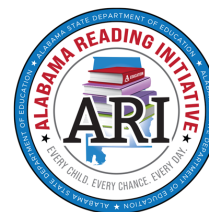




**Q&As for RFQ ALSDE
25000003005 INTERVENTION ARI
ALABAMA LITERACY TASK FORCE K-3
INTERVENTION PROGRAM REVIEW**



**Alabama State Department of Education
Alabama Reading Initiative Section**

| VENDOR QUESTION | ALSDE RESPONSE |
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| 1. To clarify, can you confirm that responses should be submitted via email rather than through a portal? | <p>The supplier will fill out the linked rubric. Proposals must be received no later than 4:00 p.m. on September 12, 2025. It is required that each supplier clearly note the RFQ ALSDE 25000003005 Intervention-ARI Number & Supplier Name in the subject line and email to: RFQproposals@alsde.edu .</p> <p>Materials can be sent to: ALABAMA STATE DEPT OF EDUCATION ATTN: CINDY GILLESPIE 50 N RIPLEY STREET P305 GORDON PERSONS BLDG MONTGOMERY AL 36130 MUST NOTE THE RFQ NUMBER (RFQ ALSDE 25000003005) ON THE OUTSIDE OF THE BOX.</p> |
| 2. What is the contract term, and are there options for renewal? | <p>There is no contract with the ALSDE for this RFQ, however, the review allows you to be put on the approved listing for Alabama's K-3 schools for intervention per the <i>Alabama Literacy Act</i>. Having this will enable districts to purchase your product for use in their schools as an intervention program. Automatic renewal occurred for those already on</p> |

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| | the list this time. That has not been determined for future reviews. |
| 3. For pricing purposes, how many students are expected to use this solution? | This varies based on needs of each school. |
| 4. Is this awarded to multiple vendors or a single? | Multiple vendors |
| 5. When is the anticipated award date? | Undetermined. The review is projected for the end of September. |
| 6. I would like to confirm the requirements for Phase 1, Criteria 1.3 and 1.4. If a program includes documented evidence-based instructional practices but does not have data studies as specified in Criterion 1.3, would it still meet the eligibility requirement for Phase 1, or would it be disqualified? Your clarification on whether the absence of an efficacy study would result in ineligibility would be greatly appreciated! | All elements in Phase 1 must be met for the intervention program to be considered on Alabama's list. |

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| <p>Please let me know if you have any questions or if any additional information would be helpful at this time, and I'll share that with you as soon as possible.</p> | |
| <p>7. In order to pass Phase 1: Eligibility Criteria, are intervention programs required to address all of the listed components (Language Development, Phonological awareness, Phonics, Sight words, Fluency, Vocabulary, and Comprehension)? Could a program still pass if instruction in the program focuses on one or more of these components?</p> | <p>The eligibility criteria are areas specifically outlined in the <i>Alabama Literacy Act</i>, which are required for intervention programs. For a program to QUALIFY for a review, all areas of this section MUST be present. If the Literacy Task Force determines that a “no” is to be checked in any of the boxes for this phase, the review will not be continued and will not be eligible for use in Alabama K-3 schools as a Tier 3 intervention program, often referred to as a Dyslexia Specific Intervention Program, as it is used to support students who may have dyslexia, as well as all struggling readers.</p> <p>*Disqualification section.</p> <p>This includes all areas outlined in 1.2.</p> |
| <p>8. Are submitted intervention programs required or preferred to specifically target students with dyslexia?</p> | <p>For a program to QUALIFY for a review, all areas of this section (PHASE 1) MUST be present. Those are the areas required by the <i>Alabama Literacy Act</i> and, therefore, required in the RFQ. Additionally, the program must be considered “age appropriate” as outlined in Phase 3.</p> |

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| <p>9. For the Materials Request section of the rubric, our solutions include both print and digital components. Will you accept a digital sample for review that includes all eBooks and PDF copies of our print materials?</p> <ul style="list-style-type: none"> ➤ If print samples are required, how many are requested, and where should the samples be shipped to? | <p>Yes. Digital copies are acceptable as long as they can be fully accessed.</p> <p>If physical print materials are sent, they can be sent to:</p> <p>ALABAMA STATE DEPT OF EDUCATION ATTN: CINDY GILLESPIE 50 N RIPLEY STREET P305 GORDON PERSONS BLDG MONTGOMERY AL 36130</p> <p>MUST NOTE THE RFQ NUMBER (RFQ ALSDE 25000003005) ON THE OUTSIDE OF THE BOX.</p> <p>One physical copy is acceptable if sent in this way.</p> |
| <p>10. Can you please confirm that we may submit the highlighted items listed under “Materials Request” digitally in our proposal?</p> <p><u>MATERIALS REQUEST</u></p> <ul style="list-style-type: none"> • Samples of materials at differing levels/multiple entry points • Samples of reports that identify skill deficiencies • Cite multiple examples of evidence from program | <p>Yes. Digital copies are acceptable as long as they can be fully accessed and the answers in the RFQ point directly to where the information/evidence is located.</p> <p>If physical print materials are sent, they can be sent to:</p> <p>ALABAMA STATE DEPT OF EDUCATION ATTN: CINDY GILLESPIE 50 N RIPLEY STREET P305 GORDON PERSONS BLDG MONTGOMERY AL 36130</p> <p>MUST NOTE THE RFQ NUMBER (RFQ ALSDE 25000003005) ON THE OUTSIDE OF THE BOX.</p> |

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| <p>materials that meet each component of the rubric (what page)</p> <ul style="list-style-type: none"> Clearly see a scope and sequence that is spiraling Previously recorded webinars | |
| <p>11. Are print samples required, and if so what is the address to send the print samples to?</p> | <p>Yes. Digital copies are acceptable as long as they can be fully accessed.</p> <p>If physical print materials are sent, they can be sent to:</p> <p>ALABAMA STATE DEPT OF EDUCATION ATTN: CINDY GILLESPIE 50 N RIPLEY STREET P305 GORDON PERSONS BLDG MONTGOMERY AL 36130</p> <p>MUST NOTE THE RFQ NUMBER (RFQ ALSDE 25000003005) ON THE OUTSIDE OF THE BOX.</p> |
| <p>12. What is the definition of a “sample” versus an “entire kit”?</p> | <p>Please point directly to the evidence you wish the reviewer to see instead of sharing that the information is in the kit and anticipating that the reviewer will know where to find it.</p> |
| <p>13. What specific information is the state hoping to receive?</p> | <p>All of the information requested in the rubric that demonstrates meeting the elements of the <i>Alabama Literacy Act</i> and other elements requested.</p> |
| <p>14. We are unable to download the rubric using the USE TEMPLATE button.</p> | <p>Here is an additional way to download the rubric.</p> <p>Download Rubric</p> |

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| <p>The rubric is found here: ALABAMA LITERACY TASK FORCE: INTERVENTION MATERIALS RUBRIC (Revised 2025) - Google Docs</p> <p>Can you make this available, or can you perhaps convert it to an Excel file?</p> | |
| <p>15. On page 7 of the RFQ, under Section 2.1, there are two links provided to Google Documents, one of which is the Assessment Rubric, and the other is the Intervention Materials Rubric. Can you please clarify the connection between these two rubrics? We understand that there is a separate RFQ for Assessment- please clarify if vendors must submit and be approved under both RFQs or if we can submit for the Reading Intervention Curriculum only and disregard the link</p> | <p>Only the RFQ for intervention is required. ALABAMA LITERACY TASK FORCE: INTERVENTION MATERIALS RUBRIC (Revised 2025)</p> |

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| <p>included therein to the Assessment Rubric.</p> | |
| <p>16. Must the Evaluation Form be completed and submitted within Google Docs?</p> <p>Do you also want the rubric completed and included in the proposal that is outlined in the Full Requirements of the Proposal section?</p> <p>Is it possible to get access to and submit the Rubric form without a full Google account?</p> | <p>The supplier will fill out the linked rubric, completing all information completely on the provided form that is linked.</p> <p>Submissions should directly and concisely address the questions.</p> <p>Random or generic responses will not be scored.</p> <p>The information that is shared in the linked rubric will be reviewed.</p> <p>Note that the information below is not to be used as the form but instead, only a reference. The supplier will fill out the linked rubric completing all information completely on the provided form.</p> <p>Submissions that are excessively long and do not directly address the questions may easily be considered not addressing the question resulting in the supplier not receiving the points for the item.</p> <p>The information that is shared in the linked rubric will be reviewed.</p> <p>You may download the document as any word document and submit it to us as Microsoft Word or Google or PDF. Please note the information above, however.</p> |

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| <p>17. Where can we find the specific the "community standards for age appropriateness" referenced in the Evaluation Rubric?</p> | <p>AGE APPROPRIATENESS</p> <p>*Programs with no noted concerns should still be reviewed by each LEA prior to purchasing to confirm that the program meets the community's standards for age appropriateness. <i>The district might determine that a program does not meet their community standards for age appropriateness.</i></p> <p>Did the supplier note any feedback on age-appropriate from people who reviewed their program? <i>This is information you will provide concerning feedback you have received as a company.</i></p> <p>Were there any noted concerns about the "content for age appropriateness" in the materials reviewed including the information shared by the supplier? (Disqualifier) <i>This would be if the reviewers see something that concerns them concerning age appropriateness.</i></p> |
| <p>18. Must programs provide comprehensive coverage of all components of outlined in section 1.2?</p> <p>Will you also consider programs that focus on specific areas of reading? (e.g. Foundational skills)</p> | <p>The eligibility criteria are areas specifically outlined in the <i>Alabama Literacy Act</i>, which are required for intervention programs. For a program to QUALIFY for a review, all areas of this section MUST be present. If the Literacy Task Force determines that a "no" is to be checked in any of the boxes for this phase, the review will not be continued and will not be eligible for use in Alabama K-3 schools as a Tier 3 intervention program, often referred to as a Dyslexia Specific Intervention</p> |

Program, as it is used to support students who may have dyslexia, as well as all struggling readers.

****Disqualification section.***

This includes all areas outlined in 1.2.

For this review, a focus on an individual component will not meet the criteria outlined in the Alabama Literacy Act. This program may be appropriate for other purposes, but may not be used as an approved intervention program for students with a consistency deficiency in K-3.