**North Dakota Department of Public Instruction (ND) ($9,114,849)** proposes a plan to support literacy development for children who have previously been underserved through an implementation and coaching support model to address structural changes in comprehensive literacy instruction that will have lasting, sustainable impact on educators. The state’s overall goal is measurable literacy improvements for ND’s learners of all ages through a greater coordination and collaboration between Early Childhood programs and public-school districts. According to current enrollment data, ND had 178 public school districts and 113,649 students enrolled in 482 public schools across the state for school year 2018-2019.

**Kentucky Department of Education (KY) ($7,730,500)** proposes to implement Kentucky Comprehensive Literacy (KyCL), an evidence-based approach that builds on the current strong design and successful local program implementation. All districts will be required to partner with at least 3-7 early learning providers. Based on the size of subgrantees, Kentucky anticipates serving up to 25 districts, and to reach 8,125 educators (teachers, principals, early learning providers) and more than 110,000 young children and students (birth to Grade 12) across 325 sites (schools, early caregivers, libraries, etc.).

**Montana Office of Public Instruction (MT) ($10,012,651)** proposes to award competitive subgrants to advance literacy skills, using evidence-based practices, strategies, and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children and students. Montana anticipates making 35 to 40 awards ranging from the largest LEAs to the most rural LEAs serving approximately 20,000 children and students and 3,000 educators.

**Minnesota Department of Education (MN) ($16,167)** proposes to develop an infrastructure that can be used to implement and sustain high-quality, evidence-based literacy practices statewide, engage families, and build educator competency and efficacy in order to increase the literacy skills of disadvantaged children in Minnesota. The Minnesota Department of Education estimates that up to 35,000 children and families could be served by this project. The overarching goal for this effort is to provide the support necessary to ensure the science and research behind effective implementation and to actively manage the sustainable implementation of the Minnesota Comprehensive B-12 Literacy Plan.

**Ohio Department of Education (OH) ($8,330,800)** proposes to develop up to 64 Model Comprehensive Literacy Sites throughout Ohio’s 16 diverse regions by developing and using a guide for Model Comprehensive Literacy Sites, develop state-wide resources to implement comprehensive literacy instruction, and enhance regional literacy networks to scale comprehensive literacy instruction. Ohio anticipates that by school year 2024, model sites will increase the percentage of students proficient in reading, increase the percentage of disadvantaged students proficient in reading, and non-CLSD funded sites participating in networking opportunities will increase the percentage of students proficient in reading.

**New Mexico Public Education Department (NM) ($7,999,998)** proposes to support the implementation, monitoring, and continuous improvement of comprehensive literacy instruction in the neediest local educational agencies (LEAs) in the state. New Mexico’s Public Education Department will consult and collaborate with the Children, Youth & Families Department, to leverage the work being conducted as part of the state’s Preschool Development Grant Birth through Five program. New Mexico will require that local literacy teams will support comprehensive literacy instruction by building a vertical continuum of evidence-based literacy strategies and interventions for ECE programs and schools; providing high-quality professional development as part of a continuous improvement model; and supporting family literacy activities. New Mexico anticipates serving approximately 48,000 students from at least 11 high-need, geographically diverse districts chosen through a competitive subaward process.

**Hawaii State Department of Education (HI) ($10,036,754)** proposes to supplement current literacy efforts with innovative strategies to accelerate student achievement amongst struggling subgroups of students. Hawaii plans to develop and sustain a system to support educators and administrators in enhancing their capacity and competencies to fully implement evidence-based literacy for children birth through 12th grade with an emphasis on disadvantaged students. Additionally, Hawaii will promote culture-based education as a response to the needs of its diverse student population. Hawaii anticipates making subawards to five to seven sub-applicants to develop comprehensive literacy plans that are community-specific, informed by child data, and aligned with the State’s Comprehensive Literacy Instruction Plan.

**Rhode Island Department of Elementary and Secondary Education (RI) ($2,200,281)** proposes to implement a high-quality curriculum to deliver coherent and aligned instruction to all students through subgrantees that will use evidence-based strategies and programs to support struggling readers in order to narrow the achievement gap for targeted populations in a cycle of continuous improvement. CLSD subgrant funds will be prioritized for approximately 40 subgrants in 11 communities in Rhode Island that have the highest proportion of low-income students in the state. Rhode Island anticipates that over the life of the grant, there will be an increase of at least 25% in student achievement and a decrease in the achievement gap for differently abled, low-income and multilingual learner students by 50%.

**Georgia Department of Education (GA) ($35,812,394)** proposes to implement the Literacy for Learning, Living, and Leading in Georgia 2019 (L4GA) which offers a unique approach to improving literacy and comprehensive literacy instruction (Priority 1) by ensuring a well-rounded “whole child” education through choice in courses, activities, and programming enhanced through community partnerships with the purpose of providing students an enriched education experience. The L4GA initiative supports Local Education Agencies (LEAs) as they develop strong partnerships with local entities and community organizations serving families to provide a well-rounded education for children from birth through high school graduation.

**Louisiana Department of Education (LA) ($20,000,000)** proposes to combine its school improvement strategy defined through the ESSA plan with the state’s Comprehensive Literacy Instruction Plan to create a perfect pathway to directing literacy supports to the state’s most disadvantaged students from birth through grade 12. Louisiana plans to build system capacity to improve teacher practice through a professional development literacy course for leaders to build their knowledge to support application of evidenced-based practices including educational choice, rigorous professional development and a literacy coaching training program to ensure intensive supports for teachers, an online toolkit with resources to support parents and families, and implementation of a system that links teacher quality with preparation program provider. Louisiana anticipates reaching 600 high-needs schools and early childhood education providers, 2,000 local leaders, 9,600 teachers, and 240,000 disadvantaged children.

**Alaska Department of Education & Early Development (AK) ($4,955,236)** proposes to award competitive subgrants to local agencies to advance literacy skills, pre-literacy skills, reading and writing for children from birth through grade 12 with a focus on economically disadvantaged children. Grants will be awarded to programs with a strong focus on evidence based instructional strategies and interventions with a high-quality comprehensive literacy plan. Alaska plans that coordinated efforts with the program manager from the federal Title programs team, such as the school improvement team, McKinney- Vento, 21st Century Community Learning Centers as well as other teams that provide support to move literacy initiatives forward.

**Arkansas Department of Education (AR) ($1,141,198)** proposes to provide support to the existing Reading Initiative for Student Excellence (RISE Arkansas) program and expand RISE to include intensive coaching for rural Arkansas and a RISE Pre-K Academy, with an emphasis on phonological awareness, oral language acquisition, and parental literacy engagement. The program is designed to offer an avenue to accelerate positive changes in literacy outcomes for Arkansas children. Arkansas plans to continue to fund the current literacy specialists and professional development at the 15 Educational Service Cooperatives across the state, create consortiums to add additional literacy specialists who are highly skilled and trained to support rural districts, and promote choice options through the charter school network.

**California Department of Education (CA) ($318,659)** proposes to leverage and expand existing infrastructure, guidance, and expertise, bringing coherence to the system of literacy supports to improve student outcomes. Additionally, a State Literacy Team (SLT) will be convened to organize the state’s literacy resources into a coherent and comprehensive State Literacy Plan (SLP). Eleven regional literacy leads across the state will develop and implement regional literacy plans aligned to the SLP. California’s goal is to impact every student and teacher in California’s public and private K–12 schools and early childhood education programs, with an emphasis on low-income and high-need students.