

Request for Applications

Letters of Intent Due: **Wednesday,** **March 31, 2021, by 11:59 pm**

Applications Due: **Friday,** **May 14,** **2021, by 11:59 pm**

|  |
| --- |
| Early Literacy Grant Implementation Consultant Advisory ListPURSUANT TO: C.R.S. 22-7-1211 |

**Program Questions:**

Laura Stelling, READ Act Grants Project Manager

(303) 866-6971 | Stelling\_L@cde.state.co.us

Table of Contents

[Introduction 3](#_Toc66696155)

[Purpose 3](#_Toc66696156)

[Eligibility 3](#_Toc66696157)

[Critical Components of the Application 3](#_Toc66696158)

[Data Privacy 4](#_Toc66696159)

[Review Process and Timeline 5](#_Toc66696160)

[Submission Process and Deadline 5](#_Toc66696161)

[Required Elements 5](#_Toc66696162)

[Letter of Intent 6](#_Toc66696163)

[Application Part I: Basic Applicant Information 6](#_Toc66696164)

[Application Part II: Applicant Experience and Expertise 6](#_Toc66696165)

[Early Literacy Grant Implementation Consultant Assurances Form 9](#_Toc66696166)

[Selection Criteria and Evaluation Rubric 10](#_Toc66696167)

[Application Part II: Applicant Experience and Expertise 10](#_Toc66696168)

[**Section A:**  **History of School and/or District Improvement** 10](#_Toc66696169)

[**Section B:**  **Scientifically Based Reading Research and Instruction** 10](#_Toc66696170)

[**Section C:**  **System Alignment** 10](#_Toc66696171)

[**Section D:**  **Professional Development and Supports** 11](#_Toc66696172)

[**Section E:**  **Additional Components (Optional)** 11](#_Toc66696173)

[Application Scoring 12](#_Toc66696174)

**Note:** The following versions of the letter of intent and application are intended only as a reference for instructions and planning purposes.

Letters of intent and applications for the CDE Early Literacy Grant Implementation Consultant Advisory List will be submitted online via Smartsheet.

Submission of information or materials in hard copy and/or via e-mail will not be accepted.

**Early Literacy Grant Implementation Consultant Advisory List
Applications Due: Friday, May 14, 2021, by 11:59 pm**

# Introduction

In 2012, the Colorado READ Act established the Comprehensive Early Literacy Grant (ELG) Program to provide money to local education providers (LEPs) to implement literacy support and intervention instruction programs to assist students in kindergarten and first, second, and third grade to achieve reading competency. The Comprehensive ELG Program is focused on system-wide early literacy efforts and implementing and sustaining scientifically and evidence-based reading instruction. It is designed to improve students’ reading competency by supporting local education providers’ establishment of the essential components of reading instruction into kindergarten through third grade (K-3) teaching structures.

# Purpose

The purpose of this request for applications (RFA) is to solicit applications for the ELG Implementation Consultant Advisory List. Comprehensive ELG participants must use a portion of their grant funds toward CDE-approved ELG Implementation Consultant support for the duration of their grant participation. Read more about the ELG Program [here](https://www.cde.state.co.us/coloradoliteracy/readact/grant).

This is not a competitive process: Any applicant that meets application and advisory list requirements will be included on the ELG Implementation Consultant Advisory List. Providers may be removed from the advisory list if they are found to no longer meet advisory list requirements and CDE may revise criteria over time. This ELG Implementation Consultant Advisory List will be available on CDE’s ELG website.

# Eligibility

To be eligible to apply for the ELG Implementation Consultant Advisory List, consultants must first complete and submit a letter of intent via Smartsheet within the designated timeframe. Consultants must then complete and submit the [application via Smartsheet](https://app.smartsheet.com/b/form/0a0f0670b94047f989a3427c684c8d86) within the designated timeframe. Consultants currently on the ELG Implementation Consultant Advisory List must reapply, including submitting a letter of intent, and go through the review process.

Through the application process, consultants must demonstrate a history of school and/or district improvement and demonstrate proficiency in the following areas to be considered for the ELG Implementation Consultant Advisory List:

1. Scientifically based reading research (SBRR) and instruction,
2. System alignment, and
3. Professional development and supports.

# Critical Components of the Application

It is critical that each application addresses and adequately demonstrates proficiency in the critical components of the application, described in detail below. Applicants must also provide an up-to-date resume to serve as an outline of experience and expertise. Reference the rubric below for additional information on application expectations.

**1. History of School and/or District Improvement**

Potential ELG Implementation Consultants must demonstrate a history of providing support that led to significant improvement in 1) reading achievement, 2) educator effectiveness, and 3) the overall system at the school and/or district level. Applicants must attach at least two recent reference letters that speak to each element of this history, from clients supported within the last three years. (Each reference letter does not have to address all three elements; Collectively, the reference letters should address all three elements.)

**2. Scientifically Based Reading Research and Instruction**

Applicants must demonstrate a deep understanding of SBRR and related instruction. Responses must adequately address:

1. Current reading research,
2. The five components of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and related instruction, and
3. Reading instruction for English language learners.

**3. System Alignment**

Applicants must demonstrate the ability to analyze and align systems to support ELG grantees and ensure program sustainability. This includes:

1. Assessing strengths and opportunities within a system,
2. Understanding and supporting the role of school and district leadership,
3. Assessing and influencing school culture,
4. Supporting systems of literacy instruction, and
5. Understanding the work of the ELG Program within a larger Multi-Tiered System of Supports (MTSS) framework.

**4. Professional Development and Supports**

Applicants must demonstrate the ability to develop and support a long-term implementation plan through professional development and consulting efforts. This includes experience and knowledge in instructional components, assessments and data analysis, school-wide implementation, and communication planning.

1. Instructional Components
	1. Explicit and systematic instruction
	2. Whole- and small-group instruction
	3. Effective Tier 2 and Tier 3 instruction
	4. Classroom management techniques
	5. Targeted strategies to close achievement gaps and improve outcomes for all students, including:
		1. Struggling readers (including those with dyslexia)
		2. Students reading at and above grade level, and
		3. English language learners
2. Assessments and Data Analysis
	1. Acadience Reading (formerly known as DIBELS Next), Acadience Data Management (formerly known as DIBELSnet), and mCLASS
	2. Administration and interpretation of assessments
	3. Comprehensive assessment plans
	4. Data-based decision making
3. School-wide Implementation
	1. Effective structures for school-wide literacy instruction
	2. MTSS
	3. Family and community involvement
	4. Implementation sustainability
	5. Professional development (for example, coaching on how to select and implement professional development)
4. Communication: A plan to effectively communicate with school, district, and CDE stakeholders throughout the ELG Program duration.

**Additional Components**

In addition to the components listed above, applicants may also include information on their experience and expertise in the following areas. (These are not required areas of experience and expertise but will provide additional information for grantees in search of an ELG Implementation Consultant with a specific skillset.)

1. Dyslexia
2. Dual language and immersion programs
3. Literacy support for 4th through 12th grade
4. Early literacy support for ages birth through five

# Data Privacy

CDE takes its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) seriously. PII will not be collected for this application process.

**Note:** Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

# Review Process and Timeline

Letters of intent and applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components and to evaluate content. Applicants will be notified of review status no later than June 4, 2021**.** If approved for the advisory list, consultants must submit a brief description of their experience and expertise to include with their resume on the posted advisory list.

**Note:** This is not a competitive process. Applicants must meet all required elements to be included on the ELG Implementation Consultant Advisory List. There is no guarantee that applying will result in advisory list inclusion. Applicants that do not meet the minimum qualifications may submit an appeal request. CDE staff may ask applicants to submit additional information and/or materials before determining the final review status.

# Submission Process and Deadline

Completed letters of intent must be submitted online by **Wednesday, March 31, 2021, at 11:59 pm**.

Completed [applications](https://app.smartsheet.com/b/form/0a0f0670b94047f989a3427c684c8d86) must be submitted online by **Friday, May 14, 2021, at 11:59 pm**. Within the online application, applicants must upload the signed [assurances form](https://www.cde.state.co.us/sites/default/files/docs/coloradoliteracy/Early%20Literacy%20Grant%20Implementation%20Consultant%20Advisory%20List%20Review%202021%20Assurances.docx), their resume, and at least two reference letters before submitting the application.

Incomplete or late letters of intent and applications will not be considered. If you do not receive an email confirmation of receipt of your letter of intent or application within 24 hours after the deadline, please email Laura Stelling.

# Required Elements

**Letter of Intent** [Not Scored]

**Application**

**Part I: Basic Applicant Information (including resume and assurances form attachments)** [Not Scored]

Part II: Applicant Experience and Expertise

Section A: History of School and/or District Improvement (including reference letter attachments)

Section B: Scientifically Based Reading Research and Instruction

Section C: System Alignment

Section D: Professional Development and Supports

Section E: Additional components [Optional]

**Early Literacy Grant Implementation Consultant Advisory List
Letters of Intent Due: March 31, 2021, by 11:59 pm**

**Applications Due: May 14, 2021, by 11:59 pm**

This document is provided for planning purposes only. Smartsheet does not save works in progress, so applicants may wish to complete this form and then copy and paste into Smartsheet. Limit responses to 200 words per question unless otherwise noted. Responses beyond this word limit will not be considered for review.

# Letter of Intent

|  |
| --- |
| **Letter of Intent** |
| Applicant Name |  |
| Email Address |  |
| Phone Number |  |
| Consulting Firm |  |

# Application Part I: Basic Applicant Information

|  |
| --- |
| **Basic Applicant Information** |
| Applicant Name |  |
| Email Address |  |
| Phone Number |  |
| Consulting Firm |  |
| Have you been approved for and included on a past or current ELG Implementation Consultant Advisory List? | Yes [ ]  No [ ]  |
| If yes, have you served as an ELG Implementation Consultant for an ELG grantee? | Yes [ ]  No [ ]  |
| If yes, which ELG school(s) did you serve and which cohort(s) were they part of? |  |
| Attach up-to-date resume to serve as an outline of experience and expertise. |
| Attach signed assurances form.  |

# Application Part II: Applicant Experience and Expertise

|  |
| --- |
| **Section A: History of School and/or District Improvement** |
| Describe your experience providing support that led to significant improvement in reading achievement.  |  |
| Describe your experience providing support that led to significant improvement in educator effectiveness.  |  |
| Describe your experience providing support that led to significant improvement in the overall system at the school and/or district level.  |  |
| Attach at least two recent reference letters that speak to each element of this history, from clients supported within the last three years. (Each reference letter does not have to address all three elements; Collectively, the reference letters should address all three elements.) |
| **Section B: Scientifically Based Reading Research and Instruction** |
| Describe your understanding of and experience related to current reading research. |  |
| Describe your understanding of and experience related to the five components of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and related instruction. Include your understanding of and experience related to:1. Literacy development,
2. Phonology development,
3. Phonics and word recognition development,
4. Fluency development,
5. Vocabulary development,
6. Text comprehension development,
7. Structure of language, and
8. Handwriting, spelling, and written expression

(Limit response for this question to 300 words.) |  |
| Describe your understanding of and experience supporting literacy instruction for English language learners. |  |
| **Section C: System Alignment** |
| Describe your ability and experience related to assessing strengths and opportunities within a system. |  |
| Describe your ability and experience related to understanding and supporting the role of school and district leadership. |  |
| Describe your ability and experience related to assessing and influencing school culture. |  |
| Describe your ability and experience related to systems of literacy instruction. |  |
| Describe your ability and experience related to understanding the work of the ELG Program within a larger MTSS framework. |  |
| **Section D: Professional Development and Supports** |
| Describe your experience and knowledge in developing and supporting long-term implementation plans through professional development and consulting efforts related to… |
| …instructional components. Include:1. Explicit and systematic instruction,
2. Whole- and small-group instruction,
3. Effective Tier 2 and Tier 3 instruction,
4. Classroom management techniques, and
5. Targeted strategies to close achievement gaps and improve outcomes for all students, including:
	1. Struggling readers (including those with dyslexia),
	2. Students reading at and above grade level, and
	3. English language learners.

(Limit response for this question to 300 words.) |  |
| …assessments and data analysis. Include:1. Acadience Reading, Acadience Data Management, and mCLASS,
2. Administration and interpretation of assessments,
3. Comprehensive assessment plans, and
4. Data-based decision making.
 |  |
| …school-wide implementation. Include:1. Effective structures for school-wide literacy instruction,
2. MTSS,
3. Family and community involvement,
4. Implementation sustainability, and
5. Professional development.
 |  |
| …communication. Include your plan to effectively communicate with school, district, and CDE stakeholders throughout the ELG Program duration. |  |
| **Section E: Additional Components (Optional)** |
| Do you have expertise and experience providing classroom-, school-, and/or district-level support in the area of dyslexia? | Yes [ ]  No [ ]  |
| If yes, describe your expertise and experience providing classroom-, school-, and/or district-level support in the area of dyslexia. |  |
| Do you have expertise and experience providing classroom-, school-, and/or district-level support for dual language and/or immersion programs? | Yes [ ]  No [ ]  |
| If yes, describe your expertise and experience providing classroom-, school-, and/or district-level support for dual language and/or immersion programs. |  |
| Do you have expertise and experience providing classroom-, school-, and/or district-level literacy support for 4th through 12th grade? | Yes [ ]  No [ ]  |
| If yes, describe your expertise and experience providing classroom-, school-, and/or district-level literacy support for 4th through 12th grade. |  |
| Do you have expertise and experience providing classroom-, school-, and/or district-level early literacy support for ages birth through five? | Yes [ ]  No [ ]  |
| If yes, describe your expertise and experience providing classroom-, school-, and/or district-level early literacy support for ages birth through five. |  |

# Early Literacy Grant Implementation Consultant Assurances Form

The applying consultant must sign below to indicate their approval of the contents of the application for the Early Literacy Grant (ELG) Implementation Consultant Advisory List and potential inclusion on the advisory list.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2021, | (consultant name) |

hereby agrees to the following assurances:

1. Consultant will commit to supporting ELG grantee(s) in implementing scientifically based reading research and all other requirements of the ELG in collaboration with the Colorado Department of Education (CDE).
2. Applicant is sufficiently trained in Acadience Reading (formerly known as DIBELS Next), Acadience Data Management (formerly known as DIBELSnet), and mCLASS to effectively support ELG grantee(s).
3. Consultant will ensure responsive, timely communication within the structures established by CDE related to grantee support and progress toward meeting grant goals with relevant CDE staff, including the READ Act Grants Project Manager.
4. Consultant will participate in consultant meetings, webinars, conference calls, and any additional gatherings or discussions requested by the READ Act Grants Project Manager.

If any findings of support by ELG Implementation Consultants are found to be outside of scientifically based practices or acceptable professional conduct, providers may be subject to removal from the approved list and/or current existing contracts with ELG grantees.

Approved providers may be subject to review and/or resubmission according to CDE timelines for ELG programs.

By signing below, the undersigned agree to all Early Literacy Grant Implementation Consultant assurances listed above.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Consultant Name, Consulting Firm |  | Signature |  | Date |

# Selection Criteria and Evaluation Rubric

The following criteria will be used by reviewers to evaluate the application. For the applicant to be included on the advisory list, all required elements must be addressed. An applicant that does not meet all of the required elements will not be included on the advisory list.

**For applicants who previously qualified for the ELG Implementation Consultant Advisory List and worked with ELG grantees, the expectation is that the application will include references to that work, where applicable.**

**Scoring Definitions:**

Minimally Addresses/Does Not Meet All Criteria: Information provided is insufficient.

Addresses All Criteria: Information provided meets the required response criteria.

# Application Part II: Applicant Experience and Expertise

|  |  |  |
| --- | --- | --- |
| **Section A: History of School and/or District Improvement** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria** |
| 1. Describe your experience providing support that led to significant improvement in reading achievement.
 | [ ]  | [ ]  |
| 1. Describe your experience providing support that led to significant improvement in educator effectiveness.
 | [ ]  | [ ]  |
| 1. Describe your experience providing support that led to significant improvement in the overall system at the school and/or district level.
 | [ ]  | [ ]  |
| 1. Reference letters speak to experience providing support that led to significant improvement in reading achievement, educator effectiveness, and the overall system at the school and/or district level.
 | [ ]  | [ ]  |
| **Section A required elements met** | **/4** |
| **Section B: Scientifically Based Reading Research and Instruction** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria** |
| 1. Describe your understanding of and experience with current reading research.
 | [ ]  | [ ]  |
| 1. Describe your understanding of and experience with the five components of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and related instruction.
 | [ ]  | [ ]  |
| 1. Describe your understanding of and experience supporting literacy instruction for English language learners.
 | [ ]  | [ ]  |
| **Section B required elements met** | **/3** |
| **Section C: System Alignment** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria** |
| 1. Describe your ability and experience related to assessing strengths and opportunities within a system.
 | [ ]  | [ ]  |
| 1. Describe your ability and experience related to understanding and supporting the role of school and district leadership.
 | [ ]  | [ ]  |
| 1. Describe your ability and experience related to assessing and influencing school culture.
 | [ ]  | [ ]  |
| 1. Describe your ability and experience related to systems of literacy instruction.
 | [ ]  | [ ]  |
| 1. Describe your ability and experience related to understanding the work of ELG Program within a larger MTSS framework.
 | [ ]  | [ ]  |
| **Section C required elements met** | **/5** |

|  |  |  |
| --- | --- | --- |
| **Section D: Professional Development and Supports** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria** |
| 1. Describe your experience and knowledge in developing and supporting long-term implementation plans through professional development and consulting efforts related to instructional components. Include:
	1. Explicit and systematic instruction
	2. Whole- and small-group instruction
	3. Effective Tier 2 and Tier 3 instruction
	4. Classroom management techniques
	5. Targeted strategies to close achievement gaps and improve outcomes for all students, including:
		1. Struggling readers (including those with dyslexia)
		2. Students reading at and above grade level, and
		3. English language learners
 | [ ]  | [ ]  |
| 1. Describe your experience and knowledge in developing and supporting long-term implementation plans through professional development and consulting efforts related to assessments and data analysis. Include:
	1. Acadience Reading, Acadience Data Management, and mCLASS
	2. Administration and interpretation of assessments
	3. Comprehensive assessment plans, and
	4. Data-based decision making.
 | [ ]  | [ ]  |
| 1. Describe your experience and knowledge in developing and supporting long-term implementation plans through professional development and consulting efforts related to school-wide implementation. Include:
	1. Effective structures for school-wide literacy instruction
	2. MTSS,
	3. Family and community involvement,
	4. Implementation sustainability, and
	5. Professional development.
 | [ ]  | [ ]  |
| 1. Describe your experience and knowledge in developing and supporting long-term implementation plans through professional development and consulting efforts related to communication. Include your plan to effectively communicate with school, district, and CDE stakeholders throughout the ELG Program duration.
 | [ ]  | [ ]  |
| **Section D required elements met** | **/4** |
| **Section E: Additional Components (Optional)** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria** |
| 1. Describe your expertise and experience providing classroom-, school-, and/or district-level support in the area of dyslexia
 | [ ]  | [ ]  |
| 1. Describe your expertise and experience providing classroom-, school-, and/or district-level support for dual language and/or immersion programs.
 | [ ]  | [ ]  |
| 1. Describe your expertise and experience providing classroom-, school-, and/or district-level literacy support for 4th through 12th grade.
 | [ ]  | [ ]  |
| 1. Describe your expertise and experience providing classroom-, school-, and/or district-level early literacy support for ages birth through five.
 | [ ]  | [ ]  |
| *If applicant addresses all criteria in any or all areas, CDE will reference this expertise on the advisory list. Section E does not count toward overall application approval.* |

**Early Literacy Grant Implementation Consultant Advisory List**

# Application Scoring

CDE Use Only

|  |  |
| --- | --- |
| **Letter of Intent** | Submitted on time [ ]  Not submitted on time [ ]  |
| [ ]  *Did not complete review: Applicant did not complete and submit the letter of intent on time.* |
| **Part I: Basic Applicant Information** | Not Scored |
| Up-to-date resume  | Included [ ]  Not included [ ]  |
| Signed assurances form  | Included [ ]  Not included [ ]  |
| *Applicant cannot be approved for the advisory list until these documents are submitted.* |
| **Part II: Applicant Experience and Expertise** |
| Section A: History of School and/or District Improvement | /4 |
| 2+ reference letters from clients within the last 3 years | Included [ ]  Not included [ ]  |
| *Applicant cannot be approved for the advisory list until these documents are submitted.* |
| Section B: Scientifically Based Reading Research and Instruction | /3 |
| Section C: System Alignment | /5 |
| Section D: Professional Development and Supports | /4 |
| Section E: Additional Components  | (optional, not scored) |
| **Total:** | **/16** **required elements** |

**Comments (optional):**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Approved |  |  |  | Not approved |  |

|  |  |
| --- | --- |
|  |  |

*Must meet all 16 required elements to be approved.*