

**State of Nebraska
Department of Education
Office of Literacy**

RETURN TO:
Name: Allyson DenBeste
Address: 500 S. 84th Street
City/State/Zip: Lincoln, Nebraska 68510
Phone: 531-310-2897

REQUEST FOR INFORMATION

SOLICITATION NUMBER	RELEASE DATE
NDERFI250409	06/02/2025
OPENING DATE AND TIME	PROCUREMENT CONTACT
06/20/2025 2:00 p.m. Central Time	Allyson DenBeste

This form is part of the specification package and must be signed in ink and returned, along with information documents, by the opening date and time specified.

PLEASE READ CAREFULLY!

SCOPE OF SERVICE

The State of Nebraska (State), Department of Education, Office of Literacy, is issuing this Request for Information NDERFI250409 to gather information from Professional Learning and Material Implementation Providers. The purpose of the RFI is to identify qualified providers for inclusion on the Nebraska Department of Education Comprehensive Literacy State Development (CLSD) Grant, Appendix D: Approved Providers List for Professional Learning and Materials Implementation.

Written questions are due no later than 06/06/2025 and should be submitted via e-mail to NDE.Procurement@Nebraska.gov.

Bidder should submit one (1) original of the entire RFI response. RFI responses should be received by the Nebraska Department of Education by the opening date and time indicated above.

BIDDER MUST COMPLETE THE FOLLOWING

By signing this Request for Information form, the bidder guarantees compliance with the provisions stated in this Request for Information.

FIRM: _____

COMPLETE ADDRESS: _____

TELEPHONE NUMBER: _____ FAX NUMBER: _____

SIGNATURE: _____ DATE: _____

TYPED NAME & TITLE OF SIGNER: _____

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I. SCOPE OF THE REQUEST FOR INFORMATION

The State of Nebraska, Department of Education, Office of Literacy, is issuing this Request for Information (RFI), NDERFI250409 - CLSD Approved Provider to gather information from Professional Learning and Material Implementation Providers. The purpose of this RFI is to identify qualified providers for inclusion on the Nebraska Department of Education Comprehensive Literacy State Development (CLSD) Grant, Appendix D. Approved Providers List for Professional learning and Materials Implementation.

ALL INFORMATION PERTINENT TO THIS REQUEST FOR INFORMATION CAN BE FOUND ON THE INTERNET AT: <http://das.nebraska.gov/materiel/purchasing.html>

SCHEDULE OF EVENTS

The State expects to adhere to the tentative procurement schedule shown below. It should be noted, however, that some dates are approximate and subject to change.

ACTIVITY		DATE/TIME
1	Release Request for Information	6/2/25
2	Last day to submit written questions	6/6/25
3	NDE responds to written questions through Request for Information “Addendum” and/or “Amendment” to be posted to the internet at: http://das.nebraska.gov/materiel/purchasing.html	6/13/25
4	Proposal Opening Call – Online Via Zoom: IT IS THE BIDDER’S RESPONSIBILITY TO UPLOAD ELECTRONIC FILES BY THE OPENING DATE AND TIME. EXCEPTIONS WILL NOT BE MADE FOR TECHNOLOGY ISSUES. Submit Proposals via email to: NDE.Procurement@Nebraska.gov Join Zoom Meeting: https://educationne.zoom.us/j/99962748565	6/20/25 2:00 PM Central Time
5	Conduct oral interviews/presentations and/or demonstrations (if required).	To Be Determined
6	Review for conformance of mandatory requirements	6/25/25
7	Evaluation period	6/26/25 - 7/10/25
8	Revising of the approved provider list period	7/14/25 - 7/18/25
9	Publication of Appendix D: Approved Providers for the Nebraska Comprehensive Literacy State Development Grant	7/23/25

II. RFI RESPONSE PROCEDURES

A. OFFICE AND CONTACT PERSON

Responsibilities related to this Request for Information reside with the Nebraska Department of Education. The point of contact for the RFI is as follows:

Name: Allyson DenBeste
Agency: Nebraska Department of Education, Office of Literacy
Address: 500 S. 84th Street
Lincoln, Nebraska 68510
Telephone: 531-310-2897
E-Mail: nde.clsd@nebraska.gov

B. GENERAL INFORMATION

A subsequent Request for Proposal (RFP) may not be issued as a result of this RFI. There will not be a contract as a result of this RFI and the State is not liable for any cost incurred by vendors in replying to this RFI. If an RFP is issued, the information provided will assist the State of Nebraska in developing the Request for Proposal. This RFI does not obligate the State to reply to the RFI responses, to issue an RFP, or to include any RFI provisions or responses provided by vendors in any RFP.

C. COMMUNICATION WITH STATE STAFF

From the date the Request for Information is issued and until RFI opening (as shown in the Schedule of Events), contact regarding this RFI between potential vendors and individuals employed by the State should be restricted to written communication with the staff designated above as the point of contact for this Request for Information.

The following exceptions to these restrictions are permitted:

1. Written communication with the person(s) designated as the point(s) of contact for this Request for Information;
2. Contacts made pursuant to any pre-existing contracts or obligations; and
3. State-requested presentations, key personnel interviews, clarification sessions, or discussions.

Violations of these conditions may be considered sufficient cause to reject a vendor's response to the RFI. No individual member of the State, employee of the State, or member of the Evaluation Committee is empowered to make binding statements regarding this RFI. NDE will issue any clarifications or opinions regarding this RFI in writing.

D. WRITTEN QUESTIONS AND ANSWERS

Any explanation desired by a vendor regarding the meaning or interpretation of any Request for Information provision should be submitted in writing to the Nebraska Department of Education and clearly marked "RFI Number NDERFI250409 - CLSD Approved Provider; Questions". It is preferred that questions be sent via e-mail to nde.procurement@nebraska.gov

It is recommended that vendors submit questions sequentially numbered, include the RFI reference and page number using the following format.

<u>Question Number</u>	<u>RFI Section Reference</u>	<u>RFI Page Number</u>	<u>Question</u>

Written answers will be provided through an addendum to be posted on the Internet at <http://das.nebraska.gov/materiel/purchasing.html> on or before the date shown in the Schedule of Events.

E. ORAL INTERVIEWS/PRESENTATIONS AND/OR DEMONSTRATIONS

The Evaluation Committee(s) may conclude that oral interviews/presentations and/or demonstrations are required. All vendors may not have an opportunity to interview/present and/or give demonstrations. The presentation process will allow the vendors to demonstrate their RFI offering, explaining and/or clarifying any unusual or significant elements related to their response.

F. SUBMISSION OF RESPONSE

The following describes the requirements related to the RFI submission, handling and review by NDE.

To facilitate the response review process, one (1) original of the entire RFI response should be submitted, by email before the RFI due date and time.

Forms A, B, and C should be completed and submitted with each response to this solicitation document. This is intended to provide NDE with information on the providers.

G. PROPRIETARY INFORMATION

Data contained in the response and all documentation provided therein, become the property of the State of Nebraska and the data become public information upon opening the response. If the vendor wishes to have any information withheld from the public, such information must fall within the definition of proprietary information contained within Nebraska's public record statutes. All proprietary information the vendor wishes the state to withhold must be submitted in a sealed package, which is separate from the remainder of the response. The separate package must be clearly marked PROPRIETARY on the outside of the package. Vendor may not mark their entire Request for Information as proprietary. Failure of the vendor to follow the instructions for submitting proprietary and copyrighted information may result in the information being viewed by other vendors and the public. Proprietary information is defined as trade secrets, academic and scientific research work which is in progress and unpublished, and other information which if released would give advantage to business competitors and serve no public purpose (see Neb. Rev. Stat. § 84-712.05(3)). In accordance with Attorney General Opinions 92068 and 97033, vendors submitting information as proprietary may be required to prove specific, named competitor(s) who would be advantaged by release of the information and the specific advantage the competitor(s) would receive. Although every effort will be made to withhold information that is properly submitted as proprietary and meets the State's definition of proprietary information, the State is under no obligation to maintain the confidentiality of proprietary information and accepts no liability for the release of such information.

H. REQUEST FOR INFORMATION OPENING

The responses will be publicly opened, and the responding entities announced on the date, time, and location shown in the Schedule of Events.

III. PROJECT DESCRIPTION AND SCOPE OF WORK

Responding providers are requested to include the following information in their submission to this Request for Information (RFI):

A. PURPOSE AND BACKGROUND

The purpose of this Request for Information (RFI) is to identify qualified providers for inclusion on the Nebraska Department of Education Comprehensive Literacy State Development (CLSD) Grant, Appendix D: Approved Providers List for Professional Learning and Materials Implementation.

The provider list is exclusively for Professional Learning and Materials Implementation and is intended for applicants who plan to allocate grant funds for these purposes. To qualify for reimbursement, applicants must partner with one of the approved providers listed in the Nebraska Department of Education Comprehensive Literacy State Development (CLSD) Grant, Appendix D: Approved Providers List for Professional Learning and Materials Implementation.

This approved provider list ensures alignment with NDE CLSD Goal 1: Promoting cohesion and consistency across statewide tools and resources and supports the Comprehensive Literacy State Development (CLSD) grant and the state's commitment to advancing literacy outcomes. Form A – Professional Learning Rubric is based on a structured literacy approach that emphasizes systematic and explicit instruction in the components of reading: phonological awareness, phonics, fluency, vocabulary, comprehension, and knowledge of how children learn to read.

Additional purpose and background information can be found in the Nebraska Department of Education Comprehensive Literacy State Development (CLSD) RFA posted here: [Nebraska Comprehensive Literacy State Development Program – Nebraska Department of Education](#).

B. SCOPE OF WORK

Required Scope of Professional Learning

Professional learning opportunities must:

- Be grounded in the Science of Reading and evidence-based reading instruction.
- Align to the Structured Literacy framework endorsed by the International Dyslexia Association.

Qualifying Criteria

The provider must demonstrate that the professional learning:

- Addresses all six core components of reading instruction:
 1. How Children Learn to Read
 2. Phonological and Phonemic Awareness
 3. Phonics – Decoding and Encoding
 4. Fluency
 5. Vocabulary
 6. Comprehension
- Includes interactive, in-person or synchronous components.
- Embeds checks for understanding and assessments.
- Provides practice opportunities and bridge-to-practice activities.
- Explains the importance of explicit, systematic, and sequential instruction.
- Addresses misconceptions about ineffective practices.

Core Instructional Components

Each of the six components must include instruction on associated indicators outlined in Form A – Professional Learning Rubric. These indicators define both theoretical foundations and practical classroom strategies, including adaptations for students with diverse needs.

Providers must include:

- Explicit descriptions of cognitive and linguistic processes.
- Practical instructional considerations and application.
- Use of diagnostic and progress monitoring assessments.
- Adaptations for varied learner profiles.
- Opportunities for modeling, feedback, and assessment.
- Each component should be presented with clarity and accompanied by supporting evidence or citations where applicable.

Delivery Expectations

Professional learning must:

- Be delivered in a coherent, structured sequence that supports cumulative knowledge.
- Include both initial training and ongoing support (coaching, communities of practice, etc.).
- Be accessible in formats suitable for adult learners (in-person, synchronous virtual, or blended).
- Offer implementation support for district/building leaders to sustain practices.

Documentation and Evaluation

Respondents must:

- Use the Form A – Professional Learning Rubric to self-score their offering (max 42 points).
- Provide a rationale for any rubric criteria not met and indicate future plans to address them.
- Include independent efficacy studies, if available.
- Clearly indicate how the offering supports Nebraska's MTSS (NeMTSS) framework and state-adopted ELA standards.

C. SUBMISSION REQUIREMENTS

Each response must include:

- Completed Form A – Professional Learning Rubric with scored evidence.
 - Narrative responses and supporting documentation, as needed, for each criterion and component.
 - Any attachments (slides, syllabi, training agendas, research studies).
- Completed Form B – Vendor Contact Sheet
- Completed Form C -- CONTRACTUAL AGREEMENT FORM

D. RUBRIC

- Please refer to Form A – Professional Learning Rubric.

Form A – Professional Learning Rubric

Request for Information Number NDERFI250409 - CLSD Approved Provider

It is expected that each component be included in a professional learning offering. If one or more component is not included, provide a rationale, along with any plans to add it. In addition, independent efficacy studies may be attached.

Nebraska Literacy Project Evidence-Based Reading Instruction Professional Learning Rubric

Last Updated 5/8/2025

A. OVERVIEW

This Nebraska Literacy Project Professional Learning Rubric is intended to serve as a baseline for what constitutes a high-quality professional learning opportunity focused on evidence-based reading instruction for teachers of 4-year-olds through grade 3, in alignment with Nebraska Revised State Statute 79-2607. While the rubric outlines foundational knowledge and essential components of instruction, it does not encompass all professional learning educators may require. **Additionally, some components may not be applicable across all age ranges within the 4-year-old to grade 3 span, particularly in early childhood settings.** Educators and leaders are encouraged to use professional judgment in determining appropriate application and to seek additional professional learning to meet the full range of instructional needs.

The indices on the rubric are evidence-based, align with a structured literacy approach to teaching reading, and are meant to represent the knowledge participants gain about evidence-based reading instruction through the professional learning, which can be applied to instruction across various grade levels in an appropriate way for the grade and the age of the students. Structured Literacy is not one single program or method of instruction, it is characterized by the provision of systematic, explicit instruction that integrates listening, speaking, reading, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. (International Dyslexia Association. (2019). *Structured Literacy: An introductory guide*. Baltimore, MD: Author.) The rubric is intended for use by team or committee members who have completed in-depth professional learning in evidence-based reading and have experience applying this knowledge in the classroom. As a result, team and committee members can make informed decisions about the best match of professional learning providers to local needs and contexts.

B. LEADERSHIP AND NEMTSS SYSTEM

Leadership to support and sustain the work is essential. Leaders need to be informed of evidence-based practices and be able to provide ongoing feedback to teachers who are implementing the practices. They also need to support implementation of High Quality Instructional Materials (HQIM), which includes initial training and ongoing professional learning in a format that is best suited for adult learners. Leaders must also provide time for unit and lesson internalization and a school schedule that supports adequate time for reading instruction.

Just as important are the MTSS systems districts have in place. District and building teams should analyze outcome and implementation data on a regular basis to identify other necessary professional learning opportunities to increase literacy outcomes, such as: the art of teaching, engagement strategies, science of learning, writing as a reciprocal process to reading, and culturally responsive teaching practices. Grade-level and collaborative MTSS teams use a problem-solving process to identify students who are at-risk on [state-approved screening measures](#). Diagnostic assessments can

be further used to identify where to begin to provide instruction for students who are at-risk. For more information on MTSS, see the [NeMTSS Framework](#).

Here are other resources developed by NDE to support evidence-based reading instruction:

- [NebraskaREADS](#)
- [Foundational Literacy Instructional Routines](#), which includes a complimentary webinar series.
- [Nebraska's 2021 College and Career Ready Standards for English Language Arts](#)
- [Key Instructional Shifts for Quality Implementation of CCR Standards](#)
- [Dyslexia Guide](#)

“Every student deserves a great teacher, not by chance, but by design.” - Doug Fisher

C. HOW TO USE THIS RUBRIC

The rubric is subdivided into three sections:

- 1) Qualifying Criteria for Evidence-Based Reading Instruction Professional Learning,
- 2) Core Components, and 3) Scoring.

- Section 1 contains Qualifying Criteria, which are components that a professional learning grounded in Evidence-Based Reading Instruction must contain to be considered for adoption.
- Section 2 includes six (6) Core Components: How Children Learn to Read, Phonological and Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, each with their associated indicators.
- Section 3 includes a summative score sheet for all 6 components.

Step 1. Review Section 1: Qualifying Criteria prior to beginning the review of professional learning. Submission must contain all of the qualifying criteria. If not all criteria are met, stop the review process here.

Step 2. Review Section 2: Core Components.

- If all of the required criteria of the indicator is included in the evidence, the submission may be awarded one (1) point.
- If all of the required criteria of the indicator is not included in the evidence, the submission may be awarded zero (0) points.

Step 3. Input and total the scores received for Section 2 on the Score Sheet. It is recommended that rubrics receive 42 points. If any are missing, include a rationale statement and any proposed edits to add those indicators.

D. EXPLANATION OF TERMS

- **Practical Considerations:** Explains what the instructional strategy or skill is, how to teach it, and how it varies across developmental stages.
- **Practice Opportunities:** Designated time during the professional learning to model a particular instructional strategy or skill and receive feedback from a peer; or a bridge-to-practice activity designed to apply a particular instructional strategy or skill in the classroom.
- **Adapting instruction to support cognitive, linguistic, and neurobiological variations:** Recognizes the variability that exists within classrooms (multilingual/multidialectal learners, high ability learners, and students with disabilities, including those who show characteristics of dyslexia) and the need to modify the teaching strategies to meet the diverse needs of students.

- **Including:** The list of items that follow are required criteria and each item must be included.
- **Such as:** The list of items that follow are examples and do not all need to be included.

Section 1: Qualifying Criteria for Evidence-Based Reading Instruction Professional Learning

		Yes/No	Evidence/Notes
1	Provides attention to evidence-based reading instruction in all six of the core components: How Children Learn to Read, Phonological and Phonemic Awareness, Phonics - Decoding and Encoding, Fluency, Vocabulary, and Comprehension.		
2	Provides interactive, in-person or synchronous components as part of the professional learning course.		
3	Provides embedded checks for understanding and/or assessments throughout the professional learning.		
4	Provides embedded practice opportunities for educators to apply knowledge throughout the professional learning.		
5	Explains the importance of a comprehensive literacy approach grounded in the Science of Reading, which includes explicit, systematic, and sequential instruction.		
6	Explains how relying on instructional practices for teaching reading that are not grounded in evidence-based research, such as the three-cueing system and leveling of students, can impede students' acquisition of proficient reading skills.		

Section 2: Core Components

Component 1: How Children Learn to Read		Score	Evidence/Notes
1.1	Explains that learning to read is complex because the human brain is not naturally wired to read. For most people, this requires explicit instruction.		
1.2	Explains the dual importance of language comprehension and word recognition skills to skilled reading as demonstrated in the theoretical frameworks, <u>such as</u> the Simple View of Reading, Scarborough's Rope, the Active View of Reading, Ehri's Phases.		
1.3	Explains the cognitive processes within the brain that facilitate reading, <u>such as</u> the four part processing model for word recognition and the three levels of text representation to build a mental model.		
1.4	Explains the cognitive, linguistic, and neurobiological variations (e.g., dyslexia) among readers, <u>such as</u> dyslexia and comprehension difficulties.		
1.5	Explains the importance of early and regular universal screening, diagnostic assessments, and on-going progress-monitoring to drive instruction and intervention.		
1.6	Includes information and tips for teachers related to helping children and families work with local family literacy centers to strengthen home and family literacy programs and better instruct children in reading. Note: The Nebraska Reads resources includes a wealth of family literacy resources that could be shared.		
		Total	/6

Section 2: Core Components

Component 2: Phonological and Phonemic Awareness		Score	Evidence/Notes
2.1	Explains how to categorize the phonemes in English based on articulatory features.		
2.2	Explains practical considerations for levels of phonological sensitivity: word boundaries, syllables, onsets/rimes, and phonemes.		
2.3	Explains practical considerations for teaching key phonemic awareness skills, <u>including</u> blending and segmenting.		
2.4	Explains practical considerations for the principles of phonemic awareness instruction: brief, frequent, multimodal, and articulatory.		
2.5	Provides specific attention for adapting phonological and phonemic awareness instruction to support cognitive, linguistic, and neurobiological variations (e.g., dyslexia) among readers.		
2.6	Explains practical considerations for using formal and informal assessment results to address phonological and phonemic awareness difficulties.		
2.7	Explains practical considerations for how dialects, language differences, and allophonic variation affect phonological and phonemic development.		
		Total	/7

Section 2: Core Components

Component 3: Phonics – Decoding and Encoding		Score	Evidence/Notes
3.1	Explain the reciprocal role of decoding and encoding in developing automatic word recognition skills.		
3.2	Explains practical considerations for the principles of phonics instruction: systematic, cumulative, and explicit instruction in both encoding and decoding to get to accurate and automatic word reading and spelling.		
3.3	Explains practical considerations for teaching basic principles of English orthography for single-syllable words.		
3.4	Explains practical considerations for teaching basic principles of English orthography for multisyllabic words.		
3.5	Explains practical considerations for teaching morphological word parts like roots, prefixes and suffixes in ways that support decoding and encoding.		
3.6	Explains practical considerations for explicitly teaching irregular words focusing on the regular and irregular grapheme-phoneme correspondences, <u>such as</u> heart word routines.		
3.7	Explains the importance of using decodable texts as a scaffold that leads to the reading of authentic texts.		
3.8	Provides specific attention for adapting phonics instruction to support cognitive, linguistic, and neurobiological variations (e.g., dyslexia) among readers.		
3.9	Explains practical considerations for using formal and informal assessment results to address phonics, decoding and encoding, difficulties.		
3.10	Explains practical considerations regarding similarities and differences between English orthography and other languages and dialects, <u>including</u> access to resources to support multilingual and multidialectal students learning English.		
		Total	/10

Section 2: Core Components

Component 4: Fluency*		Score	Evidence/Notes
4.1	Explains how the components of reading fluency (rate, accuracy, and prosody) contribute to skilled reading.		
4.2	Explains practical considerations for the principles of fluency instruction, such as modeling, practice with feedback, repeated reading, wide-range reading.		
4.3	Provides specific attention for adapting fluency instruction to support cognitive, linguistic, and neurobiological variations (e.g., dyslexia) among readers.		
4.4	Explains practical considerations for using formal and informal assessment results to address fluency difficulties in rate, accuracy, and prosody.		
*Fluency components are optional for pre-K professional learning.		Total	/4

Section 2: Core Components

Component 5: Vocabulary		Score	Evidence/Notes
5.1	Explains the role of vocabulary in oral and written language comprehension.		
5.2	Explains the three tiers of vocabulary words and how to determine the level of instruction for each tier.		
5.3	Explains practical considerations for teaching morphology, <u>including</u> word roots, prefixes, and suffixes.		
5.4	Explains practical considerations for direct and explicit vocabulary instruction, <u>such as</u> a student friendly definition, visuals, examples & nonexamples, interaction with the word, etc.		
5.5	Explains practical considerations for direct and explicit independent word learning strategies <u>such as</u> morphemic and contextual analysis.		
5.6	Explains practical considerations for indirect (contextual) methods of vocabulary instruction, <u>such as</u> wide reading and providing a rich language environment.		
5.7	Provides specific attention for adapting vocabulary instruction to support cognitive, linguistic, and neurobiological variations (e.g., dyslexia) among readers.		
5.8	Explains practical considerations for using formal and informal assessment results to address vocabulary difficulties.		
		Total	/8

Section 2: Core Components

Component 6: Comprehension		Score	Evidence/Notes
6.1	Explains the differences between listening comprehension and reading comprehension.		
6.2	Explains the factors that contribute to language comprehension, <u>such as</u> background knowledge, vocabulary, language structure, verbal reasoning, literacy knowledge, cultural knowledge, and theory of mind.		
6.3	Explains practical considerations for building and activating student background knowledge.		
6.4	Explains practical considerations for sentence level, paragraph level, and text level comprehension.		
6.5	Explains practical considerations for keeping text at the center of instruction and using strategies to support reading comprehension, <u>such as</u> summarizing, making inferences, generating questions, monitoring comprehension, graphic and semantic organizers, answering questions, cooperative learning, story structure, and multiple strategy instruction.		
6.6	Provides specific attention for adapting comprehension instruction to support cognitive, linguistic, and neurobiological variations (e.g., dyslexia) among readers.		
6.7	Explains practical considerations for using formal and informal assessment results to address underlying comprehension difficulties.		
		Total	/7

Section 2: Score Sheet

Directions: <ol style="list-style-type: none"> 1) Review the responses recorded in Section 1: Qualifying Criteria to determine if a professional learning submission should be approved or rejected. If approved, move to step 2. If not approved, end review. 2) Enter the score that the evidence-based reading instruction professional learning submission received for each Core Component found in Section 2 into its respective "Core Component Total" box below. 3) Total the scores received and enter the new, cumulative score into the "Total" box. 4) Determine if the PLS meets the expectation that all components are included. If any are missing, include a rationale statement and any proposed edits to add those indicators. 5) Indicate the final decision in the "Final Determination" box. 		
Meets all Qualifying Criteria and Components		Yes/No
Core Criteria and Component	Standard Total	Comments
<i>How Children Learn to Read</i>	/6	
<i>Phonological and Phonemic Awareness</i>	/7	
<i>Phonics</i>	/10	
<i>Fluency</i>	/4	
<i>Vocabulary</i>	/8	
<i>Comprehension</i>	/7	
Total: <i>(It is recommended that rubrics receive 42 points. If any are missing, include a rationale statement and any proposed edits to add those indicators.)</i>	/42	Determination:
Based on the criteria, should this submission be approved or rejected?		Final Determination:

E. ADAPTED FROM THE FOLLOWING SOURCES:

- International Dyslexia Association. (2018) Knowledge and Practice Standards for Teachers of Reading. <https://or.dyslexiaida.org/wp-content/uploads/sites/20/2018/10/ida-standards2018.pdf>
- Pennsylvania Department of Education. (2022, October) Structured Literacy (SL) Program Framework Guidelines. <https://www.stateboard.education.pa.gov/Documents/Structured%20Literacy%20Competencies%20Program%20Framework%20Guidelines.pdf>
- The Reading League. (2023, March) Curriculum Evaluation Guidelines. <https://www.thereadingleague.org/wp-content/uploads/2023/03/The-Reading-League-Curriculum-Evaluation-Guidelines-2023.pdf>
- Wyoming Department of Education. (2023, May) WDE Literacy Competency Area Requirements. <https://edu.wyoming.gov/wp-content/uploads/2023/05/Competency-Area-Requirements.pdf>

Form B -

Vendor Contact Sheet

Request for Information Number NDERFI250409

Form A should be completed and submitted with each response to this solicitation document. This is intended to provide the State with information on the vendor's name and address, and the specific persons who are responsible for preparation of the vendor's response.

Preparation of Response Contact Information	
Vendor Name:	
Vendor Address:	
Contact Person & Title:	
E-mail Address:	
Telephone Number (Office):	
Telephone Number (Cellular):	
Fax Number:	

Each vendor shall also designate a specific contact person who will be responsible for responding to the State if any clarifications of the vendor's response should become necessary. This will also be the person who the State contacts to set up a presentation/demonstration, if required.

Communication with the State Contact Information	
Vendor Name:	
Vendor Address:	
Contact Person & Title:	
E-mail Address:	
Telephone Number (Office):	
Telephone Number (Cellular):	
Fax Number:	

Form C

CONTRACTUAL AGREEMENT FORM BIDDER MUST COMPLETE THE FOLLOWING

By signing this Contractual Agreement Form, the bidder guarantees compliance with the provisions stated in this solicitation and agrees to the terms and conditions unless otherwise indicated in writing and certifies that bidder is not owned by the Chinese Communist Party.

Per Nebraska's Transparency in Government Procurement Act, Neb. Rev Stat § 73-603, DAS is required to collect statistical information regarding the number of contracts awarded to Nebraska Vendors. This information is for statistical purposes only and will not be considered for contract award purposes.

____ NEBRASKA VENDOR AFFIDAVIT: Bidder hereby attests that bidder is a Nebraska Vendor.

____ I hereby certify that I am a Resident disabled veteran or business located in a designated enterprise zone in accordance with Neb. Rev. Stat. § 73-107 and wish to have preference, if applicable, considered in the award of this contract.

____ I hereby certify that I am a blind person licensed by the Commission for the Blind & Visually Impaired in accordance with Neb. Rev. Stat. § 71-8611 and wish to have preference considered in the award of this contract.

FORM MUST BE SIGNED MANUALLY IN INK OR BY DOCUSIGN

BIDDER:	
COMPLETE ADDRESS:	
TELEPHONE NUMBER:	
FAX NUMBER:	
DATE:	
SIGNATURE:	
TYPED NAME & TITLE OF SIGNER:	