

# District RFA Support Webinar

Alaska Department of Education and Early Development

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**May 13, 2025**



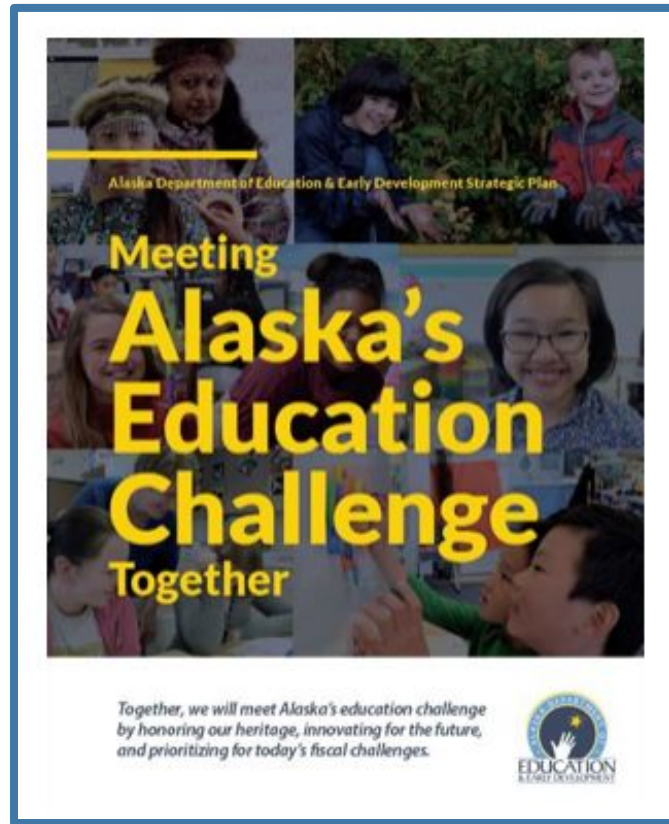
# Mission, Vision, and Purpose

Mission	Vision	Purpose
An excellent education for every student every day.	All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015	DEED exists to provide <b>information, resources, and leadership</b> to support an excellent education for every student every day.

# Alaska's Education Challenge

## Five Shared Strategic Priorities:

1. **Support all students to read at grade level by the end of third grade.**
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



# Agenda

- Alaska's Comprehensive Literacy State Development (CLSD) Grant Priorities
  - Definitions
  - What it means in practice
    - Supplementing vs. Supplanting
    - AK Reads Act
- Request for Application (RFA)
  - Planning
  - Budgeting
- Next Steps
- Question & Answer

# Attendance Survey



<https://gleaneducation.typeform.com/AlaskaRFASignIn>

# Website & FAQ

- Visit the Alaska CLSD 2024 website often to check for updates and review the FAQ regarding the RFA
- Slides and a recording will be posted following today's webinar



<https://education.alaska.gov/clsd-cohort-2>

# CLSD Grant Purpose of Program

The Comprehensive Literacy State Development (CLSD) program is authorized under Sections 2221-2225 of the Elementary and Secondary Education Act, as amended (ESEA). The purpose of the CLSD discretionary grants is 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.**

<https://www.ed.gov/grants-and-programs/grants-birth-grade-12/well-rounded-education-grants/comprehensive-literacy-state-development>

# CLSD Grant Background

The United States Department of Education's "Raise the Bar: Lead the World" initiative is a call to action to **transform preschool through grade 12 education and beyond**, and to **unite education leaders at all levels around evidence-based strategies that advance educational equity and excellence for all students**. Raising the bar in education focuses on building the skills that all students need to thrive inside and outside of school, and supporting students to excel in the classroom, in their careers, and in their communities.



# CLSD Grant Priorities

## Federal Required Priorities

1. In awarding subgrants for **birth through kindergarten entry**, CLSD grantees are required to give priority to an eligible entity that serves children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line **or** is a local educational agency serving a high number or percentage of high-need schools, and give priority to an eligible entity that will use the grant funds to implement **evidence-based** activities.
2. In awarding subgrants **for kindergarten through grade 12**, CLSD grantees are required to give priority to an eligible entity serving students in grades K-12 that will use the grant funds to implement **evidence-based** activities.

# Evidence-Based Practices

## Definition:

An activity, strategy, or intervention that— (i) **demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes** based on— (I) strong evidence from at least 1 well designed and well-implemented experimental study; (II) moderate evidence from at least 1 well designed and well-implemented quasi-experimental study; or (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias.

[Evidence-Based Practices Fact Sheet](#)

# “Supplement, Not Supplant”

The phrase “supplement, not supplant” requires that grantees use **nonfederal funds for all services required by state or local law**. Additionally, grantees **must not use Federal funds to cover costs that it previously covered with nonfederal funds**. Federal funds must supplement—add to, enhance, expand, increase, extend—the programs and services offered with nonfederal funds. Federal funds are not permitted to be used to supplant—take the place of, replace—the nonfederal funds used to offer those programs and services.

If Federal funds are used to enhance or expand an underlying activity that is paid for with nonfederal funds, then the Federal supplementary activities must be separately identified and clearly distinguishable as an addition to what’s required under State or local law, or as compared to what has been paid for in the past with nonfederal funds.

[Supplement Not Supplant Guidance](#)

# Alaska Reads Act



Supporting all students to read at grade level by the end of third grade is a top priority identified in Alaska's Education Challenge.

The Department of Education & Early Development is responsible for supporting and training pre-kindergarten through third grade teachers, curriculum specialists, and other educators by providing evidence-based instructional strategies on literacy. In June 2022, Governor Mike Dunleavy signed the Alaska Reads Act into law, creating four components to support early literacy.

## [The Alaska Reads Act](#)

# Alaska CLSD Request for Application



## Alaska Comprehensive Literacy State Development CLSD 2024

### Request for Applications (RFA)

#### [RFA For Districts](#)

Application Packet Available:  
April 30, 2025 by 4:00 pm AST

Applications Due:  
May 30, 2025 by 5:00 pm AST



# Alaska CLSD Grant Educational Priorities

Alaska received \$50 million over five years\* prioritizing the following:

1

Leadership  
Capacity Building  
Professional  
Development &  
Coaching

2

Educator  
Foundational Skill  
Building  
Professional  
Development &  
Coaching

3

Family &  
Community  
Engagement

*\*Subgrants awarded under this RFA will be for a multi-year period, subject to satisfactory progress and the availability of continued federal funding.*

# AK CLSD Required Activities

1. **Building Sustainable MTSS Systems and Strengthening Leadership through Professional Development (PD) and Coaching**
2. **Foundational Skill Building in Literacy and Strengthening Educator Capacity through Professional Development (PD) and Coaching**
3. Local Literacy Plan
4. Literacy Curriculum - High Quality Instructional Material (HQIM)
5. Literacy Instruction
6. High-Dosage Tutoring + Classroom Structured Literacy Coaching
7. **Family and Community Partnership Engagement**
8. Participation in Technical Assistance and Communities of Practice



# Allowable Expenditures for Required Activities

- Consultant for MTSS and School Systems Leadership
- External Partners for:
  - High-dosage Tutoring
  - Structured Literacy Coaching
  - Science of Reading Professional Development
  - High Quality Curriculum-based Professional Learning
- Support and resources focusing on intervention, data-based decision making, and support systems.
- Support and resources focusing on English language development for multilingual learners.
- Support and resources focusing on culturally responsive teaching (including new learning materials, professional development, curriculum review, mentorship programs, and community engagement initiatives).
- Support and resources focusing on providing support in families' home languages to promote language and literacy development.
- Support and resources focusing on assistive technology related to reading and writing.
- Support and resources focusing on vertical alignment and collaboration between schools (PK to K, Elementary to Middle).

**See RFA - pgs. 13-14**



# Non-Allowable Use of Funds

Grant funds must **supplement** and **not supplant** existing programs or positions funded with non-Federal funds. In addition, other non-allowable uses of funds include:

- Capital expenses (e.g., facility acquisition, renovation, technology leases, permanent fixtures like elevators, water main valves, playground/fitness equipment installation).
- Standard classroom furniture, files, and equipment not specific to the instructional program (e.g., tables, chairs, desks).
- Employee hiring/recruitment expenses (e.g., placement firm fees, travel for prospective employees).
- Non-educational promotional/novelty items for advertising, events, or recruiting.
- Food, drink, or alcohol costs.
- Out-of-state travel.
- Materials and activities that are not aligned with the Science of Reading.
- Activities or purchases not pre-approved by DFFD.

**See RFA - pg. 14**

# Ensuring Evidence-Based Best Practices

Alaska DEED is partnering with **Rivet Education** to provide CLSD subgrantees with a CLSD Vendor Guide that takes the guesswork out of selecting high-quality professional learning providers aligned with the goals of the CLSD grant. Rivet Education:

- evaluates professional learning providers against a rigorous rubric to ensure quality;
- creates academic strategies scaling districts' use of high-quality and professional learning;
- works with professional learning providers to strengthen their services and improve the support they provide to teachers and students;
- partners with research entities, policymakers, advocacy groups, and education support organizations to share information, support research, and drive change in K-12 education.

# Rivet: Alaska Vendor Guide

The Alaska Vendor Guide will include a list of **vett ed providers** offering **high-quality professional learning services** to support CLSD subgrantees. Providers will be approved to deliver services related to:

- Supporting high-quality early literacy curricula
- Coaching and collaborative planning to support curriculum implementation
- Supporting leadership to establish conditions for effective literacy instruction
- Ensuring services are aligned to Science of Reading
- Supporting students with diverse learning needs

**\*More on the May 20th Webinar**

# CLSD Planning

- Define specific evidence-based literacy practices tailored to each age group and assess current implementation.
  - Birth to Kindergarten Entry
  - Kindergarten through 5th Grade
  - 6th through 12th Grade
- Outline a multi-tiered approach for interventions to support struggling readers and specific high-need groups, including multilingual learners and students with disabilities.
- Incorporate a system for using data to drive decisions, measure progress, and refine instruction to inform instruction at every level

# CLSD Budgeting

- DEED anticipates awarding subgrants to eligible entities across the state. Alaska will dedicate not less than 95 percent of its CLSD 2024 grant funds to subgrants.
- Approximately \$9,500,000 is available each year for a total of \$47,500,000 over 5 years. Funding is contingent on continued available funds from the U.S. Department of Education.
- The award amounts for individual subgrants will vary depending on the scope of the proposed project, the identified needs of the applicant, and the district size.

# CLSD Planning and Budgeting

DEED will award up to 25 subgrants to eligible entities ranging from:

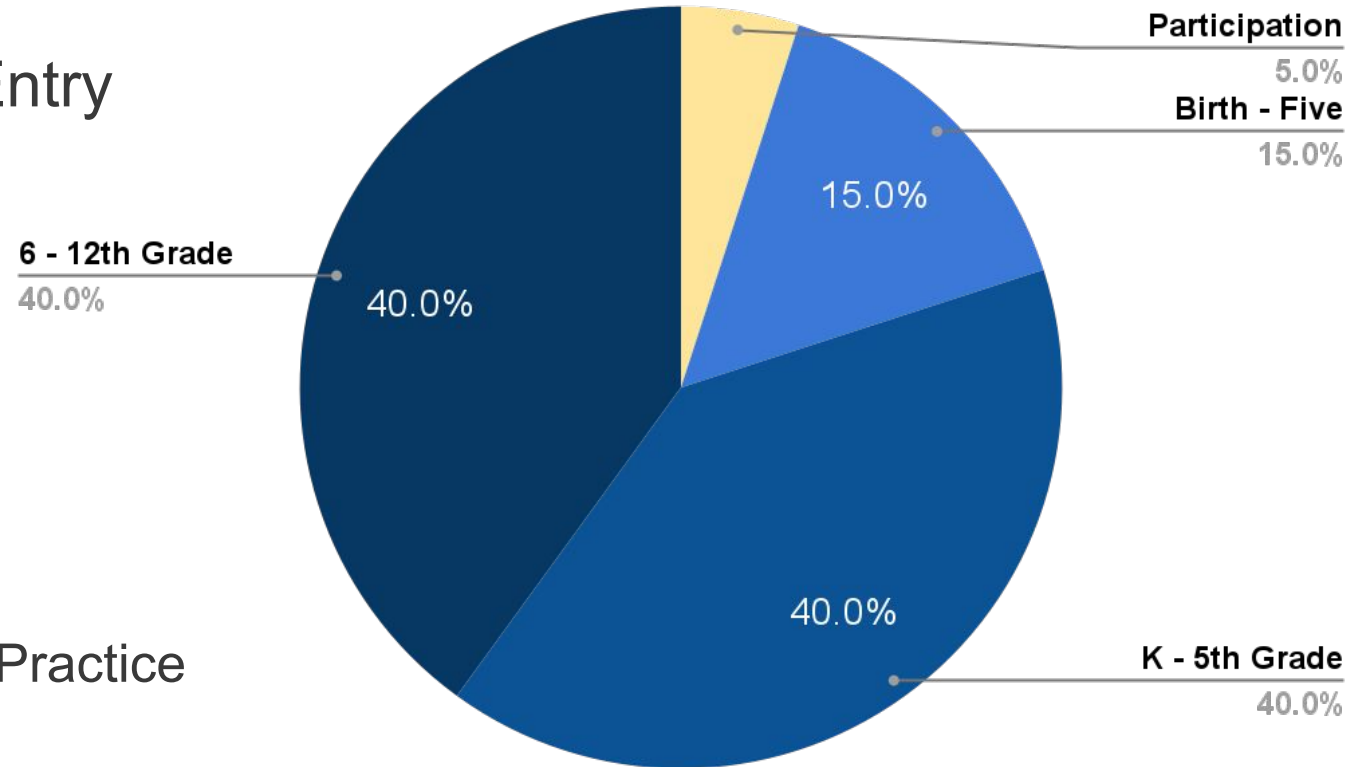
District Size	ANNUAL Grant Funding Range
Micro-District (<150 Students)	\$100,000 - \$200,000
Small (150-2,500 Students)	\$250,000 - \$350,000
Medium (2,500-8,000 Students)	\$350,000 - \$450,000
Large (>8,000 Students)	\$400,000 - \$600,000

**Note:** The number of subgrants and the subgrant amounts will be based on the number and quality of applications submitted. The number of subgrantees in each area may change. The state reserves the right to award a smaller amount of grant funds than requested based upon funding and the recommendations of the review panel.

# CLSD Budgeting – Grant Overview

The money to districts must be spent with the following allocation percentages (District indirect rates included):

- **15%:** Birth - Kindergarten Entry
- **40%:** K - 5th Grade
- **40%:** 6 - 12th Grade
- **5%:** Participation Activities
  - 1% Evaluator
  - 1% Leadership Problems of Practice
  - Up to 3% CLSD convenings





# Subgrantee Commitments Overview

## Evaluation & Alignment

- Participate in USDOE evaluation (surveys, data submission)
- Align with Alaska Reads Act and federal funding guidelines

## Local Literacy Plan (Birth–Grade 12)

- Establish vision, goals, and a cross-functional literacy team
- Conduct needs assessment and define evidence-based practices by age band:
  - Birth to K Entry, K–5, 6–12
- Implement MTSS/intervention framework
- Use data to guide instruction and monitor progress
- Plan for staff continuity and succession
- Allocate resources strategically
- Engage families and communities in literacy development

## Implementation Requirements

- Districts are serving Birth–Grade 12
- Align instruction with the Science of Reading
- Supplement (not supplant) existing efforts

**See RFA - pgs. 8-10**



# Subgrantee Commitments Overview

## Ongoing Participation

- Attend DEED webinars and Communities of Practice
- Share implementation progress with peers

## Required Assessments

- TS GOLD (Birth–5)
- DIBELS 8th Edition (K–3)
- AK STAR (3–9)

## Monitoring & Reporting

- Complete educator pre/post surveys
- Submit annual literacy plan updates
- Provide sample artifacts (e.g., MTSS schedules, IEPs, work samples)

**See RFA - pgs. 8-10**

# Subgrantee Assurances Overview

- **Leadership supports Science of Reading-aligned instruction**
- **Activities align with standards and embed Structured Literacy**
- **Engage in Science of Reading-aligned professional development**
- Use aligned curriculum, interventions, and assessments
- Submit all required progress and financial reports to DEED
- Report student performance data per DEED timelines
- Support implementation monitoring (surveys, reports, artifacts)
- Staff at each site are committed to full implementation
- Notify DEED of leadership changes; provide transition plan
- No discrimination against any protected class
- Funds supplement (not supplant) existing efforts
- Maintain fiscal/program records and complete regular audits
- Misuse of funds requires repayment to DEED
- Grantee retains full project responsibility—even with subcontractors
- DEED may terminate funding with 30 days' notice if needed

**See RFA - pgs. 10-11**

# Next Steps

- Planning needs - Technical Assistance Poll
  - Birth to Kindergarten Entry
  - Kindergarten through 5th Grade
  - 6th through 12th Grade

*How interested is your team in receiving technical assistance for CLSD grant planning focused on \_\_\_\_\_?*

- Very interested
- Somewhat interested
- Not interested

- Upcoming Webinars:
  - Budgeting and Monitoring - May 20, 2025
  - General Assistance and Q & A - May 27, 2025



# Resources

- [Federal Register for CLSD Grant 2024-08578](#): The Federal Register is the official journal of the US federal government that officially notifies the public about changes to federal law.
- [FY 2024 Comprehensive Literacy State Development \(CLSD\) Subgrant Application Process Statutory Requirements and Checklist](#): A checklist from the federal government Federal Register is the official journal of the US federal government that officially notifies the public about changes to federal law.
- [WWC | Practice Guides](#): Publications that offer educators evidence-based recommendations to address specific challenges in their classrooms and schools
- [Evidence-Based Practices Fact Sheet](#): A fact sheet from CLSD Literacy Center to help define what evidence-based practices are and how they help to drive impact.
- [RFA Support Webinar Links](#): Use this sheet to find the links from this webinar in one place.

# Contact Information

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