

Early Literacy Grant Program

Guidelines for Selecting and Working with an ELG Implementation Consultant



Role and Responsibilities of ELG Implementation Consultants

One of the primary components of the Colorado Comprehensive Early Literacy Grant (ELG) is hiring an external literacy implementation consultant to support a wide range of grant related activities. The role of an Implementation Consultant in the ELG program is to support grantees in effectively integrating the findings of Scientifically Based Reading Research (SBRR) into instructional practices across all K-3 classrooms. They collaborate with the Colorado Department of Education (CDE) and grantees to ensure that explicit and systematic instruction of the five components of reading, including oral language, are embedded into various teaching structures, including core instruction and targeted interventions. This involves guiding School Leadership Teams (SLTs) on maximizing core instruction and intervention time, creating a Comprehensive Local Literacy Plan (CLLP), budgeting, sustainability planning, evaluating existing instruction and assessment systems and structures, professional development in the science of reading and other tasks.

Implementation Consultants facilitate regular meetings with SLTs, including principals, to assess progress in implementing grant requirements. These meetings inform updates to professional development plans based on analyzed data. Additionally, Consultants offer ongoing, on-site assistance to grantees, with a minimum of one day per month per school, ensuring continuous support in implementing ELG initiatives effectively. The implementation consultant will sign a contract with ELG grantees and not CDE. ***It is important to match the scope of work with the consultant closely with the activities that were submitted to CDE in the original application.*** Districts were scored and approved based on the original application. Any changes to the scope of work with a consultant will require written pre-approval from CDE.

CDE is committed to supporting ELG grantees and providing high quality consultants to work with. You can find a list of approved implementation consultants and their contact information on the [ELG Implementation Consultant Advisory List](#). Each consultant has undergone an intensive application process to ensure they have a deep understanding of scientifically and evidence-based practices, are knowledgeable about MTSS and data-driven decision making, have experience with stakeholder engagement and sustainability planning, have expertise in system-wide support structures, are committed to equity in education, and have delivered professional development and coaching to teachers and/or administrators.

Guidelines for Interviewing Implementation Consultants

ELG grantees should conduct thorough interviews with potential implementation consultants to evaluate their experience and alignment with scientifically and evidence-based practices. Selecting a consultant that is the right fit for your school is crucial for the success of the program. As with any hiring process, it is advisable to establish a diverse selection committee and prepare a set of pertinent questions for each interview. Below, we provide some suggested questions to guide your process. It's important to request and follow up on references to ensure a well-informed decision. ELG grantees have access to technical assistance for any aspect of selecting and collaborating with implementation consultants. Ultimately, the responsibility lies with the grantee to choose a consultant that aligns best with their school's needs. Initiate the selection process promptly upon grant approval to ensure readiness by the beginning of the school year. Strong relationships established with implementation consultants from the outset of the grant often result in positive changes in student performance. Should the need for a consultant change arise during the grant cycle, please contact the grant manager to explore available options.

Sample Questions for Interviewing Consultants

1. Why are you interested in working with our school/district?
2. Describe your experience coordinating and supporting work from a systems-wide perspective.
3. What types of assessment or analytic tools do you use for conducting a gap analysis? How do you use this information to formulate a plan or solution to address the gap(s)?
4. Describe a conflict you've had previously with either a teacher or administrator in your role as a consultant. How did you approach the situation and what was the outcome?
5. What do you expect from district leadership, school administrators and school level staff members as part of our partnership with you?
6. Have you ever worked with a school/district that did not meet their performance measures or grant goals and objectives? Why did this happen and how did this impact your approach to working with them?
7. Have you ever had a contract terminated by a district/school client? If yes, why?
8. Have you ever terminated a contract or left before the end of a grant? If yes, why?
9. What is your approach to supporting clients to ensure they stay on track with desired literacy outcomes/grant goals/literacy plan/etc.?
10. Our school/district is struggling with A, B and C. How can you help us improve outcomes in these areas?
11. What is your approach to effectively supporting teachers with literacy instruction that supports various student populations, including culturally and linguistically diverse populations and those with exceptionalities?
12. What is your approach to collaborating with a group of diverse individuals that might have different beliefs about effective literacy instruction or different communication styles?
13. Our district is currently participating in the Turnaround program. Describe any previous experience supporting turnaround schools and the outcomes as a result of your support.

Selecting a Consultant for Bilingual/Biliterate Programs

When selecting an implementation consultant for a bilingual/biliterate education program, consider the following:

- **Language Proficiency:** Ask consultants to list their proficiency levels in the preferred language(s). Verify proficiency through an oral review or by requesting certificates from recognized language assessments (e.g., ACTFL).
- **CLDB Endorsement:** Check if consultant has a CLDB endorsement from Colorado.
- **Work History:** Look for evidence of experience in bilingual settings.
- **Additional Support:** For consultants not proficient in the preferred language, ask if they can hire an additional coach to provide language support.

Additional questions for bilingual/biliterate education programs:

1. How have you helped teachers strategically plan literacy lessons across languages?
2. What experience do you have interpreting data from assessments in English and ____ (list partner language/s)?
3. Tell me about how reading is taught in English and how reading is taught in _____ (list language/s). e.g., In Spanish, vowels are taught before the consonants.
4. Tell me about your experiences supporting and working with culturally and linguistically diverse educators.
5. What is the goal of supporting students across both languages?
6. What would the ideal literacy block look like for a bilingual learner?