

# Literacy Facilitator/ Early Literacy Specialist (ELS)

## FREQUENTLY ASKED QUESTIONS

*This Frequently Asked Questions document is intended to be a “living document.” It will be updated periodically with more current information, additions, and clarifications as implementation processes progress.*




### FAQ Quicklinks:

[NC Literacy Facilitator](#)

[Early Literacy Specialist](#)

[OEL ELS/Consultant/Facilitator Map](#)

NC Literacy Facilitator	
Questions	Answers
<b>A.1 What is the role of the Literacy Facilitator?</b>	The Literacy Facilitator’s primary role is to facilitate virtual training of LETRS® to support the sustainability of training across the state. <a href="#">Literacy Facilitator Job Description</a>
<b>A.2 Where can I access the LETRS® training dates offered by the Office of Early Learning?</b>	The NC Literacy Facilitator state training calendar is shared weekly through the OEL memo.
<b>A.3 Can I request a Literacy Facilitator for in-person training in my district instead of the virtual option?</b>	The only training option available currently will be virtual based on the established OEL Literacy Facilitator training calendar.

Early Literacy Specialist (ELS)	
Questions	Answers
<a href="#">The NC Coaching Handbook: A Partnership Approach</a>  NC systems coaching literacy support model.pdf	
<p>Although the ELS is a NC DPI position, the goal is to work collaboratively with districts to guide alignment and priorities across all levels of the organizational structures. The charge of the ELS is to build partnerships that engage district and school leaders in supporting district goals and priorities around literacy practices and implementation.</p>	
<b>B.1 What is the role of the Early Literacy Specialist?</b>	<p>The ELS Job Description outlines the position responsibilities, necessary academic/professional requirements, knowledge, skills, and specific selection criteria required of the position.</p> <p> <b>24-25 OEL _Early Literacy SpecialistJob Description.pdf</b></p>
<b>B.2 What is the ELS hiring plan?</b>	<p>Hiring will be conducted by NC DPI OEL.</p> <p> External ELS Hiring Process.pdf</p> <p>Districts will provide TWO contacts:</p> <ol style="list-style-type: none"> <li><b>1. ELS District Contact</b> - The name of the contact that will work directly with the ELS as they work in your district. This contact is the one that NC DPI will reach out to with questions concerning the ELS employee, as well as the one who reaches out to NC DPI with questions/concerns about the ELS employee once hired and on board.</li> <li><b>2. ELS District Interview Representative</b> - The name of a contact who will be the district representative on the ELS interview team for district interviews. We ask that each district have a representative to sit in on each of the ELS interviews for their district as an observer. (Observer means you will not be assigned questions to ask.) The district representative will complete a form to share feedback on candidates with the OEL interview team. This representative will not rate the candidate on the required HR qualitative scale, but will share qualitative feedback/data through the form shared. It will be important</li> </ol>

	<p>to collaborate with others within your central office team to determine who is best for these roles.</p> <p>Once interviews are complete for each district, we will schedule meetings with the district representative to discuss the qualitative and quantitative data from the interviews.</p> <p>We do not plan to "assign" anyone to a district that is not a good fit. Our goal is to be collaborative in this process, serving alongside you, to make the final selection.</p>
<b>B.3 How will the ELS position postings be advertised?</b>	<p>We will communicate position postings through the OEL weekly memo and listservs where applicable. The <a href="#">ELS Map</a> includes updated job vacancies.</p>
<b>B.4 Do we need to post this position on our district job board?</b>	<p>The fiscal agent will post the positions. Districts are welcome to share as an additional step. NC DPI will also be sharing in the weekly memos, on listservs and social media.</p>
<b>B.5 Where will the ELS be based?</b>	<p>ELS will be based in the district as assigned by NC DPI.</p>
<b>B.6 Can I decline the ELS position for my district?</b>	<p>No. The law states that NC DPI "shall" assign one position per district.</p>
<b>B.7 Will ELS receive local supplements?</b>	<p>No, ELS will be state employees and will receive what the state offers, not the LEA.</p>
<b>B.8 Is this a 12-month position?</b>	<p>Yes, this is a 12-month position that follows <a href="#">the NC DPI state employee calendar</a>.</p>
<b>B.9 How often will the ELS be required to meet with NC DPI?</b>	<p>ELS will meet virtually two times a month. ELS will meet in person (in Raleigh) no more than three times per year during the school calendar year.</p>
<b>B.10 Will the ELS work with a district or schools?</b>	<p>ELS will work at both the district and school levels. The goal is to work with the district an average of three days per week, supporting district goals and priorities around literacy and priority schools at least two day per week based on data.</p>
<b>B.11 Who will conduct formal evaluations of the ELS?</b>	<p>The Director of the Office of Early Learning will conduct evaluations with input from the regional consultants and the ELS district contact.</p>

<b>B.12 How will the time and work of the ELS be documented?</b>	<p>All documents, reports, and logs can be accessed through the NC Coaching Handbook: A Partnership Approach.</p> <p><i>Accountability and documentation forms are in progress and will be shared through the handbook when available.</i></p>
<b>B.13 Can the state offer an "employee on loan" option for these positions if the district already has someone in a role designated to do this work?</b>	No, ELS will be DPI employees based in the district.
<b>B.14 What does the rubric/"metrics of success with literacy" look like for these applicants in the interviewing process?</b>	Per state HR requirements, we cannot share interview rubrics. The district representative who participates in the interview process will be able to hear the questions and provide input on a form provided by OEL, but will not be able to rate the applicant. HR requires that the same people rate in every interview. We recognize that district staff can not be at every interview conducted throughout the hiring process.
<b>B.15 Could districts potentially lose multiple staff to other districts as ELS positions are filled?</b>	The situation may impact current staff. We can't avoid this. Our goal is to work with districts to minimize the loss of numerous staff in this process, respecting the current shortage.
<b>B.16 How will the work of the ELS be prioritized?</b>	<p>The ELS will work in collaboration with district leads, using the NC Partnership Support Cycle as a guide.</p> <p><a href="#">NC Partnership Approach One Pager</a></p>
<b>B.17 What support/professional learning will the ELS receive?</b>	<p>Professional learning support topics will include, but are not limited to:</p> <ul style="list-style-type: none"> <li>-All branches of the Science of Reading: phonemic awareness, phonics, comprehension, fluency, and vocabulary.</li> <li>-Analyzing Data and Data-Driven Instruction</li> <li>-Connecting Student Data to IRPs</li> <li>-Adult Learning Practices</li> <li>-Building Relationships/Partnerships 7 Principles</li> <li>-Authentic listening (Hasbrouck &amp; Michel)</li> <li>-The Many Aspects of Coaching</li> <li>-Application of learning from LETRS® K-5</li> <li>-How to Establish an Effective Literacy PLC</li> <li>-MultiTiered System of Support (MTSS)</li> <li>-Connecting NC ELI and Early Literacy</li> </ul>

	<ul style="list-style-type: none"> <li>-Supporting implementation</li> <li>-Evidence-based literacy practices (e.g., explicit instruction)</li> </ul>
<b>B.18 If I am interested in applying for the Early Literacy Specialist position, am I required to only apply for my current district?</b>	No, applicants may apply for their current district or surrounding districts. They will not receive daily travel for reporting to their assigned district/schools.
<b>B.19 Will all ELS have Lexia Facilitator certification when hired?</b>	No, this will depend on who is hired for each district. We are early in implementation across the state and many will not have had time to get to the level of facilitator in their training. The expectation is that ELS will become state facilitators once hired for the position. In the meantime, the state is hiring NC Literacy Facilitators that will be full-time LETRS® facilitators.
<b>B.20 Why do we need this position?</b>	The purpose of the ELS is to support the work districts already have in place aligned to SoR and LETRS®. In 21-22, districts shared that the work is a full-time job and help would be appreciated as we are learning and shifting across NC to make this work systematic and systemic. It is massive work and the sincere intent is to provide an additional resource to support districts and at-risk/low-performing schools. We are beginning with a core focus in 22-23. Districts will determine how to best utilize the ELS alongside the work you are already starting related to SoR/LETRS® and early literacy. The goal is to serve as a collaborative partner in this work.
<b>B.21 Is this a 3 year job or do the employees have to reapply each year?</b>	This is an ongoing position based on job performance, please note this is not a contract position. Currently, MOUs will be signed annually with each district.
<b>B.22 Who pays for travel, supplement, etc?</b>	Funds will be provided to the regional fiscal agent for travel that is required for this position that is beyond the expected travel. Local supplements will not be provided for these positions.
<b>B.23 Does the ELS keep up with mileage and get reimbursed by the state or a state-maintained vehicle?</b>	Travel funds will be provided to the regional fiscal agent and dispersed to ELS. Mileage will need to be kept by the employee and submitted to the Regional Fiscal Agent (RFA) according to their process requirements.

<b>B.24 What does the pay scale rubric look like? What moves you to the top of the pay scale?</b>	The pay scale is provided by DPI HR department. HR will assist with determining salary within the pay scale based on experience, education, etc..
<b>B.25 Will the interview be virtual or in person?</b>	Interviews will consist of an initial phone screener conducted by OEL, followed by virtual interviews for candidates who are successful in the phone screening session.
<b>B.26 If someone is hired from another district, can that district hold them for the 30 days before they can start?</b>	Yes, the district may hold the applicant for 30-60 days, based on their contracts. Our goal is to work with districts, recognizing the current staff shortages.
<b>B.27 Will the ELS receive the NB Pay, Masters or Doctorate pay?</b>	The pay range is \$60,000-\$68,000. These items are considered within the range with the max being \$68,000.
<b>B.28 Since a requirement is to have literacy leadership, some applicants may have more years of experience and a higher pay scale than \$74,000. Therefore, is this pay negotiable based on current salary?</b>	The ELS pay is currently not negotiable. The pay range has been established by DPI based on the recurring funds allocated by the General Assembly for these positions.
<b>B.29 Is the \$68-74,000 base salary or does it already include the benefits?</b>	This is the base salary.
<b>B.30 Are these for the positions for the LEA only, not charter or private schools within our county?</b>	Current legislation has allocated these positions for LEAs only.
<b>B.31 Is the position K-12 or K-5 or 6-12?</b>	The ELS will support Pre-K-5th grade. However, we encourage them to collaborate with ELA staff as part of the literacy continuum within districts.
<b>B.32 Can the ELS be based at a school or do they have to be based at the Central Office?</b>	This will be determined by the district based on space. If they are based at a school, they must be included in ongoing district collaborative meetings related to district-wide early literacy implementation. The primary goal is to support the implementation of Science of

	Reading processes aligned to the NC legislative requirements and the district Literacy Intervention Plan.
<b>B.33 How much time in the summer is going to be with DPI?</b>	The goal is to build capacity when the students are not in session while balancing PD needs in the district during the summer. Schedules are visible for ELS on the shared OEL calendar.
<b>B.34 Will the ELS be approved by the state board or regional liaison's board?</b>	The ELS positions will be approved by NC SBE as NC DPI employees.
<b>B.35 In the same way that no more than one person will be hired by DPI from "smaller districts", can that same consideration be given to high-poverty Leandro districts where it is often more challenging to fill vacancies?</b>	We will work in collaboration with each district to determine how we can support staff shortages and other hardships while balancing the need to support early literacy. These decisions will be made on an individual basis in collaboration with district leadership.
<b>B.36 Can part-time employees or retired employees needing under 30 hours of employment time per week be considered for the ELS position?</b>	No, this position is a full time position, 40 hours per week. Also note that travel, some overnight, is an expectation of this position.
<b>B.37 When will districts be notified of any staff interviewing for the position?</b>	OEL will review applications weekly to ensure they meet the eligibility criteria. From this point, they will schedule a phone interview the following week as the initial screener. If the candidate makes it through this interview, the district will be notified they have applicants ready to be interviewed by the team. If there are multiple candidates, they will be scheduled back to back.
<b>B.38 Will the ELS receive longevity?</b>	Yes
<b>B. 39 Can there be multiple LETRS® PoC?</b>	Yes, two people can have account access as PoC for LETRS®. The current district LETRS® PoC can reach out to the Lexia contact to make this adjustment. However, managing all aspects of the LETRS® management system should not become the primary responsibility of the ELS position.

<p><b>B. 40 Can the ELS serve as the LEA for IEP meetings?</b></p>	<p>No. As outlined by the <u>Individuals with Disability Education Act (IDEA)</u>, an LEA representative must possess specific qualifications and knowledge, including:</p> <ul style="list-style-type: none"> <li>• The <b>ability to provide or supervise the provision</b> of special education services.</li> <li>• Comprehensive knowledge of the general education curriculum.</li> <li>• <b>Awareness and access</b> to the resources available within the public agency.</li> </ul>
<p><b>B. 41 What are the expectations around ELS access to PowerSchool/Infinite Campus?</b></p>	<p>If the district would like the ELS to have access to PowerSchool/Infinite Campus that is the district's decision. OEL does not provide access to PowerSchool/Infinite Campus.</p>