

**Q & A FOR RFP 2026-08 – HIGH QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY, PHASE 3**

**Questions and Answers**

<b>Questions</b>	<b>Answers</b>
<p>Are vendors who are already approved for Phase 2 of the "Continuum for Teacher Development in the Science of Reading" eligible to apply for Phase 3?</p>	<p>Yes.</p>
<p>I am emailing on behalf of the adoptions team at Really Great Reading Company. For the High-Quality Professional Learning in Structured Literacy proposal, is the questionnaire we are supposed to fill out on pages 9-10?</p>	<p>No. The <a href="#">RFP Supplier Questionnaire</a> is located on the Alabama Achieves website in the Open section of <a href="#">Request for Proposal</a>.</p>
<p>The RFP specifies face-to-face and/or virtual educator training. Does "virtual" include asynchronous online delivery, or is live (synchronous) virtual delivery required? Would a blended model that combines asynchronous online coursework with live virtual touchpoints (e.g., facilitated debrief sessions or communities of practice) satisfy this requirement?</p>	<p>Virtual includes asynchronous online delivery. Yes, a blended model satisfies this requirement.</p>
<p>What is the total number of required certification hours this percentage is based on, and is the 25% minimum applied per audience group or to the overall program?</p>	<p><b>Q1</b> - The number of hours of professional learning can vary. The 25% represents a portion of the total professional learning hours required for certification renewal. Providers approved through this RFP are not the only option for meeting this requirement. The ALSDE also offers additional opportunities, ensuring educators have access to a range of literacy professional learning options.</p> <p><b>Q2</b> – At this time, the 25% minimum is specific to the audience groups that require certification hours for professional learning in the science of reading for certification purposes.</p>
<p>The RFP references that professional learning must "reflect levels of literacy teacher development from in-service to instructional leadership." Does this require entirely separate courses or tracks for each audience group listed in Section 1.1, or may a supplier offer a core program with differentiated</p>	<p>Either option is an acceptable option.</p>

**Q & A FOR RFP 2026-08 – HIGH QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY, PHASE 3**

<p>components (e.g., tailored application activities, reflections, or scope and sequence) to address each group?</p>	
<p>The RFP states that "all levels of literacy teacher development must be present for comprehensive consideration." Does this mean a submission that does not address all six audience groups will be automatically disqualified, or will it simply receive a lower score in that rubric category?</p>	<p>The submission will not be automatically disqualified. It may impact the score earned for that rubric category.</p>
<p>For a submission proposing primarily virtual live delivery, are digital materials (e.g., downloadable PDFs, online response notebooks) sufficient to meet the training materials requirement, or are printed physical materials required?</p>	<p>Yes, digital materials are sufficient.</p>
<p>The budget proposal requests costs for "unlimited participants within a specific timeline." Is this an optional pricing structure suppliers may offer in addition to per-participant pricing, or is an unlimited-access cost structure required for all submissions?</p>	<p>This is an optional price structure that suppliers may offer.</p>
<p>The RFP requires "one complete copy of the materials used during the training program." For a supplier offering multiple courses or modular content across several audience groups, does this mean a complete copy of all materials for all offerings, or one representative sample set? And should physical copies be included in the mailed submission package, or are digital copies on the USB drives acceptable for this requirement?</p>	<p>A complete copy of all material for all courses offered is required.  Physical or digital copies are sufficient. Consider which will best showcase the features of the professional learning offering.</p>
<p>The RFP requires suppliers to be currently registered with the Alabama Department of Finance, Division of Procurement as a State Supplier prior to submission. Must this registration be fully completed and a supplier number obtained before the June 10 proposal deadline, or may a supplier submit proof of pending registration?</p>	<p>The registration must be fully completed and a supplier number obtained before the June 10 proposal deadline.</p>

**Q & A FOR RFP 2026-08 – HIGH QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY, PHASE 3**

<p>Will ALSDE indicate at the time of award which cost structure they intend to use (per-educator vs. unlimited), or should suppliers submit pricing for both models in their proposal?</p>	<p>Suppliers should provide pricing for both models if both models are being submitted in the proposal.</p>
<p>Will electronic signatures be accepted?</p>	<p>Yes.</p>
<p>If a supplier submits multiple professional learning sessions, courses, or modules as part of one proposal, will ALSDE’s approval apply to the supplier’s submitted professional learning program as a whole, or will ALSDE approve individual sessions, courses, or modules separately?</p>	<p>Courses may be considered individually.</p>
<p>Could you tell me the exact mailing address for responses to RFP ALSDE 2026-08?</p>	<p>Cindy Gillespie Office of Operations Alabama State Department of Education 50 N. Ripley Street, P305 Gordon Persons Building Montgomery, AL 36130</p>
<p>1. How many hours equate to 25% of the required hours for Phase 3? 2. Does Phase 3 include targeted PL for instructional leaders?</p>	<p><b>Q1</b> - The number of required hours of professional learning can vary. The 25% represents a portion of the total professional learning hours required for certification renewal. Providers approved through this RFP are not the only option for meeting this requirement. The ALSDE also offers additional opportunities, ensuring educators have access to a range of K–3 literacy professional learning options.</p> <p><b>Q2</b> - Yes, phase 3 can include targeted PL in the science of reading for instructional leaders.</p>
<p>Can you please share the approximate project start date, end date, and duration?</p>	<p>The start date is contingent upon the contract award timeline.</p> <p>The ALSDE intends to execute initial contract(s) with Contractor(s) for a period of up to two (2) years, with contract renewals equaling no longer than three (3) additional years, pending written agreement of each supplier and ALSDE, dependent upon required state approvals, availability of funds,</p>

**Q & A FOR RFP 2026-08 – HIGH QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY, PHASE 3**

	<p>performance evaluations of the project, at the full discretion of the ALSDE. The contract(s) will commence pending CPO signature, Legislative Review Committee approval, and the Governor's signature. Each contract renewal will be presented to the Legislative Oversight Committee for approval.</p> <p>The supplier(s) shall be fully prepared to commence work after full execution of the contract by the parties and the receipt of required governmental approvals</p>
<p>The RFP references Phase 3 of the Science of Reading Continuum for Teacher Development and states that “25% of the required hours for continued certification should be aligned to professional learning for K–3 literacy.” Can ALSDE clarify what the “25% of the required hours” refers to and whether approved providers are expected to offer formal continuing education/recertification hours tied to this requirement?</p>	<p>The 25% represents a portion of the total professional learning hours required for certification renewal. Providers approved through this RFP are not the only option for meeting this requirement. The ALSDE also offers additional opportunities, ensuring educators have access to a range of K–3 literacy professional learning options.</p>
<p>Could you please confirm the total number of required continuing education hours for educator certification in Alabama, and therefore the exact number of contact hours that would constitute 25% of that requirement for this RFP?</p>	<p>The number of required professional learning hours can vary.</p> <p>The 25% represents a portion of the total professional learning hours required for certification renewal. Providers approved through this RFP are not the only option for meeting this requirement. The ALSDE also offers additional opportunities, ensuring educators have access to a range of K–3 literacy professional learning options.</p>
<p>Would you like the supplier to provide evidence directly in the questionnaire comments, rather than crafting a proposal to submit alongside the questionnaire?</p>	<p>Provide evidence directly in the questionnaire comments.</p> <p>The boxes will expand when typing if the document is opened as a Google Doc.</p>
<p><b>Question 1: "25% of required hours for continued educator certification"</b></p> <p><i>Re: Section 1.1 Background and Section 2.1, Criterion D.2.</i> Please confirm the total continued-certification hours required by the State of Alabama against which the 25% should be measured, and the time period over which those</p>	<p><b>Q1</b> - The number of required professional learning hours can vary.</p> <p>The 25% represents a portion of the total professional learning hours required for certification renewal. Providers approved through this RFP are not the only option for meeting this requirement. The ALSDE also offers additional opportunities, ensuring educators have access to a</p>

**Q & A FOR RFP 2026-08 – HIGH QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY, PHASE 3**

<p>hours are accrued (e.g., per year, per certification cycle).</p> <p><b>Question 2: Per-educator vs. unlimited-use cost structure</b></p> <p><i>Re: Section 1.1 (Purpose) and Section 2.1, Criterion E. Section 1.1</i> Please confirm: (a) whether the proposal should present both structures regardless of which the supplier prefers; (b) whether ALSDE anticipates contracting at the state level for unlimited use or whether LEAs would purchase per-educator access individually; and (c) whether "unlimited use" pricing should be presented on a per-year basis, per-contract-term basis, or both.</p> <p><b>Question 3: Training materials submission format and confidentiality</b></p> <p><i>Re: Section 2.1, p. 9.</i> Please clarify: (a) whether materials should be included with each of the five proposal copies or one master set is sufficient; (b) the preferred delivery format for virtual materials (USB drive, secure link, LMS guest access); and (c) given the Open Records Act language in Section 1.3, whether proprietary training materials submitted with the proposal will be treated as confidential or whether they enter the public domain. This affects which materials we can include.</p> <p><b>Question 4: Audience-group coverage requirement</b></p> <p><i>Re: Section 1.1 and Criterion D.1. Section 1.1</i> Please confirm whether a supplier proposing PL for a subset of these audience groups (e.g., In-Service Teachers, Reading Specialists, Administrators) remains eligible for award on a partial-scope basis, or whether full coverage of all six groups is required to be considered.</p> <p><b>Question 5: 2021 Alabama Course of Study: ELA crosswalk format</b></p> <p><i>Re: Criterion C.5.</i> Please confirm whether "the comments section" refers to a specific field within the (currently missing) RFP Supplier</p>	<p>range of K–3 literacy professional learning options.</p> <p><b>Q2 –</b></p> <p>a) The supplier should present the cost structures that is applicable to their product.</p> <p>b) The state anticipates contracting at the state level and making a list of approved programs available to LEAs.</p> <p>c) The “unlimited use” price structure should be presented based on the supplier ability to offer it.</p> <p><b>Q3 –</b></p> <p>a) One master set of materials is sufficient.</p> <p>b) USB drive</p> <p>c) Proprietary training materials are treated as confidential.</p> <p><b>Q4 –</b> Yes, a supplier proposing PL for a subset of these audience groups (e.g., In-Service Teachers, Reading Specialists, Administrators) remains eligible for award.</p> <p><b>Q5 –</b> The “comments” section is in the <a href="#">RFP Supplier Questionnaire</a> which is located on the Alabama Achieves website in the Open section of <a href="#">Request for Proposal</a>.</p> <p><b>Q6 –</b></p> <p>(a) The pre/post assessments embedded within each training module/session or one cumulative pre/post assessment per pathway, is based on the supplier’s program/product</p> <p>(b) The assessment instruments can be submitted with the proposal or described</p> <p>(c) Mastery thresholds are set by the supplier</p> <p><b>Q7 –</b></p> <p>(a) Yes, LEAs can select from this approved list directly using their own funds</p> <p>(b) Suppliers on the approved list are not guaranteed any exclusivity for any audience group or geographic area</p> <p>(c) Suppliers chosen through this RFP process will be included on a published ALSDE-approved phase 3 structured literacy professional learning list. The criteria listed in the proposal evaluation will be used for the purpose of ranking them in</p>
---	---

**Q & A FOR RFP 2026-08 – HIGH QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY, PHASE 3**

<p>Questionnaire, or whether ALSDE expects a narrative/crosswalk table embedded in the proposal body.</p> <p><b>Question 6: Pre- and post-assessment requirement</b></p> <p><i>Re: Criterion C.4 and the scoring rubric. Criterion C and its associated 25 points reference "a pre- and post-assessment of content mastery."</i> Please confirm: (a) whether ALSDE expects pre/post assessments embedded within each training module/session or one cumulative pre/post assessment per pathway; (b) whether the assessment instruments must be submitted with the proposal or described; and (c) whether mastery thresholds are dictated by ALSDE (e.g., the 80% benchmark referenced for Phase 2) or set by the supplier.</p> <p><b>Question 7: Multiple-award structure and overlap</b></p> <p><i>Re: Sections 1.1 and 1.3.</i> Please clarify: (a) whether LEAs select from this approved list directly using their own funds, or whether ALSDE makes assignments; (b) whether suppliers on the approved list have any exclusivity for any audience group or geographic area; and (c) whether the published approved list ranks suppliers or simply lists them.</p> <p><b>Question 8: State Supplier registration timing</b></p> <p><i>Re: Cover page submission requirements.</i> If a supplier initiates registration but the supplier number is not issued by the June 10 deadline, would ALSDE accept proof of submitted registration with the supplier number provided as a post-submission addendum?</p> <p><b>Question 9: Page or length limits</b></p> <p><i>Re: Section 2.1.</i> Are there any specific page limits per section (A through E), per the overall proposal, or per the Supplier Questionnaire that suppliers should observe?</p>	<p>relative position based on how fully each proposal meets the requirements of the RFP.</p> <p><b>Q8</b> - The registration must be fully completed and a supplier number obtained before the June 10 proposal deadline</p> <p><b>Q9</b> – No, there are no page limitations.</p> <p><b>Q10</b> – No</p>
---	---

**Q & A FOR RFP 2026-08 – HIGH QUALITY PROFESSIONAL LEARNING IN STRUCTURED LITERACY, PHASE 3**

<p><b>Question 10: Is there a maximum budget applicants should not exceed?</b></p>	
<p><b>Question 1:</b> Could you please clarify the number of hours of Continued Educator Certification that meets the 25% of "the required hours for continued certification" referenced on page 4 of the RFP?</p> <p><b>Question 2:</b> How many awards does the DOE anticipate for this RFP?</p>	<p><b>Q1</b> - The number of required professional learning hours can vary. The 25% represents a portion of the total professional learning hours required for certification renewal. Providers approved through this RFP are not the only option for meeting this requirement. The ALSDE also offers additional opportunities, ensuring educators have access to a range of K–3 literacy professional learning options.</p> <p><b>Q2</b> – A specific number of awards has not been set.</p>
<ol style="list-style-type: none"> <li>1. Please provide the address where the proposals should be shipped to.</li> <li>2. How many vendors will make the State's list?</li> <li>3. Is there a minimum amount of points a vendor needs to receive to be placed on the list?</li> <li>4. Does the State have an estimate on how many points the cut-off will be for a vendor to make the list?</li> </ol>	<p><b>Q1</b> – Cindy Gillespie Office of Operations Alabama State Department of Education 50 N. Ripley Street, P305 Gordon Persons Building Montgomery, AL 36130</p> <p><b>Q2</b> – A specific number of awards has not been set.</p> <p><b>Q3</b> – Suppliers chosen through this RFP process will be included on a published ALSDE-approved phase 3 structured literacy professional learning list. The criteria listed in the proposal evaluation will be used for the purpose of ranking the proposal in relative position based on how fully each meets the requirements of the RFP.</p> <p><b>Q4</b> – Suppliers must meet minimum requirements, as outlined on page 7.</p>