

Request for Applications

Applications Due: **Friday,** **July 30,** **2021, by 11:59 pm**

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| Comprehensive Literacy State Development (CLSD) ProgramLiteracy Consultant Advisory List Application Pursuant to: Title I, Part E Elementary and Secondary Education Act Of 1965 - Striving Readers |

**Program Questions:**

Stacey Smith, CLSD Program Grant Manager

(720) 595-1407 | [smith\_s@cde.state.co.us](mailto:smith_s@cde.state.co.us)

Table of Contents

[Introduction 3](#_Toc75791255)

[Purpose 3](#_Toc75791256)

[Eligibility 3](#_Toc75791257)

[Critical Components of the Application 4](#_Toc75791258)

[Data Privacy 6](#_Toc75791259)

[Review Process and Timeline 6](#_Toc75791260)

[Submission Process and Deadline 6](#_Toc75791261)

[Required Elements 6](#_Toc75791262)

[Application Part I: Basic Applicant Information 7](#_Toc75791263)

[CLSD Subgrantee Literacy Consultant Assurances Form 7](#_Toc75791264)

[Application Part II: Applicant Experience and Expertise 8](#_Toc75791265)

[Selection Criteria and Evaluation Rubric 11](#_Toc75791266)

[Application Part II: Applicant Experience and Expertise 11](#_Toc75791267)

[**Abbreviated questions for applicants currently/previously approved** 11](#_Toc75791268)

[**Section A:**  **History of School and/or District Improvement** 11](#_Toc75791269)

[**Section B:**  **Science of Reading, Evidence-based Practices and Comprehensive Literacy** 11](#_Toc75791270)

[**Section C:**  **System Alignment and Sustainability** 12](#_Toc75791271)

[**Section D:**  **Professional Development, Coaching and Training** 12](#_Toc75791272)

[**Section E:**  **Equity in Education** 13](#_Toc75791273)

[Application Scoring 14](#_Toc75791274)

**Note:** The following version of the application is intended only as a reference for instructions and planning purposes.

Applications for the CLSD Literacy Consultant Advisory List will be submitted online via [Smartsheet](https://app.smartsheet.com/b/form/f086f152f19a489ab6cfc4b4b99ad6f5).

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

**CLSD Program – Literacy Consultant Advisory List Application  
Applications Due: Friday, July 30, 2021, by 11:59 pm**

# Introduction

The Colorado Comprehensive Literacy State Development (CLSD) Grant is a federally supported grant intended to expand the use of evidence-based reading practices and interventions that advance literacy skills for children from birth through grade 12 with an emphasis on historically underserved students including children in poverty, English learners (ELs), and children with disabilities. It is designed to improve students’ reading competency by supporting local education providers (LEPs) in the development of a Comprehensive Local Literacy Plan (CLLP) aligned with the Colorado Statewide Literacy Plan (SLP) and the evaluation of existing structures, practices, and instructional materials across birth through grade 12. This evaluation works to ensure structures and practices are evidence-based, expand family and community engagement in literacy efforts, support teachers and administrators with professional development and coaching on the science of reading, classroom practices, and implementation of the CLLP. Read more about the CLSD Program [HERE](http://www.cde.state.co.us/early/comprehensive-state-literacy-development-grant).

# Purpose

The purpose of this application is to review consultant information for the purpose of being placed on the CLSD Literacy Consultant Advisory List. Approved consultants may work directly with CLSD subgrantees (districts, BOCES, etc.) to complete some or all of the following components:

* Conduct a district-wide literacy needs assessment to evaluate comprehensive literacy systems, structures, and instructional materials to ensure alignment with scientifically and evidence-based practices.
* Support the development of a CLLP based on information from the needs assessment. Of particular importance is supporting districts to evaluate literacy plans through a lens of equity, supporting at-risk students, sustainability planning and including early childhood and families as active partners.
* Assist districts with the selection of appropriate professional development opportunities for administrators, teachers and literacy leaders in the Science of Reading and evidence-based practices.
* Provide implementation coaching to district administrators, literacy leaders and/or teachers on the transference of professional learning into classroom practice.
* Provide quarterly reports to the Colorado Department of Education (CDE) on all activities and progress of CLSD subgrantees.
* Participate in ongoing professional development as required by CDE.

The scope of work will vary by district based on what was submitted in their CLSD application to CDE. It will be up to the CLSD Literacy Consultant to create a contract and scope of work that supports a district's specific application components. Approved CLSD consultants will not be under contract with CDE and will instead contract with the LEP.

# Eligibility

Interested applicants must complete and [submit an application via Smartsheet within](https://app.smartsheet.com/b/form/f086f152f19a489ab6cfc4b4b99ad6f5) the designated timeframe (see Submission Process and Deadline below). Consultants already approved on one of CDE’s related advisory lists and interested in being on the CLSD Literacy Consultant Advisory List must submit an application and go through the review process. The application process for currently/previously approved consultants will be abbreviated. Those consultants interested in being on the advisory list for CLSD but ***are not*** on a current or previously approved consultant list must submit the full application.

# Critical Components of the Application

**Abbreviated application for consultants currently or previously approved on another literacy consultant advisory list (ELG Implementation, READ Act, etc.)**

Consultants who are currently or were previously approved as a consultant through one of CDE’s other programs such as ELG Implementation or READ Act will submit an abbreviated CLSD Literacy Consultant Advisory List application. Information previously submitted to CDE will be considered as part of the application. The application questions are listed below.

1. Describe the importance of collaboration with early childhood educators, community partners, parents, and family.
2. Describe your understanding of how equity in education and access impact literacy outcomes for students.
3. Describe your experience advancing equity in education and access, specifically related to literacy if possible.
4. CDE’s most recent Statewide Needs Assessment revealed vast differences in performance measure outcomes for certain groups of students such as ELs, low-income, students with disabilities and historically marginalized students. What do you think contributed to this difference in scores? How does the Science of Reading relate to performance measure outcomes?
5. 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.)

**Application for consultants NOT currently or previously approved on another CDE consultant advisory list (ELG Implementation, READ Act, etc.)**

Through the application process, consultants who are NOT currently or previously approved as a consultant under one of CDE’s other advisory lists must complete a full CLSD Literacy Consultant application demonstrating their history of school and/or district improvement and proficiency and previous experience in the following critical components:

1. History of school and/or district improvement
2. Science of Reading, evidence-based practices and comprehensive literacy
3. System alignment and sustainability
4. Professional development, coaching and training
5. Management of literacy consultants
6. Deep understanding of and commitment to equity in education

It is critical that each application addresses and adequately demonstrates proficiency in the critical components, described in detail below, in alignment with CDE’s standards. 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.

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

Applicants 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 describe what supports were implemented. Include both your action(s) and the outcome(s) that were achieved as a result of the above questions. 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.)

**B. Science of Reading, Evidence-based Practices and Comprehensive Literacy**

Applicants must demonstrate a deep understanding of the Science of Reading and comprehensive literacy. Responses must adequately address:

1. An understanding of the Science of Reading and evidence-based practices across the birth-grade 12 continuum. (Applicants must demonstrate they have a general understanding of the key components of language and reading development across birth-grade 12 but are not expected to have content area expertise in all areas.)
2. Describe your specific content area expertise in literacy (if applicable).
3. An understanding of the importance of a comprehensive approach to literacy that goes beyond a focus on reading instruction only.
4. An understanding of and approach to utilizing evidence-based practices to support literacy instruction for ELs.
5. An understanding of and approach to utilizing evidence-based practices to support literacy instruction for students with disabilities.

**C. System Alignment and Sustainability**

Applicants must demonstrate the ability to analyze and align systems to support comprehensive literacy evaluation, planning and implementation across the birth to grade 12 continuum. 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. The importance of collaboration with early childhood educators, community partners, parents, and family.
5. Supporting systems of literacy instruction.
6. Understanding the work of a literacy program within a larger Multi-Tiered System of Supports (MTSS) framework.
7. Planning for long-term program sustainability through leadership transitions and beyond current funding.

**D. Professional Development, Coaching and Training**

Applicants must demonstrate the ability to guide other Literacy Consultants in the development of comprehensive literacy supports and systems through professional development and consulting efforts. This includes experience and knowledge in instructional components, assessments and data analysis, district and school-wide implementation, communication planning and professional development/training.

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 with an identified learning disability
      2. Struggling readers without an identified learning disability
      3. Students reading at and above grade level, and
      4. ELs
2. Assessments and Data Analysis
   1. Administration and interpretation of assessments
   2. Comprehensive assessment plans
   3. Data-driven decision making
3. District and school-wide Implementation
   1. Effective structures for school-wide literacy instruction
   2. MTSS
   3. Family and community involvement
   4. Engagement of early childhood education providers
   5. Implementation sustainability
   6. Professional development (for example, coaching on how to select and implement professional development)
   7. District-wide support structures that improve literacy outcomes for all students
4. Communication planning to effectively communicate with school, district, and other key stakeholders.

**E. Equity in education**

1. Describe your understanding of how equity in education and access impact literacy outcomes for students.
2. Describe your experience advancing equity in education and access, specifically related to literacy if possible.
3. CDE’s most recent Statewide Needs Assessment revealed vast differences in performance measure outcomes for certain groups of students such as ELs, low-income students, students with disabilities and historically marginalized students. What do you think contributed to this difference in scores? How does the Science of Reading relate to performance measure outcomes?

# 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 through this work 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

CDE staff will review applications to ensure they contain all required components and to evaluate content. Applicants will be notified of review status no later than September 3, 2021**.** This is not a competitive process. All applicants meeting the requirements and demonstrating competency in the application core components will be placed on the CLSD Literacy Consultant Advisory List.

# Submission Process and Deadline

Completed applications must be submitted online by **Friday, July 30, 2021, at 11:59 pm**. Within the online application, applicants must upload their resume, at least two reference letters and the signed assurances form in addition to answering all application questions before submitting the application.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your letter of application within 24 hours after the deadline, please email [Stacey Smith](mailto:smith_s@cde.state.co.us).

# Required Elements

**Application**

**Part I: Basic Applicant Information (resume and assurances form attachments)**

Part II: Applicant Experience and Expertise

Questions for previously and/or currently approved literacy consultants.

2+ letters of reference

OR

Questions for applicants NOT previously or currently approved literacy consultants:

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

Section B: Science of Reading, Evidence-based Practices and Comprehensive Literacy

Section C: System Alignment and Sustainability

Section D: Professional Development, Coaching and Training

Section E: Equity in Education

**CLSD Program – Literacy Consultant Advisory List Application**

**Applications Due: Friday, July 30, 2021, by 11:59pm**

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**.**

# Application Part I: Basic Applicant Information

|  |  |  |
| --- | --- | --- |
| **Basic Applicant Information** | | |
| Applicant Name |  | |
| Email Address |  | |
| Phone Number |  | |
| Consulting Firm(s) (if applicable) |  | |
| Have you been approved for and included on a past or current Literacy Consultant Advisory List such as ELG, READ Act, etc.? | | Yes  No |
| If yes, which consultant list(s) are you currently approved for? | |  |
| Attach up-to-date resume to serve as an outline of experience and expertise. | | |

# CLSD Literacy Consultant Assurances Form

The applying consultant must sign below to indicate their approval of the contents of the application for the Colorado Comprehensive Literacy State Development (CLSD) Literacy 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 CLSD subgrantee(s) in implementing scientifically based reading research and all other requirements of the CLSD grant in collaboration with the Colorado Department of Education (CDE).
2. Applicant is sufficiently trained in the Science of Reading, evidence-based practices, MTSS and data-driven decision making, assessments, and supporting English learners (ELs) and students with learning disabilities.
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 CLSD Program Grant Manager.
4. Consultant will participate in bi-annual trainings as required by CDE to help support CLSD subgrantee activities.
5. Consultant will participate in consultant meetings, webinars, conference calls, and any additional gatherings or discussions requested by the CLSD Program Grant Manager.
6. The application should be written independently and in consultant’s own words.

If any findings of support by CLSD Literacy 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 CLSD grantees. Approved providers may be subject to review and/or resubmission according to CDE timelines for the CLSD program.

By signing below, the undersigned agree to all CLSD Literacy Consultant assurances listed above.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Consultant Name, Consulting Firm (if applicable) |  | Signature |  | Date |

# Application Part II: Applicant Experience and Expertise

|  |  |
| --- | --- |
| **Abbreviated questions ONLY for applicants currently or previously approved as a literacy consultant through another literacy consultant advisory list such as ELG Implementation, READ Act, etc.** | |
| Describe your understanding of the importance of and experience with collaboration with early childhood educators, community partners, parents, and family. |  |
| Describe your understanding of how equity in education and access impact literacy outcomes for students. |  |
| Describe your experience advancing equity in education and access, specifically related to literacy. |  |
| CDE’s most recent Statewide Needs Assessment revealed vast differences in performance measure outcomes for certain groups of students such as English learners, low-income, students with disabilities and historically marginalized students. What do you think contributed to this difference in scores? How does the Science of Reading relate to performance measure outcomes? |  |
| 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.) | |

|  |  |
| --- | --- |
| **Sections A-E below are ONLY for applicants NOT currently or previously approved as a literacy consultant through another literacy consultant advisory list such as ELG Implementation, READ Act, etc.**  **Section A: History of School and/or District Improvement** | |
| Describe your experience providing support that led to significant improvement in reading achievement. Include both your action(s) and the outcome(s). |  |
| Describe your experience providing support that led to significant improvement in educator effectiveness. Include both your action(s) and the outcome(s). |  |
| Describe your experience providing support that led to significant improvement in the overall system at the school and/or district level. Include both your action(s) and the outcome(s). |  |
| 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.) | |
| **Section B: Science of Reading, Evidence-based Practices and Comprehensive Literacy** | |
| Describe your understanding of the Science of Reading and evidence-based practices across the birth-grade 12 continuum. |  |
| Describe your specific content area expertise in literacy (if applicable). |  |
| Describe your understanding of the importance of a comprehensive approach to literacy that goes beyond a focus on reading instruction only. |  |
| Describe your understanding of and approach to utilizing evidence-based practices to support literacy instruction for ELs. |  |
| Describe your understanding of and approach to utilizing evidence-based practices to support literacy instruction for students with disabilities. |  |
| **Section C: System Alignment and Sustainability** | |
| 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 understanding of and experience with the importance of collaboration with early childhood educators, community partners, parents, and family. |  |
| Describe your ability and experience related to systems of literacy instruction. |  |
| Describe your ability and experience related to understanding the work of a literacy program within a larger MTSS framework. |  |
| Describe your ability and experience planning for long-term program sustainability through things like leadership transitions and beyond current funding. |  |
| **Section D: Professional Development, Coaching and Training** | |
| 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 with an identified learning disability    2. Struggling readers without an identified learning disability    3. Students reading at and above grade level, and    4. English language learners. |  |
| …assessments and data analysis. Include:   1. Administration and interpretation of assessments, 2. Comprehensive assessment plans, and 3. Data-based decision making. |  |
| …school-wide implementation. Include:   1. Effective structures for school-wide literacy instruction, 2. MTSS, 3. Family and community involvement, 4. Engagement of early childhood educators, 5. Implementation sustainability, 6. Professional development, and 7. District-wide support structures that improve literacy outcomes. |  |
| …planning to effectively communicate with school, district, and other key stakeholders. |  |
| **Section E: Equity in Education** | |
| Describe your understanding of how equity in education and access impact literacy outcomes for students. |  |
| Describe your experience advancing equity in education and access, specifically related to literacy. |  |
| CDE’s most recent Statewide Needs Assessment revealed vast differences in performance measure outcomes for certain groups of students such as English learners, low-income, students with disabilities and historically marginalized students. What do you think contributed to this difference in scores? How does the Science of Reading relate to performance measure outcomes? |  |

# Selection Criteria and Evaluation Rubric

Reviewers will use the following criteria to evaluate the application. For an applicant to be considered for the CLSD Literacy Consultant Advisory List, all required elements must be addressed.

**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

**SCORING RUBRIC FOR APPLICANTS CURRENTLY OR PREVIOUSLY APPROVED AS A LITERACY CONSULTANT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Abbreviated questions for applicants currently/previously approved** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria in alignment w/CDE standards** | |
| 1. Describe your understanding of the importance of collaboration with early childhood educators, community partners, parents, and family. |  |  | |
| 1. Describe your understanding of how equity in education and access impact literacy outcomes for students. |  |  | |
| 1. Describe your experience advancing equity in education and access, specifically related to literacy. |  |  | |
| 1. CDE’s most recent Statewide Needs Assessment revealed vast differences in performance measure outcomes for certain groups of students such as English learners, low-income, students with disabilities and historically marginalized students. What do you think contributed to this difference in scores? How does the Science of Reading relate to performance measure outcomes? |  |  | |
| 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. |  |  | |
| **Abbreviated questions required elements met** | | | **/5** |

**SCORING RUBRIC FOR APPLICANTS NOT CURRENTLY OR PREVIOUSLY APPROVED AS A LITERACY CONSULTANT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Section A: History of School and/or District Improvement** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria in alignment w/CDE standards** | |
| 1. Describe your experience providing support that led to significant improvement in reading achievement. Include both your action(s) and the outcome(s). |  |  | |
| 1. Describe your experience providing support that led to significant improvement in educator effectiveness. Include both your action(s) and the outcome(s). |  |  | |
| 1. Describe your experience providing support that led to significant improvement in the overall system at the school and/or district level. Include both your action(s) and the outcome(s). |  |  | |
| 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** | | | **/5** |
| **Section B: Science of Reading, Evidence-based Practices and Comprehensive Literacy** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria in alignment w/CDE standards** | |
| 1. Describe your understanding of the Science of Reading and evidence-based practices across the birth-grade 12 continuum. |  |  | |
| 1. Describe your specific content area expertise in literacy (if applicable). |  |  | |
| 1. Describe your understanding of the importance of a comprehensive approach to literacy that goes beyond a focus on reading instruction only. |  |  | |
| 1. Describe your understanding of and approach to utilizing evidence-based practices to support literacy instruction for ELs. |  |  | |
| 1. Describe your understanding of and approach to utilizing evidence-based practices to support literacy instruction for students with disabilities. |  |  | |
| **Section B required elements met** | | | **/5** |
| **Section C: System Alignment and Sustainability** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria in alignment w/CDE standards** | |
| 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 understanding of the importance of collaboration with early childhood educators, community partners, parents, and family. |  |  | |
| 1. Describe your ability and experience related to systems of literacy instruction. |  |  | |
| 1. Describe your ability and experience related to understanding the work of a literacy program within a larger MTSS framework. |  |  | |
| 1. Describe your experience planning for long-term program sustainability through leadership transitions and beyond current funding. |  |  | |
| **Section C required elements met** | | | **/7** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Section D: Professional Development, Coaching and Training** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria in alignment w/CDE standards** | |
| 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 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. Administration and interpretation of assessments    2. Comprehensive assessment plans, and    3. 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. Engagement of early childhood educators,    5. Implementation sustainability,    6. Professional development, and    7. District-wide support structures. |  |  | |
| 1. Describe your experience with communication planning to effectively communicate with school, district, and other key stakeholders. |  |  | |
| **Section D required elements met** | | | **/4** |
| **Section E: Equity in Education** | **Minimally Addresses/Does Not Meet All Criteria** | **Addresses All Criteria in alignment w/CDE standards** | |
| 1. Describe your understanding of how equity in education and access impact literacy outcomes for students. |  |  | |
| 1. Describe your experience advancing equity in education and access, specifically related to literacy. |  |  | |
| 1. CDE’s most recent Statewide Needs Assessment revealed vast differences in performance measure outcomes for certain groups of students such as English learners, low-income, students with disabilities and historically marginalized students. What do you think contributed to this difference in scores? How does the Science of Reading relate to performance measure outcomes? |  |  | |
| **Section E required elements met** | | | **/3** |

**CLSD Program – Literacy Consultant Advisory List Application**

# Application Scoring

CDE Use Only

|  |  |  |  |
| --- | --- | --- | --- |
| **Part I: Basic Applicant Information** | | Not Scored | |
| Up-to-date resume | Included  Not included | | |
| Signed CLSD Subgrantee Literacy Consultant Assurances Form | Included  Not included | | |
| **Part II: Applicant Experience and Expertise for currently/previously approved literacy consultants** | | | |
| Importance of community, parent and family engagement. | | /1 | |
| Understanding of how equity impacts student outcomes. | | /1 | |
| Experience advancing equity in education and/or literacy. | | /1 | |
| Analysis of contributing factors to disparities in literacy outcomes. | | /1 | |
| 2+ reference letters from clients within the last 3 years | | /1 | |
| **Total:** | | | **/5**  **required elements** |

|  |  |  |
| --- | --- | --- |
| **Part II: Applicant Experience and Expertise for NOT currently/previously approved literacy consultants** | | |
| Section A: History of School and/or District Improvement | /5 | |
| 2+ reference letters from clients within the last 3 years | Included  Not included | |
| Section B: Science of Reading, EBP and Comprehensive Literacy | /5 | |
| Section C: System Alignment and Sustainability | /7 | |
| Section D: Professional Development, Coaching & Training | /4 | |
| Section E: Equity in Education | /3 | |
| **Total:** | | **/24**  **required elements** |

**Comments:**