Complete applications are due electronically by [Google form submission](https://docs.google.com/forms/d/e/1FAIpQLSexzSQY7H2T4RO9gerEoqxykzlSUAPGy6sCPGw2iGVwP5yS_A/viewform) by July 25th, at 5:00 pm MST. Late responses may be accepted or rejected at CDE’s discretion. *Note: Applicants will need to submit the full application and this form using a gmail account or google-linked account in order to use the required google-form submission.*

| **Form E: School Improvement Implementation Support Questions**  **Applicant Directions:**  Applicants should respond to all applicable questions in a complete and succinct manner. If an applicant does not offer services in one of the Four Domains, they are encouraged to enter N/A in response to those questions. Applicants who enter N/A will not be scored or penalized for that response.  Questions regarding School Turnaround Leadership Development (STLD) and STLD Special Education Leadership providers are ***optional.***  Providers should only answer those questions if they offer cohort-based leadership development services as described in the rubric and wish to be vetted to be an approved STLD provider. *Note: providers can apply to be an STLD provider generally or to specialize in STLD Special Education Leadership or both.*  If applying for STLD Special Education please complete *both* the STLD general questions and the STLD Special Education questions.  Total narrative response for Form E (not including additional documentation requested) should not exceed 8 pages. Additional documentation should be submitted via the Google form submission process. Please see Appendix A of the RFI for guidance on annotating and submitting additional documentation. |
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| E.0. Provide a 2-3 sentence summary introduction to your implementation support services for schools. |
|  |
| E1. What is your organization’s approach to supporting districts in implementing improvement plans? (Include both Theory of Action and scope and sequence of work.) |
|  |
| E2. Does your organization specialize in one or more of the Four Domains or take a comprehensive approach across all domains? What is your rationale for that approach? |
|  |
| E3. How does your organization partner with district leaders in supporting school improvement efforts? |
|  |
| E4. How are your organizational services designed to build turnaround leadership competencies? |
|  |
| **If applying for STLD (both general STLD and STLD students with disabilities providers)**  E5. Please describe your turnaround leadership development program including:  - a scope and sequence and  - program structure (format, contact hours, intended audience, certification if applicable) |
|  |
| **If applying for STLD Students with Disabilities Providers specifically**  E6. Please describe how your turnaround leadership development program provides specialized content targeted at building school leaders’ capacity to design and implement systems and structures to equitably serve students with disabilities (see resources for High Leverage Practices in Appendix C) |
|  |
| E7. How are your organization’s services designed to build school capacity to recruit, develop, and retain talent and build a diverse workforce? |
|  |
| E8. How are your organization’s services designed to build school capacity to provide consistently rigorous instruction across classrooms? |
|  |
| E9. How are your organization’s services designed to build school capacity to develop a strong data literacy and assessment culture and systems? |
|  |
| E10. How do your organization’s services build schools’ capacity to address equity gaps in academic growth and achievement and the needs of underserved populations? |
|  |
| E11. How do your organization’s services build schools’ capacity to foster and sustain a positive culture of student, staff, and family engagement and well-being? |
|  |
| E12. How do your organization’s services build schools’ capacity to address equity gaps in engagement and discipline and the needs of underserved populations? |
|  |
| E13. What is your organization’s process for progress monitoring the agreed upon scope of work with the school? |
|  |
| E14. What is your organization’s process for supporting schools in setting and monitoring clear implementation and outcome performance targets for implementation of their plan(s)? |
|  |
| E15. How do you/will you determine the success and/or impact of your implementation support with schools? |
|  |
| E16. Provide specific narrative examples of your work with schools and the impact(s) of that work. |
|  |
| E17. Provide any data demonstrating the efficacy of your implementation support with schools (note: this may also be submitted as additional documentation) |
|  |
| E18. Provide 1-2 sample work products that represent your approach to supporting school improvement implementation efforts and the impacts of that work (e.g. internal protocols, tools and resources, evidence of impact, and/or sample work products that schools receive). See Appendix A of the RFI for guidance on annotating work products. *Note: Individual work product samples should not exceed 12 pages per document.* |