



Alaska Department of
Education & Early Development

January 2026 CLSD 2024: Technical Assistance & Updates

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Alaska Reads
#akreads

CLSD 2024: Technical Assistance & Updates

Monthly News From Your AK Reads Team

January 2026

GMS Update

General Information

CLSD Reimbursements:

Quarterly reimbursements are due 30 days after the end of each quarter: October 31, January 31, April 30, and July 31. Final expenditure reports are due July 31 for State General Fund funding and August 15 for federal funding.

To ensure your reimbursements are processed efficiently, please verify the following information before attempting to submit quarterly payments:

1. Verify the grant is in "approved" status
2. Determine whether a budget revision is needed
3. Confirm that the previous quarter reimbursement has been approved, if applicable
4. Follow up if the previous quarter reimbursement has been returned not approved

Note: First quarter reimbursements must be approved by DEED before second quarter reimbursement can be submitted. Early submission of quarterly reimbursements are encouraged, and helps the grant administrators proactively manage workloads. If you have any questions, please contact a Grant Administrator for assistance.

Alaska Vendor Guide: Application Opportunity

An application opportunity is opening for professional learning providers seeking inclusion in Alaska's Vendor Guide as Curriculum-Agnostic Professional Learning Vendors. The providers included in this section offer high-quality professional learning aligned with evidence-based best practices in literacy instruction. Because their services are not tied to a specific curriculum, they have not received Rivet's certification badge; however, they remain eligible to support CLSD projects in Alaska.

In February, the Alaska Department of Education and Early Development (DEED), in partnership with [Rivet Education](#), will open the application for vendors seeking inclusion in this category. The application is intended for providers with demonstrated expertise supporting Alaska districts—particularly those able to coach and advise school and system leaders and to support strong, evidence-based literacy instruction in rural, multi-grade classroom settings.

Organizations with relevant experience are encouraged to review the application materials and apply when they become available. Interested providers should complete [this brief interest form](#). Questions may be directed to tieagra.mcneil@riveteducation.org.

Announcements

Save the Dates

Communities of Practice (COP)

We look forward to the participation of your team or district representative at these required collaborative gatherings.

- **Delivery:** Zoom Webinars hosted by DEED and Glean Education
- **Day & Time:** Tuesdays, 3:30 pm - 5:00 pm*
 - February 24, 2026 - Instruction/Intervention
 - March 17, 2026 - Instruction/Intervention
 - April 21, 2026 - Implementing & Sustaining
 - May 26, 2026 - EOY Data Analysis & Planning for FY27

* Dates subject to change due to extenuating circumstances.

COP January Meeting: Instruction/Intervention

DEED continues to support Alaska CLSD schools in building capacity for data-informed literacy instruction. Recent Community of Practice meetings have focused on using mid-year data to inform instruction, strengthen early learning systems, and enhance reading and English language arts achievement for all students. Key discussions included:

- **Marzano Highlights and Community of Practice Evaluation:** Where we are and why it matters, including the upcoming annual survey in March 2026
- **National Goals and AK Results 2025:** Increasing achievement, engagement, and educational access
- **State and District Strategies:** when goals aren't met, emphasizing the importance of tiered instruction
- **Resources and Research:** Core ELA instruction, fluency, and systematic, cumulative, explicit teaching
- **MTSS Effectiveness Through Implementation Science:** Effective Instruction × Effective Implementation × Enabling Context = Significant Outcomes
- **Review of CLSD Grant:** Literacy Plan, rubric results, and next steps
- **Challenges and Successes:** Curriculum materials, instructional fidelity, and differentiated instruction

“As teachers, our job is to teach; our students’ job is to learn. When we do not meet that responsibility, we have not met their needs.”

“Assessment results are only meaningful when they inform instruction, and our teachers are using that information intentionally to support student growth. That work matters, and it shows.”

— Ms. Langston, Principal, Hazlehurst Elementary School

Planning Literacy Professional Development for Your School or District?

Explore engaging courses and focused modules designed to strengthen literacy instruction, support the Alaska Reads Act, and build educator capacity across Alaska. Offerings support effective classroom practice, instructional leadership, and coaching, and are suitable for individual learning, PLCs, and school or districtwide professional development.

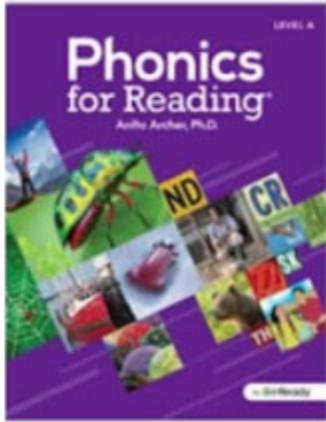
Current Courses

- Alaska Reading Playbook
- Building Capacity in Educators to Enhance Student Learning: A Student-Focused Coaching Approach (*NEW*)
- Heggerty: PreK–Bridge the Gap
- Keys to Beginning Reading
- mCLASS DIBELS 8 Calibration
- Phonics for Reading (*NEW*)
- Science of Reading for Administrators
- Science of Reading for Leaders (NWEA)
- UFLI Foundations

Focused Literacy Modules

- Building Oral Language and Phonology
- Phonological Awareness: The Foundation for Reading Skills
- Phonics: Sounds and Symbols
- Exploring Phonics and Word Study
- Creating Fluent Readers
- Fluency: Accuracy, Rate, and Expression
- Developing Vocabulary
- Vocabulary: Finding Meaning in Words
- Comprehension: Deriving Meaning from Text
- Increasing Reading Comprehension
- Understanding the Science of Reading

These professional learning opportunities help educators deepen literacy knowledge and apply evidence-based practices that improve student outcomes statewide.



Newly Released!

[Phonics for Reading](#)

This course provides introductory training for the 2024 Phonics for Reading Intervention Program with Dr. Anita Archer. The program uses evidence-based strategies to help students in grade three and above strengthen word recognition, phonemic awareness, and decoding skills to improve reading fluency and comprehension. Phonics for Reading is an approved evidence-based intervention under the Alaska Reads Act for students identified through screening measures.

Participants may earn 2 CEUs by completing the course and its implementation.

Reading Research & Resources

[Tackling Resistance](#)

By Annamarie B. Jay

Questions on the Reads Act? Email AKReads@alaska.gov

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