 10 students scored proficient or above on the Wyoming Test of Proficiency and Progress (WY-TOPP) literacy assessment, indicating a need to improve the quality of literacy instruction in the state. The WY BILT initiative will also address literacy achievement gaps for American Indian/Alaska Native (AI/AN) students, Black students, ELs, and students with disabilities. During the 2018/19 school year, only 21% of AI/AN and 31% of Black students in grade 5 scored proficient or above on the WY-TOPP, compared to 56% of all students (WDE, n.d.). Similarly, only 14% of ELs and 19% of students with disabilities scored as proficient or above on the grade 5 literacy assessment (WDE, n.d.). These achievement gaps remain consistent across all assessed grade levels and indicate a need to improve the quality of literacy of instruction for all students, especially for historically underserved student groups (Table 1).

Table 1. Percentages of Students Scoring Proficient or Above on the 2018/19 WY-TOPP Literacy Assessment, by Student Group

Student Group	Grade							
	3	4	5	6	7	8	9	10
All	55	49	56	61	59	61	53	53
Hispanic	42	36	<i>41</i>	<i>45</i>	<i>44</i>	48	<i>37</i>	<i>37</i>
AI/AN	<i>24</i>	<i>18</i>	<i>21</i>	<i>29</i>	<i>24</i>	<i>28</i>	<i>30</i>	<i>22</i>
Black	49	<i>32</i>	<i>31</i>	52	<i>33</i>	50	<i>35</i>	41
White	59	53	60	65	63	65	56	57
ELs	<i>24</i>	<i>13</i>	<i>14</i>	<i>12</i>	<i>12</i>	<i>10</i>	<i>14</i>	<i>12</i>
Students eligible for free or reduced-price lunch	<i>40</i>	35	42	47	45	<i>46</i>	39	<i>38</i>
Students with IEPs	<i>26</i>	<i>21</i>	<i>19</i>	<i>22</i>	<i>18</i>	<i>21</i>	<i>14</i>	<i>18</i>

Note. Percentages in italics and boldface indicate gaps between the student groups and all students that are 15 percentage points or higher.

State Needs Assessment

In March 2020, WDE administered a needs assessment to all educators, facilitators, principals, superintendents, and reading specialists in Wyoming. Findings from the needs assessment suggest that there are significant gaps in educators' understanding of evidence-based literacy practices and that infrastructure and systems to support literacy instruction and struggling readers need to be strengthened. Summarized below, the findings suggest that the literacy achievement gaps discussed in the previous section may be associated with relatively low educator and system capacity.

- 89% of leaders and 67% of teachers reported that teachers did not know where to find literacy resources around the state.
- Over one-third of teachers and leaders reported that they did not have a reading program or materials that met the literacy needs of students in their schools.
- 55% of leaders and 41% of teachers perceived a lack of consistency in the implementation of effective literacy teaching practices.
- Only 30% of educators believed all students were progressing satisfactorily in their schools' current core reading programs.
- 67% of leaders reported that teachers had received professional development in literacy in the past year, but only 40% of teachers reported having access to literacy-focused professional development.
- 87% of leaders believed that teachers had the instructional materials needed for providing in-class intervention for struggling readers and writers, whereas only 46% of teachers believed they had the necessary resources.
- Only 37% of teachers reported entering the classroom fully prepared to teach reading, and only 20% felt prepared to serve students with reading difficulties like dyslexia.

Analysis of state literacy achievement data and the results from the needs assessment suggest that there is inconsistent understanding and implementation of effective evidence-based literacy practices and that schools lack effective systems to support struggling readers.

PROJECT DESIGN

The overarching goal of the proposed CSLD project is to improve literacy outcomes for all preK–12 students in Wyoming, with a focus on eliminating literacy opportunity and achievement gaps for ELs, AI/AN students, and students with disabilities. More specifically, WY BILT goals are to increase the percentages of (1) educators with the knowledge and skills necessary to meet

the needs of diverse learners, (2) children entering kindergarten ready to read, (3) students reading proficiently by the end of grade 3, (4) graduates with the literacy skills necessary for college and careers, and (5) families that have access to adult literacy programs. Additionally, by using CSLD resources to provide intensive and targeted support to high-need districts, especially those in Opportunity Zones, WY BILT seeks to decrease literacy achievement gaps for ELs, AI/AN students, and students with disabilities by 15%. Table 2 describes specific and measurable targets (SMART goals) for each of these key project goals and their alignment to CSLD Government Performance and Results Act (GPRA) Measures.

A secondary goal of WY BILT is to improve the capacity of WDE and LEAs to engage in and sustain systemic improvement efforts. Although this proposed project focuses on literacy, WDE believes that an integrated, coherent, multilevel effort to improve literacy will also increase the ability of educators across Wyoming to lead additional improvement efforts. In other words, they will be able to apply the experience and skills gained through WY BILT to improve math proficiency, increase graduation and completion rates, and address students’ social-emotional needs.

Table 2. WY BILT SMART Goals and GPRA Alignment		
Goal	Targets	GPRA Measure
Students enter kindergarten ready to read	By June 2025, increase the percentage of students entering kindergarten literacy ready, as measured by Get Ready to Read. By June 2025, reduce the gap in kindergarten reading readiness for	The percentage of participating 4-year-old children who achieve significant gains in oral language skills, as determined by a state-approved measure.

Goal	Targets	GPRA Measure
	AI/AN students and Els, as measured by Get Ready to Read.	
Increase grade 3 reading proficiency	By June 2025, increase the percentage of grade 3 students who meet or exceed proficiency on the WY-TOPP from 55% to 85%, and reduce the gap for AI/AN students, ELs, and students with disabilities by 15 percentage points.	The percentage of participating grade 5 students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
Increase grade 5 reading proficiency	By June 2025, increase the percentage of grade 5 students who meet or exceed proficiency on the WY-TOPP from 56% to 85%, and reduce the gap for AI/AN students, ELs, and students with disabilities by 15 percentage points.	The percentage of participating grade 5 students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
Students graduate with college- and career-ready literacy skills	By June 2025, increase the percentage of grade 8 students who meet or exceed proficiency on the WY-TOPP from 61% to 85%, and reduce the gap for AI/AN students, ELs, and students with disabilities	The percentage of participating grade 8 students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.

Goal	Targets	GPRA Measure
	by 15 percentage points. By June 2025, increase the percentage of grade 10 students who meet or exceed proficiency on the WY-TOPP from 53% to 85%, and reduce the gap for AI/AN students, ELs, and students with disabilities by 15 percentage points.	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.
Increase educator knowledge	By June 2025, increase the use of evidence-based literacy practices by participating educators, as measured by surveys completed by educators.	The percentage of evidence-based activities implemented by subgrantees that meet the requirements of strong or moderate evidence.
Increase adult literacy	By June 2025, increase the use of adult/family literacy programs, as measured by surveys completed by educators.	

To achieve the goals in Table 2, WDE has established three key project objectives: (1) develop a comprehensive state literacy plan; (2) create a statewide system of tiered literacy support; and (3) invest CSLD resources in high-need LEAs. Development of the comprehensive state literacy plan and infrastructure for a multi-tiered literacy support system will be primarily

supported with the 5% state set aside, while 95% of CSLD resources will be allocated to LEAs in the form of competitive subgrants.

Objective 1: Develop a Comprehensive State Literacy Plan

WDE will use state and CSLD resources to develop a comprehensive state literacy plan. Wyoming currently has elements of a literacy plan, including key legislation (H.B. 297), that have established state priorities, including improving grade 3 reading proficiency, identifying and supporting students with reading disabilities, and implementing evidence-based reading practices and interventions. As part of this CSLD-funded project, WDE proposes to integrate existing literacy plan elements into a comprehensive state literacy plan that will coordinate early childhood education, K–12 education, and teacher preservice literacy training efforts around a common set of literacy goals. Additionally, the plan will provide a framework to guide the investment of local, state, and federal resources, including potential CSLD funds. Finally, the plan will include the Wyoming Blueprint for Action, described in the next section, which will establish a statewide system of tiered literacy support for LEAs and schools.

Two overlapping teams will lead the creation and implementation of the comprehensive state literacy plan: a cross-sector Literacy Task Force, and an internal WDE Literacy Team led by a CSLD-funded Literacy Director. Immediately after notification of a CSLD award, WDE will convene the Literacy Task Force, responsible for developing and monitoring the comprehensive state literacy plan. This task force will consist of representatives from WDE, the Governor's Office, the state legislature, LEAs, institutions of higher education (IHEs), ECE providers, the state library, and adult/family literacy providers. Members of the WDE Literacy Team will facilitate the Literacy Task Force, with support from the North Central Comprehensive Center. The task force will meet monthly during the 2020–21 program year to develop the comprehensive state literacy plan and then reconvene quarterly throughout the

duration of the CSLD-funded project to provide feedback and monitor implementation. As discussed earlier, a key function of the comprehensive state literacy plan will be to coordinate cross-sector literacy improvement efforts. Therefore, the Literacy Task Force will include sector-specific workgroups (e.g., early childhood, elementary, secondary, teacher preservice, family literacy) and be responsible for creating goals, objectives, and strategies aligned with the plan. See Attachment

Finally, a key outcome for the Literacy Task Force will be the creation of the Wyoming Blueprint for Action, which will establish the infrastructure for a statewide system of tiered literacy support. Led by the Literacy Director, the WDE Literacy Team will implement the blueprint and be responsible for administering, supporting, and monitoring subgrants to eligible LEAs. Additionally, the WDE Literacy Team will provide and organize CSLD-funded technical assistance, training, and coaching to LEAs regarding the identification of students with reading disabilities and the use of evidence-based practices and interventions.

Objective 2: Create a Statewide System of Tiered Literacy Support

A product of the comprehensive state literacy plan will be the Wyoming Blueprint for Action, a detailed plan for the installation of a multi-tiered system of literacy support for all LEAs and schools in Wyoming. This system will leverage local, state, the CSLD state allocation, and CSLD subgrants to create a cascading system of support for schools and LEAs. The tiered system of support will include three levels of support based on LEA need: (1) foundational training for all LEAs; (2) targeted support for LEAs with disproportionate percentages of students reading below grade level; and (3) intensive support for LEAS with the highest proportions of students reading below grade level.

The first tier of support will be offered to all LEAs, schools, and ECE providers. Planned and delivered by the WDE literacy team and content experts, this tier will focus on building a common understanding of (1) the goals, objectives, and strategies of the comprehensive state literacy plan; (2) statutory requirements of H.B. 297; (3) effective evidence-based Universal Design for Learning (UDL) literacy practices; (4) identification of and support for students with disabilities; and (5) development of literacy improvement plans. LEAs would access the training at annual stand-alone conferences and/or workshops connected to state education conferences. Alternatively, WDE may elect to deliver the training through virtual conferences or online modules. LEAs that receive CSLD subgrants will use grant resources to cover costs associated with participation (e.g., sub costs, extended hours, travel expenses). LEAs that do not receive subgrants, because they are either ineligible or unsuccessful, will be expected to use local professional development resources and/or may be eligible for reimbursement of a portion of participation costs by WDE. By leveraging CSLD, state, and local resources to offer common foundational literacy training to all LEAs, WDE hopes to impact literacy outcomes for all Wyoming students and address the Competitive Preference 3 goal of efficiently using taxpayer resources, as outlined in the CSLD request for application.

The second tier of support will target LEAs that have disproportionate percentages of students reading below grade level. In addition to receiving the foundational trainings offered to all LEAs, these LEAs will be eligible for small CSLD subgrants they can use to access further training and support to develop literacy improvement plans aligned with the comprehensive state literacy plan, install multi-tiered systems of support (MTSS), and implement evidence-based practices. Examples of more intensive assistance related to Tier 2 include participation in regional workshops, technical assistance from WDE staff, training and coaching from content experts and school improvement specialists, and selection of evidence-based literacy programs.

Finally, Tier 2 schools and LEAs will be required to participate in the Wyoming Literacy Improvement Network, a networked improvement community comprising all Wyoming CSLD subgrantees. Participation in the network will provide opportunities to share and benefit from lessons learned.

The final tier will provide intensive support to LEAs, especially those in Opportunity Zones, with the highest proportions of students who read below grade level and/or with the largest achievement gaps. These LEAs will be able to access all Tier 1 and 2 activities (such as foundational and regional trainings) and will be invited to apply for full CSLD subgrants. The subgrants will provide resources for intensive, embedded, ongoing technical assistance, training, and coaching in school/system improvement and evidence-based literacy practices. As described in greater detail in the next section, these LEAs will be expected to use their CSLD subgrants to (1) create literacy improvement plans and literacy leadership teams; (2) purchase evidence-based literacy programs, curricula, assessments, and universal screeners; (3) hire and train literacy specialists; (4) provide embedded and ongoing professional development in evidence-based literacy practices; and (5) contract with state-approved literacy and school improvement consultants and content experts. Finally, LEAs receiving full CSLD subgrants will be required to participate in the Wyoming Literacy Improvement Network.

Objective 3: Invest CSLD Resources in High-Need LEAs

LEAs will be invited to apply for CSLD subgrants based on a combination of the following criteria: location in Opportunity Zones; percentage of students entering kindergarten ready to read; percentage of K–12 students meeting or exceeding literacy proficiency standards on the WY-TOPP; and literacy achievement gaps between student groups (AI/AN students, ELs, and students with disabilities). WDE will determine whether an LEA is eligible for a Tier 2 or 3 CSLD subgrant based on the above criteria and the district's state literacy rankings. For example,

an LEA in the bottom 25–30% in literacy may be eligible to apply for a Tier 2 grant, and an LEA in the bottom 10–15% may be eligible for a Tier 3 grant. The Literacy Task Force will provide input on eligibility and the selection criteria during one of the initial convenings, and the WDE literacy team will disseminate a request for applications in January 2021.

Applications. As part of the application process, LEAs will be required to demonstrate the following needs, capacities, and assurances. The WDE Literacy Team will provide technical assistance to LEAs and help applicants develop literacy improvement plans.

- **Need:** Using local and state assessment data, LEAs will document the literacy need that CSLD subgrants will address. Additionally, LEAs will use literacy assessment data to establish specific, measurable performance goals for early childhood, elementary, and secondary student populations, with particular attention to closing achievement gaps.
- **Capacity:** LEAs will demonstrate that they have the capacity to implement all project goals and will articulate the additional literacy and system improvement capacity that will be built through the proposed project. Demonstration of implementation capacity will include (1) project plans linked to assessment data and a theory of change, (2) identification of a project leadership team, and (3) a literacy improvement plan or the intent to develop a plan. LEAs will also clearly identify how the project will develop system and literacy improvement capacities that will allow them to sustain progress after funding ends.
- **Assurances:** Applications will include detailed project implementation plans that provide assurances that the proportion of resources allocated to ECE, elementary, and secondary systems will be consistent with CSLD guidance. Additionally, applicants will be required to demonstrate that project activities and strategies are aligned with the tiered support model. Some activities may be prescribed, including those described in the next section.

LEA activities. Subgrantees will be required to use CSLD funds to improve their capacity to use evidence-based practices and resources and engage in sustained system improvement. These allowable and required uses of grant resources are aligned with the WY BILT conceptual framework, described in the *Project Design* section, and the evidence on which it is based (Table 3). Required project elements are differentiated based on subgrant type and can be modified to meet the needs of the community.

Table 3. Summary of Required Project Elements

Element	Tier 2 Subgrantees	Tier 3 Subgrantees	References
Literacy improvement plan	Development of literacy improvement plans that are aligned with statewide comprehensive literacy plan, include a logic model and theory of change, detail the use of local and CSLD resources, and include evidence-based literacy and school improvement strategies.		N/A
Literacy leadership team	Creation of literacy leadership teams that lead implementation of CSLD-funded literacy improvement plans.		Bertram et al., 2015
WDE trainings	Use CSLD subgrants to participate in Tier 1 foundational trainings and Tier 2 regional trainings and workshops. May include substitutes, release time, travel expenses.		Baker et al., 2014; Foorman et al., 2016; Kamil et al., 2008
Evidence-based Practice	Use CSLD resources to procure evidence-based literacy programs, assessments, and universal		Arabo, et al., 2017; Bailet et al., 2013;

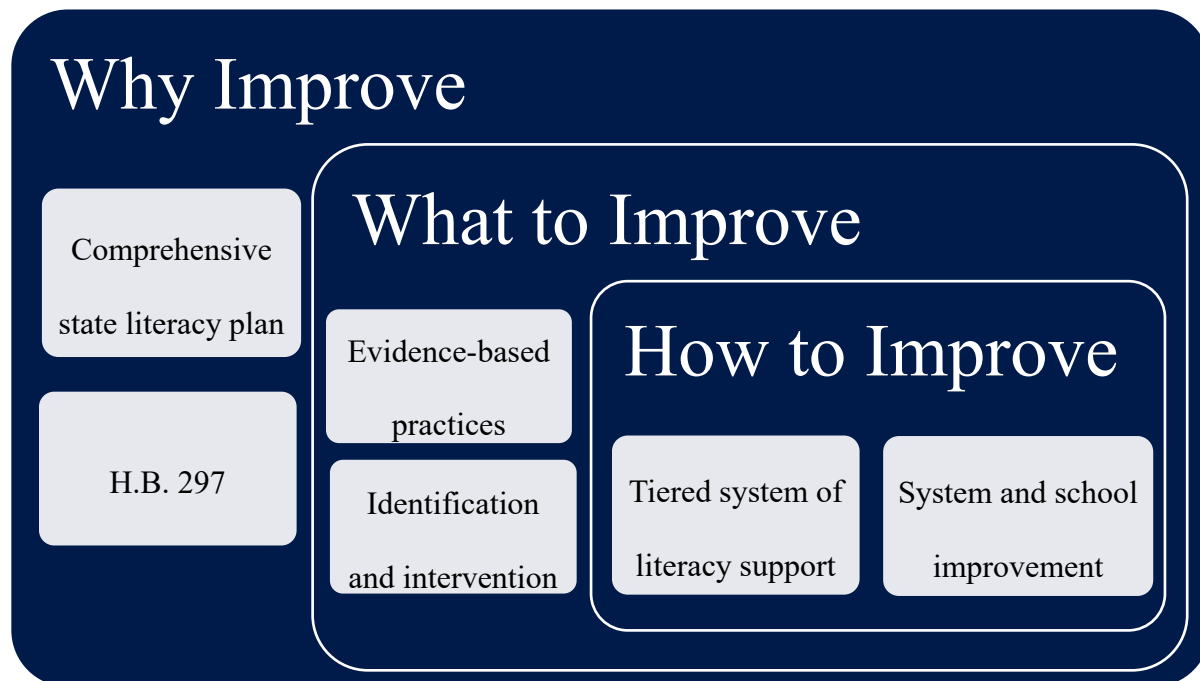
Element	Tier 2 Subgrantees	Tier 3 Subgrantees	References
& Material	screeners. Use CSLD resources to provide professional development and training to staff regarding evidence-based practices and the use of resources and materials.		Baker et al., 2014; Forman et al., 2016; Graham & Perrin, 2017; Hanover, 2014; Kamil et al., 2008
Multi-tiered Systems of Support (MTSS)	Use CSLD resources to install or strengthen MTSS. May include trainings, release time, substitutes, technical assistance, etc.		Stoiber & Gettinger, 2016
Family engagement	Use CSLD resources to improve capacity of families to support student literacy. May include trainings, resources, contracts, etc.		Bernhard & Cummins, 2004; Burgess et al., 2002; Casanova et al., 2005
Networked improvement community	Use CSLD resources to participate in the Wyoming Literacy Improvement Network in order to share and benefit from lessons learned.		Hargreaves et al., 2017, 2015
Evaluation	Use CSLD resources to engage in developmental evaluation activities.		Gamble, 2008; Patton, 2010
Literacy coaches	Optional	Hire and train literacy coaches to provide training and support to help ECE, elementary,	Barkley, 2011; Knight, 2007

Element	Tier 2 Subgrantees	Tier 3 Subgrantees	References
		and secondary teachers implement evidence-based practices.	
Literacy technical assistance and coaching	Optional	Contract with state-approved literacy content experts to support identification, selection, and implementation of evidence-based practices.	Shanklin, 2006
System improvement technical assistance and coaching	Optional	Contract with state-approved school/system improvement specialists to build LEA capacity to initiate and sustain improvement.	Bertram et al., 2015; Bryk et al., 2015; Fixen et al., 2005

Conceptual Framework and Literature Base

The WY BILT approach to improving literacy outcomes for Wyoming students is based on two areas of research: school/systems improvement, and evidence-based literacy practices. In the WY BILT conceptual framework (Figure 1), evidence-based literacy practices are conceptualized as *what* educators do to improve literacy outcomes for students, system improvement strategies are *how* LEAs effectively implement and sustain those literacy practices, and the comprehensive state literacy plan provides the rationale and framework for these efforts.

Figure 1. WY BILT Conceptual Framework



School and system improvement. Although the constraints of this proposal do not allow for an exhaustive review of the literature related to school improvement, this section summarizes several key tenets of WDE’s approach to school improvement. Subgrantees will be expected to implement their projects under the auspices of the principles below, and state-approved improvement specialists will be expected to work within the framework.

Implementation science. Widely used in public health, and more recently adopted in education systems, implementation science is “the scientific study of methods to promote the systematic uptake of research findings and other evidence-based practices into routine practice, and, hence, to improve the quality and effectiveness of health services” (Eccles & Mittman, 2006, p. 1). Fixen et al. (2005) at the National Implementation Research Network have provided guidance for how to systematically install, implement, and sustain improvement initiatives in

educational settings. More specifically, they outline distinct stages of effective implementation: exploration, installation, initial implementation, and full implementation.

Improvement science. Bryk et al. (2015) provide a framework for using data-driven improvement cycles to solve specific context-dependent educational problems. The field of improvement science acknowledges that a broad base of players inquiring into problems and their root causes results in deeper understanding and smarter action, which is tested iteratively for positive results. Multiple inquiries that include measurable results are then shared among communities of practitioners who can learn from one another's experiences to improve interventions and, ultimately, outcomes related to the initial problem identified (Bryk et al., 2015). This may take the form of Plan-Do-Study-Act cycles or other iterative continuous improvement processes that use data to monitor and refine implementation.

Adaptive and technical change. Improving systems typically involves a combination of undertaking straightforward, *technical* change and more complex, *adaptive* change (Eichholz, 2017; Heifitz & Linsky, 2002; Howley & Sturges, 2018). Often a large-scale initiative begins as a technical change and advances into an adaptive change as the initiative scales from initial to full implementation. Navigating transitions between technical and adaptive change requires an understanding the human nature of change and an ability to manage and maintain relational trust (Bryk & Schneider, 2003).

Evidence-based literacy practices. There is a strong foundation of evidence regarding effective reading instruction. We know more about reading than all other content areas combined (Stanovich, 2000), but these instructional practices have not been implemented with consistency in all classrooms (Crockett, 2004; Kilpatrick, 2015). Building the capacity of WDE, districts, schools, and educators to understand and implement these evidence-based practices is a primary goal of the proposed project. WY BILT defines evidence-based literacy practices as instructional

approaches that have demonstrated a statistically significant effect on improving student literacy outcomes. Practices disseminated at foundational and regional workshops, as well as practices allowable under CSLD subgrants, will be required to meet this definition. These will be selected from IES practice guides (Baker et al., 2014; Foorman et al., 2016; Kamil et al., 2008), peer-reviewed journals, and research syntheses. Sub-grantees that select practices that meet the “demonstrates a rationale” criteria under ESSA must provide logic models that clearly identify the mechanisms through which the practices will improve outcomes.

Support for struggling readers will be based on the five essential elements of literacy, or the “Big 5”: phonological awareness, phonics, fluency, vocabulary, and comprehension. These elements are supported by 40 years of multidisciplinary research (National Reading Panel, 2000; National Research Council 1998). This research base has advanced educators’ understanding of struggling readers and effective interventions (Coyne et al., 2004). WY BILT will leverage this evidence base to improve understanding of the stages of reading (Baker et al., 2014; Chall, 1967; Foorman et al., 2016; Kamil et al., 2008), address the unique needs of specific populations of students (Gersten et al., 2007), and (c) improve adolescent literacy (Kamil et al., 2008).

Implementation and system improvement support will be based on Kilpatrick’s (2015) meta-analysis of reading intervention studies, which identified practices with mild, moderate, and high impact. This meta-analysis indicated that practices with the highest impact share three elements: (1) eliminating phonological awareness deficits and teaching phonemic awareness; (2) teaching and reinforcing phonics skills and phonic decoding; and (3) providing opportunities for reading connected text. Kilpatrick (2015) notes that, to create high-impact intervention systems, schools need to ensure that there are (1) an effective assessment system that identifies students early, (2) progress monitoring that allows for flexible grouping, and (3) master scheduling that includes time for sufficient Tier 1 instruction and intervention and ensures that the most fragile students

are with the most effective educators. Additionally, there needs to be time in the master schedule to allow for data-based decision-making, teacher collaboration, and connections with families.

MANAGEMENT PLAN

Project Leadership

The WY BILT multi-tiered system of support approach will be supported by three teams: a core management team (see Attachment A for Key Project Staff Resumes); the WDE Literacy Team; and the Literacy Task Force composed of representatives from other state agencies and key stakeholders (see Attachment B for Letters of Support).

The *core management team* will consist of the WDE Literacy Director, the Literacy Program Manager, a Project Director, a Project Manager, a Project Coordinator, and a Fiscal Manager (Table 4). The Literacy Director will work closely with the Project Director and core management team but will be responsible for organizing and coordinating interdepartmental literacy improvement and support efforts at WDE. The Literacy Program Manager will provide consultative services to students, teachers, administrators, and WY BILT staff on literacy-related issues, including leadership and support for high-quality core literacy curriculum, instruction, assessment, and intervention. The Project Director will oversee strategic planning and provide oversight and direction for the CSLD-funded project. The Project Manager will provide operational guidance and direction, support implementation, and monitor progress on CSLD goals and objectives. The Project Coordinator will support the Project Manager and provide direct implementation support to teams and subgrantees. Finally, the Fiscal Manager will monitor the project budget and ensure that resource use is aligned with the proposal, approved budgets, and CSLD guidance.

Table 4. Key Project Staff

Role	Staff	Responsibility
Literacy Director	To Be Hired	Leads WDE literacy team; builds WDE literacy capacity; coordinates WDE support.
Literacy Program Manager	To be hired	Provides support for quality core literacy curriculum, instruction, assessment, and intervention.
Project Director	Shelley Hamel, MA	Project oversight and leadership.
Project Manager	Amy Reyes, BS	Provides operational support and guidance; monitors implementation and progress.
Project Coordinator	John Bole, MA, MEd	Provides direct implementation support to subgrantees.
Fiscal Manager	Dustin Brown, MA	Oversees budget and monitors expenditures.

The *WDE Literacy Team* will be charged with installing and implementing the Wyoming Blueprint for Action tiered system of literacy support. The Literacy Director will lead this interdepartmental team, which will consist of representatives from the core management team, Early Learning, Title III, Title IX/McKinney-Vento, Native American Education, Funded Programs, Teaching and Learning, and other WDE departments. The team will provide coordinated literacy and system improvement support by planning and delivering foundational and regional workshops, distributing CSLD resources to eligible LEAs in the form of competitive subgrants, and providing training and technical assistance to subgrantees. The WDE Literacy Team will also ensure that the CSLD-funded project is addressing the needs of specific student groups such as pre-kindergarten students and students with disabilities. For example, the

Literacy Team and Literacy Director will work with representatives from the Early Childhood Readiness department and Early Intervention and Education Program to coordinate support and monitor allocation of CSLD resources to prekindergarten and ECE.

As described in the *Project Design* section, the *Literacy Task Force* will be charged with developing the comprehensive state literacy plan. It will act as a steering committee or guiding coalition and consist of representatives from stakeholder groups, including WDE, the Early Intervention and Education Program, the Governor's Office, the state legislature, LEAs, IHEs, ECE providers, the state library, Wyoming community colleges, and adult basic education providers.

Early Childhood Program and Higher Education Collaboration

WDE has developed a strategic partnership with the Wyoming Department of Health's Early Intervention and Education Program (EIEP). The EIEP is responsible for administering Wyoming's ECE program and the IDEA Part C program. The EIEP Part C Coordinator will be a member of the Literacy Task Force and collaborate with the Project Director and Literacy Director to ensure that WDE support and LEA subgrants address ECE literacy priorities. WDE also works closely with the College of Education and the Literacy Research Center and Clinic at the University of Wyoming. The director of the Literacy Research Center and Clinic will serve on the Literacy Task Force and collaborate with the Literacy Director to connect, support, and expand existing literacy programs across Wyoming and improve the literacy skills of preservice teachers.

Project Timeline and Milestones

Implementation of WY BILT will include, but not be limited to, the following project milestones (Table 5).

Table 5. Summary of Key Project Milestones

Timeline	Activities
Fall 2020	WDE recruits and hires project staff, including the Literacy Director.
	The Literacy Task Force convenes and begins to develop a comprehensive state literacy plan and identify criteria for subgrants.
	The WDE literacy team identifies LEAs eligible for Tier 1 & 2 subgrants.
January 2021	Applications for the subgrants are released.
	Proposal development technical assistance is offered to LEAs.
March 2021	The Literacy Task Force completes the comprehensive state literacy plan.
April 2021	Subgrants are issued.
	Grantees engage with WDE and content experts and begin to refine and align literacy improvement plans with the comprehensive state literacy plan.
Summer/fall 2021	First annual Tier 1 foundational training and support offered to all Wyoming LEAs in the form of workshops, conferences, webinars, and/or online modules.
	First semiannual Tier 2 regional workshops offered to Tier 2 & 3 LEAs.
Summer 2021–spring 2025	Tier 2 LEAs access targeted TA and support, using sub-grant resources.
	Tier 3 LEAs that received full subgrants implement activities defined in literacy improvement plans.
	Tier 2 & 3 LEAs participate in networked literacy improvement communities.
	Literacy Task Force reconvenes quarterly to monitor implementation of the Wyoming Blueprint for Action, revise and update the comprehensive state

Timeline	Activities
	literacy plan, and make recommendations regarding licensure, policy, etc.

Evaluation and Continuous Improvement

To support continuous improvement and ensure that evaluation results are used to improve the quality of implementation, WDE proposes to integrate evaluation and project management. WDE will use a developmental evaluation (DE) approach (Gamble, 2008; Patton, 2010) to monitor and provide feedback on WY BILT to each of the three project teams. DE facilitates the evolution of a program in a complex environment, such as a state education system, to nurture learning about what is working and what is not (Patton, 2010). To ensure that the evaluation supports program improvement, DE allows for evaluators to be an integral part of the project team and use data collection instruments that may change as program implementation evolves (Patton, 2010). This integration of evaluation into the program also allows the project team to access data rapidly and, in almost real time, to foster a continuous improvement loop between all project team members (Fagen et al., 2011; Patton, 2010). Summarized in Table 6, this approach will provide the flexibility to gather the data needed to continuously improve WY BILT so that it can best meet the evolving needs of the state education system while also upholding rigorous methodological standards.

Table 6. Summary of Evaluation Activities

Activity	Responsibility	Timeline	Outcomes/Outputs
Create the Wyoming literacy team and Literacy Task Force	WDE	Year 1	Wyoming literacy team and Literacy Task Force created.
Determine criteria to	Literacy Task	Year 1	16 subgrantees awarded.

Activity	Responsibility	Timeline	Outcomes/Outputs
			<ul style="list-style-type: none"> Materials identified for families to support literacy milestones.

Evaluation Questions

WDE has drafted evaluation questions that align closely with the WY BILT logic model (see Attachment C for Logic Model) and that also incorporate questions aligned with the DE approach. These evaluation questions will inform data collection methods, data analyses, and data use strategies.

- To what extent are WY BILT activities implemented and outputs achieved as intended?
- To what extent were short-, mid-, and long-term outcomes achieved?
- To what extent was the WY BILT goal achieved?

Data Collection Methods

Evaluators will use both quantitative and qualitative data collection methods to collect data on implementation fidelity to include in analysis with data collected by the state (e.g., demographics and student learning). In each year of the project, evaluators will collect primary and secondary data. Primary data sources will include assessment data, surveys, focus groups, interviews, observations, site visits, and artifact review. Observations and site visits will be conducted annually. Focus groups and interviews will be conducted during the spring quarter each year with a sample of administrators and teachers in each subgrantee school district. Surveys will be administered to stakeholders in all subgrantee schools during the spring quarter each year. Artifact collection will be ongoing, with target collection at the beginning of each school year. The secondary data source will be state administrative data.

Data Analyses

Evaluators will conduct quarterly analyses at three levels: current quarter (Where are we now?); current year (Are we improving?); and aggregated across years (What have we achieved?). For example, during the Year 2 Quarter 2 (winter) collaborative reporting session, evaluators will analyze (1) Year 2 Quarter 2 data, (2) Year 2 data from both quarters, and (3) Year 1 and available Year 2 data. The final analyses at the end of the project will include data collected for all years of the program to capture lessons learned and successes.

Analyses will include both quantitative and qualitative components. All survey data will be analyzed using appropriate and rigorous analytic strategies to answer the evaluation questions. Evaluators will use descriptive analyses of frequencies and measures of central tendency and variation to show patterns of answers—for example, what percentage of workshop participants found the training useful, what the mode level of satisfaction was, and how often it differed across workshop participants. These patterns will inform the project team’s revision to the workshops. Furthermore, data will be tracked for change over time, as appropriate.

For qualitative data, two evaluators will open code the open-ended survey responses as well as the focus group and interview transcripts to identify key themes (Creswell, 2003). Coders will resolve discrepancies through discussion and then triangulate coded themes for validity. That is, themes that emerge in one form of data (such as open-ended survey responses) will be verified in another form of data (such as interviews). Outliers will be explored and will inform further data collection through revisions to surveys and protocols.

Data Reporting and Use

Evaluators will meet with WY BILT project leadership once a quarter. For Quarters 1 to 3 (fall, winter, and spring), evaluators will present and lead discussion of the data and analyses, and next steps will be collaboratively determined. The evaluation plan will be revisited and

adjusted as needed. These meetings will be summarized in a brief after each meeting. Annually, in Quarter 4 (summer), a formal report will be drafted and shared with WY BILT project leadership. This report will feature recommendations based on the data and analyses, including the fidelity of implementation and sustainability of the program. WY BILT project leadership will have the opportunity to discuss and add context to the report. The Literacy Task Force will use this report to make recommendations on changes needed to achieve grant goals.

PROJECT SERVICES

WDE has rigorous procurement and grant management standards that will help to ensure that the competitive subgrant process is fair, objective, and effective in allocating CSLD resources to high-need LEAs. These standards include the following elements (see Attachment D. Assurances and Certifications).

Request for Application

An LEA subgrant applicant will be required to detail how (1) the LEA will use the CLSD subgrantee funding, (2) funding use will align to specific literacy goals, (3) impact will be measured quantitatively and qualitatively, and (4) the proposed LEA activities are aligned with WY BILT goals and objectives. All subgrantees will be required to demonstrate how distribution of funding to ECE, elementary, and secondary systems is consistent with CSLD guidance and provide assurances that the proposed use of subgrant funds does not supplant current funding.

The application will contain three main sections: *Need*, *Project Design*, and *Project Management*.

- **Need.** Applicants use WY-TOPP literacy achievement data and other locally developed needs assessment to demonstrate a need for CSLD support.
- **Project Design.** Applicants provide a detailed project plan that describes how LEAs will address the required program elements (see Table 4) and articulate how their project plan

will address the literacy achievement and capacity gaps described in the *Need* section.

Additionally, applicants will detail how the allocation of subgrant resources to ECE, elementary, and secondary systems will be consistent with CSLD requirements.

- **Project Management.** Applicants describe the management and oversight systems that will be used to ensure effective and allowable implementation of the activities and strategies described in the *Project Design* section. This will include detailed budget narratives.

Preference criteria. Subgrantees will be awarded competitive preference points based on literacy need and student population. LEAs with multiple schools with high proportions of students who read below benchmark and/or with significant literacy achievement gaps will be encouraged to apply. WDE has identified 16 LEAs to invite to apply for subgrants, the majority of which are located in Opportunity Zones. Each LEA serves a high percentage of at-risk students (students eligible for free or reduced-price lunch, AI/AN students, ELs, students with IEPs) and has WY-TOPP literacy scores that indicate literacy needs.

Review and scoring. WY BILT core management team staff will oversee the review and scoring of subgrant applications. The review team, trained by the WDE Literacy Director, will comprise representatives from the WDE literacy team, the Literacy Task Force, and LEAs. Reviewers will be selected through an independent review process and required to sign a conflict of interest form. The Literacy Director will provide introductory training on successful literacy initiative programs, best practices, identification of gaps in plans, and scoring criteria.

Subgrant application scoring will be based on a scale of 0 to 100 points. The *Need*, *Project Design*, and *Project Management* sections will be worth 30, 30, and 40 points, respectively. Competitive preference points can add up to 10 points to the application score. For example, schools whose need is ranked in the top third may be eligible for 10 preference points, and

schools in the middle third may be eligible for five points. A composite score of at least 75 points will be required to be considered as a subgrantee for CLSD grant funds. Should an LEA not receive funding, reviewers will provide feedback, and the LEA will be offered an opportunity to submit again the following year.

Technical assistance. The WDE literacy team and WY BILT core management team will offer proposal development technical assistance to LEAs, especially those invited to apply based on the rankings described earlier. Examples of technical assistance could include support in analyzing literacy achievement and needs assessment data, developing literacy improvement plans, and identifying evidence-based literacy practices and systems.

Site visits. Semiannual site visits will be conducted with all subgrantees in the fall and early winter and in the late winter and spring. In addition to compliance and performance monitoring, the site visits will provide opportunities for technical assistance, training, and coaching.

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ATTACHMENT A. RESUMES

Wyoming Department of Education Key Personnel

- Shelley Hamel, MA, Project Director
- Amy M. Reyes, BS, Project Manager
- John Bole, MEd, Project Coordinator
- Dustin Brown, MA, Fiscal Manager

Shelley Hamel

Objective

To be an integral part of the progressive leadership team serving the Wyoming Department of Education contributing to a high achieving and positive climate by providing knowledgeable experience and support to stakeholders.

Education

Master of Arts in Educational Administration 2013-2015
University of Wyoming, Laramie, WY
GPA 4.0

Library Media Specialist Certification 2005-2006
Montana State University, Bozeman, MT
GPA 4.0

Bachelor of Science in Special Education 1990-1991
Utah State University, Logan, UT
GPA 3.93

Associates of Arts Degree 1986-1990
Western Wyoming Community College, Rock Springs, WY
GPA 3.87

Certifications

- Principal K-12
- Special Education Exceptional Generalist K-12
- Early Childhood Special Education Birth to 5 years
- Library Media K-12
- PTSB Highly Qualified Areas: English, Math, Reading, Science, Middle Language Arts, Exceptional Children Secondary, Exceptional Children Elementary

Strengths and Skills

*Dependable	*Collaborative	*Organized	*Listener
*Trustworthy	*Student Centered	*Flexible	*Work Ethic
*Positive	*Differentiated Instruction	*Service Oriented	*Experienced
*Effective	*High Expectations	*Self-Starter	*Believes in Others
*Leader	*Child Advocate	*Team Member	*Seeks Excellence

Professional Experience

Administration

2016-Current 18- Wyoming Department of Education, Chief Academic Officer
16-18 Wyoming Department of Education, School Support Division Director
15-16 Converse County School District #1, Special Education Director

High School

2013-2015 Albany County School District One
Laramie High School
Special Education Teacher-resource and itinerant

Elementary

2012-2013 Albany County School District One
Indian Paintbrush Elementary
Library Media Specialist serving K-6

Junior High

2009-2012 Laramie County School District 1
McCormick Junior High School
11-12 Department Chair, English 7th and 8th Grade
10-11 Department Chair, English and Reading 7th -- 9th Grade
09-10 English and Reading 7th – 9th grade

High School

2002-2009 Sweetwater County School District #2
Green River High School
05-09 Itinerant/Pull-Out 9th – 12th Grade
04-05 Self Contained Independent Living Skills II Program
02-04 Itinerant/Pull-Out 9th -12th Grade and Bridges Program

Middle School

1991-2002 Sweetwater County School District #2
Monroe Middle School
01-02 Itinerant 8th Grade
98-01 Family and Consumer Science 6th – 8th Grade
97-98 Resource Pull-Out Program 7th and 8th Grade
92-97 Self Contained Life Skills Program 6th–8th Grade
91-92 Lincoln Middle School Itinerant/Resource pull-out classes 6th--8th Grade

Honors and Activities

- Department of Family Services Foster Parents of the Year 2006
- GREA Excellence in Teaching Award 1994-1995
- Outstanding Student-Valedictorian Special Education, Utah State University 1992
- Phi Kappa Phi
- Officer of Student Chapter-Council for Exceptional Children, Utah State University
- Academic Scholarship, Utah State University, 1990-1991
- Early Childhood Special Education Scholarship, USU 1990-1991
Award based on GPA
- Social Sciences Divisional Scholarship, Western Wyoming Community College, 1988-1990, Award based on GPA
- Civic Grant Scholarship, Western Wyoming Community College, 1988-1990
Award based on GPA

Amy M. Reyes

Early Learning Specialist

Profile Summary

An adept professional with over 10 years of experience in management and supervisory roles, specializing in staff management, training, and motivation. Core competencies include conducting employee training, initiating contract procurement, managing reports, writing policies, developing policy manuals, and applying knowledge of compliance with HIPAA standards. Areas of expertise include effective grant management, early childhood education, literacy program development, early child and family literacy.

Education

BS	Early Childhood Education, University of Wyoming, Laramie, WY	2013
MBA	Business, Western Governors University, Salt Lake City, UT	Expected August 2020

Experience

Wyoming Department of Education, Cheyenne, WY **2019–Present**
Early Learning Specialist

- Manage Temporary Assistance for Needy Families Grant, Manage Early Childhood Collaborative Grant, and Manage Early Childhood Collaborative Preschool Grant.
- Serve on the Governor's Early Childhood Council Co Chair,
- Assist in all projects related to early childhood and manage early childhood literacy projects working closely with superintendents and districts on creating literacy plans.

Wyoming Medicaid, Conduent Cheyenne, WY **2012–2019**
Supervisor

- Supervised call center staff, managed daily reports, and implemented new policies.
- Managed staffing, addressed billing questions, analyzed reports, and created bulletins.
- Work closely with customers to ensure satisfaction while training all new staff in the call center on policies and procedures.
- Visited providers in the field and delivered presentations and training.
- Worked closely with the state manager to ensure service levels were met.
- Collaborated with the Human Resources Department to lead activities such as on boarding of new staff, staff coaching, and corrective action procedures.

Experience Works via Wyoming Department of Labor, Employment and Training, Cheyenne, WY **2006–2012**

Regional Manager

- Managed staff, trained new coordinators, organized job fairs, created bulletins, and managed budgets over 5 million dollars yearly.
- Developed and enforced policy, created policy manuals, analyzed reports, and enrolled new participants.

- Implemented an adult literacy program called Never too old to read that served over 900 individuals across the state of Wyoming.
- Managed the Changing Lives Heroes Grant that was over 10 million dollars over 5 years. This was awarded to states that needed assistance for adults that had been out of the workforce for 10 plus years.

Laramie County Head Start, Laramie, WY

2000–2006

Director

- Supervised all off sites that offered full days to ensure compliance with the Dept of Family Services and licensing.
- Ensured adherence to Temporary Assistance for Needy Families funding.
- Managed classroom budgets, trained new teachers and staff, and assisted in writing policies.
- Created a family literacy framework that was implemented statewide.
- Managed all early literacy projects related to instruction.
- Currently serve as an advisory board member for Head Start.

John Charles Bole

Objective To locate a creative leadership opportunity that allows an opportunity to learn, lead, teach, mentor and serve.

Summary of qualifications Parker J. Palmer in his inspiring work, The Courage to Teach, clearly communicates the passion I have regarding the promise and potential of education. I believe that my life experiences in education, business and government aligned with my passion to serve afford me a distinctive vantage point to engage faculty, students, community and general education related needs.

Education

	Andrews University	Berrien Springs, MI
	ABD - EdD, Educational Foundations – Historical, Sociological, Philosophical, Curricular and Psychological	
1985	Denver Seminary	Denver, CO
	MA , Leadership	
1981	Wright State University	Dayton, OH
	M.Ed. , Educational Administration	
1975	Cedarville University	Cedarville, OH
	B.A. , History/Political Science -- Education	
1985-1986	University of Northern Iowa	Cedar Falls, IA
	Superintendent Endorsement ; 24 graduate hours in education –	
1986-1988	University of Iowa	Iowa City, IA
	Doctoral program : 26 hours in Foundations of Education	

Professional experience

Current	Wyoming Department of Education	Cheyenne, WY
	Director, School Support Division	
2017-2018	Glendive Public Schools	Glendive, MT
	Lincoln Elementary - Principal	
2014-2017	Dawson Community College	Glendive, MT
	Vice President of Student Affairs	
2010-2014	Montana Office of Public Instruction	Lame Deer, MT
	Transformation Leader/Board Coach School Improvement Grant	
2008-2010	State of North Dakota	Bismarck, ND
	Director , Developmental Disabilities Div. – Depart. of Human Services	

2007-2008 **Innovis Hospital** (now Essentia Health)
Fargo, ND
Spiritual Care Chaplain

2004-2007 **Grace Bible College** Wyoming, MI
Associate Professor, Director of Teacher Education

1999-2004 **Freedom Christian Schools** Hudsonville, MI
Superintendent

- Initiated change to a Classical approach to instruction – complete curricular rework – change in school academic culture –
- Developed a Strategic Plan – first in school history
- Added three administrative positions – Director of Curriculum; Development Director, and Director of Discipleship
- We sent a team of juniors and seniors to the Dominican Republic every other year. My oldest daughter has made 8 trips to the DR.

1995-1999 **Cornerstone U/Grand Rapids Seminary**, Grand Rapids, MI
Associate Professor

- Taught graduate division education classes
- Advised education majors
- Implemented non-formal mentoring program
- Wrote and taught in the ACE Program at Cornerstone University
- Developed material for the Southeast Asia extension program

Adjunct Faculty – Taught in the School of Education – Philosophy, History, Curriculum, Teaching/Learning Process, etc.

Bethel College, Mishawaka, IN

Indianan Wesleyan University, Marion, IN

Colorado Christian University, Lakewood, CO

1975-1994 **Various Teaching and Administrative positions** –

DUSTIN K. BROWN, MS, FACHE

SUMMARY OF QUALIFICATIONS

Superior professional and US Air Force Veteran with 10+ years of proven leadership experience in operations. Superior process improvement professional saving \$2.2M per year in a \$7M clinical operations organization. Dynamic patient safety and quality leader experienced in driving access improvements and patient safety ratings to the top 1% of the Military Health System. Proven Project Manager with experience in Supply Chain Management (SCM), Contracting, IT infrastructure development and integration. Experienced leading teams of 25 personnel with up to 100 supporting FTEs, driving improvements to \$92M in competitive contract awards. Recognized for superior performance in each position held since 2013. Direct recognition includes; Secretary of Defense Special Recognition Award, Department of Defense Patient Safety Award, Department of Defense Access to Care Award, Air Force Medical Service Access to Care Award, Air Force Clinic of the Year, 3X Company Grade Officer of the Year, Air Force Commendation Medal, and Air Force Achievement Medal. Under my leadership, my teams have earned special recognition and awards in 51 separate instances.

WORK EXPERIENCE

Department of Education, Cheyenne, WY

2020 - Present

Consultant

Managed 6 education programs serving 94,000 students. Directly provided guidance and operational leadership to 48 school districts.

- Authored \$9M combined telehealth/distance learning grant.
- Directed Open Educational Resources deployment through 2020 National Disaster declaration.
- Led 3 working groups to develop implementation strategies for adapted learning, open educational resources, and virtual learning.

Department of Health, Cheyenne, WY

2019 - 2020

Program Manager

Oversaw 17 Healthcare Financing product lines with an annual budget of \$100M. Directly provided policy and operational leadership in furthering the advancement of the State of Wyoming's objectives.

- Authored Telehealth policy and implementation guidance. Featured speaker at 2020 Center for Health Care Strategies Symposium. Declared as CDC best practice for policy implementation.
- Developed psychosocial legislative project while recognizing and correcting cost projection inaccuracy of 34%. Saved the state \$40,000 in contract expenses.
- Coordinated School-Based Services legislative objective, coordinated cross functional partnership, culminating in a viable path for Wyoming to be the final state in the union to adopt.

F.E. Warren Air Force Base

2017 – 2019

Deputy Administrator

Directed SCM, disaster preparedness, and facility operations units. Developed and executed human resource, financial, and administrative functions for 25 personnel and an additional 54 contracted FTEs.

- Utilized government construction knowledge to direct \$55.8M construction budget. 24-month project completed 4 months ahead of schedule. Awarded 2017 AMSUS Logistics unit of the Year.
- Orchestrated safety committee, devised contract award for \$465K project, identified and resolved 26 EoC deficiencies prior to TJC inspection which had zero official findings.
- Consolidated 400 training requirements for 240 personnel. Systematically drove military preparedness from worst to first.
- Redefined business process leading a 31% increase in contract compliance saving \$581K and increased supply availability 30%.

Altus Air Force Base**2015 – 2017**

Logistics Director

Guided \$3.8M budget serving 7K members. Managed 24 contracts, 58 accounts, and 690 equipment assets. Oversaw all infection control, facility management, and housekeeping operations meeting 4K standards without deficiency.

- Seamless end of fiscal year coordination, reprogrammed \$1.4M in assets returning \$680K to Air Force program resulted in Small Medical Logistics Account of the Year. #1 ranked Medical Services Officer.
- Promoted safety accountability through 18 months, \$7.1M, construction project resulted in zero mishaps while enabling 74K appointments earning the #1 Access to Care in the Air Force, #1 ranked officer.
- Prepared disaster operations and exercises, procured supplies through national shortage and increased shelf stock by 16% while deploying 184-member unit. Processed JIT supplies to enable 16 joint service exercises, first in base history, highest rating “highly effective” during inspection.

Altus Air Force Base**2013 – 2015**

Practice Manager

Oversaw access, safety, satisfaction, and business operations for \$6M clinic budget and maximizing \$11M network budget. Chaired Access Committee and Business Planning Committee and advised C-Suite leadership.

- Implemented secure messaging, TRICARE online (TOL), and clinic interface. Recognized as #1 secure messaging platform, #1 prescription platform, #1 TOL, awarded 2 best practices by AFMS.
- Focused on efficiency, programmed 65 templates, booking protocols, and medical home, and reduced ER utilization rate by 25%, while saving \$1.8M, and surpassing business plan production goal by 3%.
- Strategically implemented 4 process improvements to enhance safety, access, and satisfaction. Strategy lauded with #3 of 417 ranking in Military Health System Patient Safety, 3X #1 rankings and 3X #2 Rankings in Key Performance Indicators for Access to Care.

EDUCATION

Master of Science, Health Care Management, Summa Cum Laude**2012**

TRIDENT UNIVERSITY, Cypress, CA

Bachelor of Science, Sociology**2008**

CAMERON UNIVERSITY, Lawton, OK

AFFILIATION and SKILLS

Professional Affiliations: Fellow, American College of Healthcare Executives (FACHE), Cubmaster, BSA (Formerly Boy Scouts of America), Disabled American Veterans (DAV), Knights of Columbus

Technical Proficiency: ICD10, Microsoft Suite, G-Suite, Robert’s Rules

Additional Skills: Leadership, Strategic Operations, Director of Operations, Healthcare Administration, Healthcare Management, Project Management, Program Management, Financial Management, Contracting, Health Plan Operations, Health Information Systems, Human Resource Management, Risk Management, Patient Safety, Quality Assurance, Process Improvement, Compliance, HIPAA, Medicare, Medicaid, CMS, Medical Laboratory Technician, Emergency Preparedness, Facility Management, Biomedical Equipment Repair, Environment of Care, Life Safety, SCM, Practice Management, Business Planning, Call Center Management, Medical Home, Patient-Centered Care, Access to Care, Patient Bill of Rights

ATTACHMENT B. LETTERS OF SUPPORT

Wyoming State Agencies and Organizations

- Office of the Wyoming Governor
- Parents as Teachers Affiliate
- State of Wyoming Department of Workforce Services
- University of Wyoming, College of Education
- Wyoming Department of Family Services
- Wyoming Kids First
- WY LIT

Wyoming Schools and Districts

- Converse County School District #1
- Fremont County School District #1
- Fremont County School District #24
- Laramie County School District #1
- Lusk Elementary and Middle School
- Platte County School District #1
- Sublette County School District #1
- Teton County School District #1



May 21, 2020

U.S. Department of Education
Application Control Center
Attention: CFDA# (84.372A)
LGJ Basement Level 1
400 Maryland Avenue SW, Washington
Washington, DC 20202 - 4260

Re: Comprehensive Literacy State Development Program

Dear Comprehensive Literacy State Development Grant Evaluation Committee,

I am pleased to express my support for Wyoming's application for the CSLDS grant.

Literacy is an essential part of educational attainment and the key that opens the door to lifelong learning and success in school, career and life. With the ever-increasing necessity of postsecondary education for career access, the need for all students to read, write and communicate effectively is essential. Wyoming recently developed and approved a five and ten year strategic education attainment plan that incorporates statewide literacy goals as a key component and puts literacy at the forefront for all students. The nation has experienced a decline in literacy results and Wyoming recognizes the importance of focusing greater effort and resources to ensure academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life. The literacy achievement of Wyoming's students is stagnant and signals the need for more coordinated statewide efforts in policy and practice. This grant opportunity will provide additional support toward Wyoming's commitment and investment in improving literacy and educational attainment outcomes.

I am in full support of this federal grant opportunity to raise literacy rates and ensure that Wyoming's students are fully prepared to meet the challenges and opportunities of today's competitive, global workplace.

MG:lb:kh

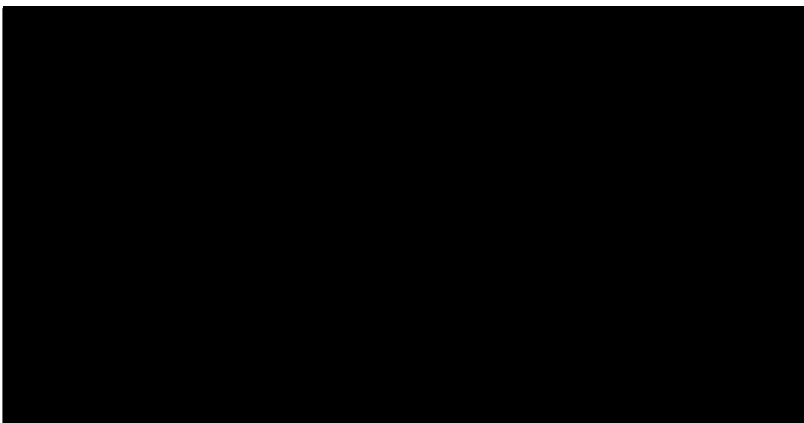


Parents as Teachers.
Affiliate

To whom it may concern,

We write today in support of the Comprehensive State Literacy Development Grant proposal being submitted by the Wyoming Department of Education. In 2018 our school district was one of 24 recognized as an opportunity zone. Under this opportunity zone designation, we recognized the true impact poverty plays within our community. Education is not sheltered from the effects of poverty and it is apparent the effect it has on our students. Within the Wyoming proposal, 24 opportunity zones were identified. The ability to read, write, and comprehend are essential to future success in life. It is with that being said, that we are in full support of the proposal the Wyoming Department of Education is compiling for the CLSD Grant to advance Literacy within the state of Wyoming. We will commit to supporting the CLSD Grant if awarded.

Thank you for your time, if you have any questions or concerns, you may contact me at the following number or email.





Mark Gordon
Governor

State of Wyoming Department of Workforce Services

Office of the Director
5221 Yellowstone Road
Cheyenne, Wyoming 82000

www.wyomingworkforce.org



Robin Sessions Cooley, J.D.
Director

Elizabeth Gagen, J.D.
Deputy Director

May 27, 2020

Cindy Savage
U.S. Department of Education, OESE
400 Maryland Avenue, S.W.
LBJ Federal Office Building, Room 3E322
Washington, DC 20202-6200

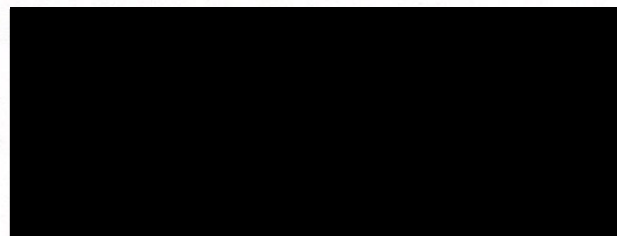
RE: Wyoming Comprehensive Literacy State Development Grant

Dear Ms. Savage:

On behalf of the Wyoming Department of Workforce Services, I am pleased to submit this letter of support for Wyoming Comprehensive Literacy State Development Grant (CFDA Number: 84.371C). The work outlined in the Department of Education's application is critical to create a comprehensive literacy program to advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities in our state.

The Department of Workforce Services looks forward to collaborating with the Department of Education and other project partners to complete the important work outlined in Wyoming's Comprehensive Literacy State Development Grant proposal.

Please do not hesitate to contact me if there are any questions at either [REDACTED] or via email at [REDACTED]. Thank you for your consideration.



As public servants, we work hard every day to help ensure
safe and fair workplaces with qualified workers



College of Education
Office of the Dean
Dept. 3374 • 1000 E. University Ave. • Laramie, Wyoming 82071

May 22, 2020

U.S. Department of Education
Application Control Center
Attention: CFDA# (84.372A)
LGJ Basement Level 1
400 Maryland Avenue SW, Washington
Washington, DC 20202 - 4260

Re: Comprehensive Literacy State Development Program

Dear Comprehensive Literacy State Development Grant Evaluation Committee,

I am pleased to express my support for Wyoming's application for the CSLD grant. Literacy is an essential part of educational attainment and the key that opens the door to lifelong learning and success in school, career and life. With the continued necessity of postsecondary education for career access, the need for all students to possess strong literacy skills is essential. Wyoming recently developed and approved a five and ten-year strategic education attainment plan that incorporates statewide literacy goals as a key component. Literacy for all students is a central focus of this plan and has received great attention in the teacher preparation program at the University of Wyoming. This grant opportunity will provide additional support toward Wyoming's commitment and investment in improving literacy and educational attainment outcomes. The University of Wyoming is in full support of this federal grant opportunity to raise literacy rates and ensure that Wyoming's students are fully prepared to meet the challenges and opportunities of today's competitive, global workplace.



WYOMING DEPARTMENT OF FAMILY SERVICES

Safe at home • Supporting the people who support the families • Opportunities for success

May 28, 2020

Selection Committee Members,

Subject: Comprehensive State Literacy Development Grant

As a member of the Early Childhood Community in Wyoming, I strongly support the approval of the Comprehensive State Literacy Development Grant proposal being submitted by Ms Amy Reyes from the Wyoming Department of Education. While Wyoming is sparsely populated, the impact of poverty is evident in every community.

We write today in support of the Comprehensive State Literacy Development Grant proposal being submitted by the Wyoming Department of Education. In 2018 our school district was one of 24 recognized as an opportunity zone. Under this opportunity zone designation, we recognized the true impact poverty plays within our community. Education is not sheltered from the effects of poverty and it is apparent the effect it has on our students.

Within the Wyoming proposal, 24 opportunity zones were identified. The ability to read, write, and comprehend is essential to future success in life. It is with that being said, that we are in full support of the proposal the Wyoming Department of Education is compiling for the CLSD Grant to advance Literacy within the state of Wyoming. We will commit to supporting the CLSD Grant if awarded.

Thank you for your time, if you have any questions or concerns, you may contact me [REDACTED]
[REDACTED] or [REDACTED]

Mark Gordon, Governor
Korin A. Schmidt, Director

2300 Capitol Avenue, 3rd Floor
Cheyenne, WY 82002-0490

PR/Award # S371C200014

Page e75

dfs.wyo.gov



May 20, 2020

Dear Comprehensive Literacy State Development Program Grant Review Committee,

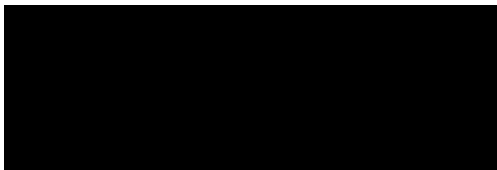
I am writing in full support of Wyoming's efforts to create a comprehensive literacy program to advance literacy skills across a continuum of ages, settings and sectors – including the population of children who are ages birth – age 8.

Researchers, early childhood educators, partners and families have long recognized the importance of language and literacy in preparing children for success in school and in life. We know that those language and literacy experiences result from positive relationships and interactions that begin in infancy – they enable later academic achievement, higher graduation rates, and enhanced productivity in adult life. So much is possible when we build the capacities of the adults spending time with young children to enrich their worlds with language and literacy!

Our state is making historic gains for young children and families with an initial Preschool Development Grant. We know that early literacy is a critical foundation for that comprehensive work for Wyoming's youngest, and we look forward to integrating and leveraging our efforts to maximize resources, capacities and impact.

Thank you for your consideration for Wyoming's literacy development program! Please do not hesitate to contact me if I can further support this incredible partnership.

Respectfully,



Becca Steinhoff
Executive Director, Wyoming Kids First
Program Manager, Wyoming Preschool Development Grant
Chairperson, Governor's Early Childhood State Advisory Council





May 24, 2020

U.S. Department of Education
Application Control Center
Attention: CFDA# (84.372A)
LGJ Basement Level 1
400 Maryland Avenue SW, Washington
Washington, DC 20202 - 4260

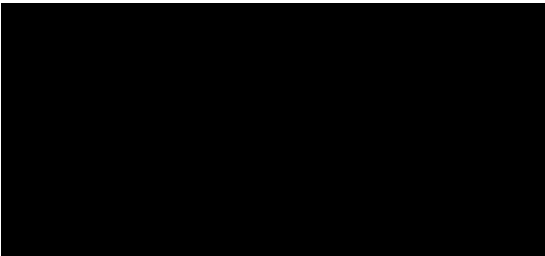
Re: Comprehensive Literacy State Development Program

Dear Comprehensive Literacy State Development Grant Evaluation Committee:

WY Lit is honored to write to you in support of the State of Wyoming's application for the Comprehensive Literacy State Development Program Grant. The Wyoming Department of Education (WDE) is committed to advancing pre-literacy and literacy skills, reading, and writing for all Wyoming students, with an emphasis on our at-risk populations of students such as disadvantaged students, students living in poverty, English learners and children with disabilities. The WDE strives to provide an evidence-based literacy framework within which districts are able to make informed decisions about instructional practices, professional development, RTI/MTSS frameworks, and assessments and curricula.

Moving the literacy needle will be a complex, multi-year process. Based on the work we have done with the WDE, it is our strong belief that WDE leadership is committed to providing literacy guidance and partnership to our LEAs.

WY Lit's mission is to empower teachers and administrators with the background knowledge, evidence-based practices, and frameworks that they need to improve reading and writing outcomes in their respective grades, content areas, and specific populations of students. WY Lit is committed to supporting the WDE if the CLSD grant is awarded to Wyoming.



WY Lit
[Redacted] Avenue Cheyenne, WY 82001 [Redacted]
[Redacted] lex and has real impacts. WY Lit has evidence-based solutions.
www.wylit.org





Converse County School District #1

615 Hamilton Street
Douglas, Wyoming 82633

May 20, 2020

Dear Sirs:

We write today in support of the Comprehensive State Literacy Development Grant proposal being submitted by the Wyoming Department of Education. In 2018 our school district was one of 24 recognized as an opportunity zone. Under this opportunity zone designation, we recognized the true impact poverty plays within our community. Education is not sheltered from the effects of poverty and it is apparent the effect it has on our students. Within the Wyoming proposal, 24 opportunity zones were identified. The ability to read, write, and comprehend are essential to future success in life. It is with that being said, that we are in full support of the proposal the Wyoming Department of Education is compiling for the CLSD Grant to advance Literacy within the state of Wyoming. We will commit to supporting the CLSD Grant if awarded.

Regards,

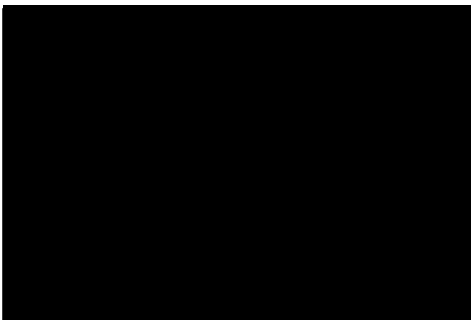


May 27, 2020

To Whom It May Concern:

I write today in support of the Comprehensive State Literacy Development Grant proposal being submitted by the Wyoming Department of Education. In 2018 our school district was one of 24 recognized as an opportunity zone. Under this opportunity zone designation, we recognized the true impact poverty plays within our community. Education is not sheltered from the effects of poverty and it is apparent the effect it has on our students. Within the Wyoming proposal, 24 opportunity zones were identified. The ability to read, write, and comprehend are essential to future success in life. It is with that being said, that we are in full support of the proposal the Wyoming Department of Education is compiling for the CLSD Grant to advance Literacy within the state of Wyoming. We will commit to supporting the CLSD Grant if awarded.

Sincerely,



"In partnership with families and community, we educate students to become responsible citizens who respect one another and have the motivation, skills, and knowledge to succeed."



Fremont County School District #24
404 Wrangler Way
Shoshoni, WY 82649



Administration [REDACTED] Secondary 7-12 [REDACTED] Elementary K- [REDACTED]
Fax: ([REDACTED]) or Secondary [REDACTED]

Bruce Thoren, Superintendent

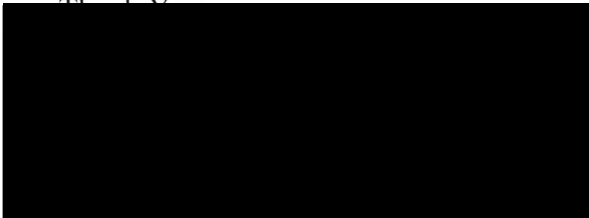
Christina Mills, Sec. Principal / Andrea Gilbertson, Elem Principal / Kay Watson, Business Manager / Ted Robinson, SPED Director

May 25, 2020

To whom it may concern:

We write today in support of the Comprehensive State Literacy Development Grant proposal being submitted by the Wyoming Department of Education. In 2018 our school district was one of 24 recognized as an opportunity zone. Under this opportunity zone designation, we recognized the true impact poverty plays within our community. Education is not sheltered from the effects of poverty and it is apparent the effect it has on our students. Within the Wyoming proposal, 24 opportunity zones were identified. The ability to read, write, and comprehend are essential to future success in life. It is with that being said, that we are in full support of the proposal the Wyoming Department of Education is compiling for the CLSD Grant to advance Literacy within the state of Wyoming. We will commit to supporting the CLSD Grant if awarded.

TH - 1 X





April 14, 2020

To The Comprehensive Literacy State Development Grant Committee:

As the English as a Second Language Program Facilitator for Laramie County School District Number One in Cheyenne, Wyoming, I believe that there are many ways that The Comprehensive Literacy State Development Grant could benefit English Language Learners (ELLs), the families of ELLs, English Language Development teachers, and classroom teachers that have ELLs in their classrooms throughout the state of Wyoming. The State plans to use a portion of this grant money for professional development and family literacy, both of which will directly impact ELLs in our state.

The nearly three thousand active English Learners in Wyoming have unique literacy needs. English Learners develop language proficiency in four domains: listening, speaking, reading, and writing. The two domains that ELLs struggle with the most are reading and writing. Literacy is so complex for English Learners due to an absence of English phonemic and phonological awareness as well as a lack of understanding of grammatical structure, orthography, and many other subtleties that take years to master. In order to gain proficiency in reading and writing, high quality literacy instruction is essential.

Professional development in literacy instruction would greatly benefit teachers of ELLs and classroom teachers that have ELLs in their classroom. Hosting a variety of workshops throughout our state would be extremely valuable to teachers and students alike. The Comprehensive Literacy State Development Grant would provide finances for the State to provide these types of workshops. The opportunity for teachers to grow professionally and learn more about high quality literacy instruction would be extremely valuable and would likely yield greater literacy proficiency for ELLs.

Another element in gaining literacy proficiency is family literacy. Many families of ELLs want the opportunity to help their students be successful, but do not know where to start. State led family literacy initiatives would be a positive addition to what districts are already doing. With family support, student literacy increases in ways that cannot be accomplished in the classroom alone. It is imperative that the family partners with the school to increase student success. The Comprehensive Literacy State Development Grant would allow the State to create initiatives to increase family-school partnerships for strengthened literacy.

Thank you for considering the unique literacy needs of English Language Learners in Wyoming, and how The Comprehensive Literacy State Development Grant could positively impact their growth and proficiency in English.

Sincerely,

Alicia Goehring
ESL Program Facilitator
Laramie County School District Number One
Cheyenne, Wyoming





Lusk Elementary and Middle School

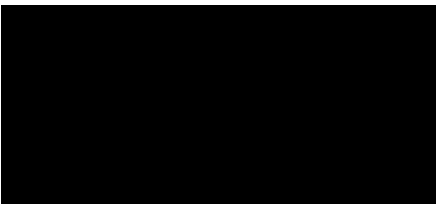
425 South Maple
P.O. Box 1239
Lusk, Wyoming 82225
Phone: (307) [REDACTED] Fax: (307) [REDACTED]

May 25, 2020

To whom it may concern:

I am writing in support of the Comprehensive State Literacy Development Grant proposal being submitted by the Wyoming Department of Education. In 2018 our school district was one of 24 recognized as an opportunity zone. Under this opportunity zone designation, we recognized the true impact poverty plays within our community. Education is not sheltered from the effects of poverty and it is apparent the effect it has on our students. Within the Wyoming proposal, 24 opportunity zones were identified. The ability to read, write, and comprehend are essential to future success in life. It is with that being said, that we are in full support of the proposal the Wyoming Department of Education is compiling for the CLSD Grant to advance Literacy within the state of Wyoming. We will commit to supporting the CLSD Grant if awarded.

Thank you for your time, if you have any questions or concerns, you may contact me at [REDACTED] or [REDACTED]



Lu Kasper, Lusk Elementary and Middle School Principal



Platte County School District #1

Dr. Steven Miller, Superintendent
Chugwater / Glendo / Wheatland

1350 Oak Street, Wheatland, Wyoming 82201

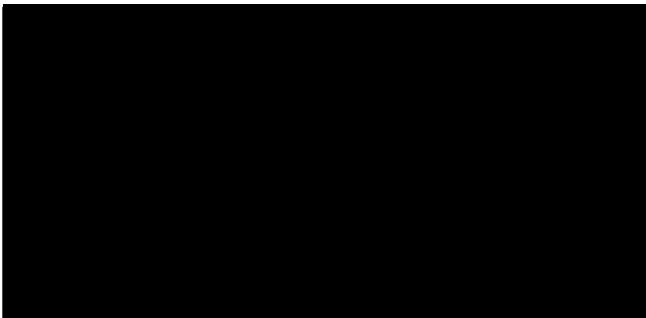


May 20, 2020

RE: CLSD Grant Letter of Support

To Whom It May Concern:

We write today in support of the Comprehensive State Literacy Development Grant proposal being submitted by the Wyoming Department of Education. In 2018 our school district was one of 24 recognized as an opportunity zone. Under this opportunity zone designation, we recognized the true impact poverty plays within our community. Education is not sheltered from the effects of poverty and it is apparent the effect it has on our students. Within the Wyoming proposal, 24 opportunity zones were identified. The ability to read, write, and comprehend are essential to future success in life. It is with that being said, that we are in full support of the proposal the Wyoming Department of Education is compiling for the CLSD Grant to advance Literacy within the state of Wyoming. We will commit to supporting the CLSD Grant if awarded.



The State of Wyoming provides Hathaway Merit and Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming community colleges. Every Wyoming student who meets the requirements can earn a Hathaway Scholarship. Contact your school counselor for more information.
PR/Award # S371C200014



Sublette County School District #1

P.O. Box 549

665 N. Tyler

Pinedale, Wyoming 82941

www.sub1.org

18 May 2020

Please accept this letter in support of the Comprehensive State Literacy Development Grant proposal being submitted by the Wyoming Department of Education.

In 2018 our school district was one of 24 recognized as an opportunity zone. Under this opportunity zone designation, we recognized the true impact poverty plays within our community. Education is not sheltered from the effects of poverty and it is apparent the effect it has on our students. Within the Wyoming proposal, 24 opportunity zones were identified. The ability to read, write, and comprehend is essential to future success in life. It is with that being said, that we are in full support of the proposal the Wyoming Department of Education is compiling for the CLSD Grant to advance Literacy within the state of Wyoming. We will commit to supporting the CLSD Grant if awarded.

Thank you for your time, if you have any questions or concerns, you may contact me at

Sublette County School District #1



Gillian Chapman, Ed.D.
Superintendent
Teton County School District #1
1235 Gregory Lane, Box 568
Jackson, WY 83001
[REDACTED]

May 26, 2020

Selection Committee Members,

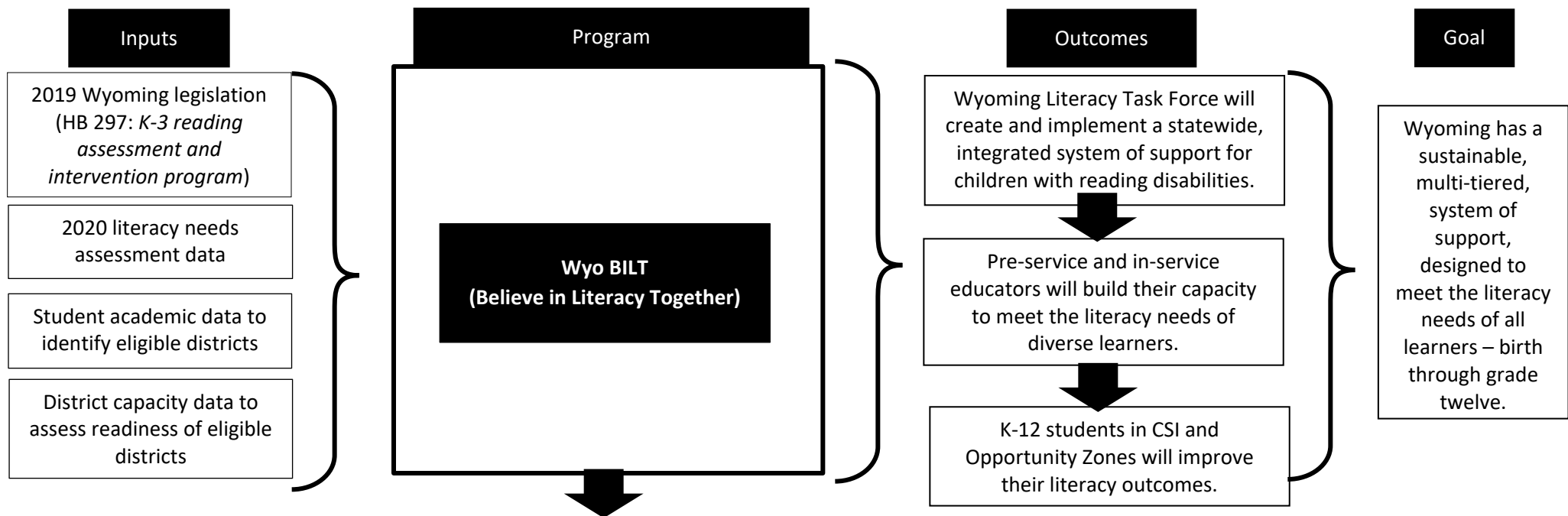
As Superintendent in Jackson, Wyoming, I strongly support the approval of the Comprehensive State Literacy Development Grant proposal being submitted by the Wyoming Department of Education. While Wyoming is sparsely populated, the impact of poverty is evident in every community.

In 2018 our school district was one of 24 recognized as an opportunity zone. Under this opportunity zone designation, we recognized the true impact poverty plays within our community. Education is not sheltered from the effects of poverty and it is apparent the effect it has on our students. We have more than 80 children who qualify as McKinney Vento students in transition support. These children need appropriate shelter, adequate food, and medical support in order to be successful in school. Jackson Hole is home to the extreme wealthy and the extreme impoverished. Because the cost of living is so high here, wages tend to be high as well. A starting housekeeper makes around \$16/hour, yet for a family of four, they are still living in poverty with the average rent for a one bedroom apartment being \$1,500.

Within the Wyoming proposal, 24 opportunity zones were identified. The ability to read, write, and comprehend are essential to future success in life. It is with that being said, that we are in full support of the proposal the Wyoming Department of Education is compiling for the CLSD Grant to advance Literacy within the state of Wyoming. We will commit to supporting the CLSD Grant if awarded.

Thank you for your time, if you have any questions or concerns, you may contact me at [REDACTED] or [REDACTED]

[REDACTED]



Resources	Activities	Outputs	Short-term outcomes	Mid-term outcomes	Long-term outcomes
<ul style="list-style-type: none"> - USDE's Office of Elementary and Secondary Education funding - Wyoming legislative requirements from HB297 - Wyoming's English language arts content & performance standards - Evidence-based practices for literacy - WDE staff knowledge and expertise - Subgrantees staff knowledge and expertise - Marzano Research staff knowledge and expertise - University of Wyoming collaboration - Community resources - Common screening assessments 	<p>WDE will:</p> <ul style="list-style-type: none"> - Create a state literacy team and task force - Award funding to subgrantees <p>Task force will:</p> <ul style="list-style-type: none"> - Design a statewide, comprehensive literacy plan and coordinated system called the WY Blueprint for Action - Determine criteria to select subgrantees - Provide ongoing counsel and feedback to stakeholders <p>State literacy team will:</p> <ul style="list-style-type: none"> - Collaborate with task force to develop WY Blueprint for Action - Implement the WY Blueprint for Action - Provide workshops to subgrantees <p>Subgrantees will:</p> <ul style="list-style-type: none"> - Attend workshops - Design and implement an adult literacy program - Participate in evaluation 	<p>WDE:</p> <ul style="list-style-type: none"> - 1 state literacy team and 1 task force created - 16 subgrantees awarded <p>Task force:</p> <ul style="list-style-type: none"> - 1 Statewide Literacy Plan designed - 1 Blueprint for Action created - Subgrantee selection criteria determined <p>State literacy team:</p> <ul style="list-style-type: none"> - 5 workshops provided - Guidance developed for LEAs on assessing and remediating reading difficulties - Materials identified for families to support important literacy milestones <p>Subgrantees:</p> <ul style="list-style-type: none"> - 300 participants attend workshops - 16 adult literacy programs designed and implemented 	<ul style="list-style-type: none"> - Task force and state literacy team will create a statewide, integrated system of support for children with reading disabilities that is easily accessed by districts, schools, and families - Subgrantees will increase their knowledge and skills related to content provided at workshops 	<ul style="list-style-type: none"> - Subgrantees will implement content provided at workshops with their students, adult literacy programs with fidelity. 	<p>K-12 students in subgrantee schools will have improved literacy outcomes, specifically:</p> <ul style="list-style-type: none"> - Children enter kindergarten ready to read - 3rd grade student reads proficiently - Young adults graduate on time with the literacy skills needed for the workforce or higher education - Families have access to adult literacy programs

ATTACHMENT D. ASSURANCES AND CERTIFICATIONS

Wyoming Department of Education Assurances and Certifications

Assurances	Page Number
Assurances for Non-Construction Programs (SF 424B Form)	See form as separate attachment.
Disclosure of Lobbying Activities (SF LLL Form)	See form as separate attachment.
Certification Regarding Lobbying (ED 80-0013 Form)	See form as separate attachment.
General Education Provisions Act (GEPA) Requirements – Section 427	See form as separate attachment.
New Potential Grantee - The applicant must submit with its application written assurance that it has not had an active discretionary grant under the SRCL or CLSD program, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date [insert deadline date] for submission of applications under this program. A grant or contract is active until the end of the grant's or contract's project or funding period, including any extensions of those periods that extend the grantee's or contractor's authority to obligate funds.	See SF 424 Supplement
<i>(1) State Funding Allocations</i>	

Assurances		Page Number
(a) An SEA must assure that it will subgrant not less than 95 percent of grant funds to eligible entities, based on their needs assessment and a competitive application process, for comprehensive literacy instruction programs according to the funding allocations in Program Requirement.		See Proposal Narrative pp. 4 – 9 & pp. 28 – 30.
(b) An SEA must assure it will use grant funds described in section 2222(f)(1) for comprehensive literacy instruction programs as follows:	(i) Not less than 15 percent of such grant funds must be used for State and local programs and activities pertaining to children from birth through kindergarten entry.	See Budget Narrative pp. 15 – 16.
	(ii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.	See Budget Narrative pp. 15 – 16.
	(iii) Not less than 40 percent of such grant funds must be used for State and local	See Budget Narrative pp. 15 – 16.

Assurances		Page Number
	programs and activities, allocated equitably among grades 6 through 12.	
<i>(2) Serving Low-Income and High-Need Students.</i>		
An SEA must assure that it will give priority in awarding subgrants to eligible entities that	(i) Serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line; or	See Budget Narrative pp. 15 – 16.
	(ii) Are LEAs serving a high number or percentage of high-need schools.	See Budget Narrative pp. 15 – 16.
<i>(4) Geographic Diversity.</i>		
An SEA must assure that it will provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.		See Proposal Narrative p. 29.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** 1237-WY_CLSD_Budget_Narrative_FINAL (1).pdf

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

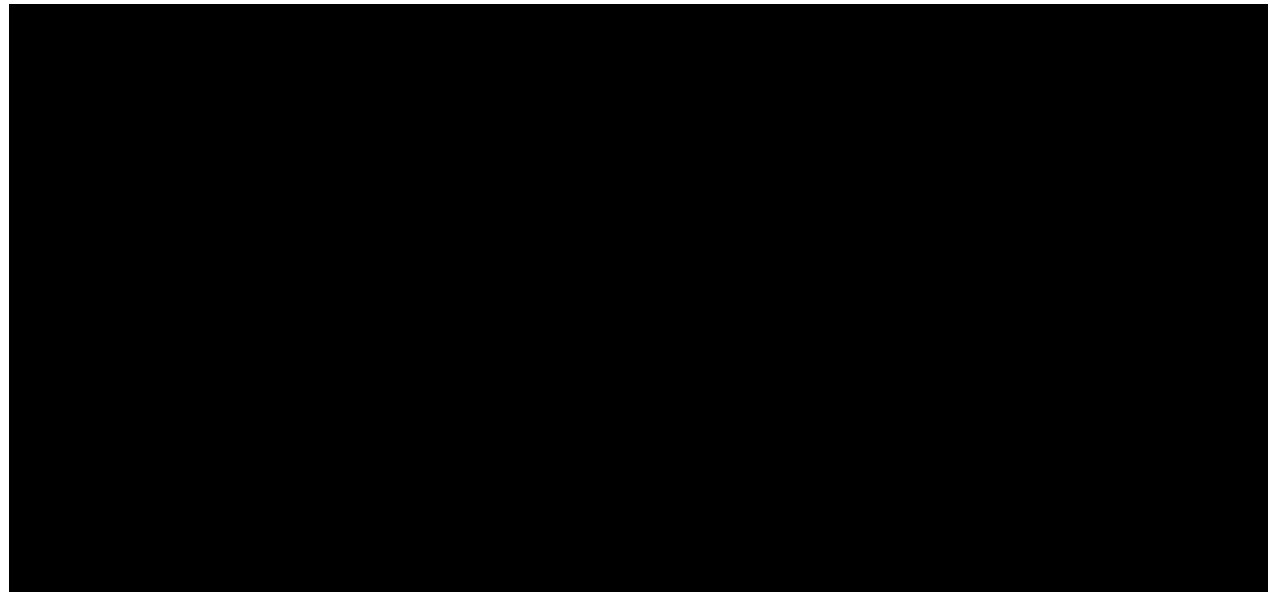
View Optional Budget Narrative

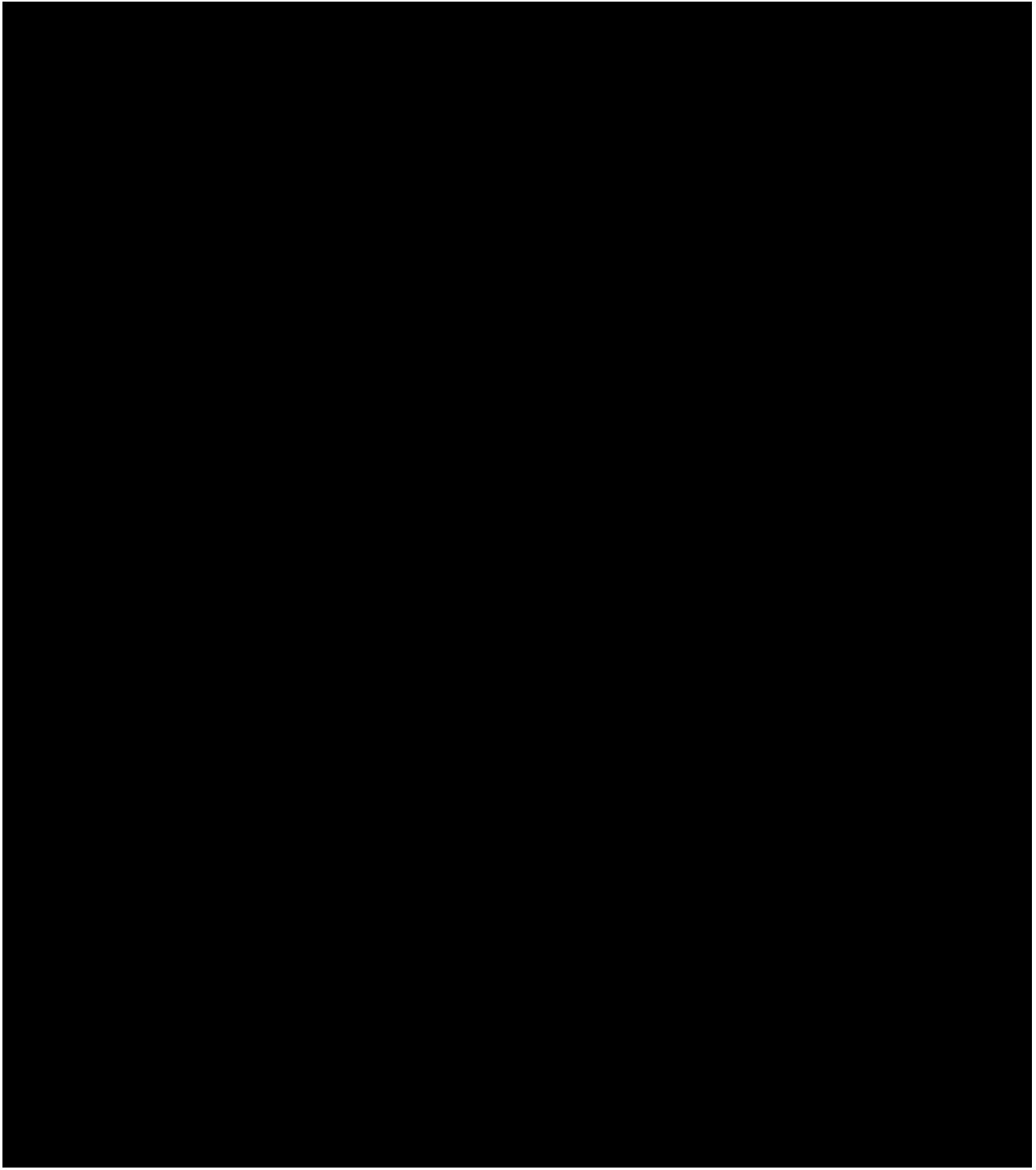
WYOMING COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM

BUDGET NARRATIVE

The Wyoming Comprehensive Literacy State Development Program is requesting [REDACTED] to support the literacy development of students. This grant will develop the necessary infrastructure components while building capacity in schools and districts to deliver evidence-based literacy support to students from early childhood through high school. More specifically, the goals of Wyoming Believing in Literacy Together (WY BILT) are to increase the percentage of (a) educators with the knowledge and skills necessary to meet the needs of diverse learners, (b) children entering kindergarten ready to read, (c) students reading proficiently by the end of third grade, (d) graduates with the literacy skills necessary for college and career, and (e) families that have access to adult literacy programs. To achieve these goals, the Wyoming Department of Education (WDE) has established three key project objectives: (a) develop a comprehensive state literacy plan, (b) create a statewide system of tiered literacy support, and (c) invest CLSD resources in high need LEAs.

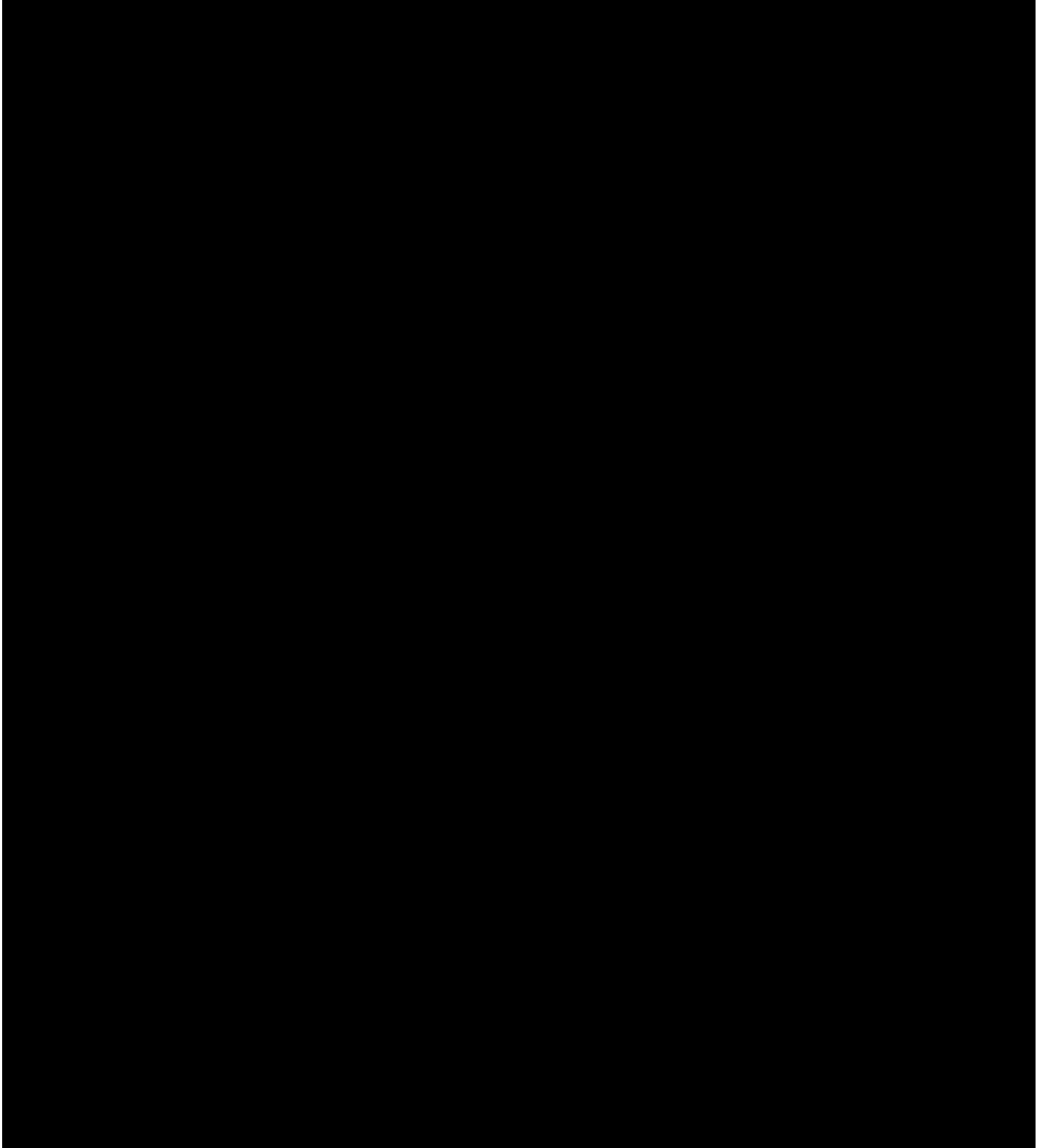
Wyoming Department of Education Budget Summary





1. Personnel

The WY BILT Key Personnel Budget Summary table provides a breakdown of total requested funds to compensate each position.



WY BILT Key Personnel Budget Justification. The following section provides justification for identified key staff and addresses the importance of each position to the success of the project.

Project Director: Shelley Hamel, MA, chief academic officer, will serve as the project director. In this role, she will oversee strategic planning efforts and provide leadership to ensure proposed activities are implemented successfully and support progress toward project goals. [REDACTED]

[REDACTED]

[REDACTED]

Literacy Director: To be hired, will lead the WDE literacy team and build the capacity of WDE staff to deliver evidence-based literacy support to students from early childhood through high school. The literacy director will work closely with the project director to coordinate activities for WDE staff, provide overall direction for systems of support, and serve as a liaison to collaborating state agencies. The Wyoming Department of Administration and Information

established the salary for this position and is the equivalent of an education program consultant position. The individual hired for this position will demonstrate expertise in literacy education initiatives, literacy curriculum, strategic planning, project management, system improvement, and large-scale project implementation. [REDACTED]

[REDACTED]

Literacy Program Manager: To be hired, will ensure availability of literacy resource materials to support educators and students in achieving project goals. The literacy program manager will also provide consultative services to students, teachers, administrators, and WY BILT staff on literacy-related issues, including leadership and support for high-quality core literacy curriculum, instruction, assessment, and intervention. Additionally, the literacy program manager will collaborate with the evaluation team to support the overall project evaluation. The Wyoming Department of Administration and Information established the salary for this position and is the equivalent of an education program consultant position. The individual hired for this position will demonstrate expertise in literacy and assessment practices, statewide portfolio resource development, instructional technology, and large-scale operating systems. [REDACTED]

[REDACTED]

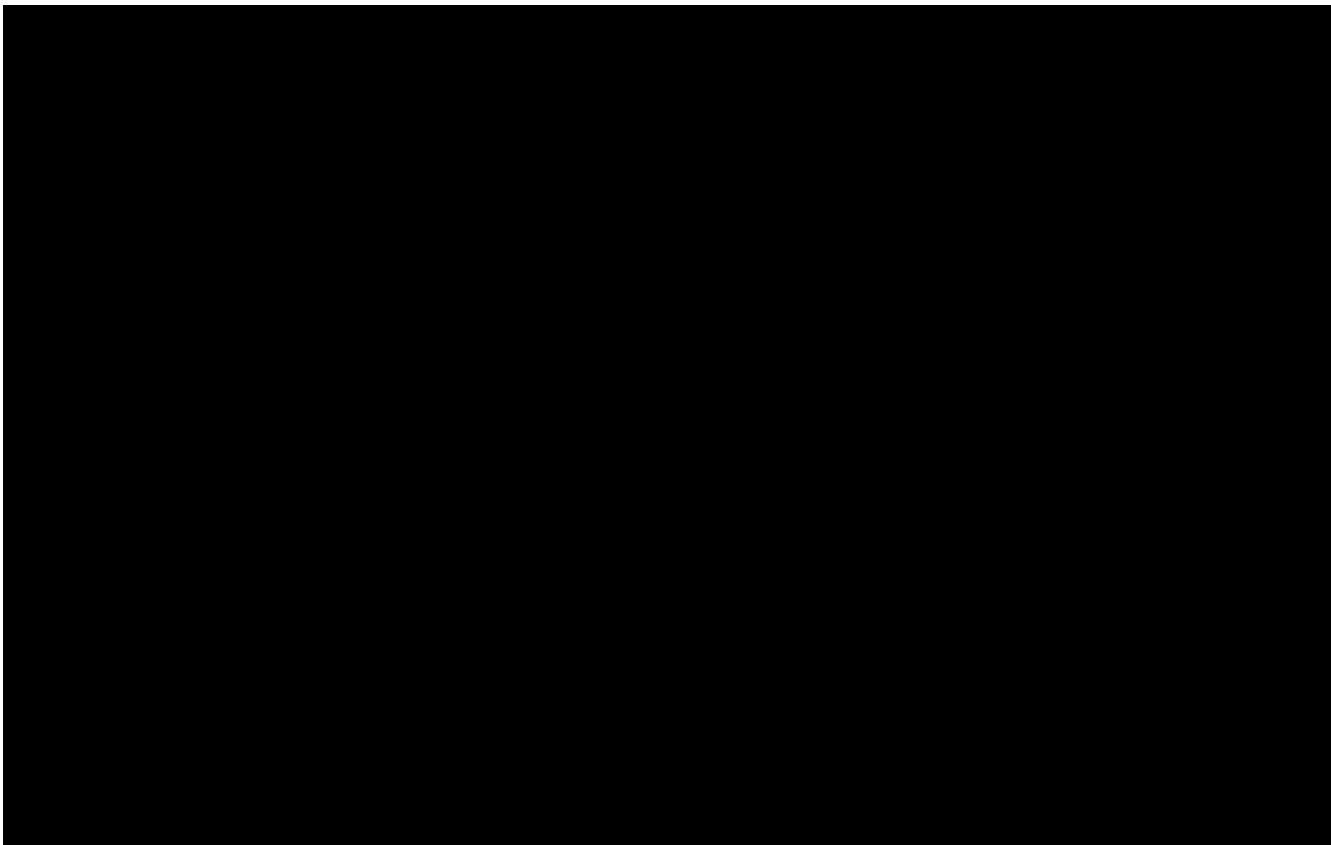
Project Manager: Amy Reyes, BS, early learning specialist, will serves as project manager and provide operational guidance and direction. She will support the implementation of project activities and monitor progress toward project goals and objectives. Reyes will work closely with the fiscal manager to ensure project activities remain within budget. [REDACTED]

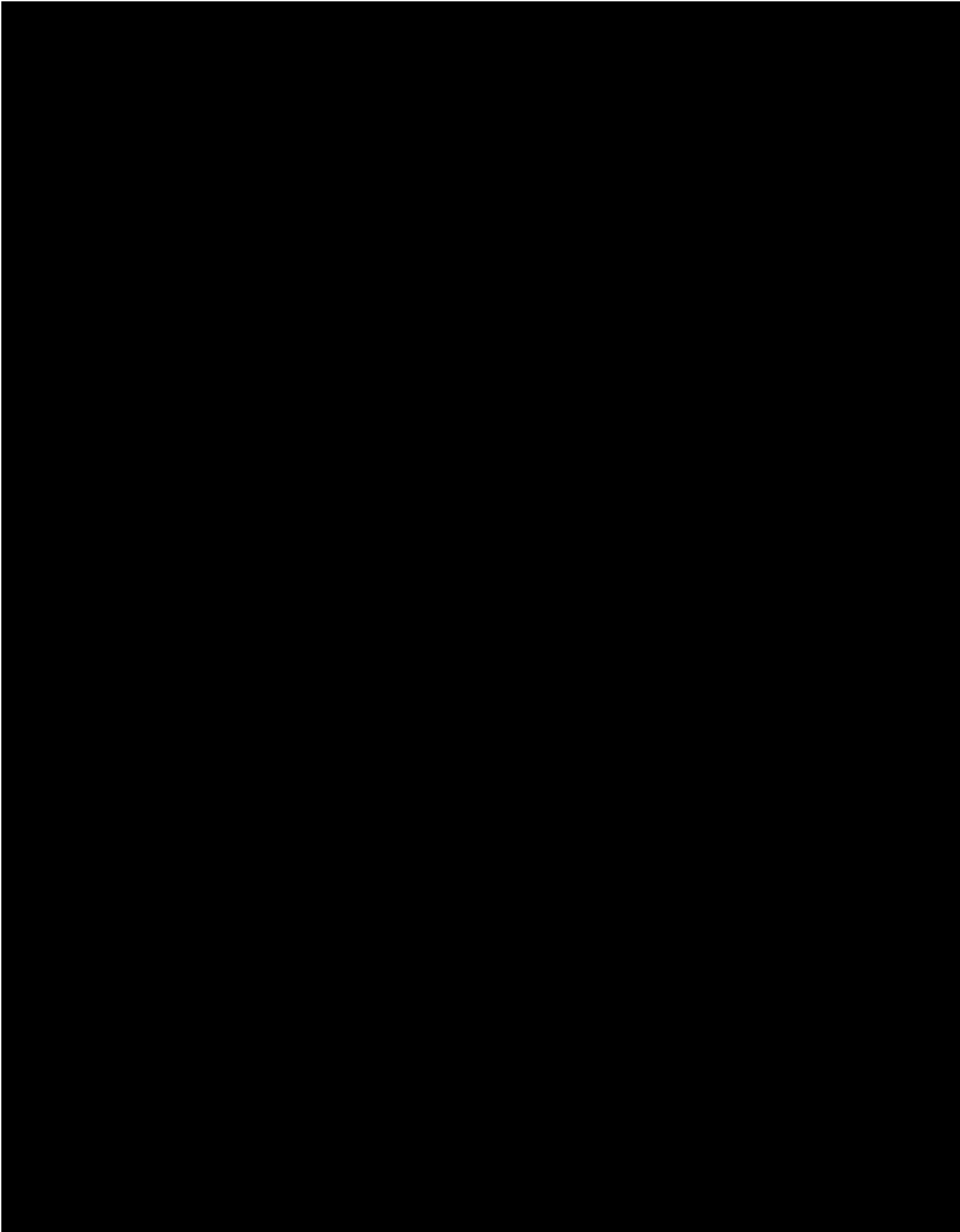
Project Coordinator: John Bole, MEd, school support division director, will serve as the project coordinator and work closely with the project manager to coordinate and provide support

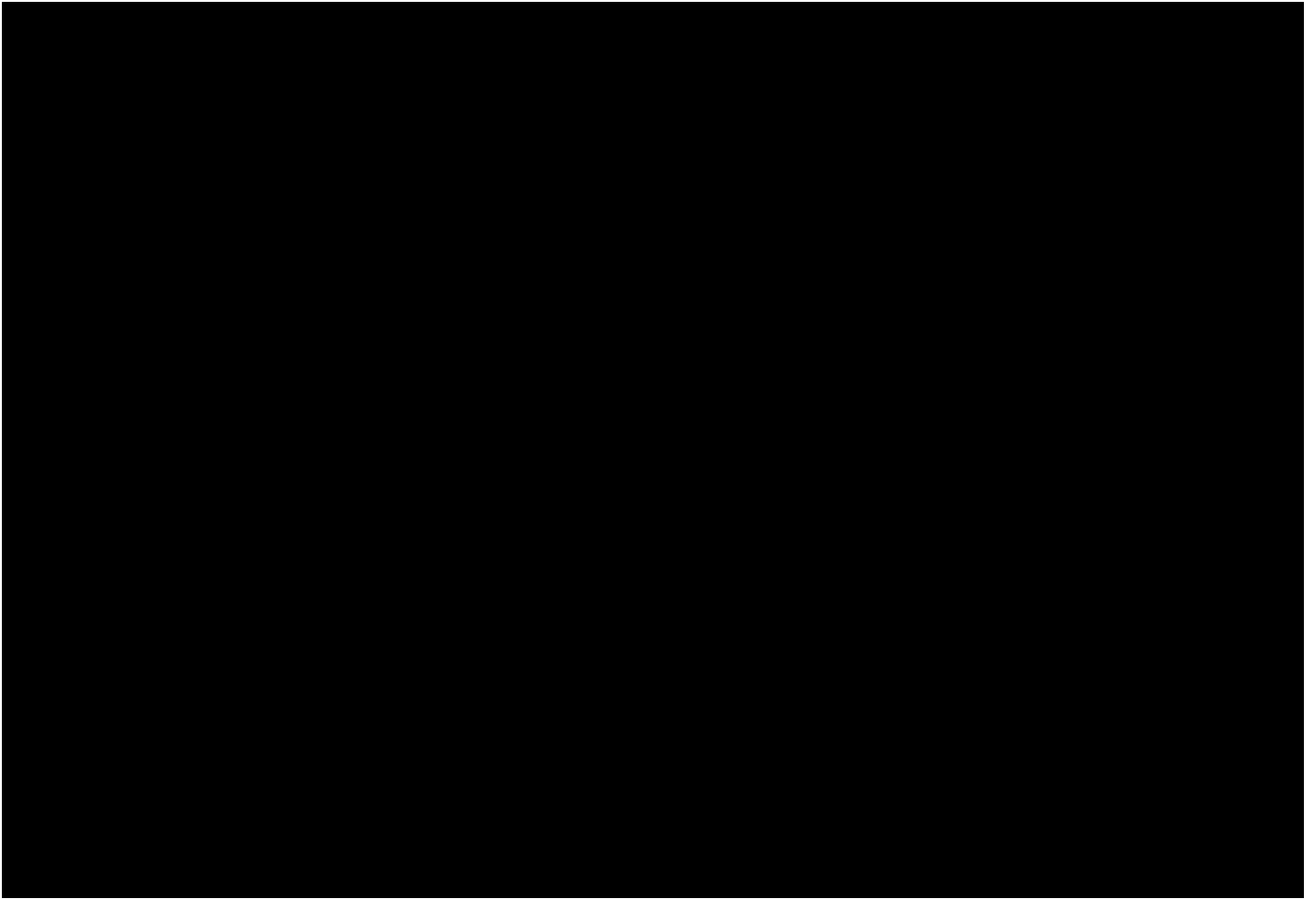
for project activities. He will also provide direct implementation support to subgrantees to ensure they receive appropriate resources and training. [REDACTED]

Fiscal Manager: Dustin Brown, MA, education program consultant, will serve as the fiscal manager to manage grant funds and monitor grant expenditures. In this role, he will ensure strict compliance to funding regulations and manage all budget reporting requirements. Brown will also work closely with the project manager to ensure appropriate use of funds to support project activities. [REDACTED]

Administration Support: Laura Budd, BS, school division support, will serve as an administrator and support the core management team by providing day to day administration support to enhance daily project operations. In this role, she will schedule meetings, secure training locations, assist with contract development, coordinate subgrantee applications, and ensure timely payment of invoices. [REDACTED]

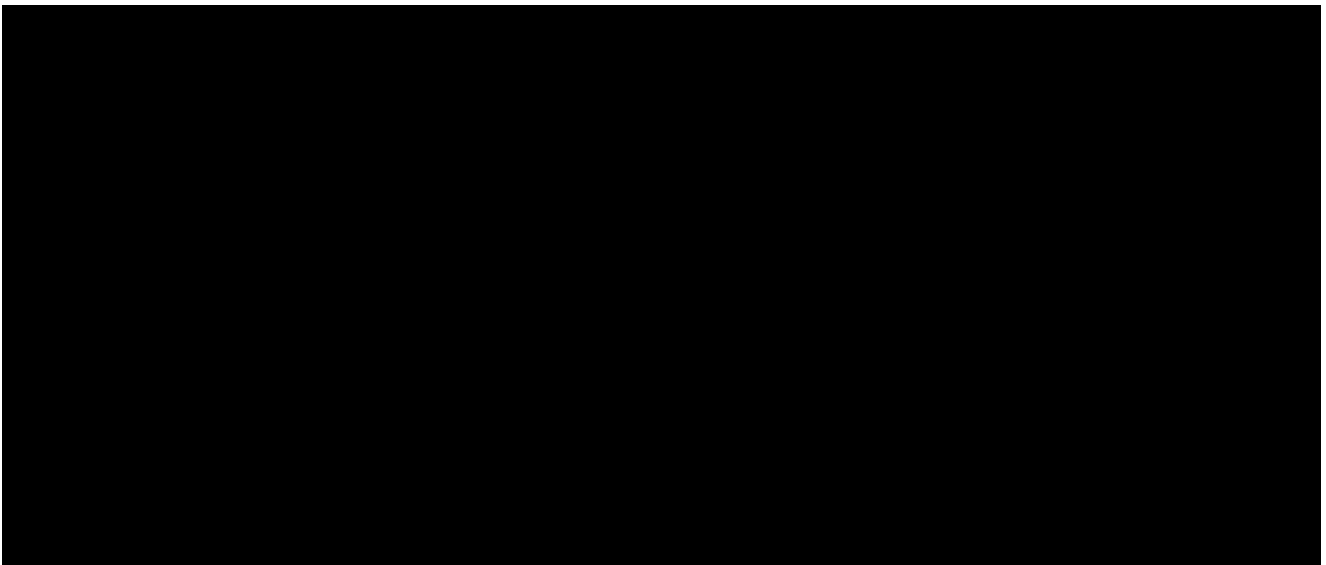


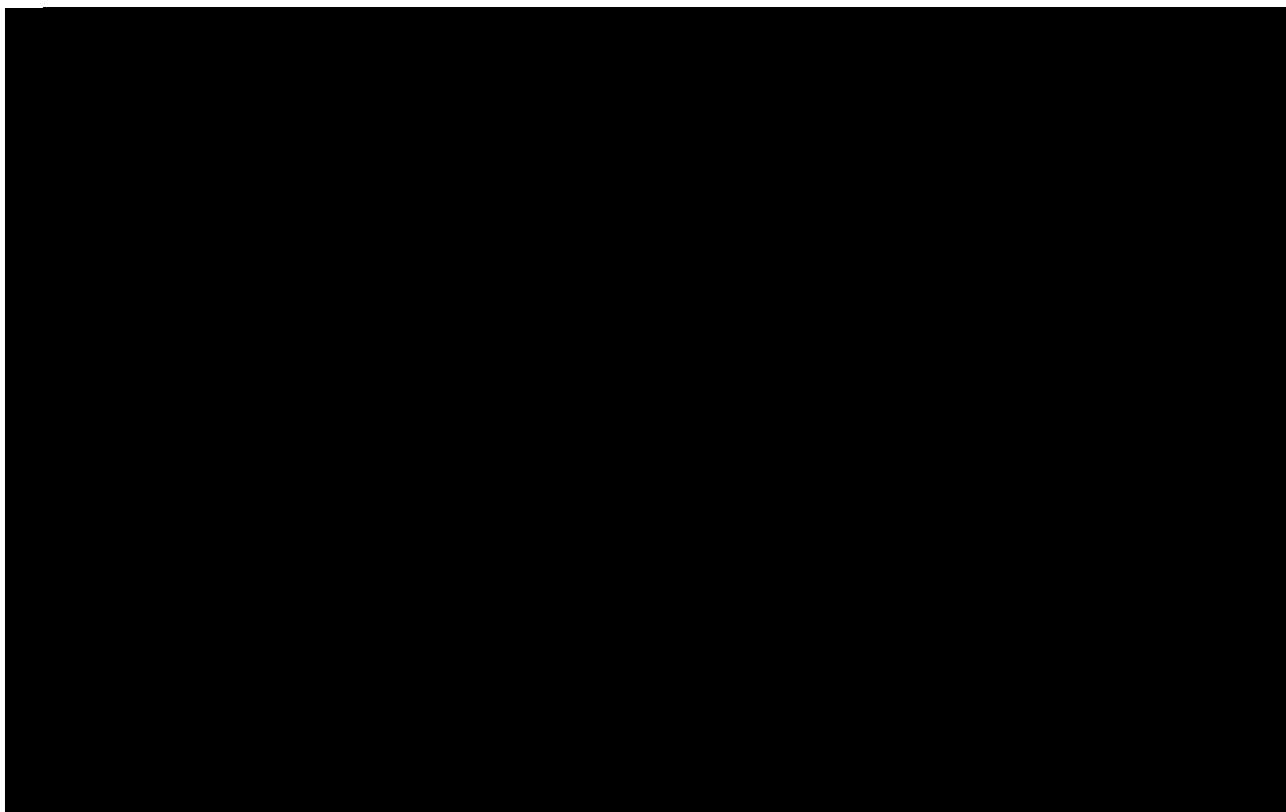




3. Travel

WY BILT Travel Budget Summary





WY BILT Travel Budget Justification. In the following section, WDE has provided a break down of costs and calculations associated with travel for project activities. Travel includes subsistence and transportation expenses. Subsistence expenses include lodging, based on actual anticipated costs, and per diem for meals and incidentals, based on amounts set by the Federal Government’s General Services Administration (GSA). Transportation costs include mileage rates (0.575/mile) as defined by the US Internal Revenue Service.

Site visits. Site visits will be conducted by the Literacy Director and Literacy Program Manager to provide technical assistance, training, and coaching, in addition to compliance and performance monitoring. These visits will occur twice a year at each of the LEA 16 grant sites. This travel will occur in each of the 5 years. Given the size of Wyoming, travel and site visits will occur over a period of two days.

- **Hotel:** [REDACTED] x 1 night/visit x 2 visits/year x 16 sites x 2 people = [REDACTED]

- **Per Diem:** [REDACTED] x 16 sites x 2 days/visit x 2 people = [REDACTED]
- **Mileage:** [REDACTED] x 500 miles round trip x 16 sites x 2 people = [REDACTED]
 - **Total Per Year** = [REDACTED]

District grant development training. District Grant Development Training will be conducted by two WDE staff members for LEA grant development teams. This training will provide technical assistance to LEAs in developing their literacy grant application. Training will occur in 4 regional locations across Wyoming. This travel will only occur in the first year of the grant. Given the size of Wyoming, travel and District Grant Development Training will occur over two days for each training. Local travel is needed to attend local meetings, participate in project activities, and to attend training events.

- **Hotel:** [REDACTED] x 1 night/training x 4 trainings x 2 people = [REDACTED]
- **Per Diem:** [REDACTED] x 4 regional trainings x 2 days/training x 2 people = [REDACTED]
- **Mileage:** [REDACTED] x 500 miles round trip x 4 regional trainings x 2 people = [REDACTED]
 - **Total First Year** = [REDACTED]

Wyoming literacy task force convening. The Wyoming Literacy Task Force is charged with developing and monitoring the comprehensive state literacy plan. Given the heavy lift associated with the literacy plan development, the Wyoming Literacy Task Force will convene monthly in the first year and quarterly for the remaining four years. The Literacy Task Force will meet face-to-face four times throughout the year and the remaining meetings will be held virtually. The Wyoming Literacy Task Force convenings will occur in each of the 5 years. There are 15 members of the Wyoming Literacy Task Force plus five WDE staff that will attend these meetings. Given the size of Wyoming, travel and the Literacy Task Force will occur over two days.

- **Hotel:** [REDACTED] x 1 night/meeting x 4 meetings/year x 20 people = [REDACTED]

- **Per Diem:** [REDACTED] x 4 meetings visits/year x 2 days/meeting x 20 people = [REDACTED]
- **Mileage:** [REDACTED] x 500 miles round trip x 4 = [REDACTED]
 - **Total Per Year** = [REDACTED]

Wyoming literacy improvement network meetings. All Tier 2 and Tier 3 LEA subgrantees are required to participate in the Literacy Improvement Network meetings. During this time, the LEAs will have opportunities to share, and benefit from lessons learned. LEAs will pay for associated travel expenses using subgrantee award funds. WDE will include three staff members to support and facilitate the meetings. These meetings will occur twice a year for all five years of the grant. Given the size of Wyoming, travel and the Literacy Improvement Network Meetings will occur over two days.

- **Hotel:** [REDACTED] x 2 NIC meetings/year x 3 people = [REDACTED]
- **Per Diem:** [REDACTED] x 2 NIC meetings/year x 2 days x 3 people = [REDACTED]
- **Mileage:** [REDACTED] x 500 miles round trip x 2 NIC meetings/year x 3 people = [REDACTED]
 - **Total Per Year** = [REDACTED]

Semi-annual regional meetings. The Literacy Director, supported by the Project Director, Project Coordinator, Literacy Program Manager, and the Project Manager, will host 2 regional meetings a year in each of the four regions across Wyoming to allow subgrantees to share about and receive training on evidence-based practices. Subgrantees will also receive coordinated literacy and system improvement support. These meetings will occur twice a year for all five years of the grant. Given the size of Wyoming, travel and the Literacy Improvement Network Meetings will occur over two days.

- **Hotel:** [REDACTED] x 1 night/meeting x 2 meetings/year x 4 regions x 5 people = [REDACTED]

- **Per Diem:** [REDACTED] x 2 meetings/year x 2 days/meeting x 4 regions x 5 people =
[REDACTED]
- **Mileage:** [REDACTED] x 500 miles round trip x 2 meetings/year x 4 regions x 5 people
= [REDACTED]
- **Total Per Year =** [REDACTED]

Education conference workshops and presentations. With the expertise acquired with the hiring of the Literacy Director, Literacy Program Manager, and other experts at the WDE, various presentations will be given at the Literacy Conference and other education related conferences across Wyoming. All members of the internal core management team will attend and present at three conferences per year. This will occur for each year of the grant. Given the size of Wyoming, travel and the Literacy Improvement Network Meetings will occur over two days.

- **Hotel:** [REDACTED] x 1 night/conference x 3 Conferences/year x 6 people = [REDACTED]
- **Per Diem:** [REDACTED] x 3 Conferences/year x 2 days/conference x 6 people = [REDACTED]
- **Mileage:** [REDACTED] x 500 miles round trip x 3 Conferences/year x 6 people =
[REDACTED]
- **Total Per Year =** [REDACTED]

4. Equipment

None requested.

5. Supplies

WY BILT Supplies Budget Summary



WY BILT Supplies Budget Justification. WDE has budgeted for costs associated with general office supplies, computer equipment, software, and professional development materials. The following section provides a cost breakdown requested funds for project supplies.

General office supplies, postage, and copies. This is the amount needed for general operations of the project. [REDACTED] provides the literacy director and literacy program manager [REDACTED] for general office supplies and copies.

Laptop computer. This will cover the cost of a laptop computer, monitor, keyboard, and docking station for literacy director and literacy program manager. The cost of the state computer package is [REDACTED]

Software. The software includes Microsoft Suite and Adobe. The costs of the software is [REDACTED] The software will be for the literacy director and literacy program manager.

Professional development supplies. This cost includes supplies for the district grant

6. Contractual

WY BILT Contractual Budget Summary

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WY BILT Contractual Budget Justification.

In the following section, WDE has provided a breakdown of costs associated with contractual obligations.

LEA grant subawards. Up to 16 LEA grant subawards will be made with preference given to those school districts located in Opportunity Zones, with the highest proportion of students reading below grade level, and/or with the largest achievement gaps. 95% of funds will be granted to LEAs, with 15% used toward children birth through kindergarten entry; 40% for grades kindergarten through grade 5; and 40% allocated equitably among grades 6 through 12. LEAs receiving subawards will either request funds as a Tier 2 or Tier 3 districts based on

student performance. It is expected approximately 15% of the CSLD grant will be allocated toward Tier 2 LEA district grant subawards. LEAs classified as Tier 3 will receive approximately 80% of the CSLD grant funds. The average LEA grant subawards for Tier 2 schools is [REDACTED] in Year 1 and [REDACTED] in each of the remaining four years. The average LEA grant subawards for Tier 3 schools is [REDACTED] in Year 1 and [REDACTED] in each of the remaining four years. Table 4 in the project narrative details the requirements for both Tier 2 and Tier 3 schools.

External evaluator. The contract for the external evaluator must be put out for a competitive bid. The contractor will serve as the external evaluator for WY BILT. WDE will use a developmental evaluation (DE) approach to monitor and provide feedback on WY BILT to each of the three project teams. DE facilitates the evolution of a program in a complex environment, such as a state education system, to nurture learning about what is working and what is not. The external evaluator will track each of the required Government Performance and Results (GPRA) Act performance measures as well as the goal targets. In addition to the required GPRA indicators, they will collect additional performance measures and qualitative data at the local, LEA level to enhance project evaluation. The information provided by the external evaluation will be used by the statewide literacy task force. Since the information developed through the external evaluator is used at the state and LEA levels, the cost of the evaluation will be split between WDE and LEA subgrant recipients. WDE is expecting the external evaluation to cost about [REDACTED] over the life of the grant. WDE will use state level funds to pay [REDACTED] per year, or [REDACTED] over the five years. LEA subgrantees will each pay an equal share of the remaining [REDACTED] external evaluation costs. Over the 5 years, each LEA subgrantee will pay [REDACTED], or [REDACTED].

Independent district subgrant scorer. To review grant applications, WDE will use the state procurement process to solicit external grant reviewers. These individuals will be contracted to review and score applications submitted to the WDE. Each CSLD grant applicant will have three external reviewers provide comments and feedback. This is only an expense during the first year of the grant.

Annual literacy conference. In support of all districts, Tiers 1-3, WDE will host a two-day conference with a literacy focus or a literacy strand/workshops within another Wyoming conference. This provides opportunities to support all districts with improving student literacy at all grades level from early childhood through grade 12. The conference would be held in a central location in Wyoming. The average daily cost of a conference in Wyoming is [REDACTED] or [REDACTED] for both days, which includes costs for rooms and audio/visual. All food costs will be paid through registration fees by districts.

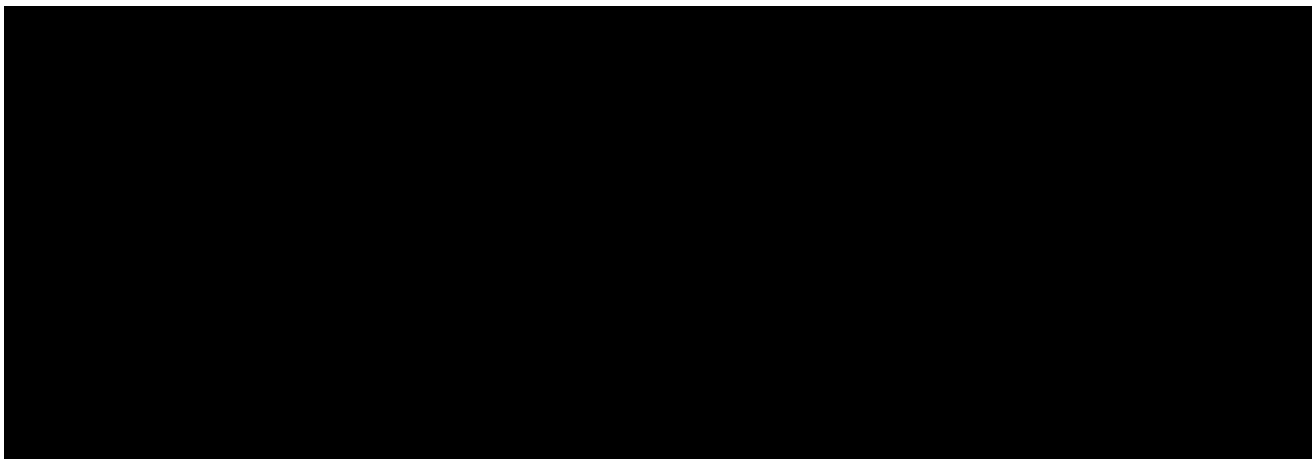
Literacy task force members. Fifteen task force members from across Wyoming will combine their expertise to support the development of Wyoming's statewide literacy plan. Task force members will review students' performance and other outcomes to ensure the expected progress is being made. The task force members will meet monthly during the 2020-21 program year to develop the comprehensive state literacy plan, then reconvene quarterly throughout the duration of the CSLD-funded project to provide feedback and monitor implementation. Members will receive a [REDACTED] stipend annually for their expertise and time.

7. Construction

Not applicable.

8. Other

Other Budget Summary

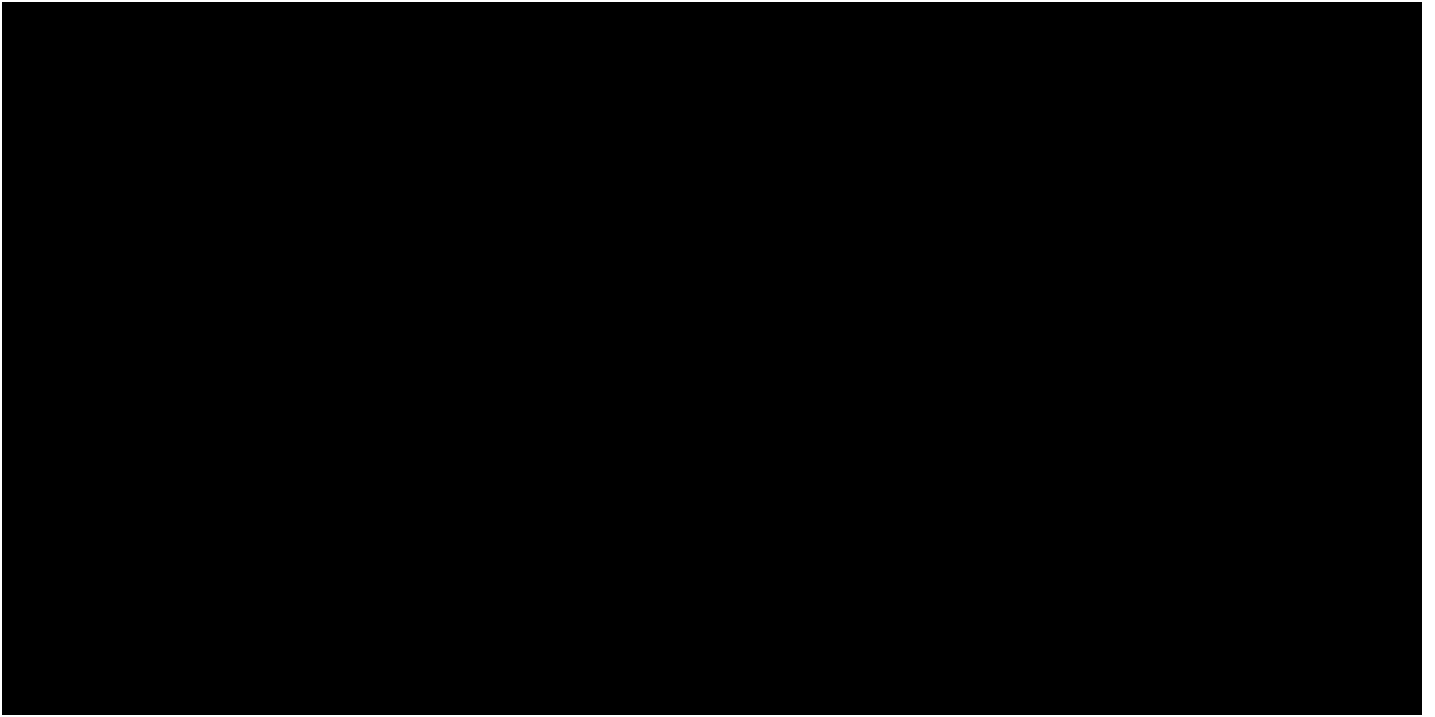


Other Budget Justification. WDE has budgeted for costs associated with communications.

Telecom. This cost will cover the use of desk and cell phones by the literacy director and literacy program manager. The monthly cost of the cell phone is [REDACTED] per month or [REDACTED] annual for both positions. Given the extensive travel these positions will incur, it is critical they have cell phones to continue their work when they are not in the office. The monthly cost of a desk phone, including voicemail, is [REDACTED] per month or [REDACTED] annual for both positions. These positions will then have an additional [REDACTED] to purchase their desk phones for [REDACTED] [REDACTED]) and cell phones at [REDACTED] in their first year.

9. Total Direct Costs

Total of lines 1 through 8.



11. Training Stipends

Not applicable.

12. Total Cost

Total of lines 9 and 10.