



GRANT PROPOSAL COVER LETTER
PART I: Applicant Information

I. Applicant Name:

Wichita State University
College of Applied Studies

II. Catchment Area Addressed:

1 ___ 2 ___ 3 4 ___ 5 ___ 6 ___ 7 ___

III. CAEP Accreditation:

Initial Programs: YES ___ NO
Advanced Programs: YES ___ NO

IV. KSDE Accreditation:

P-6 Elementary Education: YES ___ NO
Reading Specialist: YES ___ NO



Vision

The Wichita State University (WSU) **Center for Literacy Education, Advancement, and Research (CLEAR)** envisions a future where every child in Kansas reads proficiently, empowering them to achieve personal success and contributing to economic growth and societal well-being. WSU's CLEAR will serve as a hub of literacy excellence, integrating educator preparation, ongoing professional development, and comprehensive PreK-12th grade student and family support to meet the diverse needs of our urban, suburban, and rural communities in south-central Kansas and the broader state. By fostering collaboration among regional schools, families, post-secondary educational institutions, and community organizations, we will create innovative literacy solutions grounded in the Science of Reading and Structured Literacy, ensuring all educators—both pre-service and in-service—are equipped with the skills and knowledge necessary to cultivate literacy success for every student (see Figure 1).

As an essential educational, cultural, and economic driver for Kansas and the greater public good, WSU plays a key role in empowering individuals and communities. Building on these foundations, CLEAR will enhance the effectiveness of our educators and strengthen community ties, providing a cohesive network of support that promotes literacy for all Kansas families while contributing to both local and global change.

1. COMMITMENT TO BLUEPRINT FOR LITERACY

WSU's CLEAR is dedicated to supporting the Kansas Blueprint for Literacy goal of having 90% of students reading at or above grade level by 2033. By leveraging WSU's unique position as Kansas's only urban-serving, public research university, we will facilitate meaningful impact through innovative strategies, community partnerships, and a focus on equity in literacy education across our catchment area.

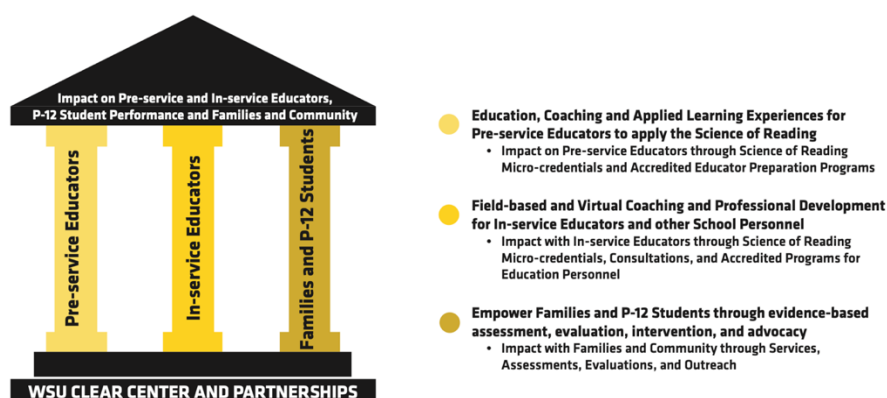


Figure 1. Framework and Pillars for Center

Pillar 1: Pre-Service Educator Preparation

1. CURRENT PROGRAMS

WSU offers comprehensive pre-service teacher preparation programs aligned with the Science of Reading, equipping future educators to foster literacy success in diverse P-6 settings. Our programs meet International Dyslexia Association (IDA) and Kansas State Department of Education (KSDE) standards, ensuring graduates are skilled in evidence-based literacy instruction. Accredited by KSDE and the Council for the Accreditation of Educator Preparation (CAEP), WSU maintains high-quality educational standards. Bachelor's programs in Elementary Education, Early Childhood Unified Education, and Elementary Education Unified, in addition to Secondary Education, Special Education, and programs preparing other school professionals such as educational leaders, school counselors, and school psychologists, provide meaningful learning experiences that positively impact PreK-12th grade student achievement.

Coursework Aligned with the Science of Reading. WSU's curriculum is firmly grounded in evidence-based practices from the Science of Reading. Foundational courses like *Science of Reading 1 and 2* focus on key literacy skills such as phonemic awareness, phonics, fluency, vocabulary, morphology, and comprehension, preparing pre-service teachers to effectively support diverse learners, particularly those at risk. Additionally, the teacher preparation program includes courses like *CI/TAP Reading and Writing Exceptionalities* and *CI 324 Linguistics for Elementary Teachers*, which integrate Science of Reading and Structured Literacy principles to promote explicit and systematic instruction. These concepts are further woven into all methods and clinical experience courses, enabling teacher candidates to apply evidence-based literacy strategies across disciplines and in real-world classroom settings. Detailed curriculum alignment is outlined in Appendix 1: KBOR Science of Reading Assurance Forms

Applied Learning-Classroom and Field Experiences. Pre-service educators at WSU engage in extensive classroom and fieldwork in local schools (see Appendix 2: USD 259 PDS Partnership Agreement with WSU). These experiences enable them to apply literacy instruction in real-world settings through co-teaching, observation, and direct instruction, guided by mentor teachers. Support and coaching focus on direct and explicit teaching strategies, refining instructional practices and aligning with the Science of Reading.

Collaboration with Other School Personnel. WSU's programs also emphasize collaboration with other educational professionals. Pre-service educators have opportunities to engage with school counselors, school psychologists, speech-language pathologists, principals, and superintendents while enrolled in WSU programs. This interdisciplinary approach fosters a deeper understanding of the diverse roles within the educational system and promotes a holistic approach to student learning. By collaborating with these professionals, pre-service teachers can gain insights into supporting students with various needs and understand the importance of a coordinated effort in literacy education.

Impact on PreK-12th grade Student Learning. The effectiveness of WSU's pre-service teacher preparation programs is evidenced by the success of our graduates in the field. Our graduates consistently demonstrate strong competency in literacy instruction, positively impacting student learning outcomes in their classrooms. We continuously assess the impact of our programs through partnerships with local school districts and alumni and employer surveys, further reinforcing our commitment to high-quality teacher preparation.

In summary, WSU's pre-service teacher preparation programs not only align with the Science of Reading but also provide rich classroom and field experiences that allow future

educators to apply effective literacy instruction. With strong support and collaboration from various school personnel and community partners, we are committed to preparing highly skilled educators who will drive progress toward achieving the Kansas Blueprint for Literacy goals.

2. SUCCESS OF PROGRAM COMPLETERS ON LICENSURE EXAM

Appendix 3 provides detailed data on P-6 Elementary Education completers' performance on the Praxis 7812 state literacy exam, including the number of test-takers, pass rates, and mean scores, which reflect consistent success over the past four years. Praxis scores and other assessment data are reviewed annually by faculty, program committees, and advisory councils during annual report preparations. Findings are shared at the annual Accreditation Steering Committee data retreat, where action items are developed to address strengths and areas for improvement. This process ensures future candidates are well-prepared for literacy instruction and meet licensure requirements.

3. PROPOSED ENHANCEMENTS

WSU is committed to continuously improving our pre-service teacher preparation programs to better equip future educators with the skills necessary to foster literacy success among PreK-12th grade students. To achieve this goal, we propose several innovations and enhancements that will have a positive impact on student learning.

Additional Paid Applied Learning Opportunities. Our candidates spend three semesters in field experience work and an additional semester in their final clinical internship. In addition to this extensive applied learning within the programs, to further deepen the practical experience of our pre-service educators, while WSU currently has applied learning opportunities, we propose to leverage those and implement additional paid applied learning opportunities to provide these to additional students. This initiative will allow students to engage within local schools or literacy-focused organizations while completing their coursework that is in addition to their required field experience/applied learning. By integrating paid positions, we not only provide financial support to our students, many who are first generation college students who face financial hardships, but also create additional authentic learning experiences where they can apply the Science of Reading in real classroom settings. These positions will include responsibilities such as tutoring, assisting in literacy interventions, and collaborating with teachers to implement structured literacy strategies.

Wichita State University allocated new funding in 2024-25 for paid applied learning funds that will support these additional opportunities for our pre-service education students. Additionally, the WSU College of Applied Studies is one of two universities in Kansas to receive an AmeriCorps planning grant to enhance literacy skills for PreK-Third grade children in Wichita's 67214 zip code, addressing urgent educational needs in high-poverty communities. The program plans to prepare pre-service teachers to deliver structured literacy interventions based on the Science of Reading and Structured Literacy. This approach targets education, poverty, and youth development, offering evidence-based literacy support for a brighter future in the 67214 zip code.

Creation of a Virtual Simulation Lab. In partnership with WSU's Child Development Center (CDC) and potentially the Speech-Language Hearing Clinic, we propose the creation of a Virtual Simulation Lab. This innovative space will utilize technology to simulate classroom environments, allowing pre-service teachers to practice and refine their instructional strategies in a safe and controlled setting. Through interactive scenarios, students can engage in role-playing exercises that focus on implementing direct and explicit teaching methods aligned with the Science of Reading. This lab will provide immediate feedback and coaching, enhancing their preparedness

for real-world teaching challenges. Plans also include partnering with other KBOR institutions to develop simulation scenarios and explore opportunities to develop Generative AI coaching tools.

Para-Educator Literacy Preparation and Training Pathway. As evident in our Teacher Apprentice Program™ (TAP™; the largest teacher preparation program in Kansas with approximately 700 pre-service educators), WSU recognizes the vital role of para-educators in supporting literacy instruction. As such, we propose the development of a Para-Educator Literacy Preparation and Training Pathway. This pathway will include targeted training on structured literacy practices and the Science of Reading principles, equipping para-educators with the knowledge and skills necessary to support classroom teachers effectively. In addition to foundational training, the pathway will incorporate coaching and mentorship, ensuring that para-educators are well-prepared to contribute meaningfully to student learning and literacy development.

Enhanced Collaboration and Networking Opportunities. To further address the nationwide push for structured literacy, we will enhance collaboration and networking opportunities for our pre-service educators. This initiative will include partnerships with regional literacy organizations, participation in regional, state, and national literacy conferences, and the establishment of mentorship programs that connect students with experienced educators, including WSU alumni, who are working in the field. By fostering a community of practice, we will enable our future teachers to share insights, resources, and best practices related to literacy instruction.

Integration of Technology in Literacy Instruction. WSU education programs embrace digital transformation, and we will further integrate technology into our literacy instruction coursework. This enhancement will include training on digital literacy tools and resources that support the Science of Reading and creating applied learning opportunities for pre-service educators to leverage technology to enhance student engagement and learning outcomes. Additionally, CLEAR will produce a series of podcasts hosted on a new website that will provide both knowledge and application content that can be used across Kansas and the U.S. By incorporating technology, we prepare our future educators to meet the needs of a digitally literate generation.

In conclusion, the proposed enhancements to WSU's pre-service teacher preparation programs aim to create innovative, practical, and supportive learning experiences for our future educators. By incorporating paid applied learning, a Virtual Simulation Lab, a Para-Educator Literacy Training Pathway, enhanced collaboration, and technology integration, we will ensure our graduates are well-prepared to drive literacy success and positively impact PreK-12th grade student learning across Kansas.

4. SIMULATIONS

WSU's CLEAR proposes a comprehensive plan for simulation experiences that enable pre-service teachers to apply the principles of the Science of Reading while receiving targeted coaching. CLEAR will support a **continuum of simulation experiences** (see Appendix 9), ranging from low-tech to high-tech formats, offering a progression from simpler, hands-on activities to advanced, immersive virtual environments. This continuum allows pre-service teachers to gradually build confidence and competence in applying evidence-based literacy practices. Formats included as part of the continuum include the micro-teaching, experiential learning activities, and Virtual Simulation Lab activities that emphasize critical thinking, decision-making, and literacy strategy implementation.

Micro-Teaching sessions within Science of Reading courses involve pre-service teachers delivering structured lessons to peers and receiving formative feedback to refine techniques. This format fosters self-evaluation and critical reflection, enhancing instructional delivery.

Additional **Experiential Learning Activities** include role-playing, where pre-service teachers explore different perspectives in literacy instruction; tabletop exercises, which foster collaborative problem-solving of literacy challenges; and resource distribution simulations, aimed at addressing equity issues in education. These activities promote informed decision-making and deeper engagement with the complexities of teaching literacy.

The **Virtual Simulation Lab**, to be developed in collaboration with WSU's Child Development Center and the Speech-Language Hearing Clinic, will offer immersive classroom scenarios. Facilitators will guide pre-service teachers through varied instructional challenges, allowing them to apply direct and explicit teaching methods in realistic settings and to receive coaching feedback.

Structured reflection and coaching will follow each simulation, with guided discussions to analyze experiences, refine decision-making, and receive targeted feedback, ensuring reflective practice and effective application in future instructional contexts.

Pillar 2. In-Service Educator and District Programs/Support

1. CURRENT PROGRAMS

WSU is committed to providing robust learning opportunities for in-service school professionals, including teachers, building and district leaders, school psychologists, and school counselors. Our programs are designed to enhance knowledge and application skills in literacy instruction through courses aligned with the Science of Reading and structured field-based experiences. WSU's position as the only urban-serving, public research university in Kansas uniquely equips us to prepare educators and school personnel for the diverse challenges faced in urban, suburban, and rural settings. Through targeted graduate programming (degree and licensure), professional development and clinical/field-based experiences, we provide meaningful applications of literacy practices that are relevant to each context. By supporting educators at all levels, we aim to foster a culture of continuous improvement in literacy instruction across Kansas.

Graduate Programs and Paid Applied Learning. WSU offers several graduate programs that support in-service educators, including the **Reading Specialist** endorsement program and Structured Literacy graduate certificate. The **School Psychology** and **Special Education** graduate program integrates literacy frameworks into initial assessments and interventions, and the School Psychology program currently has a \$2.3M grant from the U.S. Department of Education to build school psychology partnerships in rural areas. Additionally, our paid applied learning opportunities allow graduate students to gain practical experience while contributing to the implementation of literacy programs in local schools. Additionally, Science of Reading and Structured Literacy principles are woven throughout all graduate coursework, ensuring comprehensive advanced literacy training and application across graduate programs.

Clinical and Field-Based Experiences. In-service educators benefit from clinical and field-based experiences that are tailored to the unique needs of their students. This includes targeted training for educators working within special education, building leadership, district leadership, counseling, school psychology, and the reading specialist program. These experiences take place within regional schools, allowing educators to observe and participate in high-quality literacy instruction that meets diverse learner needs.

Collaborative Partnerships. WSU actively leverages partnerships with local school districts, educational organizations, community colleges, and community agencies to enhance professional development opportunities for in-service educators. By collaborating with these stakeholders, we create pathways for educators to engage in shared learning experiences and benefit from a broader network of resources. For instance, partnerships with the College of Health Professions allow for integration of speech-language pathology expertise into literacy training, ensuring a well-rounded approach to addressing student needs.

Professional Learning Courses. WSU offers specialized professional learning courses to support in-service educators' growth in literacy instruction, coaching, and leadership. These courses cover topics such as structured literacy, dyslexia interventions, assessment techniques, and classroom management strategies. Designed to be flexible and applicable, the courses are delivered through a mix of online, in-person, and hybrid formats, making them accessible to educators statewide. A **KBOR-sponsored, system-wide micro-credential** will also be offered, providing educators with an opportunity to enhance their skills in a targeted area of literacy. Some participants can earn graduate credit at a reduced market-based tuition rate.

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Collaborative Case Studies allow in-service educators and leaders to work in teams to analyze real-world literacy challenges, exploring scenarios with varying student needs, classroom dynamics, and potential interventions. Educators apply evidence-based solutions, enhancing collaborative problem-solving skills. **Micro-Teaching Simulations** enable educators to design and deliver short lessons to peers, who act as students, promoting direct and explicit teaching methods. This setup allows for instant feedback from colleagues and facilitators, helping participants refine techniques and experiment with various literacy strategies. **Simulation Workshops** immerse educators in realistic classroom scenarios, simulating situations like differentiating instruction for diverse literacy needs, managing classroom behavior, or coaching teachers to implement reading interventions for struggling students. Facilitators control the parameters, creating a dynamic learning environment that mirrors the complexities of real classrooms. **Virtual Simulations** offer interactive, technology-based experiences that educators can access remotely. These simulations present diverse instructional scenarios, allowing participants to navigate complex literacy challenges, practice structured strategies, and receive immediate feedback—making this format ideal for reaching educators across urban, suburban, and rural areas.

WSU will enhance these simulations by leveraging partnerships with local school districts and educational organizations. Collaborations with specialists, such as speech-language pathologists and school psychologists, will provide insights into diverse learner needs and effective interventions, enriching the simulation experiences. By drawing on the expertise of these professionals, WSU will create more comprehensive and relevant scenarios, ensuring that in-service educators are well-equipped to address various literacy challenges.

To maximize the benefits of these simulations, structured reflection and coaching will be integrated. After each simulation, educators will engage in guided discussions to analyze decisions, outcomes, and areas for improvement. Coaches will offer targeted feedback, helping educators connect simulation experiences to classroom practice and literacy instruction.

3. COACHING

WSU is committed to providing robust, evidence-based coaching services to in-service educators and school/district leaders, including general education teachers, ESOL teachers, special education teachers, instructional coaches, and reading specialists. Our coaching framework is grounded in the principles of the Science of Reading, ensuring that educators across the state receive targeted, data-driven support that enhances literacy instruction and student outcomes. Supported by Wichita State's Kansas Mentor & Induction Center, this coaching plan integrates virtual and on-site options, leverages innovative Generative AI technologies, which will be guided by a new Generative AI Literacy Task Force, and aligns with the Kansas Blueprint for Literacy goals. By building the capacity of teachers and other professionals across Kansas, WSU aims to ensure literacy success for every student.

Kansas Mentor & Induction Center (KMIC). KMIC (see Appendix 4: KMIC Description) will be a key resource for in-service educators and other professionals, providing comprehensive coaching to meet diverse district needs. WSU College of Applied Studies collaborated with the Kansas Department of Education to establish the Kansas Mentor & Induction Center beginning in 2014. KMIC professional development sessions provide participants the opportunity to:

- Identify innovative strategies in their role as novice teacher mentors.
- Explore tools and techniques for applying effective mentoring practices.
- Develop strong observation and coaching techniques for valuable mentor conversations.
- Adopt and improve best practices through collaborations with a variety of districts.

KMIC will train instructional coaches, paraeducators, and educational leaders in evidence-based practices, focusing on structured literacy to boost student achievement. Collaborating with districts and educational partners, KMIC will tailor coaching to local needs, supporting teachers across urban, suburban, and rural settings. This includes addressing English Language Learners and inclusive strategies for students with disabilities. KMIC will also equip districts with tools to sustain coaching, ensuring continuous growth and long-term success.

Virtual and On-Site Coaching Services. WSU will offer flexible virtual and on-site coaching for educators across Kansas. Virtual sessions will use secure platforms for real-time interaction, classroom observation, and collaborative problem-solving. Coaches will support structured literacy implementation, student data analysis, and instructional adjustments. On-site coaching will provide immersive support, with real-time observation, strategy modeling, and reflective discussions, enabling hands-on skill refinement with immediate feedback.

Integration of Generative AI for Coaching. WSU will enhance its coaching services by integrating Generative AI, offering educators real-time guidance through AI-driven prompts for complex instructional scenarios. The AI will provide tailored suggestions, answer instructional questions, and offer resources aligned with the Science of Reading. For instance, teachers can input classroom challenges, and the AI will generate strategies to address them, supporting decision-making. This approach not only increases coaching efficiency but also allows for personalized, on-demand professional development. Educators can engage with the AI at their own pace, complementing human coaching in a hybrid model that enhances the overall experience. This also will be an innovation that will connect with the research initiatives advanced through CLEAR. To

further support this effort, CLEAR will establish a Generative AI Literacy Task Force that parallels the KBOR Generative AI Task Force, fostering alignment and collaboration across the state in advancing AI-driven educational solutions.

4. ASSESSMENT AND EVALUATION SERVICES

Wichita State University offers a comprehensive and collaborative approach to literacy assessment and evaluation services, designed to support district-based reading specialists, literacy coaches, school psychologists, speech-language pathologists, and other educational professionals. Our plan is grounded in evidence-based practices and aligned with the Science of Reading, ensuring that PreK-12th grade students receive targeted and effective literacy interventions.

Collaboration with District-Based Professionals. WSU values strong partnerships with district-based professionals to address student literacy needs. Collaborating with reading specialists, literacy coaches, school psychologists, and speech-language pathologists, WSU supports the development of high-quality literacy assessments that inform instruction and intervention. This multidisciplinary approach considers cognitive, linguistic, and socio-emotional factors. Ongoing support includes professional development, coaching, and access to Science of Reading-aligned tools. Through collaborative data analysis, school teams can identify learning gaps, plan interventions, and monitor progress effectively.

Graduate Student Contributions through Applied Learning. WSU's commitment to applied learning drives the success of its literacy assessment and evaluation services, with graduate students playing an active role in supporting school districts. Graduate students from programs such as School Psychology, Educational Leadership, Reading Specialist, Special Education, Speech-Language Pathology, and Counseling collaborate with district literacy teams, contributing directly to schools.

School Psychology students conduct screenings, diagnostic assessments, and progress monitoring, interpreting data to guide interventions. Educational Leadership students support school-wide literacy initiatives by designing assessment frameworks and data systems for continuous improvement. Reading Specialist students engage in one-on-one assessments and small-group interventions, delivering data-informed instruction aligned with structured literacy principles. Special education students focus on individualized interventions, working alongside educators to meet diverse learning needs. WSU's CLEAR will partner with the *Phillips Fundamental Learning Center* to facilitate practicum and summer intervention experiences students in special education graduate programs. Speech-language pathology students assess and support phonological awareness, language comprehension, and oral and written language development, especially for students with language disorders or communication challenges. Counseling students addresses social-emotional factors affecting literacy, offering individual and group support to enhance student engagement. These hands-on experiences not only build the skills of graduate students but also provide essential, research-based literacy support to Kansas schools, ensuring that future professionals are equipped to address evolving literacy needs.

Center for Research and Evaluation Services (CRES). WSU's Center for Research and Evaluation Services (CRES) supports districts with literacy assessment and evaluation by providing technical assistance in data collection, analysis, and reporting. Partnering with CRES ensures that districts' literacy evaluations align with best practices, yielding actionable insights for improved student outcomes. In collaboration with the KU research team, CRES develops customized assessment frameworks tailored to district needs, enabling progress tracking, early identification of at-risk students, and instructional adjustments. Additionally, CRES offers professional development to help district staff effectively use literacy data in decision-making.

Multidisciplinary Collaboration for Comprehensive Literacy Assessment. At the core of WSU's approach to assessment and evaluation is the integration of various educational professionals into interprofessional teams. WSU's assessment approach integrates classroom teachers, school psychologists, speech-language pathologists, leaders, counselors, and reading specialists into a cohesive team, evaluating student literacy from multiple perspectives. This holistic method ensures a comprehensive understanding of student needs. Collaborating with district professionals and involving graduate students through applied learning, WSU addresses literacy assessment needs across Kansas. Supported by the Center for Research and Evaluation Services (CRES), this model provides tailored support to foster student literacy success.

Pillar 3. Outreach (Partnerships and Families)

1. EXISTING PARTNERSHIPS

Wichita State University has built strong partnerships with community colleges and other higher education institutions, school districts, regional service centers, and community organizations to co-construct initiatives that support literacy across Kansas. These collaborations, aligned with the Science of Reading, drive innovative literacy programs that address diverse needs of students, families, and educators. Through these efforts, WSU is making measurable progress in improving literacy outcomes statewide. Details of these partnerships, along with letters of support, are included in Appendix 5.

2. FUTURE PARTNERSHIPS

WSU is committed to expanding its network of partnerships to enhance the impact of CLEAR. These proposed collaborations, both within and beyond our catchment area, are strategically identified to support pre-service teachers, in-service educators, families, and PreK-12th grade students. They are realistic and impactful, with strong potential to improve literacy outcomes across Kansas. Through these meaningful collaborations, CLEAR will strengthen its role as a leader in literacy education, ensuring that every student in Kansas achieves literacy success.

KBOR Institutions and Washburn University. CLEAR will strengthen partnerships with Kansas Board of Regents (KBOR) institutions and Washburn University to enhance literacy education statewide. These collaborations will support professional development, research, and resource sharing to advance the Science of Reading and Structured Literacy. WSU will align efforts to develop a unified micro-credential program, implement a common performance assessment for pre-service teachers, and collaborate on state-wide initiatives like KBOR Education Deans meetings. Additional plans include co-developing virtual simulation labs, sharing data-driven resources, and potentially hosting joint literacy conferences.

The Regent institutions and Washburn University will develop a Council of Directors of the Centers of Excellence in Literacy. The center directors will meet regularly to ensure knowledge across the center system, identify areas of strength, needs and places for sharing, collaboration, and partnership, and learn from each other. Impactful areas of focus and expertise will be shared so that duplication of services and resources can be kept to a minimum. Additionally, the Council of Directors will meet with the Regent and Washburn College/School of Education deans to ensure a focus on our common mission.

Independent Colleges and Universities. WSU will establish partnerships with independent colleges such as Newman University, Friends University, and Southwestern College. Previously,

WSU partnered with Newman, Friends, and WSU Tech to engage in Hispanic Serving Institution (HSI) collaboration for planning and professional development. Collaborating with CLEAR, these institutions will create opportunities for pre-service teacher development, faculty exchanges, and joint literacy research. Efforts will focus on improving educator preparation through shared training and professional development in evidence-based literacy practices.

Community Colleges and Technical Schools. WSU has numerous current affiliation agreements with Kansas community colleges. CLEAR plans to expand partnerships with community colleges to enhance seamless pathways for students pursuing careers in education, particularly those interested in literacy instruction. Through articulation agreements and collaborative training initiatives, WSU and its partners will ensure that community college students have access to high-quality, structured literacy coursework that prepares them for continued studies or direct entry into para-educator and teaching roles.

Additional Community Agencies. WSU's CLEAR will collaborate with community-based organizations to support Kansas youth and families. Future partnerships include Empower, the *United Way of the Plains* (expanding family literacy initiatives), *Kansas Children's Service League* (supporting early literacy through home visits and parent education), and *Big Brothers Big Sisters of Kansas* (integrating literacy-focused mentoring). These efforts will enhance CLEAR's outreach, providing direct literacy support to communities. Additional partners will be systematically identified by CLEAR staff over time to expand the impact and reach of literacy initiatives across the state.

Expanded Collaborations within WSU. WSU will strengthen internal partnerships to align with CLEAR's literacy mission, collaborating with the *Department of Social Work* to integrate literacy into school-based interventions, *College of Health Professions* to equip speech-language pathologists, audiologists, and occupational therapists to support literacy, and *College of Liberal Arts* and *College of Fine Arts* to create interdisciplinary projects with creative arts, technology, and innovation. These collaborations will enrich pre-service and in-service educator training and extend CLEAR's literacy impact within the community.

Youth and Family-Serving Organizations. WSU's CLEAR will deepen engagement with youth- and family-serving agencies to provide direct literacy services. Planned collaborations include *Boys & Girls Clubs of South-Central Kansas* to implement structured literacy programming in after-school and summer programs, *Phillips Fundamental Learning Center and Literacy Intervention Services, LLC* to connect families with literacy assessment and educational alternatives, and *Sedgwick County Early Childhood Coordinating Council* to offer early literacy screenings and interventions for young children in the community. Additional partnerships will be systematically identified over time to expand CLEAR's impact and reach within the community.

3. CURRENT AND PLANNED STUDENT/FAMILY SUPPORT

WSU's CLEAR is committed to supporting PreK-12th grade students and their families across the catchment area with existing and planned support mechanisms that provide high-quality literacy assessment, evaluation, and instructional support. Leveraging both current and new initiatives, CLEAR will offer direct services and connect families to community resources, building a strong support network. Through expanded applied learning for graduate students, new literacy programs, and robust community engagement, CLEAR aims to enhance literacy outcomes for Kansas students and their families.

Current Support for Students and Families. WSU's applied learning programs engage graduate students from various disciplines—including reading specialists, school psychology, special education, speech-language pathology, and counseling—in supporting PreK-12th grade

literacy development. These students gain hands-on experience in schools, clinics, and community organizations, delivering direct services to students and families.

Graduate students in school psychology and speech-language pathology collaborate with schools on comprehensive literacy assessments, intervention planning, and progress monitoring. Reading specialist students provide targeted, data-driven instruction and interventions, implementing structured literacy aligned with the Science of Reading. WSU's Speech-Language Pathology Clinic and WISE Clinic offer family-centered literacy support and services, including diagnostic assessments, free mental health counseling and play therapy, and interventions for language and reading difficulties, working closely with school teams for seamless student support. Additionally, partnerships with youth-serving organizations, such as Wichita Collective Impact and Storytime Village, ensure marginalized youth access to literacy resources, tutoring, and mentoring in community-based settings.

Planned Student/Family Support Initiatives. As CLEAR grows, new initiatives will expand support for students and families, addressing diverse literacy needs across the catchment area. WSU's CLEAR will offer high-quality literacy assessments and instructional support through *mobile/virtual teams* that provide screenings, diagnostics, and interventions in underserved areas. *Individualized Literacy Support Plans* will be developed in collaboration with school teams for students needing extra help, integrating school, home, and community interventions. *Summer Literacy Camps* will offer intensive reading instruction to prevent learning loss, expanding the existing program for 1st and 2nd graders to include other at-risk grades.

Family literacy support will include workshops teaching strategies for home reading development in the birth to 3rd grade age range offered in locations such as community centers, schools, and libraries, structured literacy kits with books and activities paired with a virtual parent training component (e.g., podcast, YouTube video, etc.) (see Appendix 8: Podcast Description), and bilingual resources to support English Language Learners. Helping parents understand their role as their child's first teacher will promote foundational skills and background knowledge aligned with the science of reading. Partners such as Phillips Fundamental Learning Center will offer free monthly workshops for parents to strengthen literacy activities in the home setting.

A *Connection Network* will link families to additional services via a referral system, fostering coordinated support with school teams and community providers. *Virtual literacy coaching* will offer tailored guidance, aligning home support with classroom instruction.

Personnel Capacity and Qualifications

CLEAR at Wichita State University (WSU) is well-positioned to support current and future literacy programs and initiatives, with a team of highly qualified professionals who demonstrate extensive knowledge and experience in the field of literacy education. The personnel structure and key literacy faculty, led by the CLEAR Director, provide a strong capacity to advance literacy goals across the state. See Appendix 7: Organizational Chart

CLEAR Executive Director – Dr. Kimberly Wilson, CCC-SLP (1.0 FTE). Dr. Kimberly Wilson, a full professor at WSU with over 30 years of literacy education experience, will serve as Executive Director of CLEAR. A licensed educator and speech-language pathologist, she leads WSU's reading specialist and dyslexia programs, integrating structured literacy practices university-wide. Dr. Wilson has worked with the Florida Center for Reading Research, delivered numerous scholarly presentations, published in peer-reviewed journals, and secured over \$14 million in grant funding.

As Executive Director, she will report to the Dean of the College of Applied Studies, providing strategic leadership, building partnerships with schools and community organizations, and pursuing external funding through grants and donations.

Assistant CLEAR Program Director (1.0 FTE). The Assistant Program Director, a full-time faculty appointment, will report directly to the CLEAR Director and play a key role in the day-to-day management of the Center's programs. This individual will be responsible for coordinating education-related professional development programming, ensuring that literacy training aligns with the Science of Reading and other evidence-based practices. Their responsibilities will also include overseeing the implementation of professional learning opportunities for pre-service and in-service educators, helping to facilitate high-quality instructional support across CLEAR's initiatives.

CLEAR Community Engagement Coordinator (1.0 FTE). The CLEAR Community Engagement Coordinator will be tasked with ensuring seamless communication and support between educators / school districts, families, and community organizations. This role will involve managing referrals and connections to literacy services, overseeing student assistants or interns, and handling fiscal and human resources operations of the Center. The coordinator will also work closely with CLEAR's literacy coaches and data analyst to ensure that literacy programs are effectively meeting the needs of students and educators across the catchment area.

Data Analyst (1.0 FTE). CLEAR's data collection, analysis, and reporting will be overseen by a full-time data analyst housed within WSU's Center for Research and Evaluation Services (CRES). This individual will lead efforts to collect and analyze data related to literacy outcomes, providing key insights that inform instructional decision-making, program evaluation, and overall program improvement. The data analyst will work closely with school districts and other partners to ensure that literacy interventions are supported by accurate and timely data, contributing to continuous improvement efforts.

Director of KMIC Literacy Coaching (1.0 FTE). This position will lead training and coaching programs for pre-service and in-service educators, ensuring that literacy coaches support the implementation of structured literacy and the Science of Reading. Through workshops, on-site coaching, and virtual support, the Director will collaborate with educators and instructional leaders to integrate evidence-based literacy practices, ultimately improving student outcomes.

Literacy Coaches (2.0 FTE). CLEAR will employ two full-time literacy coaches, each of whom will provide extensive training and coaching to in-service educators. These coaches will focus on helping educators implement structured literacy approaches and the Science of Reading in their classrooms. Through professional development workshops, on-site coaching, and virtual support, the literacy coaches will work directly with teachers, administrators, and instructional leaders to ensure that evidence-based literacy practices are effectively integrated into classroom instruction.

Simulation Lab Coordinator (1.0 FTE). The Simulation Lab Coordinator will manage the Virtual Simulation Lab, supporting pre-service and in-service teacher training. The coordinator will design, implement, and oversee simulation experiences aligned with the Science of Reading and structured literacy principles. This role is essential in creating and sustaining a comprehensive continuum of simulation experiences where pre-service and in-service educators can develop critical teaching skills, refine decision-making, and receive real-time coaching.

Marketing Specialist (1.0 FTE). This position will be essential to engage with diverse constituencies and promote awareness of CLEAR and related events and services. The marketing

specialist will oversee promotional campaigns, develop and distribute materials related to programs, events, and services, and maintain the website, podcast, and social media for CLEAR.

Key Faculty and Staff within the College of Applied Studies. Beyond CLEAR's dedicated personnel, WSU's College of Applied Studies provides strong institutional support for literacy initiatives. Faculty possess expertise in structured literacy, coaching, assessment, and intervention, contributing to both pre-service and in-service education. They have published extensively, hold leadership roles in literacy organizations, and represent disciplines such as early childhood, special education, school psychology, and educational leadership, forming a multidisciplinary team equipped to advance literacy education (see Faculty CVs in Appendix 6).

Quality Assurance System

1. DATA COLLECTION AND ANALYSIS

WSU has a well-established and effective system for tracking, analyzing, and utilizing data to ensure continuous improvement of its literacy programs and related initiatives. WSU's CLEAR will leverage this robust data management infrastructure to support the proposed programs and initiatives, ensuring that all decisions are data-driven and aligned with best practices in literacy education.

Existing Data Collection and Management System (PASS). WSU's Performance Assessment System for Students (PASS) has supported accreditation for over a decade, tracking candidate data like assessments, clinical evaluations, and coursework across all educator programs to meet KSDE and CAEP standards. It monitors individual progress and aggregates program data, enabling performance tracking, field experience monitoring, and outcome analysis for program evaluation. This system ensures accountability, transparency, and continuous improvement to meet the evolving needs of students and educators.

Annual Reporting and Program Quality Assurance. WSU faculty prepare annual reports as part of the program quality assurance system, evaluating program effectiveness, candidate performance, and student outcomes. This rigorous process ensures programs meet state and national standards while addressing the literacy needs of Kansas students and educators.

Data-Driven Decision-Making for Program Improvement. CLEAR will use the PASS system and CRES expertise to continuously monitor and enhance literacy programs. Faculty and literacy coaches will hold regular data-sharing meetings to discuss outcomes and make data-driven adjustments to programs, interventions, and professional development.

To enhance the current system, CLEAR will implement new strategies: (1) expand data collection to include detailed PreK-12th grade literacy outcomes through pre- and post-intervention assessments, enabling deeper analysis of structured literacy's impact; (2) create a data dashboard for faculty, program leaders, and partners to track key performance indicators and make timely adjustments to instruction and interventions; and (3) establish feedback loops to share insights from field experiences, assessments, and observations with educators and program coordinators, ensuring data-driven improvements in instructional practices.

Plan for Data Sharing and Collaboration with Partners. CLEAR will work closely with its partners, including school districts, literacy coaches, and community organizations, to share relevant data on student progress and program outcomes (following FERPA guidelines). Data will be shared through regular reports, interactive dashboards, and collaborative meetings, ensuring that all stakeholders are informed and can participate in decision-making processes. By involving

partners in data analysis and discussions, CLEAR will foster a collaborative approach to improving literacy outcomes for all students across the catchment area.

WSU's PASS system and collaboration with CRES, demonstrates the institution's robust capacity for tracking and analyzing literacy program data. These rigorous and responsive data systems will enable effective monitoring, informed decision-making, and continuous improvements in literacy outcomes for PreK-12th grade students, families, and educators across Kansas.

2. IMPACT MEASURES

WSU's CLEAR is committed to creating a significant and measurable impact on educators, students, families, and communities. This section outlines how CLEAR will assess the effectiveness of its programs through rigorous data collection and analysis, focusing on clinical experiences, program effectiveness, and continuous quality improvement. By leveraging existing infrastructure and partnerships, CLEAR will ensure that all initiatives positively affect PreK-12th grade literacy outcomes.

Clinical Experience Partnerships and Practices. CLEAR ensures high-quality clinical experiences for both undergraduate and graduate students through robust partnerships with schools and community organizations. These experiences are critical in preparing pre-service and in-service educators to effectively implement Science of Reading and structured literacy and principles. The following data will be collected to measure the effectiveness and impact of pre-service and in-service educators' implementation of structured literacy interventions and Science of Reading principles during their clinical experiences:

Clinical Experiences in Structured Literacy: (1) # of undergraduate pre-service teachers and graduate students participating in clinical experiences focused on structured literacy, (2) Types of literacy interventions delivered, (3) Pre/Post PreK-12th grade student literacy intervention outcomes based, indicating the effectiveness of the structured literacy techniques used, (4) Observational data and feedback on candidates' application of structured literacy practices, (5) Completion rates of clinical experiences by candidates demonstrating proficiency in structured literacy, (6) Feedback from school-based personnel on the effectiveness of interventions and instructional strategies applied by candidates.

Clinical Experiences Inclusive of Literacy Coaching, Simulation Learning, and Data-Driven Instructional Planning: (1) # of simulation learning hours completed by candidates, including the types of literacy scenarios practiced, (2) Feedback from simulation facilitators on the candidates' use of structured literacy techniques in controlled environments, (3) Data from literacy coaching sessions, including the number of coaching hours and the specific literacy strategies or interventions refined through coaching, (4) Student outcomes are tied to the instructional planning that candidates developed through data-driven decision-making in collaboration with literacy coaches, (4) Completion rates of candidates participating in simulation learning and literacy coaching.

Additional Impact Data: (1) Candidate self-assessments before and after clinical experiences, including structured literacy competency evaluations. (2) Documentation of the instructional strategies applied and their adherence to the principles of structured literacy. (3) Post-clinical experience evaluations to assess how candidates integrate structured literacy into their subsequent teaching practices.

Program Effectiveness. CLEAR demonstrates effectiveness through robust data collection and analysis across pre-service, in-service, and community engagement efforts. This section outlines the key performance metrics used to evaluate program success and outreach impact.

- **Pre-Service Candidates' Performance on Licensure Exams:** (1) % of candidates passing the state licensure exam (e.g., ETS Praxis subtest 7002), (2) # of candidates passing structured literacy courses (e.g., Science of Reading 1 & 2), (3) % of students passing common performance assessments with scores of 80% or higher.
- **In-Service Educators' Completion of State-Approved Training:** (1) # of in-service educators completing state-approved literacy training / passing state licensure exams, (2) # of in-service educators enrolled in and % passing the Science of Reading Micro-credentials.
- **Student Literacy Performance:** The center will track the number and percentage of students scoring at levels 1, 2, 3, and 4 on the Kansas Assessment for English Language Arts in the center's catchment area. This data will guide instructional interventions and targeted support for students, particularly those performing at levels 1 and 2.

Quality Assurance System and Continuous Improvement. CLEAR employs a robust and systematic quality assurance process to ensure continuous program improvement and data-driven decision-making. Data is collected from multiple sources, including candidate assessments, program evaluations, and feedback from external partners, allowing CLEAR to refine its programs based on evidence of impact.

- **Data Quality:** CLEAR tracks candidate performance and program outcomes using the PASS system. PASS maintains all accreditation data, including pre-service and in-service educator performance on assessments and licensure exams. The College of Applied Studies collaborates with faculty to produce annual reports for the Kansas State Department of Education (KSDE) and other accrediting bodies, detailing program effectiveness, candidate performance, and student literacy outcomes to drive continuous improvement.
- **External Communities and Partners:** CLEAR's partnerships with school districts, literacy organizations, and community agencies play a vital role in ensuring the quality and relevance of its programs. The Center engages in regular data-sharing with partners, allowing for collaborative decision-making and joint efforts to improve literacy outcomes.
- **Continuous Improvement in Educator Preparation Standards:** CLEAR uses performance data from licensure exams, field-based evaluations, and classroom assessments to continuously improve its educator preparation programs. Data is used to refine curriculum, enhance clinical and field experiences, and adjust professional development offerings for in-service educators.

Additional Data Collected Annually. CLEAR will track the following data annually to measure the impact of its programs on pre-service and in-service educators, students, and families:

- **Pre-Service Educators:** (1) # of candidates enrolled in Science of Reading 1 and 2. (2) # of candidates passing the common performance assessment at 80% or higher. (3) # of candidates meeting the cut-score on the structured literacy licensure exam (ETS Praxis subtest 7002).
- **In-Service Educators:** # of in-service educators enrolled in and completing Science of Reading Micro-credentials.
- **Families:** (1) # and type of services provided to families. (2) # of consultations with school district personnel. (3) # of assessments and evaluations completed for students.
- **Community Outreach:** Through comprehensive data collection and analysis, CLEAR will continuously evaluate program effectiveness and make data-driven improvements to advance literacy education. With robust systems for tracking educator performance, student outcomes, and community engagement, CLEAR aims to deliver measurable results.