**Massachusetts Department of Elementary and Secondary Education (MA) ($1,221,940)** will award subgrants during two competitions to advance and build upon the state’s efforts to increase access to high-quality preschool, improve the quality of core instruction, and promote the use of evidence-based literacy practices. The first competition will focus on the birth through kindergarten entry age span and support school districts to expand the number of high-quality preschool seats available to historically disadvantaged students, while at the same time building early learning teachers’ capacity to implement evidenced-based early literacy practices. The second competition will focus on the kindergarten through grade 12 span. Subgrantees will utilize grant funds to establish a comprehensive tiered system of supports for literacy, that includes upgrading core curricular materials, embedding curriculum-aligned, ongoing professional development and coaching into teachers’ schedules, identifying appropriate evidenced-based interventions and scheduling the time for teachers to implement them, and implementing universal screening and progress monitoring of students. The goals are: 1) build district-and school-level capacity to improve literacy instruction, 2) improve teachers’ practice to develop students’ literacy skills, and 3) support all students’ successful reading development, especially historically disadvantaged students.

**Missouri Department of Elementary and Secondary Education (MO) ($2,906,244)** intends to reach high-need schools in impoverished areas showing low literacy achievement based on state grade-level and end-of course assessments. Three goals will steer the direction of the Missouri Department of Elementary and Secondary Education’s (MO-DESE’s) work: (1) Build capacity of LEA leaders in 80 schools to develop, implement, and maintain high quality, evidence-based literacy plans with the potential to support the sub-grantee schools in their districts and leverage this capacity to better support all schools in their districts through what is learned during this five-year process; (2) Prepare educators (pre-service teachers in participating institutions of higher education, early childhood teachers in 20 subgrantees’ communities, K-12 teachers in 80 subgrantees’ schools) to meet the literacy instruction needs of all students charged to them; and (3) Increase literacy outcomes for all children (approximately 35,000) served by sub-grantee, high-need schools. The MO-DESE grant will serve 20 early childhood sites, 40 elementary schools, and 40 secondary schools with approximately 35,000 children and 2,000 educators.

**Michigan Department of Education (MI) ($3,175,599)** will use Comprehensive Literacy State Development funds to build an educational and professional development pipeline between the state, local educational agencies (LEAs) and intermediate school districts. This conduit will provide a specific focus on high-need, geographically diverse LEAs located in Qualified Opportunity Zones. The framework for this pipeline will be the creation and implementation of a statewide comprehensive literacy plan. The five LEA subgrantees selected for this project will improve literacy outcomes for all students and reduce disparities for underrepresented groups including those who are economically-disadvantaged, English Language Learners, and students with disabilities. The project leverages numerous existing organizations, groups, and resources to streamline delivery of literacy instruction and increase implementation of evidence-based practices. The result will be an effective and sustainable statewide system of support. The project objectives include an annual increase in student literacy proficiency of at least 5%, or maintenance of a high level of performance (80% of students at or above benchmark), for Pre-K – Grade 12 students in 80% of participating LEAs.

**Tennessee Department of Education (TN) ($4,004,100)** will focus the Comprehensive Literacy State Development (CLSD) program funds on implementing key components of the Tennessee Comprehensive Literacy Plan. Aligning activities under this framework will create sustainable improvements in district and school leader capacity, teacher practice, and pre-K–12 student achievement. The project will fund to scale one key component of the Plan - the instructional support networks (ISNs). The ISNs will provide intensive and ongoing services to the highest-need districts. The components of the plan focus on three goals: (1) Increase student achievement in 48 underserved districts by utilizing a regional network model, national expertise, and mentor districts that ensure sustainable changes in literacy instruction; (2) Capitalize on English Language Arts adoptions and purchases to ensure that all teachers can effectively implement materials, improve their instructional practice, and deliver high-quality, daily literacy instruction as measured by the Tennessee instructional practice guide; and (3) Ensure that children served in Qualified Opportunity Zones or in high-poverty areas receive the highest level of instruction, ensuring all students’ literacy proficiency. At the end of the project period, it is expected that there will be an increase of an overall 5 percentage points in the proportion of K and grade 2 students identified as on track by a diagnostic assessment; 5 percentage points in the proportion of grades 5, 8, and 9 students identified as on track by statewide literacy assessments; and 8 percentage points in the proportion of high school students identified as college and career ready by the ACT. In addition, the economically-disadvantaged student group, students with disabilities student group, and English learner student group will each increase 10 percentage points in average proficiency rate across districts participating in ISNs.

**Louisiana Department of Education (LA) ($8,423,157)** seeks to advance services to the state’s highest-risk children, children from low income families, as well as children with disabilities and English learners. The LDE will subgrant 95% of the proposed funds to local education agencies (LEAs) and will support them through four key efforts: 1) providing specialized training at its annual Summit, 2) meeting monthly with an LEA-Level Literacy team to support implementation, 3) hosting Support Institutes, and 4) creating Communities of Practice support networks. These training opportunities encourage collaboration between LEAs and sites to share data and troubleshoot. The overarching goal is that at least 80% of high-need schools will become high performing model schools of literacy excellence by the end their subgrant as measured by achieving the Project Outcomes. Aligned with Louisiana’s Comprehensive Literacy Plan, the State Improvement Plan will advance the use of evidence-based practices and job-embedded professional development. Over the five-year grant, LDOE will serve 550 local leaders, 2,600 teachers, and 67,000 disadvantaged children, birth to 12th grade.

**Arizona Department of Education (AZ) ($4,000,000)** will improve child literacy skills, instructional staff capacity on the Science of Reading, and strengthen collaboration to drive efficiency and innovation to accelerate language and literacy outcomes from birth to grade 12 in high-need schools and Qualified Opportunity Zones serving Arizona’s most-disadvantaged students. Arizona serves 1,110,851 students in 2,887 K-12 school settings with 47,867 full-time teachers across the state. More than half of Arizona’s students (50.4%) are identified as being of low socioeconomic status; 11.8% as students with disabilities; 7.9% as English language learners; and 4.5% as Native American. Funds will be competitively awarded to 15-25 subgrantees encompassing early childhood programs, local education agencies, and education community consortiums whose proposals include activities designed to address gaps identified by local needs assessments through intentional professional development and coaching supports and strong to moderate evidence-based literacy strategies. The proposed outcomes include improved literacy achievement of children served by subgrantees, as reflected through: 1) an increase in the percentage of students meeting widely-held expectations in oral language and emerging literacy skills or who meet or exceed proficiency on benchmarks or state assessments; 2) a 25% increase in subgrantee educators and instructional staff trained in science of reading; and 3) improved systems supports focused on efficiency, innovation, and evidence-based practices.

**Colorado Department of Education (CO) ($162,122)** will implement the Colorado Comprehensive Literacy Project (CO-CLSD). The CO-CLSD will lead to measurable literacy improvements for all of Colorado’s students with a priority for low-income, high-need students, including children with disabilities, children that are homeless, and children from underrepresented groups. The project will target resources to school districts, both rural and urban that are geographically diverse and will direct funds to at least three Qualified Opportunity Zones throughout Colorado. The project goals are as follows: 1) Revise and update the State Literacy Needs Assessment and revise the Colorado Strategic Literacy Plan; 2) Subgrant 95% of awarded funds to sites meeting criteria established by the Colorado Department of Education; and 3) Improve literacy outcomes for disadvantaged children from birth-grade 12. The project will include providing professional development and technical assistance, literacy coaching, and disseminating family literacy information. The CO-CLSD project will benefit all students and teachers across Colorado’s K-12 system, which includes, 55,641 teachers, 3,670 administrators, 911,536 students and 335,642 children aged birth-to-five.

**Wyoming Department of Education (WY) ($8,685,491)** will improve literacy outcomes for all Wyoming students while at the same time closing opportunity and achievement gaps for historically underserved student groups, including American Indian/Alaska Native students, Black students, English learners, and students with disabilities. Comprehensive Literacy State Development (CLSD) program funds 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 sub-grants 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. WY BILT seeks to decrease literacy achievement gaps by 15 percentage points. The 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, the Wyoming Department of Education (WDE) anticipates that approximately 16 high-need LEAs will receive competitive sub-grants. 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.

**Texas Education Agency (TX) ($4,190,340)** will use the funds to fill existing gaps in state investment while also leveraging existing resources to reduce redundancy and increase efficiency and alignment in literacy programs and activities. The gaps identified include: 1) a lack of coordinated support for literacy and access in the early years, 2) no financial support for coaching associated with existing statewide reading academies, and 3) no initiatives aimed at professional development and coaching provided for teachers beyond Grade 5. The Texas Education Agency (TEA) will implement multiple activities aimed at addressing these gaps. Books Beginning at Birth (B3) will focus on investing in children ages 0-4 and their families. This program will provide competitive grants to entities that can facilitate providing high-quality texts, streamlined resources, and comprehensive support to families of the youngest learners in Texas. It is expected that 90,000 students and 1.1 million families of children ages 0-4 will be impacted by this service. In addition, the project will support ELA teachers’ skills by providing literacy coaches in grades K-5. Sub-grants to districts will provide the opportunity to support implementation of forthcoming free statewide professional development in kindergarten through fifth grade with coaching for 150,000 teachers, representing nearly 5% of all teachers in the United States. Lastly, the project will provide professional development and resources to teachers in grades 6 – 12. It is anticipated that 11,200 teachers and administrators will be trained.

**Office of the State Superintendent of Education (DC) ($141,422)** will use Comprehensive Literacy State Development funds to focus on improving the pre-literacy skills of children under the age of five, and to significantly increase the percentage of K-12 students scoring proficient or advanced on the standardized English Language Arts assessments. The project aims to improve the language and literacy development of the state’s children and students by addressing gaps in critical resources, staff capacity, and supplemental opportunities. It is estimated that 25,000 youth will be served, with almost 19,000 of those students residing in Qualified Opportunity Zones. The project services to be implemented are designed to (a) support early language and literacy skills for children birth to age five, (b) increase the number of children reading on grade level in grade 3 through high school, and (c) and improve literacy outcomes for disadvantaged and traditionally underserved children and students across the birth through grade 12 education landscape. Approximately 95 percent of the award will be distributed to local education agencies, community based organizations, and non-profit organizations to support the implementation of high-quality practices such as high-quality curriculum adoption, aligned job-embedded professional development, intervention systems, family early literacy initiatives, and tutoring support for struggling and at risk readers.

**Florida Department of Education (FL) ($229,621)** will use Comprehensive Literacy State Development (CLSD) funds to improve language and emergent literacy skills of birth to age 5 children and significantly increase the percentage of elementary and secondary students mastering the state’s language and literacy standards. The CLSD project is designed to meet three main goals centered around nine measurable objectives, focusing on building capacity of stakeholders’ knowledge and use of evidence-based practices, improving teachers’ use of evidence-based practices to improve literacy outcomes, and increasing literacy achievement and reducing the achievement gap in high need schools and early childhood programs. The planned project outcomes are increased knowledge and use of evidence-based practices from all stakeholders, including local leaders, families, teachers and pre-service teachers, and in turn increased student literacy achievement and gap closure for our most disadvantaged, underrepresented populations in geographically diverse areas. Florida anticipates awarding 30-40 local education agencies that serve 500 high need schools and early childhood programs, 2,000 local leaders, 15,000 teachers, and 350,000 students.