

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Comprehensive Literacy State Development (CLSD) Program

CFDA # 84.371C

PR/Award # S371C240033

Grants.gov Tracking#: GRANT14195061

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240033

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Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/24/2024

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Alaska Department of Education and Early Development

* b. Employer/Taxpayer Identification Number (EIN/TIN):

92-6001185

* c. UEI:

FZC7BYKHWC4

d. Address:

* Street1: 333 Willoughby Avenue, 9th Floor

Street2:

* City: Juneau

County/Parish:

* State: AK: Alaska

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 99811-0571

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name: Deborah

Middle Name:

* Last Name: Riddle

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

* Title:

Office of Elementary and Secondary Education (OESE): Well Rounded Education: Comprehensive Literacy State Development (CLSD) program, Assistance Listing Number 84.371C

13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

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* 15. Descriptive Title of Applicant's Project:

Expanding the Alaska Reads Act Through Literacy Efforts for Children from Birth to Grade 12.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

AK

* b. Program/Project

AK

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

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17. Proposed Project:

* a. Start Date:

10/01/2024

* b. End Date:

09/30/2029

18. Estimated Funding (\$):

* a. Federal

50,000.00

* b. Applicant

0.00

* c. State

0.00

* d. Local

0.00

* e. Other

0.00

* f. Program Income

0.00

* g. TOTAL

50,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

Dr.

* First Name:

Deena

Middle Name:

* Last Name:

Bishop

Suffix:

* Title:

Commissioner

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

06/24/2024

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Alaska Department of Education and Early Development

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Deena Middle Name:
* Last Name: Bishop Suffix:
* Title: Commissioner

* SIGNATURE:

* DATE: 06/24/2024

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1239-Alaska 2024 CLSD Grant ABSTRACT.pdf

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Abstract

Alaska's Department of Education and Early Development (DEED) will improve literacy achievement and enhance engagement in learning for all children while expanding opportunity and access for historically underserved student populations, including English learners, Alaska Native/American Indian students, economically disadvantaged students, students with disabilities, and those attending high-needs schools. Alaska seeks to expand the impact of the Alaska Reads Act literacy efforts to children from birth to age 5 and grades 4–12 while providing clarity around comprehensive literacy instruction for all. Program objectives are: 1) provide professional development and instructional coaching for educational leaders in implementing an MTSS framework; 2) provide professional development and coaching support to all educators in effective universal instruction and evidence-based oral language and literacy practices; 3) engage all learners through rigorous grade level course work, learning acceleration, and intensive intervention; 4) facilitate positive relationships between families and educators to support student transitions, regular attendance, and school success; and 5) guide the review and expansion of Alaska's state literacy plan and the writing of district MTSS components to sustain CLSD work. Attention is paid to the four competitive preference priorities of partnering with Alaska's institutions of higher education (IHEs), addressing the impacts of COVID-19 on students and educators, promoting equity and access to educational resources and opportunities for all students, and supporting a diverse educator workforce and professional growth to strengthen student learning.

Keywords: comprehensive literacy, professional development, instructional coaching, evidence-based practices, intervention, acceleration, competitive preference priorities, MTSS, family engagement

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** 1238-Alaska 2024 CLSD Grant Application - FINAL.docx

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To add more Project Narrative File attachments, please use the attachment buttons below.

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Expanding the Alaska Reads Act Through Literacy Efforts for Children Birth to Grade 12:

Alaska Comprehensive Literacy State Development Program Proposal

The Alaska Department of Education and Early Development's (DEED) Comprehensive Literacy State Development (CLSD) grant, *Expanding the Alaska Reads Act Through Literacy Efforts for Children Birth to Grade 12*, offers Alaska the opportunity to build on the progress made through our 2019 CLSD grant award and recent legislation, continuing shared work to improve literacy outcomes for all Alaska students. CLSD goals align with Alaska's vision for literacy and with our state comprehensive literacy plan, calling for instruction that is in step with reading research, culturally relevant, and will result in all students reading proficiently by the third grade. Alaska seeks to ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives, exemplify the best values of society, and effectively improve the character and quality of the world around them. These goals are realized through high levels of literacy for every student. DEED is committed to advancing children's preliteracy and literacy skills in partnership with local education agencies (LEAs), schools, and early learning providers statewide through evidence-based practices, activities, and interventions. CLSD funding will enable DEED to achieve the purpose of this grant application, which is to expand literacy efforts launched under the Alaska Reads Act to ensure equity of access, opportunity, and ultimately achievement for all of Alaska's children.

State Needs Assessment

A cross-section of Alaska DEED staff conducted a state needs assessment to inform the planning of literacy goals, objectives, and activities outlined within this CLSD grant proposal. Persons with expertise from each age group (Birth – age 5, K – grade 5, and grade 6 – grade 12) were present and input was sought from education partners and Institutions of Higher Education

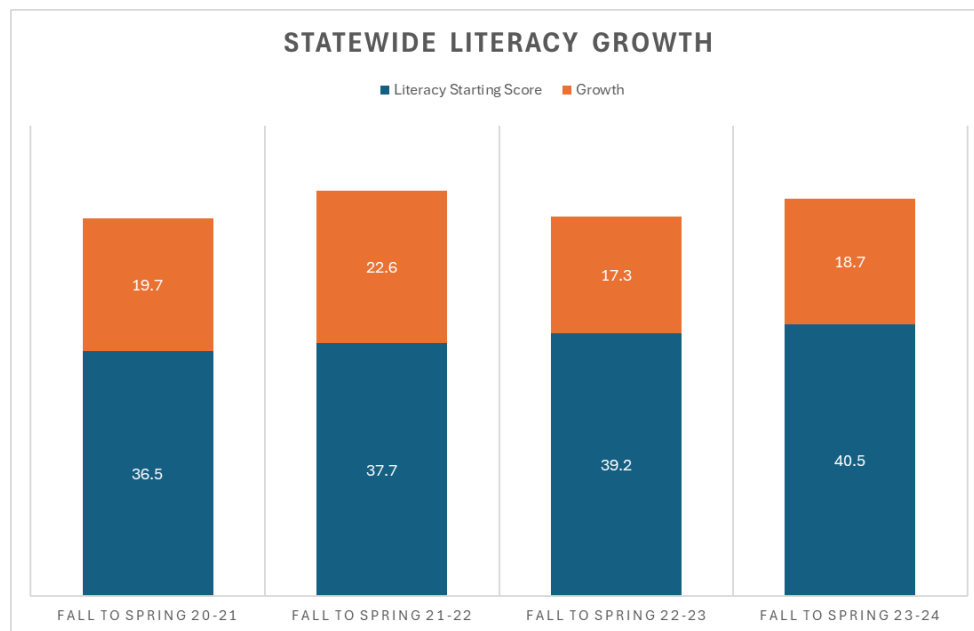
(IHE). Specialists currently supporting Alaska Reads Act implementation and school improvement efforts, working hand-in-hand with district leaders from all 54 districts, provided their insight. As a continuation award applicant, the team reviewed and considered findings from the Alaska Comprehensive Literacy Development Project 2022 – 2023 evaluation report as part of this process.

Early Education

Teaching Strategies Gold is an observational-based child assessment tool that is utilized by all programs receiving grants from DEED. It utilizes a metric called “Widely Held Expectations (WHE),” which are a collection of skills and behaviors that a typically developing child will display (Figure 1). The literacy domain of this assessment contains sixteen sub-dimensions of specific developmentally appropriate skills. Alaska’s children enter early learning programs scoring 37.8 on average and exit preschool with an average score of 57.7. Data from this assessment indicate a need to provide early oral language and literacy experiences for children Birth – age 5 and to enhance family engagement work across Alaska with an emphasis on rural communities and LEAs, schools, or programs with high percentages of traditionally underserved children. This data underscores the need to expand access to high-quality early learning in both school- and community-based settings.

Figure 1

Teaching Strategies Gold 2023-2024 Statewide Literacy Growth



According to Alaska Developmental Profile (ADP), an observational assessment used with all kindergarten students as well as first graders who did not attend a kindergarten program, data from the 2023-24 academic year show 30.87% of Alaska’s entering kindergarten students demonstrated knowledge and skills expected upon kindergarten entry (Figure 2). Over half of Alaska’s students entered kindergarten not yet meeting goal statement criteria for what children should know, understand, and be able to do upon school entry. This underscores the call for expanded access to high-quality early learning experiences.

Figure 2*Alaska Developmental Profile 2018 – 2024 Consistently Met All 13 Goals*

Group	Count of Students with Ratings	Consistently Met All 13 Goals	Consistently Met At Least 11 of the 13 Goals
Statewide 2023-2024	8148	18.35%	30.87%
Statewide 2022-2023	8566	18.96%	31.64%
Statewide 2021-2022	8931	18.14%	30.7%
Statewide 2019-2020	9401	19.76%	33.18%
Statewide 2018-2019	9511	19.11%	32.55%

As of the 2023-24 academic year, 46.96% of Alaska’s students were not yet participating positively in group activities upon school entry and 52.87% of students were unable to regulate their feelings and impulses (Figure 3). Students’ social-emotional development needs adversely impact classroom learning environments and instructional opportunities because children must be self-regulated to learn at high levels and behavioral disruptions distract impacted individuals and their peers from classroom learning experiences.

Figure 3*Alaska Developmental Profile 2018 – 2024 Social-Emotional Learning Indicators*

Group	Count of Students with Ratings	Goal 3: Participates positively in group activities	Goal 4: Regulates their feelings and impulses.
Statewide 2023-2024	8148	53.04%	47.13%
Statewide 2022-2023	8566	52.24%	46.19%
Statewide 2021-2022	8931	52.46%	47.06%
Statewide 2019-2020	9401	53.15%	49.1%
Statewide 2018-2019	9511	53.32%	47.38%

Of the 8,148 Alaskan children entering kindergarten in 2023, 44.87% required receptive communication skill development, 46.44% required expressive communication skill development, 61.73% required skill development in phonological awareness, 58.7% required

skill development with print concepts, and 56.31% required alphabet knowledge development to bring them to the entry skill range (Figure 4). Notable here is that these entry language ratings are lower than all but one score across categories over the previous five years, indicating that children from Birth to age 5 are entering at a lower language level than in years past and need enriched early language and literacy experiences at home and at school.

Figure 4

Alaska Developmental Profile 2018 – 2024 Oral Language and Early Literacy Indicators

Group	Count of Students with Ratings	Goal 9: Uses receptive communication skills	Goal 10: Uses expressive communication skills.	Goal 11: Demonstrates phonological awareness	Goal 12: Demonstrates awareness of print concepts.	Goal 13: Demonstrates knowledge of letters and symbols (alphabet knowledge)
Statewide 2023-2024	8148	55.13%	53.56%	38.27%	41.3%	43.69%
Statewide 2022-2023	8566	56.98%	53.93%	39.46%	43.52%	45.12%
Statewide 2021-2022	8931	56.28%	52.85%	38.28%	42.62%	44.31%
Statewide 2019-2020	9401	57.97%	54.03%	40.61%	47.29%	47.98%
Statewide 2018-2019	9511	59.31%	55.46%	40.57%	46.9%	49.05%

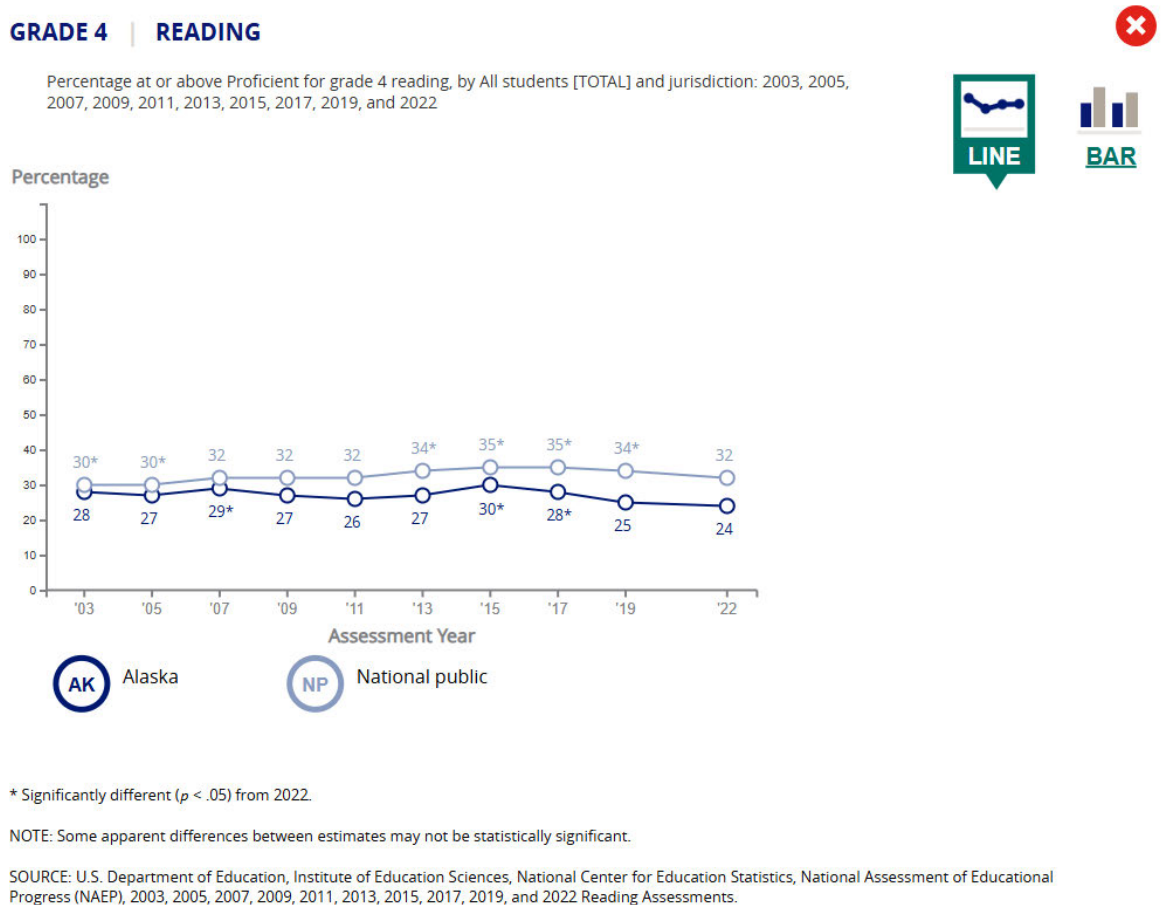
Elementary School

In 2022, Alaska’s 4th grade reading scale score on the National Assessment of Educational Progress (NAEP) was 204, which was significantly lower than the national average of 216. In fact, Alaska ranked 49th in fourth-grade reading among all states. Just 24% of students scored at or above proficient, in Alaska, in fourth-grade reading on NAEP (Figure 5). This performance gap has been persistent, with Alaska scoring lower than the national average in reading since 2003, with the gap widening over time. Alaska’s widening mathematics score gaps must also be considered, even in a literacy grant application, as language skills needed for

success in mathematics in terms of content-specific academic vocabulary, comprehension, and often written expression are significant, particularly to meet the needs of English Learners in Elementary and Middle School (Baker et al., 2014). In summary, the need is high to ensure students are reading proficiently by the end of grade 3 and well-supported with high-quality instruction in grades 4 – 12 if they are not.

Figure 5

NAEP Reading Average Score Trends for Fourth-Grade Public School Students in AK/Nation

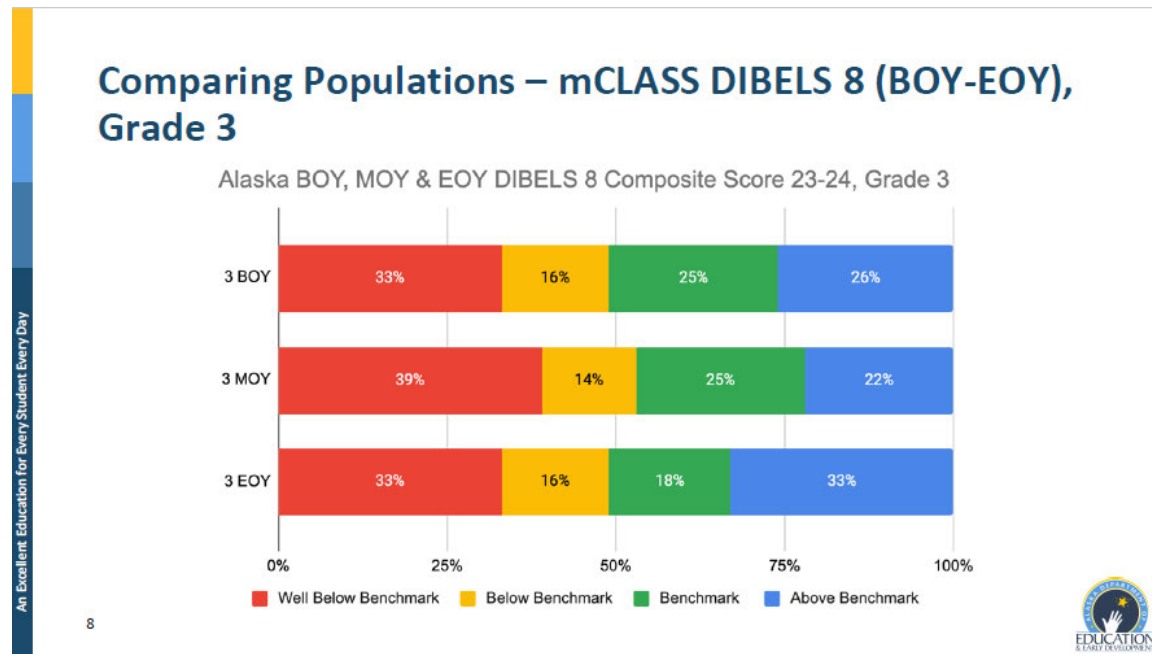


SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

According to the statewide literacy screener, mCLASS DIBELS 8 from Amplify, grade three data (Figure 6) indicates that while the number of students scoring above benchmark on the literacy screener composite score increased from beginning of year (BOY) to end of year (EOY), the total number of students scoring at or above benchmark did not increase. The number of students scoring below or well below benchmark on the EOY screening was the same as on the BOY screening (Figure 5). There was no movement toward benchmark for third-grade students on the DIBELS literacy composite score during the 2023-24 school year, indicating a need for professional development for staff in evidence-based activities that provide explicit instruction and support in reading and writing with an emphasis on those shown to have had positive outcomes in response to identified literacy gaps. In this first year of implementing a universal literacy screener statewide, questions have arisen around the validity of fluency measures in assessing Alaska Native EL students, whose cultural differences in natural speech cadence may invalidate assessment results. Documented heritage language deprivation may contribute to limitations in children's first language learning that impact some students' readiness to learn a second language (Baker et al., 2014; Umansky et al., 2021). Alaska DEED will continue to examine fluency assessments and outcomes in the context of these important questions throughout the CLSD grant period.

Figure 6

mCLASS DIBELS 8 BOY – EOY Grade 3 Comparison, 2023-2024 Alaska Composite Scores



Middle/High School

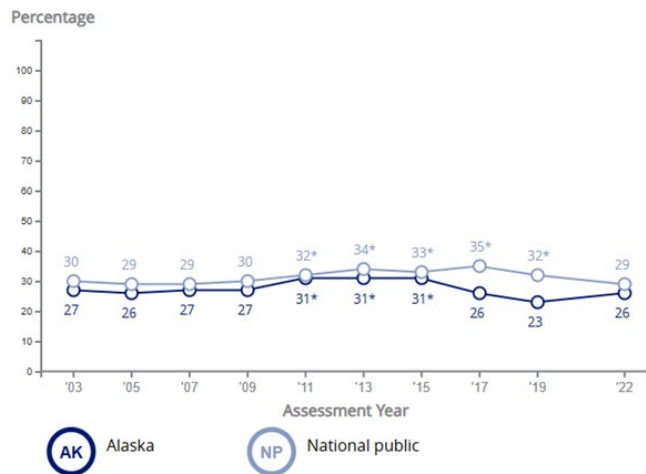
In 2022, 8th grade students in Alaska performed significantly below the national average on NAEP reading, with 26% at or above proficient (Figure 7). The narrowing of the performance gap for Alaskan 8th grader students on this assessment, as compared with scores from 2017 and 2019 was an indicator of a move in the right direction. Alaska would like to continue such trends through intentional literacy work around grade 4 – grade 9 reading instruction.

Figure 7

NAEP Reading Average Score Trends for Eighth-Grade Public School Students in AK/Nation

GRADE 8 | READING

Percentage at or above Proficient for grade 8 reading, by All students [TOTAL] and jurisdiction: 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022



* Significantly different ($p < .05$) from 2022.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022 Reading Assessments.

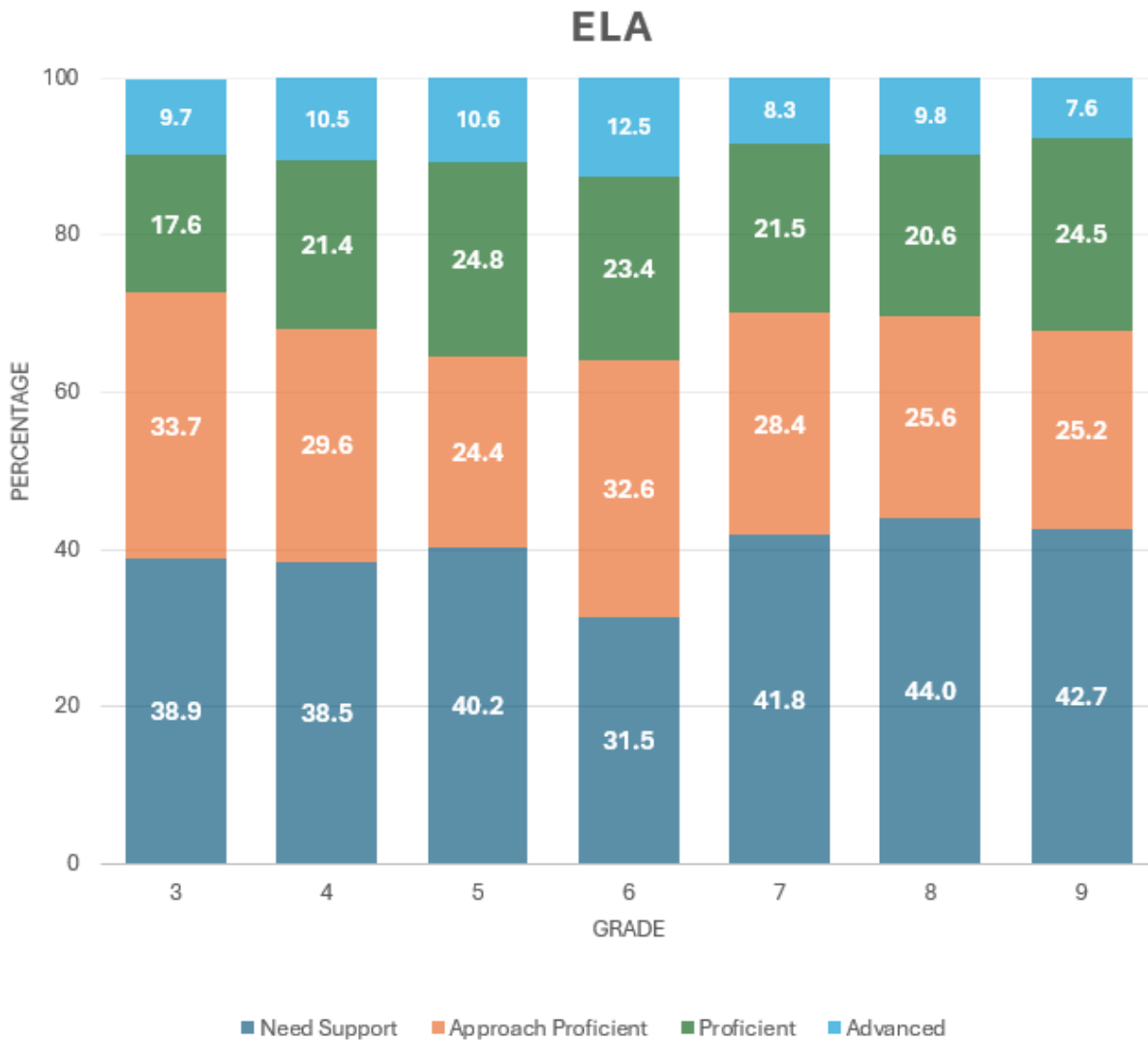
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2022 Reading Assessment.

Statewide Summative Assessment: AK STAR

The Alaska System of Academic Readiness (AK STAR) is Alaska's statewide annual summative assessment for grades 3 – 9 (Figure 9). Only 31.8% of Alaska students met grade-level expectations, with students in grade 5 (35.5%) and grade 6 (35.9%) having the highest achievement levels. Students in grade 8 (44.1%) demonstrated the greatest need for support.

Figure 9

2022-2023 Alaska System of Academic Readiness ELA Proficiency for Grades 3 - 9



Underserved Populations

In 2022 - 2023, AK STAR data indicated an alarming percentage of students from historically underserved populations are performing below expected proficiency levels, with over 80% of students from many subgroups considered to be only approaching proficient or needing support (Figure 10). Similar data are reflected in 2022-2023 four-year subgroup graduation rates, with less than 60% of Alaska's students with disabilities, students in Foster Care, and those experiencing homelessness graduating, between 60% and 70% of Alaska's English Learners,

Alaska Native/American Indian, and African American students graduating, and just 72% of economically disadvantaged students graduating (Figure 11). An analysis of district-level subgroup and individual student data, in partnership with descriptors of current local literacy instruction practices, is needed to fully diagnose causes of these literacy learning gaps and to plan how to intensify instruction through acceleration and intervention. These state-level data illustrate the need for Alaska’s districts to employ evidence-based instructional strategies to accelerate or intervene in the areas of reading, writing, and spelling to close literacy learning gaps for Alaska’s historically underserved students so they may reach proficiency and graduate.

As referenced, there is a need to engage with research specific to Alaska Native EL students to more fully understand their unique language and literacy needs, and to provide guidance to educators around valid assessments and strategies to inform instructional planning. Research findings indicate gaps in services provided to Alaska Native kindergarten students, who represented 11% of kindergarten students attending schools that had few staff trained as second language teachers (Umansky et al., 2021). This lack of expert instruction may be a significant contributor to the low literacy levels of Alaska Native children. A complicating factor is the overlap of EL needs with economically disadvantaged status, as Alaska Native EL students represented 27% of kindergarteners in high-needs schools (Umansky et al., 2021).

Figure 10

2022 - 2023 ELA AK STAR Students Scoring Approaching Proficient or Needs Support by Subgroup

% Approaching Proficient/ Needs Support	3rd	4th	5th	6th	7th	8th	9th
All Students	72.72%	68.12%	64.57%	64.08%	70.23%	69.74%	67.97%
EL	90.17%	87.72%	91.35%	92.83%	95.58%	95.20%	94.98%
Alaska Native/American Indian	91.41%	90.14%	89.39%	88.45%	92.58%	90.49%	88.00%
African American	80.83%	81.25%	75.93%	67.18%	77.07%	81.11%	79.53%

% Approaching Proficient/ Needs Support	3rd	4th	5th	6th	7th	8th	9th
SWD	91.08%	91.70%	90.36%	90.18%	92.73%	93.74%	91.22%
EDS	82.95%	79.69%	78.32%	77.42%	81.38%	81.35%	80.60%
Migrant Students	78.18%	72.20%	73.85%	73.97%	79.37%	79.70%	80.33%
Homeless	91.35%	84.94%	83.71%	84.81%	87.76%	94.83%	83.59%
Foster Care	90.29%	88.64%	92.73%	91.11%	89.02%	93.68%	89.58%
Active-Duty Parent	64.46%	54.67%	47.26%	48.22%	58.05%	53.51%	52.43%

Figure 11

2022-2023 Alaska Attendance, Graduation, and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	90.10%	77.91%	3.55%
Male	90.06%	76.17%	3.79%
Female	90.15%	79.75%	3.30%
African American	91.19%	65.40%	5.03%
Alaska Native/American Indian	84.71%	66.67%	5.84%
Asian/Pacific Islander	88.53%	82.47%	3.25%
Caucasian	92.85%	83.93%	2.43%
Hispanic	90.00%	76.64%	3.33%
Two or More Races	89.50%	74.22%	3.84%
Economically Disadvantaged	87.92%	72.37%	4.25%
Not Economically Disadvantaged	92.01%	81.80%	2.99%
Students With Disabilities	88.17%	56.90%	5.49%
Students Without Disabilities	90.52%	80.87%	3.24%
English Learners	85.70%	64.75%	6.05%
Migrant Students	88.18%	84.84%	3.27%
Active Duty Parent/Guardian	93.74%	88.83%	1.74%
Homeless	81.08%	59.15%	9.43%
Foster Care	88.06%	57.30%	5.12%

System and Service Barriers

Staffing statistics and non-academic student data highlight system and service barriers to learning. Despite recent state-level efforts to improve teacher retention and recruitment (DEED, 2023b; DEED, 2024), Alaska continues to experience high staff turnover rates, with a 22% annual average statewide and urban rates at 19% (Alaska Public Media, 2020; Cano et al., 2019). The most urgent staffing challenges are observed in high-needs schools and rural and remote districts (Barrachina, 2020), where schools see between 25% and 35% turnover annually. Alaska's rates of chronic absenteeism are at an all-time high post-COVID, with 45% of students missing over 10% of days enrolled in 2022-2023, presenting additional challenges to addressing pandemic impacts on learning (Stremple, 2024). And on the statewide annual school climate survey, there has been a decline of 11% since 2016 in grade 6 – 12 student perceptions of their own academic expectations and those of adults in their school or community (Alaska Association of School Boards, 2024).

Needs Assessment Summary and Goals

These statistics speak to the urgent need to expand Alaska Reads Act literacy efforts to encompass practices and student groups not specifically addressed while reinvigorating the aims of our statewide literacy plan and supporting individual district comprehensive literacy plan implementation. Alaska's CLSD program goals, along with supporting objectives, were written to address identified gaps in student learning and engagement, to enhance opportunity and access, and to support staff in meeting student and family needs. Grant projects initiated by district and program subgrantees and taken to full implementation levels with support from DEED, will enable goal attainment and improve literacy outcomes for all of Alaska's children.

Goal 1: Increase Reading / English Language Arts Achievement for All Students.

Objectives:

1. Implement local comprehensive literacy instruction plans.
2. Provide professional development in evidence-based literacy instruction.
3. Support educational leaders in MTSS implementation.
4. Revise and expand *Alaska's Literacy Blueprint*.

Outcome Measurement:

- Increase the percentage of PreK students meeting early literacy skill targets before entering Kindergarten.
- Increase by 10% annually the percentage of students in grades 3 – 9 scoring at or above proficient on the English Language Arts AK STAR assessment in All Students and EL, EDS, and SWD subcategories.
- 90% of students will meet benchmark targets on EOY mCLASS assessments:
 - Kindergarten: Phoneme Segmentation and Nonsense Word Fluency
 - Grade 1: Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency
 - Grades 2 and 3: Nonsense Word Fluency and Oral Reading Fluency
- Increased number of schools exiting Comprehensive Support and Improvement (lowest 5%) and Targeted Support and Improvement status

Goal 2: Enhance student engagement in learning.

Objectives:

1. Train early childhood educators and parents in oral language foundations for literacy and language instruction.

2. Provide professional development and coaching in evidence-based literacy practices.
3. Promote evidence-based family engagement strategies.

Outcome Measurement:

- Increase by 5% the adjusted high school 4-year cohort graduation rate over the 2022-2023 Alaska rate of 77.86%.
- Decrease by 20% the statewide chronic absenteeism rate of 44.87% recorded in 2022-2023.
- Increase by 10% the number of 6th – 12th grade students responding favorably to questions regarding high expectations for learning

Goal 3: Expand educational opportunity and access for all students.

Objectives:

1. Provide guidance on effective universal instruction.
2. Provide professional development and coaching support to meet educator learning needs.
3. Offer information, resources, and support for acceleration and intervention practices.
4. Support staff professional development in evidence-based family engagement strategies.

Outcome Measurement:

- Increase by 3% the number of students participating in Dual Enrollment or Advanced Placement Courses (High School).
- Increase by 2% annually the percentage of students in grades 3 – 9 scoring at or above proficient on the English Language Arts AK STAR assessment, in All Students, EL, EDS, SWD categories.

- Decrease by 10% the number of students performing below or well below benchmark and increase by 10% the number of students performing at or above benchmark on DIBELS mCLASS literacy screener measures in kindergarten – grade 3.

Alaska's Comprehensive Literacy Plan

Alaska's state comprehensive literacy plan, Alaska's Literacy Blueprint (DEED, 2023a), was updated in 2023 as part of the 2019 CLSD work. The Blueprint outlines Alaska's strategic reading plan and includes six components: professional development; evidence-based materials; early learning; frameworks for success; science of reading resources, data, and communication; and teacher preparation. Together, these components integrate state efforts to meet the promises of Alaska's Education Challenge (DEED, 2016), centered around the priority of supporting all students to read at grade level by the end of third grade, and are aligned with the components of the 2022 Alaska Reads Act legislation. Alaska's Literacy Blueprint is currently used in partnership with the K-3 literacy instructional guidance provided within Alaska's Reading Playbook (DEED & R16CC, 2021) to educate staff and parents about key strategies for building foundational reading skills. The six components of this statewide literacy plan will be addressed throughout this proposal.

As stated in the Blueprint, the plan is a living document to be evaluated and adapted often to address ongoing literacy needs across the state. The plan acknowledges that third-grade proficiency is not a stopping point when the goal is to create skilled, lifelong readers with critical literacy competencies that support them in their academic careers and beyond. Expanding the Blueprint and its Playbook companion to take instructional guidance beyond PreK - grade 3 and into the realms of writing instruction and specific strategies found to positively impact literacy learning for historically underserved students is needed. Those expansions are key motivators

behind activities incorporated into Alaska’s 2024 CLSD proposal. DEED will convene a representative state literacy team in year three of the CLSD grant cycle to review, then confirm or revise, and extend the statewide literacy plan. This mid-point allows adjustments to be made within the life of CLSD grant funding while coming at the five-year mark of Alaska Reads Act implementation, when yearly data from universal screeners used statewide and early results from CLSD-funded projects can be analyzed and acted upon.

Alaska’s Implementation Plan

CLSD Impact in Alaska

Much has changed and been accomplished in both the policy and practice arenas in the years since Alaska was awarded the 2019 Comprehensive Literacy State Development Grant. The Alaska Reads Act legislation was passed in 2022, addressing PreK – grade 3 literacy practices. In 2023, stakeholders from across Alaska collaborated on the revision of our state comprehensive literacy plan, the Alaska Literacy Blueprint, originally published in 2011. The Blueprint companion document, Alaska’s Reading Playbook: A Practical Guide for Teaching Reading (DEED & R16CC, 2021), was created to bring clarity to essential reading instructional practices to be used in kindergarten - grade 3, and now serves as a model for future publications that will extend practice guidance to the upper grades. Thanks to CLSD funding, over 2,200 PreK - grade 3 teachers and administrators have been trained in the science of reading coursework, and many districts adopted and implemented high-quality core instructional materials. An age-appropriate, valid, reliable K - 3 literacy screener is now used in all districts, and students performing well below benchmark are provided intensive intervention paired with regular progress monitoring and parent communication. CLSD enabled subgrantees from 16

Alaska school districts to meet local needs and support literacy aims unique to their communities.

2024 Program Description

Building on the achievements of the past five years, Alaska's CLSD program will expand the Alaska Reads Act's statewide literacy efforts to all grade levels and encompass a broader set of critical practices that will improve reading proficiency and enhance student engagement in learning while increasing learning opportunity and access. Many of the actions required to expand and enrich current practices can be accomplished with CLSD grant support. AK-CLSD will accomplish program aims through subgrant awards to 25 LEAs and early learning programs from urban, rural, and remote communities across Alaska that enact comprehensive literacy plans within a Multi-Tiered System of Supports framework addressing the literacy learning needs of the children they serve, Birth – grade 12, and prioritizing high-needs schools and children from historically underserved populations.

Alaska's CLSD proposal addresses four competitive preference priorities (CPPs) through DEED and subgrantee actions. First, DEED is partnering with Institutions of Higher Education (IHE) to enrich literacy-focused, job-embedded professional development and learning incorporating collegial structures, will make recommendations regarding preservice preparation program content prioritizing explicit instruction and evidence-based practices (The Reading League [TRL], 2024), and will include instructors in project screening and monitoring. DEED will support the exploration of high-impact tutoring partnerships to close student learning gaps while developing preservice practitioner skills (Miles & Fletcher, 2023). Second, to address the impacts of COVID-19 on students and educators, subgrantees will provide PD and coaching to educators (Marx et al., 2020) and advance rigor and relevance in universal instruction by guaranteeing access to high-quality grade-level work, and other acceleration strategies (TNTP,

2022). Third, promoting student equity in access to educational resources and opportunities is a motivator behind the grant focus of expanding literacy efforts to grade bands outside of PreK – grade 3 to impact students and educators at all levels and is one of three goals specified in Alaska’s proposal. Access and opportunity work will focus on effective universal instruction that guarantees high-quality grade-level work, explicit writing instruction, exposure to challenging text, relevance, and rigor are provided to every student, while building educator knowledge of related strategies (Graham et al., 2016; Rumberger et al., 2017; Shanahan et al., 2010). It includes dedicated support to Alaska Native EL students and their unique language and literacy needs through intentional assessment and instructional planning (Umansky et al., 2021). Finally, supporting professional growth to strengthen student learning is evident in the abundance of PD threaded throughout the proposal (Yoon et al., 2007), and will include family engagement strategies to enhance attendance (SEAC, 2024) and support transitions for preschoolers moving on to kindergarten (USDOE, 2021).

Increase Reading / English Language Arts Achievement for All Students.

CLSD funds will be dedicated to increasing reading proficiency and closing literacy learning gaps across our state and at all grade levels, including addressing the significant needs of Alaska’s multilingual learners (USDOE, 2024), students with disabilities, and economically disadvantaged students, among others through state and district level literacy planning, MTSS implementation, professional development and coaching (Baker et al., 2014; Foorman et al., 2019; Graham et al., 2016; Rumberger et al., 2017). DEED will support subgrantees’ work to expand upon the Alaska Reads Act requirements by providing guidance on how to fully define comprehensive literacy practices and protocols under each component of district MTSS plans. Examples include specifying a complete literacy assessment plan with diagnostic and formative assessment guidance, timelines, and decision-making criteria; PLC guides detailing the

continuous improvement tools and processes to be used by all collaborative teams (Dimino et al., 2015; Kennedy & Jackson, 2022), and instructional playbooks confirming evidence-based literacy practice expectations to be used with children Birth – 5 and in grades 4 – 12 (Burchinal et al., 2022; Vaughn et al., 2022). Efforts to further define consistent practices and protocols must extend to how teams assess and assure fidelity of implementation and monitor the effectiveness of universal instruction (Dimino et al., 2015; Foorman et al., 2019). Strong plans will include guidance on monitoring efforts to capture how core practices are specifically benefiting English learners (Gersten, et al., 2007) and other subgroups in need. Well-defined, archived MTSS plan components will provide continuity for districts experiencing staff turnover (Cano et al., 2019), increase instructional consistency for students, inform professional development activities included in subgrantee proposals, and direct support DEED provides during grant monitoring.

Subgrantees will provide high-quality PD and coaching (Lee & Smith, 2021; USDOE, 2021), targeting evidence-based literacy practices such as the explicit oral language, vocabulary, and writing instruction shown to impact learning for English learners, students with disabilities, and economically disadvantaged students (Baker et al., 2014; Gersten et al., 2008; Graham et al., 2016; Graham et al., 2018; NCECDL, 2019; Vaughn et al., 2022; Yoon et al., 2007). Strategies seen across the research that support all three Alaska CLSD goals while promoting equity of opportunity and access include those addressing explicit instruction, writing integration, learning acceleration techniques, and targeted interventions (Dimino et al., 2015, Foorman et al., 2019; Gersten et al., 2008; Graham et al., 2016; Rumberger et al., 2017; Vaughn et al., 2022). DEED will dedicate a portion of the 5% state allocation to support PD and coaching specifically designed for educational leaders to effectively implement MTSS plans in which subgrantees may

choose to participate. Alaska's annual Science of Reading Symposium will bring subgrantees together to confer about practices and showcase successes by sharing their learning and impact with educators from around the state. Virtual coaching available through DEED's statewide virtual consortium will support literacy PD goals (Kraft et al., 2018).

To expand the Alaska Reads Act literacy impact on all students, subgrantees will provide professional development, materials, and guidance on teaching students to be effective writers (Graham et al., 2018). Strategies backed by strong research evidence include explicitly teaching students to become fluent in handwriting, spelling, and sentence construction, while providing explicit instruction on how to use the writing process to write for a variety of purposes (Graham et al., 2018). Practices to accelerate writing achievement shown to be supportive for at-risk students, such as after-school writing clubs are encouraged, as is incorporating daily writing into classrooms.

Enhance Student Engagement in Learning

CLSD subgrant plans will use student engagement in learning as a powerful lever for boosting attendance (SEAC, 2024), enhancing learning outcomes, and closing achievement gaps at every level. DEED will look for professional development plans that advance practices found to increase student engagement by making learning more accessible and meaningful to all students. Subgrantees may provide training for early childhood educators and caregivers in oral language foundations for literacy and learning, establish or renew local Parents as Teachers programs, or plan activities that engage caregivers in literacy experiences alongside children Birth – 5 focusing oral language development, shared book reading, and related activities (Burchinal et al., 2022; Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2010). Subgrantee plans that expand early learning programming to provide intentional, engaging, instruction and practice focused on social-emotional skills, while building

vocabulary and letter/sound knowledge through directed play are recommended (Burchinal et al., 2022; NCECDTL, 2019). Family partnerships begin early, develop trusting relationships, and are essential for preschool students from economically disadvantaged households transitioning into kindergarten (Garcia et al., 2016; Mapp & Bergman, 2019; USDOE, 2021b), an ideal focus for subgrantee Birth – 5 family engagement work.

Plans may be built around Shanahan et al.'s (2010) finding that establishing motivating instructional contexts in grades 2 – 6 has positive effects on comprehension or may incorporate strategies for ensuring equity and boosting engagement for students performing below grade level in grades 3 – 9 like providing access to rigorous core instruction and grade level standards while incorporating accelerated learning practices (Fong, 2021), the use of stretch texts on topics of interest (Vaughn et al., 2022), and quality teacher praise and specific feedback on strategy use (Kamil et al., 2008). Subgrantees may opt to provide high-quality tutoring to help overcome the adverse effects of the COVID pandemic which disproportionately impacted students from some of Alaska's lowest-performing groups, including Indigenous students and economically disadvantaged students (Fong, 2021). High school plans may incorporate intensive supports through adult advocates or programming that connects to college and careers, both supported by strong evidence (Rumberger et al., 2017).

Expand Educational Opportunity and Access for all Students

DEED and its subgrantees will expand opportunity and access for historically underserved students by evaluating and strengthening effective universal instruction within MTSS implementation. DEED's PD and coaching program for educational leaders will provide guidance to subgrantees on effective MTSS implementation, helping leaders verify that universal instruction meets the diverse needs of all students, particularly those requiring additional support. Strengthening MTSS requires facilitating educator collaboration and teamwork to remove system

variance through disciplined collaborative problem-solving processes that promote equitable learning opportunities and access (Kennedy & Jackson, 2022). Plans may support the collaborative work of teams as they plan and monitor universal instruction and its impact on expanding opportunity and access through rigorous grade-level work, acceleration, and targeted intervention. To ensure instructional rigor, a culture of high expectations must be the norm in every classroom (Shanahan et al., 2010; USDOE, 2018). DEED will provide information and resources on evidence-based practices critical to supporting students at risk of falling behind academically (Baker et al., 2014; Vaughn et al., 2022), including acceleration and intervention.

Subgrantee plans will provide PD and coaching supporting this goal by addressing strategies to meet the diverse learning needs of EDS, SWD, and EL students, including strategies tailored to the unique cultural and linguistic needs of Alaska Native English learners. PD will incorporate evidence-based family engagement practices that aim to strengthen relationships and build partnerships between families and schools to support student learning and success (Garcia et al., 2016; Mapp & Bergman, 2019).

Professional Development and Instructional Coaching

High-quality professional development and coaching are essential to meeting Alaska's three CLSD goals and both were referenced in the goal sections above. To summarize, subgrantees will provide and DEED will support ongoing, high-quality professional development and learning opportunities with embedded coaching and collaboration so that every educator, birth – grade 12, rural and urban, has the tools and support they need to succeed. Embedded coaching support is essential to transferring new knowledge and skills into everyday practice in classrooms (Kraft et al., 2018; Lee et al., 2021) and equity of learning for educators supports equity of access and learning opportunities for students (Marx et al., 2020). Yoon et al. (2007) found that teachers receiving an average of 49 hours of substantial professional development

were shown to boost student achievement by 21 percentile points. District plans should therefore demonstrate the provision of a minimum of 49 professional development hours for staff annually, supported with coaching, an apt target for continuous improvement work in Alaska, the 49th state. DEED will offer a menu of professional development opportunities to which subgrantees may subscribe as part of their CLSD plans. Subgrantees may also develop and establish instructional coaching programs to meet local educator needs (Lee et al., 2021).

As a continuation award applicant, Alaska is on track to expend funds in a manner consistent with its approved 2019 application and budget, though there were significant carryover amounts due to plan pauses resulting from the COVID-19 pandemic. Alaska has not yet made substantial progress toward achieving all goals and objectives of the 2019 CLSD grant project in terms of student achievement data, though the Year 4 Evaluation Report published in June 2023 indicates 79% of educators surveyed believed implementation of grant activities had changed practice. Changed practices include increased consistency in using data to guide instruction, having more frequent literacy-focused conversations with parents and caregivers, and becoming more knowledgeable about evidence-based reading practices and the use of explicit, systematic instruction. Despite setbacks brought on by the COVID-19 pandemic during the previous grant life cycle, Alaska is striving to reach the ambitious achievement goals we have set for student learning and DEED is committed to the intentional application of CLSD funds to address specific service, opportunity, and infrastructure gaps identified by our districts that are hindering student engagement, growth, and achievement, particularly for Alaska's disadvantaged populations.

State Agency Early Childhood Program Collaboration

The Alaska DEED Early Learning Team houses the Alaska Head Start Collaboration Office, 619 Preschool Disability Coordinator, and Program Managers for School District Early

Education Programs and Pre-Elementary grants. The DEED Early Learning Team also participates as a part of the Alaska Early Childhood Coordinating Council (AECCC), which is the State Advisory Council for public and private early childhood education, childcare, and maternal/pediatric health programs across the state. One of their primary partnerships is with the Alaska Department of Health's Childcare Program Office (CCPO), which administers the State's Childcare Development Block Grant (CCDBG). Alaska's CCPO was recently awarded a federal Preschool Development Grant (PDG) and DEED has been a part of their leadership team in the statewide implementation of early childhood goals across multiple early childhood sectors. This has included an update of the previous Early Childhood needs assessment that was done pre-COVID and updating the state's previous strategic plan. DEED's collaborative partner from within the CCPO was involved in writing the early childhood CLSD proposal and will assist with implementation.

Assurances

State Funding Allocations

DEED anticipates awarding up to 25 subgrants to LEAs or early childhood program providers located throughout Alaska for projects totaling up to [REDACTED] annually. Alaska will dedicate not less than 95 percent of grant funds to award subgrants to eligible entities, who will complete a comprehensive needs assessment and engage in a competitive application process. Strong proposals will be well-aligned with Alaska's comprehensive state literacy instruction plan, Alaska-CLSD goals, and evidence-based literacy practice research. Funding will be awarded to LEAs and programs submitting CLSD projects prioritizing students from underserved populations while promoting equity in student access to educational resources and

opportunities. Plans attending to the literacy professional development and coaching needs of Alaska’s educators are included. It is the work of subgrantees to determine which evidence-based practices will bring desired learning outcomes for their students and their capacity to take programs or practices to the full implementation level (NIRN, 2020). Districts, schools, and/or early learning programs serving schools and/or students demonstrating the highest need will be prioritized.

<i>Age/Grade Span</i>	<i>Subgrant Amount</i>	<i>Objectives</i>
Birth to kindergarten entry	15% of funds	<ul style="list-style-type: none"> • Science of Early Literacy/Science of Instruction PD • Social emotional learning, letter names and sounds • Expanding access to high-quality early learning experiences that prepare children for kindergarten • Engage families in oral language and literacy development • Transition plans
Kindergarten through grade 5	40% of funds	<ul style="list-style-type: none"> • Science of Literacy/Science of Instruction PD • Effective universal instruction through MTSS • Explicit, engaging literacy instruction • Early intervention and acceleration • Enhance writing with daily content area practice and application
Grades 6 through 12	40% of funds	<ul style="list-style-type: none"> • Science of Literacy/Science of Instruction PD • Acceleration and intensive intervention • Disciplinary literacy; emphasize oral language, vocabulary, writing • Engaging curricula and programs connecting to college and career success or student advocates

<i>Age/Grade Span</i>	<i>Subgrant Amount</i>	<i>Objectives</i>
DEED	5% of funds	<ul style="list-style-type: none"> • Support educational leaders w/ MTSS implementation PD/coaching • Support and provide PD in evidence-based literacy practices • Revise Alaska’s Literacy Blueprint to expand Alaska Reads Act literacy successes to all grades/literacy aims • Provide resources or support PD in family engagement strategies

Serving Low-Income and High-Need Students

Alaska’s CLSD grant will prioritize awarding subgrants to eligible entities that serve children Birth - age 5 who are from families with income levels at or below 200 percent of the Federal poverty line or LEAs serving a high number or percentage of high-need schools.

Geographic Diversity

Alaska’s 54 school districts span a vast geography, with the population centers of Anchorage, Fairbanks, Juneau, Kenai, and the Matanuska-Susitna Borough making up the “Big Five” urban districts and representing over 70% of students. The remaining 49 districts vary by size, with some home to as few as ten students. Rates of students living in poverty vary between schools and districts, with rural, remote Alaskan villages showing some of the highest percentages. Subgrants awarded through the competitive grant application process will be presented to eligible entities serving students across varied geographic areas, urban and rural remote, prioritizing those with the largest percentages of children from low-income families.

Management Plan

<i>Years</i>	<i>Activity</i>
1	Hire two CLSD program managers
1	Identify subgrantees <ul style="list-style-type: none"> • Message grant purpose, goals, and application process to eligible entities <ul style="list-style-type: none"> ◦ Convene DEED School Improvement and Academic Support Team specialists to communicate the above and pathways to partnership • Prepare and deliver subgrantee application webinars and written guidance • Subgrantee application requires that grantees in year 1 <ul style="list-style-type: none"> ◦ Conduct a comprehensive needs survey with questions focused on each target group served (birth - 5; kindergarten - grade 5; and 6 - 12) ◦ Identify areas of need, develop a comprehensive literacy plan and 5-year implementation plan ◦ Draft literacy coaching plan, hire coaches, and provide PD to leaders • Launch network of subgrantee grant leads that meet virtually each month to review programs and practices
1 - 5	<ul style="list-style-type: none"> • Science of Reading Symposium (repeated annually) <ul style="list-style-type: none"> ◦ Subgrantees recommend speakers to DEED ◦ Subgrantees attend SOR Symposium
3 - 5	<ul style="list-style-type: none"> ◦ Subgrantees present program status and impact in years 3 - 5
1	Initiate Administrator MTSS Professional Learning & Coaching Network <ul style="list-style-type: none"> • Convene planning team with representatives from DEED, educator partners, and professional groups • Launch network in the second semester
1	Procure an external CLSD grant plan evaluator

<i>Years</i>	<i>Activity</i>
1	Provide professional development to educators and administrators on MTSS and comprehensive literacy instruction (evidence-based practices, activities, interventions, acceleration).
2 - 5	Continue Administrator MTSS Professional Learning & Coaching Network
2 - 5	State supports subgrantee continuous improvement plan implementation – MTSS, professional development and coaching, data analysis, program alignment, instructional materials, assessment literacy; monitors evidence of growth for high-needs students
2 - 5	Update and manage State website for dissemination of literacy-related resources
2	State collaborates with Alaska institutions of higher education (IHE) to review and make recommendations toward PreK, K - grade 5, and grade 6 - grade 12 preservice literacy instruction programs aligned with research
3	<p>Review, Revise, and Extend state literacy plan (SLP) Alaska's Literacy Blueprint and its companion volume, Alaska's Reading Playbook</p> <ul style="list-style-type: none"> • DEED convenes diverse stakeholder groups from across Alaska, including representatives from birth - 5; K - 5; 6 - 12, IHE, Tribal leaders • State facilitates review, revision, extension based upon evidence-based practices and identified gaps in prior plan and accompanying document • Final version of revised Blueprint, revised Reading Playbook, or companion volume(s) released April 2027
5	State supports subgrantee development of sustainability plans to maintain full implementation of and transference of practices established through CLSD projects

State Level Activities

DEED provides leadership, information, and resources to LEAs and service providers aimed at guiding and strengthening teaching and learning across our state, resulting in improved student learning outcomes. Alaska proposes to reserve 5 percent of allocated CLSD funds received for activities identified through our state needs assessment and comprehensive literacy plan. Proposed grant activities are outlined in the state implementation plan section and technical assistance in the sections that follow.

Technical Assistance

DEED CLSD grant program managers, working collaboratively with specialists from the School Empowerment and Academic Support Teams, will lead technical assistance support for subgrantees throughout the life of the grant. Applicants will be invited to attend informational webinars hosted before and during the application window during which general assistance in grant development will be provided to LEA representatives and program providers. Webinars will provide an overview of the purpose and goals of Alaska's CLSD grant, clarify expectations of subgrantees awarded CLSD funds, and provide information about professional development and support grantees will receive. Time will be allocated to respond to applicant questions.

Alaska's CLSD team will assist subgrantees by:

- Providing resources on evidence-based reading and writing instructional practices, acceleration and intervention on which to base subgrantee activities in response to identified needs to support learning for ELs, SWDs, EDSs, and other traditionally underserved populations.
- Providing PD and coaching on school leadership within MTSS systems.

- Guiding implementation science and the collaborative problem-solving processes within a continuous improvement plan.
- Providing resources related to establishing professional learning community (PLC) structures.
- Facilitating connections between subgrantees and partners who may support literacy improvement plans.

School Empowerment and Academic Support Team specialists will partner with subgrantees from identified districts to meet their application goals. Specialists will:

- Recommend Tier 1 or Tier 2 evidence-based acceleration and intervention practices aligned with student needs and help plan actionable goals.
- Help review data to determine acceleration and intervention impact and needed adjustments, if any.

Technical assistance provided during monitoring visits will include immediate feedback in areas where grantees may need additional assistance to meet their goals (reference Monitoring section). DEED specialists will play an integral role in the monthly monitoring sessions to support grantees in building well-aligned, sustainable programs.

Coordinating with Institutions of Higher Education (IHEs)

Ongoing partnerships with Alaska's IHEs ensure both pre-service and in-service educators have access to high-quality initial and continuing preparation, endorsement, or certification programming aligned with our statewide literacy instructional plan. This proposal reinforces and will strengthen DEED's relationships with Alaska's IHEs through partnerships on

the revision of pre-service early childhood and elementary coursework incorporating findings from the science of reading research (TRL, 2024). DEED and IHEs regularly work together to provide and advertise high-quality professional development opportunities for in-service educators and will renew our emphasis on offerings to support evidence-based literacy instructional methods benefiting children Birth – grade 12, including those with diverse needs (Nelson et al., 2021). DEED will ensure IHE representation and voice from each age/development group of Birth – age 5, Kindergarten - grade 5, and grade 6 through grade 12 on the year-three Comprehensive State Literacy Instructional Plan review and revision team.

Updating Licensure or Certification Standards

Alaska’s Teacher Recruitment and Retention Plan and certification guidance were updated in 2023 in accordance with state staffing trends and the Alaska Reads Act (DEED, 2023b). To meet state staffing challenges, multiple pathways to certification are under development including programs aimed at credentialing paraprofessionals and the establishment of State Tribal Education Compact Schools offering culturally rich public-school experiences (DEED, 2024). The early childhood System for Early Education Development (SEED) Career Ladder was recently completed.

Dissemination of Resources

Resources supporting the AK-CLSD goals, programming, and messaging the impact grant activities are having on student learning outcomes will be provided on the DEED website and directly to subgrantees through electronic means. The DEED literacy newsletter will be published monthly and registration links sent to educators across the state annually, at a minimum. Infographics, training videos, and “promising instructional practices” snapshots highlighting impactful subgrantee grant activities that are improving literacy outcomes will be featured.

Monitoring Subgrant Implementation

The primary goal of monitoring is to establish mechanisms for ensuring subgrantees are providing high-quality programming that will increase student engagement, enhance opportunity and access, and increase literacy learning outcomes. Here, DEED has outlined a state-level monitoring plan and will require that subgrantees independently monitor and report plan implementation from the site level. DEED anticipates a higher rate and incidence of management and monitoring needs early in the grant implementation cycle than in subsequent years after management cycles and routines are well-established. Therefore, monitoring well during year one will be critical as expectations are set and new practices are integrated into the workflow of grant managers and the districts, schools, or programs they serve. The monitoring plan will regularly assess alignment between submitted project plans and the practices observed during annual on-site visits and discussed during monthly virtual meetings and phone conversations.

Grant Program Managers

Two Alaska-CLSD program managers will oversee all aspects of plan management and monitoring while providing technical assistance to subgrantees. The addition of nine subgrantees to the 16 supported under Alaska's prior CLSD project warrants added management support. The provision of two program managers will enhance the continuity of DEED support to subgrantees should staffing changes occur over the life of the grant, thereby increasing the likelihood of reaching full implementation. Each program manager will be assigned as grant lead for a roster of specific site projects. Managers will engage in regular communications with subgrantees as outlined in this monitoring plan, track grant monitoring documentation, provide professional development aligned with grant goals, write and submit annual performance reports including data relevant to grant outcomes and as required under CLSD guidance, and attend annual project directors' meetings, among other tasks.

Internal DEED Collaboration

Grant program managers will engage monthly, at a minimum, with fellow DEED specialists from the School Improvement and Academic Support teams to meet project milestones and timelines, as some overlap is anticipated between schools served by CLSD funding and the work of those teams. Partnering with fellow DEED staff engaging with CLSD sites to collect artifacts or provide feedback will increase program manager efficiency and ensure all project objectives are met within stated timelines. This partnership supports clarity and consistency in messaging from DEED to site project leads, likely to instill a sense of teamwork and a perception of unified support for their work in the field.

Continuous Improvement

A general introduction to National Implementation Research Network (Kennedy & Jackson, 2022; NIRN, 2020) implementation tools will be provided at the outset to provide transparency to applicants about implementation elements sought during monitoring sessions. According to the NIRN (2020), there are four main implementation stages to work through for a thorough process: exploration, installation, initial implementation, and full implementation. DEED grant managers will utilize NIRN's implementation planning guidance to inform internal processes and the monitoring feedback provided to subgrantees. Subgrantees will engage in exploration during the grant planning and application process completed at the site level and to which DEED may offer technical guidance. Installation will be the primary aim of the first year of the grant cycle as DEED supports subgrantees in building the infrastructure needed to take their new program or practice to full implementation through capacity building. Initial implementation will commence when the program or practice is initiated, and data collection begins. Finally, full implementation will mark successful use of the program, student growth, and planning for sustainability and extension of practices beyond the site of implementation.

District and project size and scope, along with other variables, will influence the pace at which progress is made through the implementation stages. A continuous improvement process will be applied in recurring Plan, Do, Study, Act (PDSA) cycles (Kennedy & Jackson, 2022) and will include these steps:

Plan	<ul style="list-style-type: none"> • Conduct a comprehensive needs assessment using all relevant data • Draft literacy improvement plan addressing student learning needs identified in alignment with state CLSD grant goals and evidence-based literacy practices • Specify changes to current practices needed and how impact will be measured
Do	<ul style="list-style-type: none"> • Test proposed changes by implementing evidence-based activities identified and proven to have positive outcome data
Study	<ul style="list-style-type: none"> • Monitor progress by examining data collected and assessing progress • Consider growth and achievement data alongside implementation data
Act	<ul style="list-style-type: none"> • Revise or continue plan based on evidence collected • Initiate new PDSA cycle

DEED grant program managers will apply the continuous improvement process to their monitoring work. Managers will confirm evidence of its application in the work of subgrantees, seeing that it is incorporated into monitoring plans initiated under subgrants and that data is used to make decisions about the continuation or adjustment of programming and practices used.

Communication and Collaboration with Subgrantees

Virtual information sessions and written guidance will be provided to ensure applicants understand all aspects of grant application, administration, and program monitoring requirements prior to submission and regularly throughout the implementation period. Required monthly virtual sessions involving all subgrantees will provide a forum for professional development around timely grant-related topics such as implementation science or evidence-based instructional practices, as well as grant management technical guidance. Sessions will be

recorded and available for review on the CLSD website. Optional bi-weekly live group sessions will be scheduled that facilitate cross-district conversations and problem-solving. Optional weekly office hours will be scheduled during which individual subgrantees may schedule one-on-one sessions when seeking clarity specific to their grant. Annual site visits will be planned.

Feedback

DEED program managers will provide timely, specific feedback to subgrantees directly linked with plan actions, guiding documents, or aims to ensure activities begin and remain on track and in alignment with project goals. Feedback methods may include an online notebook tracking grant activity and enabling direct communication between DEED and individual subgrantees while logging communication over time, in addition to individual coaching conversations, emails, and providing documentation such as implementation checklists or data reports. Directors will track feedback provided to subgrantees by response time, method (email, verbal), type (affirming or corrective), and content in a grant management log to ensure equitable and responsive contact is made with all subgrantees. All engagements with subgrantees qualify for entry. Two-way feedback will strengthen and inform the support DEED offers to subgrantees and will be routinely sought during individual and group sessions.

Monitoring Quality

DEED's monitoring plan will examine subgrantee adherence to initial proposals, the integrity of implementation, and progress monitoring. DEED grant program managers will advise where adjustments may be warranted when implementation gaps are identified, or student growth lags as evidenced in progress monitoring data. At such times, DEED will provide tools, resources, or professional development addressing areas of need. DEED will ensure subgrantees are using evidence-based strategies and interventions identified in WWC practice guides and by IES intervention reports, as advised during grant application, launch, and monitoring sessions.

Evidence that subgrantees are adhering to guidance provided in Alaska's Literacy Blueprint and the Alaska Reading Playbook (K-3) will be collected and overall fidelity of implementation documented. This monitoring plan will confirm that instructional methods, intervention or acceleration efforts, and programmatic shifts are supported by evidence and well-aligned with both plan goals and student needs, specifically those of ELs, EDSs, and SWDs within Alaska's high-needs schools.

Year 1 Monitoring Activities. On-site, virtual conference, bi-weekly team meetings, 1:1 office hour problem solving, and audit of installation stage grant activities:

- Review the scale-up process and implementation readiness utilizing NIRN planning tool checklist.
 - Reconfirm implementation team members and site fidelity monitoring plan.
 - Determine if the infrastructure has been established.
 - Materials identified and purchased.
 - Master schedules adjusted.
 - Professional development scheduled.
 - Launch date identified.
 - Determine if initial training for practitioners has been provided.
 - Examine training/professional development materials, attendance rosters.
 - Observe training or initial application / practice.
 - Consider pre/post-training surveys
 - Confirm coaching plan is in place to support take-up of new program/practice
 - Review evidence of readiness to implement and apply continuous improvement
 - Documentation of data to be collected and review cycles, teams identified

- Interview educators
- Review and monitor initial implementation
 - Track continuous improvement cycle evidence
 - Review documentation of data review teamwork (agendas, minutes)
 - Review strategies for acceleration, engagement, or intervention identified
 - Conduct classroom observations to verify identified strategies in use
 - Interview educators
 - Review professional development plans
 - Ensure ongoing, systematic professional development with coaching support is in place
 - Verify professional development attendance rosters
 - Review professional development materials
 - Interview educators
 - Confirm team participation in the Alaska Science of Reading Symposium
 - Review family engagement approaches
 - Confirm evidence-based frameworks driving effort
 - Review materials and communication artifacts
 - Review attendance rosters for community events
 - Interview parents

Monthly monitoring contact with subgrantees. Required monthly virtual meetings will allow DEED to provide clarity and oversight, and to assist with problem solving. Grantees will discuss the data collected, the impact of strategies, barriers confronted, and possible solutions. If results are not meeting anticipated outcomes, collaborative time may be dedicated to helping

evaluate data and guide plan adjustments. Meetings will include review implementation stage indicators, model the PDSA continuous improvement cycle, and model group facilitation strategies as ways to build subgrantee capacity, particularly at the outset. Brief professional development on topics relevant to all subgrantees such as developing instructional coaching programs will be provided. Monthly virtual meetings, optional bi-weekly group and one-on-one planning and problem-solving sessions will ensure support is strong in the early stages of grant installation and implementation. Data will be collected on subgrantee attendance and trends in needs to inform the scheduling of adequate short or long-term support in subsequent meetings or years.

Year 2 and 3 Monitoring Activities. Monitoring activities support two goals. First, to maintain frequent interaction with subgrantees to build trusting relationships, provide support, and facilitate reflection to grow the culture of continuous improvement in evidence-based, equitable literacy instruction. Second, to determine in a timely manner where plans are having the desired impact and where adjustments are needed based on the targeted questions posed and data reviewed. Regular contact allows DEED grant directors to acknowledge and celebrate practitioners' effort and impact or redirect toward impactful implementation practices.

Monthly monitoring contact with subgrantees. Individual project monitoring during years two and three will require program manager / subgrantee coaching conversations focused on data and evidence collected. Conversations will address: subgrantee reflections on implementation and program progress to indicate whether components are not yet initiated, in progress, or moving forward as desired through PDSA cycles; assessment of impact of the acceleration and/or intervention to learning, of professional development or instructional coaching as data become available (ex: enhanced student engagement, improved attendance,

increased student achievement or growth); and further exploration of root causes where desired impact is not observed and/or evidence of adjustments made.

Triannual data briefing. In alignment with universal screening windows, subgrantees will provide DEED with a data briefing indicating their application of PDSA continuous improvement cycles and assessment of implementation progress.

Desk audit. DEED will conduct online grant notebook monitoring of grant program activity, including reviewing: MTSS implementation and comprehensive literacy instruction guidance documents; Professional development plans to ensure ongoing, high-quality, job-embedded PD supported with coaching is occurring; Family engagement review of the LEA/school/program family engagement strategy and accompanying evidence of engagement efforts completed (plans, agendas); Assessment of strategy impact through anecdotal records, interviews, participation levels, chronic absenteeism rates, or other identified indicators.

One on-site audit visit. Included in the budget is one on-site audit visit per year per district/school. Travel barriers in Alaska, particularly to rural remote villages in the winter months, require prioritizing on-site visits for fall or spring and may result in cancellation. Scheduling will be prioritized based on the needs of subgrantees and the sufficiency of progress evidence.

Year 4 and 5 Monitoring Activities. Practices established in previous years to be maintained if proven impactful or will have been adjusted.

Bi-monthly individual monitoring call sessions with grantees. A longer time interval may occur between individual visits for plans that have been consistently on track. Reference year 2 and 3 monitoring activities for specific detail.

Triannual data briefing and desk audit. Reference year 2 and 3 monitoring activities for specific detail.

Planning for full implementation and sustainability technical assistance. DEED will provide resources, information, and support toward archiving impactful grant projects through sustainability planning of MTSS implementation and supporting comprehensive literacy instruction guidance documents. Implementation science and collaborative problem-solving tools utilized by leadership teams throughout the grant cycle and established processes for planning and delivering professional development and instructional coaching are to be included. Sustainability plans will specify how subgrantees will continue to plan for and monitor equity of educational opportunities and access. LEA practices for family engagement and culturally responsive practices will be featured.

Year five will incorporate networking opportunities through model district presentations highlighting areas of impact on learning outcomes for high-needs schools or historically underserved student populations realized in years three and four. DEED and subgrantees will identify and build upon successes resulting from CLSD projects in districts throughout Alaska with an emphasis on clearly capturing and archiving the pathway to success for use in communicating the model district's work to neighboring communities for expansion. DEED will feature expanded AK Reads Act literacy efforts that positively impacted literacy achievement, learning engagement, and opportunity and access for historically underserved students, specifically in the expanded age groups of birth – age 5 and grades 4 – 12, and in high-needs students and schools in statewide communications.

Program Evaluation

To confirm the adequacy of methods for ensuring high-quality products and services result from the proposed project, DEED plans to dedicate up to [REDACTED] of CLSD funds to secure

the services of an external evaluator. The external provider will evaluate DEED's monitoring activities to determine the effectiveness of processes and procedures used to evaluate district literacy plans, DEED support provided, and fidelity of implementation. DEED will apply implementation science practices and the continuous improvement cycle to state-led grant activities, seeking event-specific and annual feedback from participants, monitoring and adjusting as needs are identified through the annual state CLSD program evaluation report.

Subgrantees will evaluate and report to DEED annually on project implementation including the status of each grant activity, fidelity of implementation, and the impact of subgrant activities toward the attainment of grant goals. Specific attention will be paid to indicators of impact on student literacy growth and achievement, engagement in learning, and opportunity and access. Subgrantee information will be utilized in the annual program evaluation report.

Performance Measures

Alaska will measure performance of participating subgrantees using the following measures:

1. To measure the percentage of participating four-year-old children who achieve significant gains in oral language skills as determined by a State-approved measure, the Teaching Strategies Gold assessment will be utilized.
2. To measure the percentage of participating grade 5, grade 8, and high school students who meet or exceed proficiency on State reading/language arts assessments the annual Alaska STAR assessment will be utilized.
3. Administer surveys to parents, educators, and other stakeholders to evaluate program success and progress.
4. Create an advisory group to look at data and survey results to provide input and feedback regarding program management and progress. The group will consist of educators,

parents, paraprofessionals, and Tribal partners to provide a balanced set of expectations and input.

Alaska will submit an annual performance report that includes data and addresses these performance measures to the extent that they apply to Alaska's subgrantee projects. Performance targets for the identified measures will be established for each year of the performance period.

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THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

**Department of Education
& Early Development**

OFFICE OF THE COMMISSIONER

333 Willoughby Ave., 9th Floor, SOB
P.O. Box 110500
Juneau, Alaska 99811-0500

June 18, 2024

To Whom It May Concern,

I am writing to express my full support for the Department of Education and Early Development's submission to the Comprehensive Literacy State Development Grant. This proposal is a testament to our dedication under the Alaska Reads Act to dramatically improve literacy outcomes for every student in Alaska.

Our initiative strategically addresses the literacy challenges identified across our state. It is built around an integrated strategy that emphasizes evidence-based practices aligned to the Science of Reading, comprehensive professional development for educators, and targeted interventions for at-risk students. This approach is designed to ensure that every child in Alaska can achieve proficiency in reading by the end of third grade.

The goals outlined in the Alaska Reads Act are not only ambitious but also achievable with the right support and strategies. Our application highlights our detailed plan to meet these objectives, demonstrating our commitment to revolutionizing literacy education throughout the state. The support from the Comprehensive Literacy State Development Grant is crucial for implementing these strategies effectively and achieving the significant literacy improvements we are aiming for.

Thank you for considering our application. With the backing of the Comprehensive Literacy State Development Grant Review Committee, I am confident that we can make substantial progress in advancing our literacy initiatives and ensuring that all Alaskan children succeed.


Sincerely,

Deena M. Bishop Ed.D.
Commissioner



Alaska Council of School Administrators
Leadership, Unity and Advocacy for Public Education

234 Gold Street • Juneau, AK 99801

 
www.alaskaacsa.org

June 21, 2024

Heather Mildon
Alaska Department of Education and Early Development
P.O. Box 110500
Juneau, AK 99811

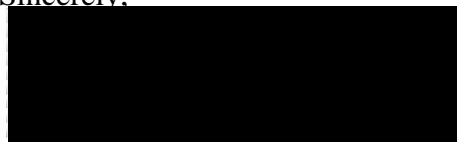
Dear Ms. Mildon:

The Alaska Council of School Administrators (ACSA) stands in strong support of The Alaska Department of Education and Early Development's pursuance of the Comprehensive School Literacy Development grant. The diversity and needs of our fifty-three school districts throughout the state are very worthy of being a recipient of this grant. Many districts and schools throughout the state have a large population of disadvantaged students, both urban and rural, who are in need of literacy resources outside of what our current funding model is able to provide. Our rural LEA's, in particular, will benefit from additional resources to support students with disabilities, those who are in foster care, kids who are economically disadvantaged and those who are English Language Learners.

As a statewide organization, we deeply recognize the need to continue the collective work across education entities to increase student achievement in the area of literacy. Literacy is the foundation for broader learning across the curriculum. With high turnover in district, school and classroom staff, consistent investment that positively impacts student instructional experiences is critical for not only individual student success, but for the future of our state as youth transition to the workforce and adult lives.

We thank you for considering Alaska's needs and the benefit this grant will bring to our entire public education system.

Sincerely,



Dr. Elizabeth S. Parady, Executive Director

Leadership, Unity & Advocacy for Public Education



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

June 18, 2024

To Whom it may concern,

Alaska's Department of Education & Early Development (DEED) has been committed to collaborating across teams and departments in writing and implementing the early childhood portion of Alaska's Comprehensive Literacy State Development (CLSD) program grant application. In Alaska, the Early Learning team in Alaska's Department of Education & Early Development is the agency responsible for administering early learning programs. This includes Head Start, Early Head Start, School District Pre-Elementary programs serving children ages 3-5, School District 619 Preschool Special Education Programs, and the newly established School District Early Education Programs serving children ages 4-5. In addition, the Child Care Program Office located in Alaska's Department of Health is the agency responsible for administering the Child Care Development Fund (CCDF) programs in the state.

Alaska has been awarded the Preschool Development Grant and Preschool Development Grant Renewal Grant. Alaska currently collaborates across both early learning and childcare programs through a joint task force and Alaska's Early Childhood Coordinating Council. These shared activities have included creating and updating a statewide early learning needs assessment and strategic plan, which includes goals around social emotional development, family engagement, workforce development and school readiness.

If awarded the CLSD grant, Alaska's early learning system would support the efforts outlined in the CLSD grant through consultation with their programs, reviewing applications, advising state-level CLSD grant managers during monitoring, and through shared professional development and resources for any future CLSD subgrantees.

Thank you,

Becky Moren
DEED Early Learning Administrator

Christina Hulquist
DOH Alaska CCDF Administrator

[Page 2]

Certificate Of Completion

Envelope Id: 05871DE7840C4D289791EE7BE02300B4	Status: Completed
Subject: CLSD Early Childhood Joint Letter of Support	
Source Envelope:	
Document Pages: 2	Signatures: 2
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Signer Events

Signature	Timestamp
Becky Moren	Sent: 6/18/2024 11:05:26 AM
	Viewed: 6/18/2024 11:49:46 AM
Early Education Administrator	Signed: 6/18/2024 11:52:36 AM
Security Level: Email, Account Authentication (None)	
Signature Adoption: Pre-selected Style	
Using IP Address: 50.202.91.226	

Electronic Record and Signature Disclosure:
Accepted: 5/1/2024 11:30:17 AM
ID: e94fbd6a-d250-406e-a53b-a0a78c620218
Company Name: State of Alaska

Christina Hulquist	DocuSigned by:	Sent: 6/18/2024 11:52:37 AM
		Viewed: 6/18/2024 12:24:14 PM
Security Level: Email, Account Authentication (None)		Signed: 6/18/2024 12:26:09 PM
Signature Adoption: Pre-selected Style		
Using IP Address:		

Electronic Record and Signature Disclosure:
Accepted: 6/18/2024 12:24:14 PM
ID: 338f8024-d9d2-408b-bbee-c65373744d47
Company Name: State of Alaska

In Person Signer Events

Editor Delivery Events

Agent Delivery Events

Intermediary Delivery Events

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Carbon Copy Events

Jay Yang	COPIED	Sent: 6/18/2024 12:26:09 PM
		Viewed: 6/18/2024 12:27:00 PM
Security Level: Email, Account Authentication (None)		
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Carbon Copy Events	Status	Timestamp
Accepted: 2/20/2024 10:40:06 AM ID: aa013205-f428-4325-a140-454411b1d13d Company Name: State of Alaska		

Witness Events	Signature	Timestamp
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Notary Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	6/18/2024 11:05:26 AM
Certified Delivered	Security Checked	6/18/2024 12:24:14 PM
Signing Complete	Security Checked	6/18/2024 12:26:09 PM
Completed	Security Checked	6/18/2024 12:26:09 PM

Payment Events	Status	Timestamps
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Electronic Record and Signature Disclosure		
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ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

Please read this Electronic Records and Signature Disclosure (ERSD). It concerns your rights regarding electronically undertaking, and the conditions under which you and the State of Alaska agree to electronically undertake, the transaction to which it relates (the “TRANSACTION”).

Consent to Electronically Undertake the TRANSACTION

You can electronically undertake the TRANSACTION only if you confirm that you meet the following requirements by selecting the box next to “I agree to use electronic records and signature” (the “AGREE BOX”):

1. you can fully access and have read this ERSD;
2. you can fully access all of the information in the other TRANSACTION records;
3. you can retain all of the TRANSACTION records in a form that you will be able to fully access for later reference;
4. you consent to undertake the TRANSACTION electronically; and
5. you are authorized to undertake the TRANSACTION. (Please note that falsely undertaking the TRANSACTION may subject you to civil liabilities and penalties and/or to criminal penalties.)

If you cannot or are not willing to confirm each of these five things, do not select the AGREE BOX.

Withdrawing Consent

If you select the AGREE BOX, you can withdraw your consent to electronically undertake the TRANSACTION at any time before you complete the TRANSACTION: simply do not finalize it. The only consequence of withdrawing your consent is that you will not finalize the TRANSACTION.

If you select the AGREE BOX, your consent will apply only to this TRANSACTION. You must separately consent to electronically undertake any other transaction with the State of Alaska.

Paper Option for Undertaking the TRANSACTION

You may undertake the TRANSACTION with the State of Alaska using paper records. (State of Alaska employees who want to undertake the TRANSACTION in paper should contact the agency responsible for the TRANSACTION.) Print the paper records on the website of the State of Alaska agency responsible for the TRANSACTION, or request them from the agency. The State of Alaska homepage is at <http://alaska.gov/>.

Copies of TRANSACTION Records

After completing the TRANSACTION but before closing your web browser, you should download the TRANSACTION records. Or you can download the records within 30 days after

completing the TRANSACTION using the link in the DocuSign email sent to the email address you used to complete the TRANSACTION. The State of Alaska will not provide a paper copy of the TRANSACTION records as part of the TRANSACTION. Under the Alaska Public Records Act (APRA), AS 40.25.100–.295, you can request a copy from the agency responsible for the TRANSACTION, but if too much time has passed, the agency may no longer have the records when you make your request. If required under the APRA, the agency will charge a fee.

Required Hardware and Software

For the minimum system requirements to electronically undertake the TRANSACTION, including accessing and thereby retaining the TRANSACTION records, visit <https://support.docusign.com/guides/signer-guide-signing-system-requirements>. These requirements may change. In addition, you need access to an email account.

How to Contact the State of Alaska

To ask a question on this ERSD or the DocuSign document generated after you complete the TRANSACTION or on using DocuSign to electronically undertake the TRANSACTION, contact the Alaska Department of Administration at either of the following addresses:

State of Alaska
Department of Administration
550 West 7th Avenue
Suite 1970
Anchorage, AK 99501
Reference: DocuSign


Subject: DocuSign

To ask any other question on the TRANSACTION records or to update the information for contacting you electronically, contact the State of Alaska agency responsible for the TRANSACTION using the contact information in the TRANSACTION records or, if those records contain no contact information, using the contact information on the agency's website. Again, the State of Alaska homepage is at <http://alaska.gov/>.



June 3, 2024

RE: Support for Comprehensive Literacy State Development Grant

We are pleased to offer this letter of support on behalf of the Alaska Department of Education & Early Development for the implementation of a Comprehensive Literacy State Development Grant.

Best Beginnings's mission is to mobilize people and resources to ensure all Alaska children enter school ready to succeed. This grant gets to the heart of our belief in early literacy support during a child's youngest years. We know that having proficient third grade readers is a successful sign of this early work and creates a brighter future for all of our students. Best Beginnings wholeheartedly supports state level activities that increase and improve access to high-quality literacy programs in our schools and communities.

Sincerely,

[Redacted Signature]

Stephanie Schott
Early Literacy Director
Best Beginnings



[Redacted Phone Number]



911 W 8th Ave, Ste 101, Anchorage



[Redacted Email Address]



Kodiak Island Borough School District

*Engaged in Learning.
Prepared for life.*

May 30, 2024

Dr. Deena Bishop
Alaska Department of Education and Early Development
PO Box 110500
Juneau, Alaska 99811-0500

Dear Dr. Bishop,

I am writing this letter of support of Alaska's application for a Comprehensive Literacy Development Grant from the U.S. Department of Education and to briefly outline the need for literacy support in our rural and remote rural communities.

Kodiak Island Borough School District encompasses the entire island of Kodiak and several of the outlying islands. We have 6 schools located either in or on the outskirts of the town of Kodiak, 1 village school accessible by a road, 4 village schools not on the road system, and a homeschool correspondence program to meet the needs of students residing within our school district. KIBSD is comprised of approximately 2170 students with 43% White, 24% Alaska Native, 23% Asian, and 11% other races, with 49% of our students qualifying for free or reduced lunch and 100% of our students in our village schools and approximately 25% migrant dependent upon subsistence activities.

In 2023, our youngest students do not demonstrate readiness for kindergarten as measured by the Alaska Developmental Profile, with only 12% consistently meeting all 13 goals, and only 25% consistently meeting 11 of the 13 goals. This is well below the State average of 19% and 32% respectively. On the 2023 AKSTAR English language arts assessment, only 34% of the 3rd – 9th grade students assessed scored proficient or advanced. Too many of our students are coming in far below readiness for school and while we are showing growth by the time they get to 3rd grade, far too many continue to read below grade level according to the state assessment.

Our district participated in the last round of the CLSD grant, and our scores reflect we still have a long way to go, in the past two years we have made immense progress with our K-3 students in reading with 59% scoring at or above benchmark on the DIBELS reading assessment. The additional resources to address literacy needs for our primary students has worked and part of this success is attributable to the CLSD grant funds and the ability to purchase additional resources and hire interventionists to work directly with students needing tier 2 and tier 3 supports in reading.

I strongly advocate for Alaska to apply for the Comprehensive Literacy Development Grant from the U.S. Department of Education. If attained, these funds will continue to support districts like Kodiak continue to support the literacy development of not only our primary students, but those in upper grades as well.

Sincerely,

Cyndy A. Mika, Superintendent





Houston Middle School



Phone: [REDACTED]
Fax: [REDACTED]

Orin P. Wear, Principal
Brian Beaudry, Assistant Principal
Amy Hina, Admin Secretary

PO Box 520920
Big Lake, AK 99652

5 June 2024

Alaska Department of Education and Early Development (DEED)

This letter is being written to support the application process for consideration of the Comprehensive Statewide Literacy Development Grant. The past five years the Matanuska Susitna Borough School District Staff and Students have benefited from our Sub Grantee involvement.

Our Students, Staff and Community have increased their Literacy understanding through improved instruction practices, on-going data collection and decision making processes and professional development. We have made many significant changes, but our work is not done. As all schools were impacted with COVID, we are finding the gravity in this impact has been significant with early intervention, viable materials and professional development in reading and writing. We have found this literacy impact to be very significant up to our Secondary Schools.

The State of Alaska has just finished the first year of implementing and supporting schools with AK Reads Act for K-3 students, this has started us on a pathway for success in Literacy, but there is more support needed for continued growth as well as developing supports for Teachers and Students who are not covered with the K-3 heightened focus on Literacy. The continued support from the Comprehensive Statewide Literacy Grant would help support students and Staff after grade 3 up through Secondary who are struggling in Literacy.

The past five years the Matanuska Susitna Borough School District Students and Staff have improved their Literacy understanding but we have just begun our journey.

Respectfully,
Deborah J Pomelow
Matanuska Susitna Borough School District
Literacy Grant Manager and Literacy Coach



Denali Borough School District

P.O. Box 280 • Healy, Alaska 99743 •

• FAX

30 May 2024

To Whom It May Concern:

This is a letter of support for the Alaska Department of Education and Early Development (DEED) and their application for the Comprehensive Statewide Literacy Development grant. The Denali Borough School District (DBSD) was a sub-grantee recipient under the original CLSD grant. The support provided through that grant has been extremely helpful in achieving our goals.

The mission of DBSD is “Working together to nurture, empower, and inspire today’s student to positively shape tomorrow’s world.” One goal under our plan is 100% of our students read on grade level. The CLSD grant provided use the ability to train and support our classroom teachers to improve their instructional practices and thereby increase student achievement.

Unfortunately, the grant cycle was disrupted by the COVID-19 pandemic and the related impacts on the learning environment and experiences for our students. The CLSD grant helped us to stay focused on our mission and its literacy goal, even under the overarching challenging of educating children during the pandemic. I think of the grant and its work as “Job, not quite done” due to this unforeseen situation. I know that other sub-grantees must feel the same.

For DEED to receive another CLSD grant would allow the Department, and hopefully DBSD, to continue this important work. Many of our students remain below proficient on measures of reading achievement and will benefit from this support. Our success can then be a model to other districts and classrooms.

Thank you for your time and I appreciate your support and consideration of the application from the Alaska Department of Education and Early Development.

Sincerely,

[Redacted Signature]
Dan Polta
Superintendent
Denali Borough School District

Mission Statement

Working together to nurture, empower, and inspire today’s student to positively shape tomorrow’s world.



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
King Salmon, AK 99613
[REDACTED]

1617 S Industrial Way #1
Palmer, AK 99645
[REDACTED]



June 4, 2024

To Whom It May Concern:

I am writing in support of the Alaska Department of Education and Early Development (DEED) and their application for a Comprehensive Statewide Literacy Development grant. The Lake & Peninsula School District was a sub-grantee under the original CLSD grant; and the impact has been extremely beneficial to the staff and students of our rural Alaska region.

The Mission of LPSD states that “We will nourish student growth by investing in partnerships and implementing culturally-responsive, place-based education.” We would greatly appreciate the opportunity to continue our partnership with Statewide initiatives towards literacy success. By doing so, we can continue growing self-directed, lifelong learners who are grounded in their culture and contribute to their communities. Through CLSD funding, we’ve obtained access to evidence-based materials and resources, backed with Science of Reading research, that otherwise would not have been possible. Additionally, we have been able to bring staff together in a variety of robust professional development opportunities towards building a common foundation around recent literacy research and best practice, and create an in-house staff Mentor Program for personalized support. And implementation of school-wide systems of support, driven by data based decisions, have greatly enhanced literacy achievements for all students. We’ve begun an impactful literacy journey, and we continue to achieve Alaska Reads Act requirements to ensure the students of LPSD thrive in literacy-rich learning environments!

While we were able to achieve several of our goals throughout the years, the impacts of COVID in the middle of our grant cycle greatly impacted student achievement. If DEED were to receive another CLSD grant, it would allow LPSD, and other districts, to maintain original initiatives and also build upon and/or develop new ones to continue the work in support of elevating student literacy achievements and fostering family partnerships.

Thank you for your time and consideration of the Alaska Department of Education and Early Development’s application. Lake and Peninsula School District is in full support of statewide efforts towards the enhancement of literacy development and access to high-quality instruction for all students of Alaska.

Sincerely, [REDACTED]

Amber Kresl, CLSD Grant Coordinator

Chignik Bay • Chignik Lagoon • Chignik Lake • Igiugig • Kokhanok • Levelock
Newhalen • Nondalton • Perryville • Pilot Point • Port Alsworth • Port Heiden

PR/Award # S371C240033

Page e78

June 17, 2024

SUPPORT FOR ALASKA'S 2024 COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT

Professional and Continuing Education (PACE) of the University of Alaska Anchorage stands in partnership and strong support of Alaska's 2024 Comprehensive Literacy State Development Grant application.

Together with a breadth of partners across Alaska, PACE advances high quality and effective professional learning for educators that continually improves the educational experiences and learning of Alaska's children and all children. On behalf of the University, PACE successfully partners with the State, districts, schools, and professional organizations throughout Alaska. With approximately 545 substantive, sustained, and contextualized offerings and 5700 enrollments a year, participants generally represent about 49% of Alaska public school teachers and at least 52 the 54 Alaska School Districts (including Mt. Edgecumbe).

We additionally offer the backing and integration of **Learning Forward Alaska** (the Alaska affiliate of Learning Forward, the internationally-recognized professional learning organization) along with an underpinning of the new **Standards for Professional Learning**. This active collaboration and timely sharing among professional learning and curriculum leaders of Alaska school districts and key professional learning providers is homed in and facilitated by PACE. Meaningful efforts are systemically shaped with attention to and support of conditions for success, rigorous content for each learner, and transformative processes.

We look forward to further building upon and extending Alaska's literacy-focused endeavors with deepened job-embedded, personalized, and collegial professional learning structures and diverse opportunities. Over the last three years, PACE worked with districts and partners to offer 71 sections of science of reading-related offerings for 2560 teachers and administrators. Overwhelmingly, 95% of the educators providing feedback at the close of these courses strongly agreed that their courses would help them improve their instruction with their students. Administrators similarly responded that their courses would help them improve the instructional programs in their schools.

Respectfully,

[REDACTED]

Jennifer Harty
PACE Coordinator of Professional Programs
Learning Forward Alaska Affiliate Liaison





School of Education
UNIVERSITY of ALASKA ANCHORAGE

Office of the Dean
3211 Providence Drive, PSB 102
Anchorage, AK 99508
T: [REDACTED]
www.uaa.alaska.edu/academics/school-of-education

June 20, 2024

Heather Milden
DEED Reading Resources Academic Support Team
Alaska Department of Education and Early Development
PO Box 110500
Juneau, AK 99811-0500

RE: Department of Early Learning & Teaching Support for Comprehensive Literacy State Development Grant

Please consider this support for implementing a Comprehensive Literacy State Development Grant. Getting all students reading on grade level by grade 3 is critical to the future of our state's children, and this issue acutely affects all undergraduate educator candidates enrolled in the UAA Department of Early Learning & Teaching. Students who do not read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers, and this dropout rate is even higher for vulnerable populations such as students in poverty, foster care, or with disabilities.

Early intervention is key. Promoting the importance of literacy and engaging families in literacy activities is a real need statewide. The UAA School of Education and Department of Early Learning & Teaching support state preservice teacher activities that guide and reinforce Alaskan school districts' and communities' efforts to improve literacy instruction and access for children to high-quality literacy programs.

Respectfully,

[REDACTED]

TONIA A. DOUSAY, Ph.D.
University of Alaska Anchorage
School of Education
Dean + Professor



Carlee Simon
School of Education Interim Dean
11066 Auke Lake Way
Juneau, AK 99801
Tel: [REDACTED]
Email: [REDACTED]
uas.alaska.edu/education

June 21, 2024

RE: Alaska Department of Education and Early Development
Support for Comprehensive Literacy State Development Grant

As the Interim Dean of the School of Education at the University of Alaska Southeast, I am pleased to convey my strong endorsement of the Alaska Department of Education & Early Development submission of the 2024 Comprehensive Literacy State Development Grant Application.

Our School of Education is steadfast in its commitment to recruiting and developing highly qualified educators and administrators for the state of Alaska. We are deeply invested in the identification, implementation, and sustainability of effective, evidence-based literacy programs, practices, and interventions designed to enhance outcomes for our leaders, teachers, and students.

The collaborative efforts between institutions of higher education and Departments of Education are critical to ensuring that students in our geographical region receive the most consistent and highest quality access to educational standards. These partnerships foster a robust educational ecosystem by aligning curricula, sharing resources, and implementing research-driven practices that benefit students across all levels of education. We are resolute in our support for state-level initiatives that ensure Alaskans have access to superior literacy instruction. We are enthusiastic about the significant benefits this program will bring to our community's future.

Sincerely,

A black rectangular box redacting the signature of Carlee Simon.

Carlee Simon
Interim Dean
School of Education

June 18, 2024

RE: Alaska Department of Education and Early Development – CLSD Grant Application

To whom it may concern:

I am pleased to provide this letter of enthusiastic support for the Alaska Department of Education and Early Development's CLSD grant application. As the Alaska state director of Region 16 Comprehensive Center (and as a previous director at Alaska DEED), I have seen firsthand the far-reaching impact of Alaska's previous CLSD grant projects. Without a doubt, educators have grown in their abilities to teach students to read, and Alaska's students have benefited from rich and robust programming in districts across the state thanks to CLSD-funded projects.

In 2016, Alaska's State Board of Education approved a strategic plan that placed reading at grade level by the end of grade 3 as a top priority. The result has been a powerful movement across Alaska focused on remedying ineffective instructional practices to ensure all students have the opportunity to gain critical early literacy skills. Since the passage of the Alaska Reads Act in 2022, Alaska DEED has provided tremendous leadership in supporting districts, schools, and classroom educators in their efforts to improve reading outcomes. These efforts have included the Alaska Science of Reading Symposium, multiple professional learning opportunities such as LETRS and Keys to Literacy, publication of *Alaska's Reading Playbook*, *Alaska's Literacy Blueprint*, and development and distribution of dozens of additional resources for educators and families.

The Alaska team at R16CC has had the pleasure of working alongside DEED to support these initiatives and projects. As Alaskan educators ourselves, our team has been excited and encouraged by DEED's determination to leverage funds, including the CLSD grant, to truly improve students' opportunities to become proficient readers. A focus on high quality instructional materials, evidence-based instructional practices, and sincere connections with practitioners in the field have made it possible for Alaska DEED's previous CLSD grant funds to reach far beyond the original project plan. Previous CLSD subaward districts and schools have paved the way through innovative approaches to solving reading-related problems. The work happening in Alaska is replicable, and we are seeing best practices being implemented and scaled in even our most challenged districts.

I encourage you to select Alaska DEED's application for the next round of CLSD grant funding. Our state takes stewardship of every dollar seriously, and I have no doubt these precious funds will continue to directly impact the lives of students in Alaska as we endeavor toward our goal of all students reading at grade level. And in our literacy efforts in Alaska, *all* students truly means *all students*.

Respectfully submitted,



Tamara L. C. Van Wyhe
Alaska State Director – Region 16 Comprehensive Center



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<div>x</div> <p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4-9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/</p>	<p>(Table I.1, p. 3) Recommendation 1: "Build students' decoding skills so they can read complex multisyllabic words" is characterized as backed by "strong evidence."</p> <p>(Appendix C, Table C.3, p. 94) 32 Studies contributing to the "strong evidence" supporting effectiveness of Rec 1 found statistically significant positive effects on general reading prof. and ELA, Reading comp, Word reading.</p> <p>(Table I.1, p. 3) Recommendation 2: "Provide purposeful fluency-building activities to help students read effortlessly" is characterized as backed by "strong evidence."</p> <p>(Appendix C, Table C.3, p. 110) 33 Studies contributing to the "strong evidence" supporting effectiveness of Rec 2 found statistically significant positive effects on general reading proficiency and ELA, passage reading fluency - oral, and reading comprehension.</p> <p>(Table I.1, p. 3) Recommendation 3: "Routinely use a set of comprehension-building practices to help students make sense of the text" is characterized as backed by "strong evidence."</p> <p>(Appendix C, Table C., p.124) 34 Studies contributing to the "strong evidence" supporting effectiveness of Rec 2 found statistically significant positive effects on measures of general reading proficiency and ELA, reading comprehension.</p>	<p>(Appendix C, Table C.3, p. 96-109) Rec 1: Large samples with over 17,000 students, 267 schools across multiple states, urban settings (p. 94). Samples students grades 3 - 9; students with reading difficulties; resource room setting and supplement to Tier 1 instruction.</p> <p>(Appendix C, Table C.6, p. 112 - 123) Rec 2: grades 3 - 9, relevant settings, populations. 1 study with 17% Native American (Wanzek et al., 2017) had strong reading comp outcomes; EL and SWD data in supplemental findings on WWC site. Urban primarily, Rural LA, 1 rural district OH made strong gains with 29 students grades 4, 5, 7, and 8.</p> <p>(Appendix C, Table C.6, p. 126 - 140) Rec 3: grades 3 - 9, gen ed and resource settings. urban. some rural districts. Native American population of 21% in one study and 17% in another - boosted reading comprehension.</p> <p>Overlaps goal of improving literacy for students with learning disabilities, ELs (ext reports) and extending Reads Act to upper grades. Some programs ran after school, overlap with aim to address COVID learning loss with acceleration/ extended learning or intensive intervention.</p>

**US Department of Education
Evidence Form**

OMB Number: 1894-0001
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale
 ☒ Promising Evidence
 ☐ Moderate Evidence
 ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

	A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
x	Garcia, M. E., Frunzi, K., Dean, C. B., Flores, N., & Miller, K. B. (2016). Toolkit of Resources for Engaging Families and the Community as Partners in Education: Part 3: Building trusting relationships with families and the community through effective communication (REL 2016-152). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from https://ies.ed.gov/ncee/rel/regions/pacific/pdf/REL_2016152.pdf	<p>Family engagement described as "one of the strongest predictors of children's school success" (p. 1).</p> <p>To be utilized in professional development around family engagement - building educator awareness of its purpose, potential impact on ABCs of attendance, behavior, and curriculum success, and evidence based practices to employ within their plan.</p> <p>Use to inform family engagement; Asset based approach to working with children and their families (Arias & Morillo-Campbell, 2008, p. 6)</p>	<p>Culturally diverse communities cited as benefiting from this work, having been applied in 3 pilot schools in Guam.</p> <p>Overlap with writing and implementing culturally aware and responsive district Family Engagement plans that will have a positive impact on building trusting relationships in the communities (p. 6). Specifically, incorporate outreach activities that take educators to homes, community centers, and villages to show respect in working with different cultures, particularly important within our small rural communities, though true in large urban areas too that are home to growing immigrant populations.</p>
x	U.S. Department of Education (USDOE), Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (2008) WWC intervention report: Accelerated middle schools. Retrieved from https://ies.ed.gov/ncee/WWC/Docs/InterventionReports/WWC_AccelMiddleSch_070808.pdf	<p>(Table, p. 1) 1 study met fully; 2 with reservations, RCTs found to be "positive" and "potentially positive."</p> <p>Studies showed accelerated middle schools had statistically significant positive effect on progressing in school (p. 3) and not stat. sig., but "substantively important" and potentially positive effects on staying in school for one study (p. 4).</p>	<p>Research cited middle school students in three urban settings in GA, MI, NJ.</p> <p>Overlaps with grant goal to expand AK Reads efforts to grades 4 - 9, increase graduation rate and to accelerate learning for students who experienced learning impacts from COVID-19 and disadvantaged students in high need schools</p>

<p>Miles, K. P. & Fletcher, A. (2023). Improving vulnerable populations' emergent reading outcomes by training preservice teachers in an evidence based program, <i>Journal of Research in Childhood Education</i>, 37(3), 442-462. doi:10.1080/02568543.2023.2211645</p>	<p>Examined 608 preservice teachers in tutor-to-teacher pipeline delivering Reading Rescue or Reading Ready early literacy interventions.</p> <p>Studies SIGNIFICANT finding with Tier 3 Promising evidence.</p> <p>Level of evidence: Specific study not rated in WWC though a 2007 version from Linnea Ehri et al. was shown to be effective as a tutoring intervention model for language minority</p>	<p>Sample characteristics: urban children; first grade; struggling readers post-COVID.</p> <p>Findings overlap with need to address impact of COVID-19 partnerships with IHEs, preservice teacher professional development in evidence- and research-based instruction, helping EDUCATOR transition from uni to classroom.</p> <p>Reading Rescue is a high-dosage, evidence-based intervention program (p. 447). Preservice</p>
	<p>students struggling as readers in first grade. [Ehri, L. C., Dreyer, L. G., Flugman, B., & Gross, A. (2007). <i>American Educational Research Journal</i>, 44(2), 414-448. Retrieved from: https://eric.ed.gov/?id=EJ782099]</p> <p>Cited White House briefing stating high-dosage, one-on-one or small-group tutoring offered several times a week prioritized as way to deal with COVID learning loss (Fryer & Howard-Noveck, 2017).</p>	<p>teachers included were early childhood literacy students.</p>



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☒ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

X	A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
X	U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Program Mid-Atlantic (USDOE). (2021b). Supporting school transitions for young learners: Considerations in the era of COVID-19 and beyond. https://ies.ed.gov/ncee/rel/regions/midatlantic/app/Docs/Infographics/REL_MA_ET_FactSheet_052021_508.pdf	FACTSheet REL Mid-Atlantic re: transitions into kindergarten; greater challenge for children from EDS families. One study found schools using more transition strategies had higher achievement by end of K, regardless of income. Collect/share info between educators; partner with families (see family engagement); invite children into their learning environment to boost comfort.	Overlap with aim to strengthen PreK - Kindergarten transitions to support families and student learning. Guides teams to: align learning goals/standards; establish transition teams; plan for info sharing EC programs to school/home; hold spring/summer transition events; fund family liaisons/coordinators to support educators with parents; PD and time scheduled to build family relationships (like early entry meetings)
X	Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs	Though unrated, this report found "that teachers who receive substantial professional development - an average of 49 hours in the nine studies - can boost their students' achievement by about 21 percentile points." (page 8)	Overlap with planning effective PDL within CLSD. Important to note 5 criteria for PDL to be considered "high-quality" and to coach subgrantees into this level of planning and implementation: sustained, intensive, content-focused; aligned and directly related to standards and assessments; improves teacher knowledge of subjects taught; advances understanding of effective instructional strategies based in research; is regularly evaluated for effects on teachers and students .
X			

Add Additional Row



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☒ Moderate Evidence ☐ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

	A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
X	Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/WWC/PracticeGuide/19	Rec 4: Provide small group instructional intervention to students struggling in areas of literacy and EL development is characterized as backed by "moderate evidence." Page 97 - Table D.4 - cites studies effects on vocabulary, pre-reading, reading, EL development. Recommending Use valid assessments identify students needing support (validity questioned), small groups intentionally planned, don't settle just on foundational skills -many need literacy/ language, syntax or BOTH integrated -3-5 per group; scaffolding and use explicit, systematic instruction. Emphasize speaking and vocabulary!	(p. 95) Studies contributing to the "moderate evidence" supporting effectiveness of Recommendation 4 were conducted with students in 6 - 8 grades; one in K. All students were at risk for difficulty; results reported for EL sample/subsample or entire sample - so relevant for ELs and all students. Setting not cited.
X	Burchinal, M., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., Lyskawa, J., Haymond, K., Bierman, K., Gonzalez, J. E., McClelland, M. M., Nelson, K., Pentimonti, J., Purpura, D. J., Sachs, J., Sarama, J., Schlesinger-Devlin, E., Washington, J., & Rosen, E. (2022). Preparing Young Children for School (WWC 2022009). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/TO4_PRACTICE_GUIDE_Preparing-for-School_07222022_v6.pdf#page=54	Recommendation 2, p. 16, Strengthening young children's executive function skills using specific games and activities references four studies and characterized as backed by MODERATE EVIDENCE (p. 87). Studies showed benefits to games that become more challenging over time. Also, skill practice embedded throughout day for retrieval, cyclical review, application, etc. Intentionally designed activities - not chance.	(p. 87) Studies contributing to moderate evidence rating = multiple schools and states and thousands of children ages 3 - 5 in preschool settings over 6 - 28 weeks. Head Start PNW; Included EL students and Low SES. #4 studies contributing to the "moderate" evidence supporting the effectiveness of Rec 4 were conducted in Head Start & Elem schools 2100 + children; 47 schools/centers, multiple states; 3 - 5 year olds Studies overlap with the birth - 5 population, EL, AK Native/American Indian (small sample) and EDS served in our project.

Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2010). Developing Early Literacy: Report of the National Early Literacy Panel (NA). Washington, DC: U.S. Government Printing Office.	(p. vii of Executive Summary) Six variables representing early literacy/precursor skills had medium to large predictive relationships with later literacy development measures: 1. Letter name/sound; 2. phonological awareness, 3. RAN of letters/digits, 4. writing and name writing; 5. Phonological memory, and 6. RAN of objects/colors. Five early literacy skills	(p. 191-192) Demographic characteristics SES, ethnicity, age, population density of setting (rural, urban, suburban, mixed, unknown). Often, not reported in research articles or samples were mixed, thus could not determine impact on specific groups. Half of students with oral language outcomes
	moderately correlated with at least one later measure of literacy achievement: Concepts of print, print knowledge, reading readiness (the above + vocab, memory, PA), oral language, and visual processing. (p. ix) Impactful interventions: code-focused interventions (positive effects on conventional literacy skills), many focused on PA. Shared-reading interventions (moderate effects on print knowledge, oral language skills). Parent and home programs (moderate to large statistically significant effects on oral language skills and general cognitive abilities). Preschool/ Kindergarten (significant and moderate to large effects on spelling and reading readiness). Language-enhancement interventions (large effect at increasing oral language **oral language interventions most effective EARLY ON**). Six variables to look for in subgrantee programs for Birth - age 5 early literacy development	were conducted with children of low SES. Overlap with SES, variety of populations, age. Matches aim to bring more adult-directed, frequent, explicit learning opportunities into early years at home and in school settings to the expansion of AK Reads Act literacy efforts
Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/WWC/PracticeGuide/21	Rec 4: Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension is characterized as backed by Moderate Evidence. (18 studies showed positive effects on word reading, OR accuracy and fluency, and/or reading comprehension outcomes, p. 33). Recommendations: oral reading practice to develop fluency; self-monitoring understanding and to teach self-correction of word reading errors; modeling of strategies, scaffolding, providing feedback to support accurate, efficient word ID	Study included at-risk readers; grades Kinder - 3; US urban settings; UK; student groups unidentified. Grant implications: Tutoring and training of paraprofessionals/volunteers/tutors as part of extended reading practice opportunities; Confirming core instruction, intervention have students reading connected text EVERY DAY to support reading accuracy, fluency, and comprehension - lots of practice, engage readers with high-interest, challenging stretch text (acceleration implications) and showing relevance to life, the provision of specific, timely feedback, explicit instruction in various reading strategies
Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/WWC/PracticeGuide/3	Recommendation 1: Screen K - 2 students at the beginning and middle of the year while progress monitoring those at risk was the recommendation resulting from five correlational studies (p. 17) and has MODERATE EVIDENCE Rec: train admin re: selection of T2 tools, scheduling within MTSS; PDL for teachers re: data-based decision making and where screeners overidentify, require multiple measures/diagnostics for EL and more time for Kinder as Mid-year Kinder assessments more valid (p. 11).	Screening K - grade 2 students at the beginning and middle of the year while progress monitoring those at risk was the recommendation resulting from five correlational studies (p. 17); MODERATE EVIDENCE, grade level overlap for K-5 work. Populations included not specified beyond grade.

	<p>Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2018). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance,</p>	<p>Recommendation 3: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. is characterized as being backed by MODERATE evidence.</p> <p>9 studies demonstrated a positive impact of handwriting and explicit instruction in PA,</p>	<p>(p. 79) 9 studies; students in 1st - 4th grades; at-risk for writing difficulties; SMALL GROUP so whole class efforts may impact outcomes; instruction was tailored to individual student needs. No more specifics provided.</p> <p>Overlap for the need to extend AK Reads Act efforts to writing instruction for students K -</p>
X	<p>Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.</p>	<p>spelling, morphological spelling, and word study. (p. 27). Said some studies showed positive effects on handwriting and spelling skill. Students wrote better sentences and longer texts.</p> <p>Implications for practice: Utilize explicit instruction in the writing process to write to specific purpose; strong evidence for gradual release of responsibility to help children navigate writing process and regulate writing behavior; STRONG evidence with typically developing students and some examples in the appendix with at-risk students (Berninger et al., 2006) that there were positive outcomes observed on sentence structure with additional writing time via writing club after school.</p>	<p>3rd grade.</p>
	<p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.</p>	<p>(Table 1, p. 4) Recommendation 2: "Integrate writing and reading to emphasize key writing features" is characterized as being backed by MODERATE evidence.</p> <p>p. 73: 7 studies found positive effects on writing outcomes</p>	<p>Students in grades 6 - 12; urban schools, CA, Mid-Atlantic region; Southeastern; Portugal, Germany. Diverse participants - gen ed, EL students</p> <p>Overlap with MS/HS students; EL and aim of incorporating daily writing in content areas and explicit writing instruction in grades 4 - 12</p>
X	<p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc.</p>	<p>(Table 2, p. 6): Recommendation 4, "Increase student motivation and engagement in literacy learning," is characterized as backed by "moderate evidence."</p> <p>page 47: 2 experiments + 1 quasi; 3 more w/ direct evidence; found direct links between quality of teacher praise and student motivation; rewards; Tips: build confidence, support mistakes as growth opportunities, encourage self-determination, provides feedback about how strategies used/flex. Make lit experiences relevant to interests, life, and current events.</p>	<p>Page 48 (no table) meta-analyses included secondary students though many on elementary. Urban and suburban, various geographical areas. 33% of studies showed positive outcomes for those reading below grade level.</p> <p>Overlap with geographical region; age groups recommended; struggling readers to closer achievement gaps</p>
X			

Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing dropout in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/practiceguide/24	(p. 66) Recommendation 2 "provide intensive, individualized support to students who have fallen off track and face significant challenges to success" is characterized as backed by "moderate evidence." (Appendix D, Table D.3, p. 67) Studies contributing to the "moderate evidence" supporting the effectiveness of Rec 2 reported positive effects on graduating school, staying in school, progressing in school (1 study.)	(Appendix D, Table D.3, p. 67-69) Studies contributing to the "moderate evidence" supporting effectiveness of Rec 2 were conducted with students in grades 7 - 12; in urban US middle and high schools No mention of at-risk; ethnicity, EL, EDS. Project overlap for age groups and urban schools. Check and Connect seemed strong.
Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington,	(Table 2, p. 9) Recommendation 2: Teach students to use text's organizational structure to comprehend, learn, and remember content" is characterized as backed by "Tier 2 Moderate Evidence."	Rec 2: (Appendix D, Table C.2, p. 58) 5 strong studies; narrative and informational text. Rural and urban; K - 2nd; high-poverty 2nd grade classes; student groups not defined.

X

X

X

X

DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides .	<p>Studies finding positive effects on comprehension, cause & effect, used in content areas when daily story elements studied and teachers asking questions/discussion before and after reading p. 57-58</p> <p>Recommendation 5: Establish engaging and motivating context in which to teach reading comprehension is characterized as backed by "Tier 2, Moderate Evidence." p. 61 studies finding positive effects on comprehension used coop experiences, opportunities for success, choice, literature selection, at-home connections; content area integration; writing, vocab review, dramatization, praise, stretch text, link to life, fav topics/authors, see selves as readers</p>	<p>Overlap with urban and rural settings; grade levels; GOAL to ENGAGE students</p> <p>Rec 5: (Appendix D, Table D.3, p. 64) = 9 positive effects studies; rural, urban, suburban; 2nd - 6th grade; East, Midwest, Mid-Atlantic</p>
U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (2018). Knowledge is Power Program (KIPP) Intervention Report. https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_kipp_012318.pdf	<p>Rated as having "medium to large" extent of evidence and "strong evidence of positive effect"</p> <p>Table 4, page 6: Effectiveness rating said to show strong evidence of a positive effect on English language arts achievement domain.</p> <p>Extent of evidence: medium to large;</p> <p>Positive and statistically significant effect on ELA achievement. Extended school day and year; Excellence pledge for all, roles/expectations put learning first. Attendance, homework, behavior</p>	<p>4 studies; Fifth Grade (2 classes)/Middle School/High School</p> <p>Due to the lack of reference to other student demographics and locations, the overlap is for the upper elementary - high school range</p>
Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4-9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/	<p>(Table I.1, p. 3) Recommendation 4: "Provide students with opportunities to practice making sense of stretch text (ie challenging text) that will expose them to complex ideas and information" is characterized as backed by "moderate evidence."</p> <p>(Appendix C, Table C.9, p. 141) 15 Studies contributing to the "moderate evidence" supporting effectiveness of Rec 4 found statistically significant positive effects on measures of general reading proficiency and ELA, reading comprehension.</p>	<p>(Appendix C, Table C.10, p. 143 -)Rec 1: Large samples with over 7000 students, 94 schools across multiple states, urban settings. Samples students grades 3 - 9; Supplement to Tier 1 or in resource room.</p> <p>Relevant to goal of meeting needs of SWDs and taking AK Reads Act to higher grades.</p>

Kathy A. Moffitt

- PO Box 3337, Palmer, AK 99645 • [REDACTED] • [REDACTED]
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EDUCATION

- **Education Leadership – Alaska Type B Certification**
University of Alaska, Anchorage, Alaska 2011
- **Masters of Science, Education – Literacy Concentration**
Walden University - 2009
- **Bachelors of Education – K-8 Teaching Endorsement**
University of Alaska, Anchorage, Alaska - 1981
- **Continuing Education Coursework**
Student Outcome Focused Governance, Council of Great City Schools Cohort – 2023
Keys to Literacy – 2023
Amplify mClass Train the Trainer Course – 2023
Alaska Science of Reading Symposium – 2022, 2023
Multi-tiered System of Supports (MTSS) Annual Conference – 2012-2023
CORE (Consortium on Reading Excellence) University – 2012
CORE Adolescent Literacy Leader Institute – 2009

PUBLIC EDUCATION EXPERIENCE

Anchorage School District (ASD), 5530 E. Northern Lights Blvd., Anchorage, AK 99504

Director of Administrative Projects

FY2017 – Present

- Planned and executed administrative projects to improve school district operations and enhance educational outcomes.
- Led and managed cross-functional project teams, ensuring alignment with project objectives and deadlines.
- Effectively communicated with stakeholders, including senior management, department heads, and team members, to garner support and facilitate project success.
- Monitored project performance, assessed achievements against established benchmarks, and made necessary adjustments for optimal outcomes.

Notable Achievements:

- Successfully launched the Alaska Middle College School (AMCS) for ASD, establishing and managing the collaborative program between Alaska Middle College School and the University of

Alaska Anchorage, allowing high school students to earn collegiate credits in a college setting and make informed choices about their education.

- Involved as a member of an implementation team in the creation of ASDVirtual, enabling 4,000 students to access remote learning during the COVID-19 pandemic and beyond. Implemented online learning platforms, ensured resource accessibility, provided professional development for staff, and monitored program elements to build student success.
- Participated in a leadership team in the implementation of an English Language Arts curriculum that incorporated key elements of the science of reading, resulting in improved literacy education for students
- Collaborated closely with the ASD School Board to navigate and implement aspects of student outcome-focused governance, aligning educational initiatives with board goals and guardrails. Developed monitoring reports to track and report current data related to board goals and guardrails, ensuring transparency and accountability in the pursuit of improved student outcomes. Facilitated effective communication between the administrative team and the school board, ensuring that all stakeholders were well-informed about progress, challenges, and successes in pursuit of the shared educational objectives. Played a key role in shaping and advancing the district's governance framework to prioritize student achievement, using data-driven insights to guide decision-making and policy development.

Matanuska-Susitna Borough School District, 501 N. Gulkana St., Palmer, AK 99645

1981-2016

Program Administrator

- Planned and executed administrative projects to improve school district operations and enhance educational outcomes.
- Led and managed cross-functional project teams, ensuring alignment with project objectives and deadlines.
- Effectively communicated with stakeholders, including senior management, department heads, and team members, to garner support and facilitate project success.
- Monitored project performance, assessed achievements against established benchmarks, and made necessary adjustments for optimal outcomes.

Notable Achievements:

- Successfully launched the first Alaska Middle College School (AMCS) for MSBSD, establishing and managing the collaborative program between Alaska Middle College School and the University of Alaska Anchorage, allowing high school students to earn collegiate credits in a college setting and make informed choices about their education.
- Involved as a member of an implementation team in the creation of Matsu iTech, enabling students to access remote learning as a school/course of choice. Implemented online learning platforms, ensured resource accessibility, provided professional development for staff, and monitored program elements to build student success.

- Designed and implemented a Response to Intervention Model (MTSS) including an Instructional Coach Model, Tier 1 and 2 Science of Reading Based Curriculum and a District-Wide Early Literacy Screening System. Through the MSBSD Literacy initiative student achievement increased significantly. This model was replicated in the areas of Mathematics and Positive Behavior Interventions and Supports.

Additional Administrative Roles and Responsibilities Included

- Charter School Supervision including Initial and Renewal Applications
- Principal of Alaska Middle College School
- Co-Facilitated Annual School Board Strategic Planning Sessions
- Supervisor of Matsu iTech Program and Staff
- Collaborated on Grant Related Projects with Rural Partners
- Teacher on Special Assignment at the Administration Level

Site-Based Work Experience in the MSBSD

- Literacy Coach
- Talented and Gifted Teacher
- Middle School Teacher (Literacy, Math & Social Studies)
- Elementary Primary and Intermediate Teacher
- Intervention Specialist for Literacy – K-12

PROFESSIONAL AWARDS

- Digital News: Technologists, Transformers, and Trailblazers National Finalists – 2014
- Consortium of Reading Excellence - Recognition for Innovative Program Implementation - 2011

PROFESSIONAL REFERENCES

- Dr. Monica Goyette, MSBSD Former Superintendent, [REDACTED]
- Kern McGinley, ASD Principal of King Tech Career School, [REDACTED]
- Gene Stone, LYSD Superintendent, [REDACTED]

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Budget Narrative

Salaries and Fringe Benefits

The Alaska Department of Education and Early Development (DEED) plans to hire two new Education Specialist 2 positions to facilitate the work associated with the Comprehensive Literacy State Development grant. Duties include annual onsite monitoring, monthly meetings with subgrantees, oversight of budget and program progress. The salary for each position is [REDACTED] for a total of [REDACTED] annually. Fringe benefits for each position is [REDACTED] for a total of [REDACTED] annually.

Travel

To effectively support subgrantees, the Education Specialists will travel to each site to provide support and technical assistance. This will also include some oversight and monitoring activities. It is anticipated that Alaska will grant awards to approximately 25 subgrantees for a total of [REDACTED]. Most sites in Alaska are off the road system with an average cost per trip of about [REDACTED]. Based on current travel to National CLSD grant meetings in Washington, D.C., the plan is to send the two Education Specialists and the Administrator of the team to attend two meetings. The estimated cost per trip is [REDACTED] for a total of [REDACTED].

Contracts/Services

DEED plans to host one in-person convening per year for all CLSD subgrantees. The cost is estimated to be [REDACTED] per year to cover venue costs, coffee/tea service, and any supplies needed for the event.

Additionally, DEED plans to procure a contract for instructional coaching for subgrantees for their administrators to support instructional leadership in the area of reading and literacy. The

contract will follow the concepts and expectations outlined in the program narrative. The goal is to provide administrators the necessary skills and tools to effectively support the literacy programs in the sites they manage. The budget is estimated to be approximately [REDACTED].

Finally, DEED will procure an external evaluator to assist in data collection, the reporting, and provide information for the advisory group for their review. The budgeted amount is estimated to be [REDACTED].

Supplies

A one-time cost of [REDACTED] is needed to purchase computer equipment for the two Education Specialists.

Miscellaneous/Grants

DEED will award [REDACTED] in grants to districts. It is estimated that the average grant amount will be [REDACTED] for 25 subgrantees. Grant awards may vary based on the number of eligible applicants that meet the requirement of the grant.



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

OMB Number: 1894-0017
Expiration Date: 06/30/2026

Applicant Information

Legal Name:

Alaska Department of Education and Early Development

1. Project Objective:

Increase Reading/English language arts achievement for all students.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase the percentage of prekindergarten students meeting early literacy skill targets before entering kindergarten as measured by the kindergarten Teaching Strategies Gold assessment.	PROGRAM	31		/	
1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase by 10% annually the percentage of students in grades 3-9 scoring at or above proficient on the English Language Arts annual summative assessment in the All Students group.	PROGRAM		3,812	/	38,122 10.00
1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By year 5, 90 percent of students will meet benchmark targets on the End of Year literacy screener, mCLASS DIBELS 8.	PROJECT	90		/	

2. Project Objective:

Enhance student engagement in learning.

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By year 5 increase by 5 percent the adjusted high school 4-year cohort graduation rate over the 2022-2023 rate.	GPRA	84		/	

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By year 5 decrease by 20% the statewide chronic absenteeism rate recorded in the 2022-2023 school year.	PROJECT	35		/	

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By year 5 increase by 10 percent the number of students in grade 6-12 responding favorably to questions regarding high expectations for learning. No baseline data available at this time.	PROJECT			/	

3. Project Objective:

Expand educational opportunity and access for all students.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By year 5 increase the number of middle/high school students participating in Dual Enrollment (university) or Advanced Placement Courses. No baseline data available at this time.	PROJECT			/	

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By year 5 increase by 10% the number of students in grades k-3 performing at or above benchmark on the statewide literacy screener, mCLASS DIBELS 8.	PROJECT			/	

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By year 5 decrease by 10 percent the number of K-3 students performing below or well below benchmark on the statewide literacy screener, mCLASS DIBELS 8.	PROJECT	67		/	

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U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2026

Name of Institution/Organization

Alaska Department of Education and Early Development

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	10,000,000.00	10,000,000.00	10,000,000.00	10,000,000.00	10,000,000.00			50,000,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
Approving Federal agency: ☐ ED ☐ Other (please specify):
The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?, Or, ☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Alaska Department of Education and Early Development		

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Alaska Department of Education and Early Development		

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Kathy		Moffitt	

* Project Director Level of Effort (percentage of time devoted to grant): 10

Address:

* Street1:	333 Willoughby Ave, 9th Floor
Street2:	PO Box 110500
* City:	Juneau
County:	
* State:	AK: Alaska
* Zip Code:	99811-0500
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

--	--

* Email Address:

--

Alternate Email Address:

--

OPE ID(s) (if applicable)

--

NCES School ID(s) (if applicable)

--

NCES LEA/School District ID(s) (if applicable)

--

2. New Potential Grantee or Novice Applicant:

- ☐ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

4. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☐ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Equitable access to and participation in this proposed grant project and supporting activities are woven into the Alaska Department of Education and Early Development's (DEED) mission of providing an excellent education for every student, every day. Recent state education policy such as the 2022 Alaska Reads Act, fully enacted in 2023, further details actions educators throughout our state must take to ensure all student reading skill levels are known, needs identified and acted upon, and that families are engaged throughout the process from assessment to achievement of literacy outcomes. Alaska made a legislative commitment to ensuring all educators working with kindergarten - grade 3 students are trained in evidence-based literacy strategies. Through this project, DEED is committed to assisting subgrantees in providing teachers with inclusive, evidence-based literacy coaching or collaborative engagement through professional learning communities, no matter their location or school size.

The Alaska DEED's consideration of our state's geographic and educational diversity is reflected in our plan for equitable distribution of award funds. DEED will provide technical support, resources, and professional development to LEAs and providers in Urban and Rural areas, schools of varying size, and those demonstrating highest need as reflected on the state needs assessment alongside needs presented in subgrantee applications. As illustrated on the subgrantee application, proposed grant activities must prioritize literacy needs of students from birth - grade 12 attending high-needs schools, particularly those who are multi-lingual learners, economically disadvantaged, or students with disabilities.

Alaska's Education Challenge established five measurable goals to improve education for all of Alaska's students which are reflected in this project. To prepare Alaska's youngest children for school, DEED will partner with early-childhood program providers and stakeholders to support projects that build oral language, develop knowledge of letters and sounds, and engage children in instruction that intentionally develops social-emotional skills. Alaska's commitment to supporting all students to read at grade level by the end of third grade is reflected in this project through DEED's actions to revise and expand our statewide literacy instruction plan in year three and to partner with IHEs to strengthen educator preparation programs and provide ongoing professional development for in-service teachers with an emphasis on preparing and delivering evidence-based instructional approaches tailored to students' specific needs. To ensure equitable participation and strong learning outcomes for students in grades 4 through 12, DEED will support projects that include intervention in decoding and fluency skills, attend to language and vocabulary development as comprehension-building practices, incorporate explicit instruction into reading and writing instruction, and enact engaging curricula and programs that connect schoolwork

with college and career success. The Education Challenge specifies Alaska's goal of improving the safety and well-being of students through partnerships with families, communities, and Tribes. As such, this project will support plans to engage families in their children's learning from birth - grade 12 through evidence-based family engagement practices with consideration given to successful transitions from preschool into kindergarten and kindergarten into early grades.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Barriers that may impede equitable access for students, families, or educators include staff time or grant knowledge limitations, staff turnover, geographic isolation, technical barriers, novice leadership, family engagement/student absenteeism, and language.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

The Alaska DEED proposes to overcome identified barriers by:

- Staff time or grant knowledge limitation: Providing support and technical assistance during the application process, in particular for applicants from smaller LEAs, schools, or programs for whom grant writing may be new; Facilitating virtual monthly convening sessions for subgrantees in which resources and effective practices are shared to increase efficiency; Supporting subgrantees in establishing inter-district partnerships where project needs and aims overlap, thereby extending the impact of each resource or investment while minimizing demand on staff time.
- Staff turnover: Providing technical support to subgrantees throughout the transition through clear guidance, documentation, and communication; Continuing efforts to recruit and retain educators while pursuing all available pathways to certification; Providing virtual professional development and resources targeting core and intervention reading instruction and strategies useful within MTSS systems, classroom management, family engagement, reducing absenteeism, and other topics identified through state and subgrantee needs assessments.
- Geographic isolation/rural status: Hosting virtual subgrantee convenings to ensure cost efficiency and broad access; Conducting one in-person site visit per grantee per year from education specialists hired to support CLSD implementation; Partnering with subgrantees to provide convenings in a regional hub periodically throughout the grant term in which face-to-face collaboration and professional development can occur.
- Technological limitations: Partnering with subgrantees to provide convenings in a regional hub periodically throughout the grant term in which face-to-face collaboration and professional development can occur; Providing recordings of virtual convenings on the DEED CLSD website allowing attendees experiencing service disruptions to view at a later date.
- Novice leadership: Sponsoring or partnering with subgrantees and stakeholders to provide virtual or in-person high-quality professional learning and support for school and district leaders in Alaska's comprehensive literacy instruction plan, the Alaska Reads Act and related educational policies, family engagement, and leading evidence-based literacy instruction for birth - grade 12 learners, as appropriate to their school or community setting; Sponsoring or partnering with subgrantees and stakeholders to provide virtual or in-person literacy leadership coaching for school-based leaders.

- Family engagement/student absenteeism: Providing training and resources to LEAs and providers on evidence-based family engagement practices, with an emphasis on engaging families from economically disadvantaged households, addressing how they can support their child's education and school transitions; Providing training and resources on reducing absenteeism through the virtual hub, the DEED website, and during subgrantee monthly convenings.
- Language: Raising educator awareness by providing resources and information related to Alaska's 23 Indigenous or heritage languages, efforts to revitalize them, and strategies for building English proficiency for Alaska Native EL students; Assisting subgrantees with information and resources addressing engagement strategies with families for whom English is a second language; Publishing relevant literacy guidance in multiple languages on the DEED or CLSD reading websites; Supporting subgrantees and stakeholders in understanding the power and benefits of knowing multiple languages and how to effectively instruct English Learners by incorporating research and information into professional development offerings.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Sub-grantees will provide information on barriers through regularly scheduled individual and group quarterly meetings. Utilizing this stakeholder input. The refinement to address barriers is a continuous process that is nimble enough to account for the varying needs of sub-grant recipients. A Leadership Committee will be created within the first year of the grant. This committee will include personnel from key collaborators, representatives from Tribal partners and children/youth and will work quickly to identify barriers and provide solutions to ensure equitable access for all participants, including staff and community members. This group will meet at least once per year to discuss any barriers or equity issues that arise.

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/WWC/PracticeGuide/19	<p>Recommendation 1 (Teach set of vocabulary words intensively across several days using a variety of instructional activities)is characterized as backed by strong evidence (6 studies, p. 82; RCT + QE).</p> <p>Recommendation 2 (Integrating oral and written English language instruction into content-area teaching)is characterized as backed by "STRONG EVIDENCE." (5 studies, p. 31).</p> <p>#1 Recommends use of explicit instruction (p. 18) in content-specific academic vocabulary and general academic vocabulary with intensive instruction across several days; engaging info text to ID vocab (p. 14); small set in depth (p. 16) through multiple modalities (p. 18). Require students to use target words in writing and speaking and ensure multiple exposures (p. 21). Video clips had a big impact on EL understanding.</p> <p>#2 Recommends Explicit instruction in vocab; Integrating writing and conversation into content areas and throughout the day, Write About It segment; using a variety of instructional tools strategically to help students make sense of content and to spark discussions overlaps with professional development call for explicit instruction (p. 18 in guide).</p>	<p>Recommendation 1: 6 studies; use at upper-ES and MS with EL students with moderate-strong level of English proficiency/varying reading levels. can be used for K - 8th grade. Integrated settings. EDS/location not cited in Appendix.</p> <p>Studies targeting 5th/6th good fit for our plan, EL students to target vocab and language measures w/ growth to be identified through ACCESS for ELLs. "preponderance of positive impacts" (p.83)</p> <p>Recommendation 2: (Integrating oral and written English language instruction into content-area teaching) characterized as backed by "STRONG EVIDENCE." (5 studies, p.31). Study samples overlap with populations in our study by age, English language proficiency (5 studies; p. 88)</p>
Burchinal, M., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., Lyskawa, J., Haymond, K., Bierman, K., Gonzalez, J. E., McClelland, M. M., Nelson, K., Pentimonti, J., Purpura, D. J., Sachs, J., Sarama, J., Schlesinger-Devlin, E., Washington,	Recommendation #1 including engaging instruction focused on social-emotional skills (6 studies, p. 7; p. 75), #5 intentionally planning activities to build children's vocabulary and language (14 studies, p. 39); Positive impacts on language and reading/literacy (p. 106) #6	Studies contributing to the STRONG evidence supporting the effectiveness of Rec 1: 6 studies (p. 82); Head Start preschool (EDS, multiethnic - none citing AK Native/American Indian); 3 - 5 year olds; 100+ classrooms/schools.

PR/Award #S371C240033

J., & Rosen, E. (2022). Preparing Young Children for School (WWC 2022009). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/TO4_PRACTICE_GUIDE_Preparing-for-School_07222022_v6.pdf#page=54	building children's knowledge of letters and sounds (9 studies, p.46 & 116),and #7 using shared book reading to develop print concepts, language, and world knowledge (17 studies, p. 53/p. 123).	Rec 5: 15 studies (10 RCTs, 5 QE/compromised RCT.) Rec 6: 45 schools, multiple states, low SES; ELs; few Native American, urban setting overlap Rec 7: RCTs, 79 schools, many states, EDS, urban settings,some ELs, small sample of EL students Studies overlap with the birth - 5 population and EDS served in our project and with our urban schools. #5 includes ELs for multiple studies and small set of Native American children
Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2019). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/WWC/PracticeGuide/21	(Table D.5, p. 69)Rec 2: Developing awareness of the segments of sounds in speech and how they link to letters is characterized as backed by "STRONG EVIDENCE." Positive impacts on phonology, letter names, letter sounds. Rec 3: Teaching students to decode words, analyze word parts, and write and recognize words is characterized as backed by "STRONG EVIDENCE."(13 studies had positive effects in word reading and/or encoding). Positive effects on word reading, vocab, comprehension, encoding, LN/LS, phonology recorded across studies. Positive effects seen through use of many different programs. Practices to use: explicit, direct instruction in recognizing, manipulating segments of sound in speech; profession simple to complex; phoneme-grapheme correspondences; word building.	(Table D.3 p. 55) Studies(17 studies all found positive effects, p.15) contributing to the "strong evidence" backing Rec 2 were conducted with student groups that "included diverse American students in the relevant grades K/1...six studies included students at risk for reading difficulties , 11 included readers at all levels"(p. 15). Table D.6, p. 77 Studies (13 with positive effects on word reading and / or encoding. None included morphology, p. 23)contributing to the "strong evidence" backing Rec 3 were conducted with diverse student samples from K - 3rd grade; some at-risk students; some with all ability levels. Interventions implemented in small group. Kinder - 2nd grade; Southeast US, Western US, UK, Canada, Northeast US, urban settings. Southwest, Australia, Scotland EDS students. Group size tended to range 1:1, 2 - 7 Overlap with age, "diversity," EDS, and ability levels of students in our project. One rec 2 study had at-risk for behavioral disturbance; The broad sample groups suggest applicability across Alaska, urban/rural, school size, etc.
Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides	(Table 2, p. 6) Recommendation 1: Conduct formative assessments with ELs using English language measures of phonological processing, letter knowledge, and word and text reading. Use these data to identify English learners who require additional instructional support and to monitor their reading progress over time, is characterized as backed by "strong evidence." Studies contributing to rec #1 reported positive impacts on PA, alphabet knowledge, word reading accuracy, spelling, basic phonics, and ORF. Noted (p. 31) so many studies have replicated findings that screening measures demonstrates moderate predictive validity for ELs from many languages on foundational skills. (Table 2, p. 6) Recommendation 2: Provide focused, intensive small-group interventions for	Rec 1: p. 31) Example of 2nd grade study with native English speakers and ELs though some sample sizes of ELs was small to limit generalizability. Rec 2: 4 studies contributing, 1st graders, 2nd - 5th, specific curriculums used, EL students for all, 3 focused on readers at or below first-grade level. Rec 3: 3 Studies contributing included ELs, 3rd, 5th grade, Rec 5: high effect sizes; EL and SWD included Overlap with aim of meeting needs of EL learners and SWDs, struggling readers, students K - 6; of providing clarity on MTSS professional

	<p>ELs determined to be at risk for reading problems is characterized as backed by "strong evidence." Positive impact (substantially important effect sizes, p. 32) of practice on reading, inconsistent for EL development. Improved LS, fluency, decoding.</p> <p>(Table 2, p. 6) Recommendation 3: Provide high-quality vocabulary instruction throughout the day is characterized as backed by "strong evidence." Positive impact on reading achievement in 3rd graders; oral reading and reading comprehension, vocabulary, EL development (pp. 33 - 35)</p> <p>(Table 2, p. 6) Recommendation 5: Peer-assisted learning - Ensure teachers of ELs devote approx 90 mins/week to instructional activities that pair students at different ability levels or English proficiencies to work together on academic tasks in a structured fashion is characterized as backed by "strong evidence." Positive impact on reading comprehension.</p> <p>Recommendations: 2. Amount/intensity should reflect degree of risk, determined by reading assessment data and other indicators, interventions should include: PA, phonics, fluency, vocab, comprehension. Explicit, direct instruction used as the primary means of delivery. 3. Teach essential content words in depth. Use instructional time to address meaning, phrases, expressions not yet learned.</p> <p>Utilize formative assessments to measure PhA/ Processing, LN, word reading, passage reading. Use data to ID who needs support and monitor. High qual vocab instruction all day - essential content in depth. During instruction, address meanings of common words, phrases, expressions. Provide sufficient practice and extension of material taught.</p>	<p>development to strengthen core and intervention instruction to close achievement gaps; support for explicit instruction aims</p>
<p>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/WWC/PracticeGuide/3</p>	<p>Recommendation 3, provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below benchmark on universal screening. Typically, these groups meet between three and five times a week for 20 - 40 minutes (Tier 2). Level of evidence: STRONG [p. 19]</p> <p>Explicit instruction and intervention shown to have STRONG EVIDENCE, p. 28-29</p>	<p>11 Studies in primary grades "showed strong evidence of positive effects of intensive, explicit, systematic instruction on critical reading skills of decoding and reading comprehension" (p. 40). Recommends explicit instruction as an effective Tier 2 intervention (p. 28).</p> <p>Addresses quality of intervention curriculum and selection, scheduling - inform curriculum selection, administrator MTSS training; inform literacy PD and coaching to aim for explicit instruction and intervention (p. 26; 28).</p>
<p>Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N.(2018).Teaching elementary school students to</p>	<p>(Table 2, p. 9) Recommendation 2, "Teach students to use the writing process for a variety of purposes. 2a: Teach students the writing process and 2b: Teach students to write</p>	<p>Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 2 were conducted on students in grades 1 - 6 from at-risk groups; some gifted; some not-at-risk</p>

be effective writers: A practice guide (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf	for a variety of purposes." is characterized as backed by "strong evidence." (Appendix D, Table D.4, pp. 54 - 73) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 2 reported positive effects on writing quality, components of self regulated strategy development (SRSD) as intervention, even w/ students at risk for writing difficulties (p. 75).	Small group of 6 - 8, 8 - 12, paired, 1:1, and whole class settings were tested Students were in Germany, Spain, Canada, the US. Relevant to wide range of ach levels, grades, regional settings (p. 53). Overlaps with grade level, risk level, goal area of enriching Alaska Reads Act through addition of writing instruction
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov .	(Table 1, p. 4) Recommendation 1, "Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle" is characterized as backed by "strong evidence." (Appendix D, Table D.2. pp. 70 - 72) 6 studies contributing to the "strong evidence" supporting the effectiveness of Rec 1 reported consistent positive effects on the most relevant outcomes; overall writing quality, genre elements; word choice; writing output	Students in grades 6 - 12; urban and suburban schools, CA, Mid-Atlantic region; Southeastern; Portugal, Germany. Diverse participants - gen ed, EL, students with learning and writing difficulties. Overlap with MS/HS students; EL and students with learning difficulties
Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc .	(Table 2. Page 7) Rec 1: Provide explicit vocabulary instruction; Rec 2: Provide direct and explicit comprehension strategy instruction, and Rec. 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists all meet the STRONG evidence standard. Studies showed positive effects on vocab learning, some impact on comprehension but with reservations.	Upper elementary, middle, and high schools from diverse geographic regions and soci-economic backgrounds. Some studies included students with disabilities (p. 43) Overlap with age levels, urban/rural, SWD, and EDS students.
Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing dropout in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/practiceguide/24	(Appendix D, Table D.4, p. 72) Recommendation 3 Engaging students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school is characterized as backed by "strong evidence." 14 studies contributing to the strong evidence supporting the effectiveness of Rec 3 reported positive effects of the practice on graduation, staying in school, progressing in school.	(Appendix D, Table D.4, p. 72) shows studies were conducted on students grades 7-12; urban settings; student demographics not provided. Overlap with our age targeted, urban high schools, and goals of family engagement/reducing absenteeism/increasing motivation, preventing dropout/increasing graduation. Addresses goals of coordinate with IHEs w/ subgrantee partnerships that include new or expanded dual enrollment, earning of college credit, or college tours (p. 30-31). Competitive Priority 2, addressing COVID-19 impacts (p. 28)
Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides .	(Table 2, p. 9) Recommendation 1, "Teach students how to use reading comprehension strategies," is characterized as backed by "strong evidence." (Appendix D., Table D.1, pp. 49 - 56) 13 studies contributing to the strong evidence supporting the effectiveness of Rec 1 reported positive effects of the practice on comprehension, LC,	(Appendix D., Table D.1, pp. 49 - 56) shows studies were conducted with Kindergarten - 3rd grades, across the US, Australia, UK. Urban and Rural. EDS settings; low-performing elementary schools. Overlap with aims for EDS students and high needs schools in urban and rural settings. Supports findings for explicit instruction then transferring ownership to learners as part of

	Used explicit description, modeling, guided practice	high expectations and access to rigorous grade level work.
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Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

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