



Alaska DEED: RFA Support Webinar
Frequently Asked Questions (FAQ)
UPDATED May 29, 2025

Please review the following Frequently Asked Questions (FAQ) document, which includes questions raised in the webinars and received via email. We will be updating this continuously, so be sure to check back often.

1. Do we only fill out the "District Grant Application" & "Comprehensive Needs Assessment" Word/Excel documents?

- Yes! To apply for a CLSD subgrant, eligible applicants must fill out the MS Word Document Application as well as the Comprehensive Needs Assessment Excel Document. These will both be submitted to akreads@alaska.gov and kathy.moffitt@alaska.gov as an attachment to the subgrant application.
- IN ADDITION to the District Grant Application and Comprehensive Needs Assessment, districts will submit a draft budget and budget narrative (DEED Form 05-07-071), a signed assurances packet, and a signature sheet. The additional materials will be emailed to district superintendents and CLSD subgrant points of contact on Wednesday, May 21, 2025.

2. Are we allowed to submit any accompanying attachments (Logic Model, Y1 Timeline)? Are there formatting requirements within the response boxes or a maximum # of pages for the completed application?

- You may submit attachments such as logic models, timelines, etc.; however, they are not required and will not be part of the application scoring process. Applications are evaluated based on the quality of the plan in meeting grant requirements and addressing district needs.
- There is no specified page limit; concise submissions with clear, substantive content are encouraged.

3. I do not see mention of how to submit specific budget information. How/Where do we indicate our funding needs? Or outline of financial components aligned to each grant goal or proposed activities?



- Both a DRAFT budget and budget narrative are required for CLSD subgrant applications. Please use Program Budget and Narrative - School District Form [05-07-071](#), located on the [DEED Forms webpage](#).

4. What is the "Fiscal Management Risk Assessment"? Is this a separate form to complete? I could not locate this on the DEED forms page.

- **UPDATED RESPONSE 5/28/25:** The Fiscal Management Risk Assessment form is a required document that must be completed and submitted with the application. To access this form, please refer to the checklist located [here](#).

5. The application mentions a budget, but no forms were included with the application to be submitted for the budget. Is a budget part of the application process? If so, how do we know how much to budget and for how many years. Thank you in advance.

- Yes, a DRAFT budget is a part of the application process. Both a budget and budget narrative are required for CLSD subgrant applications. Please use Program Budget and Narrative - School District Form [05-07-071](#), located on the [DEED Forms webpage](#).
- A webinar focused on Budget and Monitoring will be held on Tuesday, May 20, 2025, at 3:00 pm AKT.
- An estimated award amount table was presented at the May 13th webinar (see table below).
 - 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.	



6. Is there a set limit (per year) for the new CLSD grant award?

- Alaska was awarded \$50,000,000 in the 2024 CLSD grant competition, with approximately \$10,000,000 earmarked for each year of the project. Of the total amount, \$9,500,000 per year will be awarded to eligible districts through a competitive process. Grant sizes will vary based on district size and project scope, with annual grant awards ranging from \$100,000 (micro-district) to \$600,000 (large district).
- 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.

7. The district drop-down menu is not functioning on the Applicant Eligibility sheet of the Needs Assessment. Can we just type our district name?

- If a drop-down menu is not functioning in the application, simply type in your district's name.

8. For % of students with IEPs, do we include 504 or only IEP?

- Please respond to each question as it is written. In this case, only the % of students with IEPs should be included, but an additional percentage of students with 504 plans may be mentioned in your narrative.

9. "High % Students Eligible for Free and Reduced Lunch" - are you looking for only the high school %? If not, what is the word 'High' in reference to?

- Include ALL students who qualify for free and reduced lunch, not just those at the high school level. The word "high" refers to a high percentage of students.

10. Because of the CEP, we are 100% Free and Reduced. Do we use 100% or the actual number?

- Please use the actual percentage.

11. Can our district superintendent sign the assurance form, or does it need to be our regional school board president?

- Your district superintendent OR regional/district school board president may sign the assurance form.

12. Is there a financial risk assessment form to complete?



- No, not at this time. There is reference to a fiscal management risk assessment in the RFA. Please disregard, as a specific risk assessment form is not required at this time but *may be* required as a condition of subgrant award.

13. Part II (d) "Indicate if you are new to the CLSD Grant. Applicants new to the Alaska CLSD grant may also be given preference, indicating a focus on expanding reach. (15 points)" Can you provide clarification on this or confirm that it means that applications from returning districts that are proposing projects to expand on their previous.

- If your district received any funds through the 2019 CLSD grant or follow-up supplemental CLSD funds, the district is NOT considered to be a "new" grant. Keep in mind that the 2024 CLSD grant is a new program and is **very** different from the 2019 grant in terms of emphasis on evidence-based practices and student learning accountability. All grant applications will be evaluated based on the merit and potential impact of each project proposal.

14. If we have federal funding paying for the interventionist but that funding is ending, can we use the grant funds to continue that role after the federal grant ends?

- **UPDATED 5/28/25:** As long as non-federal funding has NOT been used in the interim, and the position would move from one federal funding source to CLSD, this would be allowable. HOWEVER, if there is a gap in funding and the district pays that person's salary for any amount of time, then it would be considered supplanting. From US ED: *It is considered supplanting if a funding gap is filled using non-federal funds.*

15. If our Reading Specialist is not out of our general fund and we never know what grant the position (if any) would fund it, is it considered supplanting to put it in our application?

- This would not be allowable, as it would be considered supplanting. Since the Reading Specialist position has been included in your staffing plan and has been funded through other sources in the past, using CLSD grant funds would be considered supplanting.

16. If we do not have reading specialists right now, but want to write them into this grant, is that supplementing since we do not currently have them?

- If you do not currently have a reading specialist but wish to build one in as an essential component of your overall project plan, it is allowable. Keep in mind that each subgrant proposal should keep sustainability in mind, as well! What



will the purpose of the reading specialist be over the life of the grant, and how will the position be sustained beyond the CLSD funding?

17. Are grantees allowed to use vendors that are not on the vendor guide list?

- Grantees must select from vendors listed in Alaska's Approved Vendor Guide, which will be published on June 18, 2025. All vendors included in the guide have been thoroughly vetted and approved to ensure alignment with federal guidelines and program requirements.

18. Will the vendor guide be available to help us plan—before the application is due?

- No, the guide will not be available until June 18, 2025. Once published, this guide will include the vendors approved to fulfill the priority activities allowable under the grant. When creating draft budgets, applicants are encouraged to use placeholders for the type of work for which they will use grant funds, rather than naming a specific vendor.

19. Can school districts partner in a single application?

- It depends! While small districts may wish to partner in a joint project, it is absolutely essential that key project leadership staff are clearly identified and have a vested stake in the partnership. Districts interested in partnering are encouraged to discuss the proposal with DEED's CLSD team prior to submitting an application. Please reach out to akreads@alaska.gov to request a meeting time.

20. Is the 1% of the budget for the evaluator for us to hire an external evaluator?

- No - it is not necessary for subgrantees to hire an external evaluator. Marzano Research has been secured as the external evaluator for the project as a whole. Marzano Research staff will work with subgrantees to support district-specific monitoring and evaluation activities. The 1% set-aside is to support districts in telling the data-story of their CLSD projects. Please review Webinar 2 for more information regarding the evaluation.

21. Our administrative team met last week and began working on the draft of the grant. I would love to have the opportunity to have a one on one meeting with someone at DEED to look at what we have drafted and provide feedback.

- DEED's CLSD team is happy to connect with districts to answer questions about the subgrants, to provide clarification, and to answer questions related to supplement v. supplant rules. Please note that the DEED team is not available to assist in authoring applications. It is critical that subgrant



applications reflect the needs of the leadership, staff, and stakeholders in each district submitting a subgrant application. To request a technical assistance call, please email akreads@alaska.gov.

22. If we were a 2019 CLSD grant recipient, and had started activities that we want to expand on, can we use 2024 CLSD funds to continue those efforts?

- As noted in the May 13, 2025, webinar, the 2024 CLSD grant is VERY different from the 2019 US ED CLSD grant. We encourage previous CLSD grant districts to focus their emphasis on measurable outcomes in student reading achievement, the use of evidence-based instructional practices, and high-quality instructional materials for the 2024 grant competition.

23. Can the funds be used to hire additional interventionists and tutors that we currently are not able to afford.

Is that supplanting?

- This competitive grant is focused on student learning, not budget. The first question should not be about what a district can or cannot afford, but rather should focus on what is needed to ensure increased student reading achievement.

24. Does the “Local Literacy Plan” get developed once districts are awarded the grant? Or is this something that should be part of the application?

- Development and refine of a local literacy plan is part of the Year 1 activities for the grant. Districts are not required to submit a local literacy plan with their initial subgrant application, but successful subgrantees must be prepared to participate in DEED-sponsored professional learning to assist in the development and refinement of local literacy plans aligned with [Alaska DEED’s Literacy Blueprint](#).

25. Technical: the signature sheets - do we take a picture of those and attach to the google doc application?

- Yes - please scan the signature sheet and submit it as an attachment along with your application.

26. Does this grant allow for the funding of a grant administrator with these funds?

- Every CLSD dollar must be tied to student learning outcomes and increased reading achievement. A project coordinator who is immersed in the day-to-day CLSD project implementation and whose work can be directly tied



to student learning outcomes, is allowed -- while to a "grant administrator" whose role is to manage funds, is discouraged.

27. In the needs assessment sheet, it asks for % of "at risk" K-2 students. Is this EOY data? Well-below and below or just well-below? Is this the composite score?

- This data should include both the well-below and below students. EOY data would be preferable; however, if the EOY assessments have not been completed then MOY is acceptable. Yes, please use the composite scores for reporting.

28. If we do not have a Pre-K program, how will we address the Birth to 5 section? Will we be required to coordinate with Head Start or any other local preschool program? How can we assure TS Gold testing occurs if we do not directly oversee their programs?

- There are many ways to address the Birth to 5 section, coordinating and partnering with Head Start or other local preschool programs are allowable activities. We will share more information during our Zoom session scheduled for Wednesday, May 20, 2025.

29. Are we expected to give kids ages 0, 1, and 2 the TS Gold assessment?

- We are in the process of determining the assessment requirements for children birth to age 2.

30. What if we currently do not administer the TS Gold assessment for birth-5? Is it allowable to have this as part of the birth-5 plan we put together?

- Yes, it is allowable to include TS Gold as an assessment for birth to age 5 as part of your CLSD project plan.

31. Is DEED going to offer us access to TS Gold and the training to administer, or do districts do that on their own?

- DEED will provide the student portfolio access for TS Gold. More information will be provided as data and needs become available.

32. For the TS GOLD assessment requirement, do you need to assess all birth-k children served, or just our pre k students?

- We will need to assess all Birth - K students served; therefore, as we develop the supports and determine the needs for this age band, we will provide additional guidance.



33. The RFA references a scoring rubric, but a rubric is not attached.

“Applications will be evaluated based on a rubric that aligns with the CLSD 2024 program goals and the priority criteria.” Will that rubric be shared with districts?

- The rubric used by the application review team will be aligned with the CLSD 2024 program goals, but a specific rubric will not be provided to applicants prior to the submission date.

34. Can we assume presenters at the Alaska Science of Reading Symposium are ok to work with? Thinking specifically of The Writing Revolution

- In developing your project plan and draft budget, we encourage applicants to focus on bodies of work and project goals rather than specific vendors. Not all presenters at the AK Science of Reading Symposium will choose to apply to be part of the Alaska Vendor Guide.

35. What if our vendor is already on the Rivet Vendor list? Does the Vendor still need to apply?

- It depends. Alaska added a specific criterion for vendors related to the delivery of remote/distance-delivered professional learning. If your vendor appears on Rivet’s master list of approved professional learning partners but does not appear in Alaska’s Vendor Guide (to be published June 18, 2025), please contact the department to discuss.

36. Can we charge indirect in this grant?

- Yes. A district indirect rate is allowed.

37. Typically as we develop grant applications and budgets we identify which vendors we will work with. I just want to clarify. Because the vendor list is not developed yet, we should generally speak to services and supports we would seek without specific vendors referenced?

- Correct. Applicants should focus on services, supports, and general emphasis of work/efforts rather than specifically naming vendors.

38. Will the second informational webinar be a repeat or different?

- The second informational webinar will cover different content, with a specific focus on budgeting and grant evaluation. It is not a repeat of the first session.

39. In the needs assessment document are we just putting in numbers or is any type of narrative expected?

- The Needs Assessment includes a drop-down menu for selecting an indicator and allows users to add narrative if desired.



40. Did the grant come with definitions of "High-Dosage Tutoring" and "coaching"

- The definitions can be found on page 12 of the Request for Application.

41. Would it be an allowable cost to hire a literacy consultant/coach not associated with any specific vendor to develop resources to share with parents in our community?

- You may put someone in your proposal, and we will take your preference into consideration, knowing that some districts work with consultants/coaches not associated with vendors on the vendor list.

43. In the needs assessment document are we just putting in numbers or is any type of narrative expected?

- The Needs Assessment includes a drop-down menu for selecting an indicator and allows users to add narrative if desired.

44. Did the grant come with definitions of "High-Dosage Tutoring" and "coaching"

- The definitions can be found on page 12 of the Request for Application.

45. Do we have to have an evaluator, is this mandatory?

- Yes. Monitoring and evaluation are required activities. An external evaluator will support each subgrantee district throughout the life of the grant. One percent (1%) of each subgrant award must be earmarked for evaluation.

46. Where on the forms do you want us to specify elementary/secondary so that you have a visual for the percentages, do you want this broken down in the budget narrative?

- A breakdown of how funds will be distributed among the three age/grade bands can be described in the budget narrative and/or in the project description.

47. Another question regarding the needs assessment. % of Students Not Meeting Kindergarten Proficiency on TS Gold Assessment — is this number of pre-school students?

- Yes, this is the number of pre-kindergarten students who will be entering kindergarten..



48. LYSD is calculating the percentage on our total grant BEFORE we are adding indirect cost. Is this acceptable?

- The total subgrant amount requested, including indirect, must fall within the funding amount outlined in Question 5, above.

49. Do we need to put the Evaluator on our draft budget? Even though that's being handled at the state level?

- Yes - evaluation should be included in your subgrant proposal and budget, with 1% of your total subgrant budget being set aside for subgrant evaluation purposes.

50. Do we need to complete and submit a budget for all 5 years??

- The initial subgrant budget and budget narrative need only address Year 1 activities.

51. Can [a district] use the Kindergarten Development Profile for our assessment data (which is a state evaluation) rather than TS Gold, because we do not have PreK anymore and will have to rely on Rural Cap and Headstart TS Gold assessments?

- Alaska will use the TS Gold as the measurement tool for Birth-Kindergarten Entry, as per Alaska's CLSD grant. Subgrantees will be required to use TS Gold, but may use additional data sources, such as the Kindergarten Development Profile.

52. Is there any guidance on how to run the TS GOLD report to get the "% of Students Not Meeting Kindergarten Proficiency on TS Gold Assessment"?

- If TS Gold is not currently being used, please report "N/A" in that field on the Needs Assessment. More information will be provided regarding TS Gold to successful CLSD subgrantees.

53. Where is the link for the financial management risk assessment??

- The Fiscal Management Risk Assessment Form is accessible via the link on the [Subgrant Application Packet Checklist](#).

54. Do we put that 5%, CLSD Cohort Participation on our draft budget? If so, which category?

- Yes - include the 5% for CLSD Cohort Participation in your draft budget in the associated categories: 3% staff travel (CLSD convenings); 2% for professional and technical (1% for subgrant evaluator, 1% for network activities).



55. Do we need to outline specific student outcome percentages now, like a logic model for each grant goal, or can we write that this will be an activity completed during year 1 of development with the resources provided??

- It is up to each subgrant applicant how this will be addressed in the application. It is acceptable to outline activities completed, along with resources, and general student outcomes desired. Specific student outcome percentages may be developed after subgrants are awarded with support from the evaluator.

56. \$2.375 million for subgrant participation activities for the life of the grant seems high. Can these funds be reallocated if the full 5% is not needed?

- All participation activities will be reviewed annually for impact.

57. If we currently have a fully funded PreK program, can we simply speak to the aligned efforts throughout the narrative, but not have identified funds in our budget for that specific grade band? That can be identified as awarded. In accordance with the supplant issue?

- It is a requirement to dedicate 15% to children from birth to kindergarten entry. The DEED team can help brainstorm ways to support activities in this age band.

58. Do we need to speak to the 5% Participation Activities in our application (not the grant)?

- The 5% Participation Activities have been defined for subgrantees, so it is not a requirement to describe these activities in your grant application. Budgets will be refined to accurately reflect the 5% Participation Activities once subgrants are awarded.

59. If we are interested in developing cultural resources to complement the evidence-based practices we would learn about, do the contractors have to be on the approved vendor guide?

- We would need more information on the type of resources and the work being done by the contractors to answer this question with confidence.

60. Is it okay to just state when/where we will utilize the Rivet resources (AK Vendor Guide) when applicable in the narrative? (Broad intent)?

- Yes, this is fine.



61. If we currently purchase books for families and want to continue to do so but no longer have the funding without this grant, would it be considered supplanting to include those supplies in our budget?

- It would depend on how the books are tied to your CLSD project plan. Simply purchasing books with CLSD funding to replace a previous funding source could be supplanting if the purchase is not tied to specific, measurable grant project activities.

62. Up to 3% for CLSD Convenings does this mean the Science of Reading Symposium or a CLSD meeting?

- It refers to both. Subgrantees are required to participate in the annual Science of Reading Symposium. In addition, other convenings may be held throughout the life of the grant to support subgrantee districts.

63. Can you explain or reword the prompt for Part II (d) in the application. Does "Applicants new to the Alaska CLSD grant may also be given preference, indicating a focus on expanding reach." mean that projects that are focused on expanding reach will be given priority?

- All CLSD subgrant applications will be reviewed and scored based on overall project plan and merit. However, in an effort to expand the reach of CLSD funds across the state, subgrant applicants that did not participate in the previous CLSD grant *may* be given preference points depending on the scope and quality of the subgrant application.

64. Can we utilize braided funding to support some of the professional development opportunities, like in-person gathering or conference participation?

- If a subgrantee chooses to use additional funds from other funding sources to support professional development opportunities, it is the district's responsibility to ensure funds are appropriately allocated and accounted for in all CLSD reporting.