

**Nebraska Department of Education  
Responds to Vendor Questions for  
NDERFI250409 - CLSD Approved Provider**

Questions	Answer
Rather than provide attachments, can respondents provide hyperlinks to supporting documentation in the Professional Learning Rubric (in the evidence/notes section)?	Proposals must follow the RFI submission requirements. However, hyperlinks may be used to reference supporting documentation, as long as the links are publicly accessible.
Will the approved provider list be used exclusively by CLSD grantees or potentially for other state-funded literacy initiatives?	The approved provider list for professional learning in evidence-based reading will also be used to help elementary schools and early childhood centers meet the requirements of Nebraska Revised Statute 79-2607, ensuring that all teachers of children age four through grade 3 are adequately trained.
How will LEAs be selected or approved to work with providers?	LEAS may select the providers that they prefer to work with from the approved list.
What is the expected scale/# of LEAs to be serviced?	The NDE anticipates sub-awarding up to 48 awards although several consortium applications encompass multiple LEAs. The list of subawardees is anticipated to be available on August 11, 2025.
Will there be a concurrent implementation timeline across LEAs or a staggered/cohort approach?	Approved professional learning providers may implement a staggered/cohort approach if they need to in order to address capacity needs.
Will feedback be provided for submissions that do not meet all rubric indicators?	Yes, although if there are indicators missing, the provider is asked to provide a brief rationale, along with any plans they may have to add the missing indicator.
How important are third-party efficacy studies in the scoring process? Are case studies or internal evaluations sufficient?	Third-party efficacy studies are preferred but if they are not available, other evidence such as case studies or internal evaluations may be submitted.
Will pricing need to account for tracking compliance to the CLSD grant?	Compliance to the CLSD grant is the responsibility of the Nebraska Department of Education and grant recipients and should not impact provider pricing.
What data will vendors be expected to collect and report back to NDE?	Vendors should plan to provide data regarding the number of teachers who participate in professional learning to the schools, early childhood centers, or consortia who contract for it. CLSD subgrantees will report to the NDE. It is not anticipated that vendors will report data to the NDE.
How is "ongoing support" defined by NDE—does it require on-site coaching, or can it be fulfilled through virtual communities of practice and implementation toolkits?	Any of the examples provided could be considered as "ongoing support." It does not require on-site coaching.

Are potential partners expected to include family engagement components?	Family engagement is addressed in Section 2: Core Components: Component 1: How Children Learn to Read. It would be possible for potential partners to share information such as those found on the Nebraska Reads website or other readily available resources. If a partner does not include any information on family literacy, they should include a rationale of why it's not included.
What are the expectations for supporting district/building leadership—should providers offer leader-specific training modules?	If leader-specific training modules are available, it is encouraged that providers offer those. The specific activities that CLSD grant recipients plan to engage in is based upon their needs analysis, and the plans they have to address literacy in their setting.
Is there an expectation to align to NeMTSS indicators or other statewide accountability systems?	It is not necessary to align to NeMTSS indicators; other components of the CLSD application have done so.
Are there preferred formats for documenting evidence (e.g., slide decks, research summaries, sample agendas)?	Proposals must follow the RFI submission requirements. However, hyperlinks may be used to reference supporting documentation, as long as the links are publicly accessible.
Can providers submit supplementary videos or sample lesson demonstrations to support their evidence?	Proposals must follow the RFI submission requirements. However, hyperlinks may be used to reference supporting documentation, as long as the links are publicly accessible.
What formats will be accepted for Attachments as part of submission requirements in Part C? Can attachments consist of and/or include a Google Drive, PPT, Articulate Rise review platform, etc?	Proposals must follow the RFI submission requirements. However, hyperlinks may be used to reference supporting documentation, as long as the links are publicly accessible.
What is the minimum score or threshold for approval based on the 42-point rubric?	It is preferred that each indicator on the rubric is represented in a professional learning offering. If one or more components are not present, the rationale as to why it is not present will be considered and if it is at all possible to approve the offering, we will do so with a note to the school or early childhood center of where they will need to supplement the professional learning. For this reason, we are not establishing a minimum percentage.
Will oral interviews or demonstrations be required for all respondents or only selected finalists?	If oral interviews or demonstrations are needed, the NDE will determine from the submissions. It will not be required for all respondents.
As our company reviewed the specifications of the RFI mentioned above, we have a question. We noticed that our company, AIM Institute for Learning and Research, is listed as an approved provider for state dyslexia requirements.  Should our company complete the current RFI for the CLSD grant, or is our current listing sufficient?	AIM Institute is listed on the approved provider list for professional learning. It is not necessary to submit a completed rubric. There are only two of the CLSD allowable activities that require inclusion on an approved provider list: 1) Professional Learning in the Science of Reading; and 2) High Quality Instructional Materials implementation support. If the additional products and services you offer fit within those

We also offer additional products and services that we can potentially better explain through the RFI.	categories, you should plan to complete a rubric; otherwise it will not be needed.
When providing supporting documentation for each component, is it acceptable to include hyperlinks to PDFs of our material?	Proposals must follow the RFI submission requirements. However, hyperlinks may be used to reference supporting documentation, as long as the links are publicly accessible.
Is there a page limit to the rubric submission?	No, but a brief indicator of where each component is found is sufficient.
Is there a preferred format for the email submission? For example, do you prefer a PDF or can the forms be submitted as Google Docs?	Proposals must follow the RFI submission requirements. However, hyperlinks may be used to reference supporting documentation, as long as the links are publicly accessible.
Would you like digital copies of all the vendor's reading program materials to be submitted along with the forms?	No.
Are all vendors expected to appear on the zoom on 6/20? If so, what is to be expected? Will each vendor need to present/be interviewed and for how long? Can there be a team of people from the vendor on this call?	Vendors are not required to attend the Zoom opening. It is a public proposal opening only—no presentations or interviews will occur at that time. The session will include a brief overview of the RFI, a review of the timeline, and a reading of the names of vendors who submitted proposals. Vendors are welcome to attend, but participation is entirely optional and for observation purposes only.
The RFI references CLSD Goal 1, while the RFA for the CLSD has two other goals that are not included in this RFI. Will there be additional RFIs issued to address those? If not, what is the process for bidders to address those other two goals within the existing RFI?	The additional goals are embedded within this RFI; Goal 2 addressed statewide teacher and leader training in structured literacy and Goal 3 addresses the implementation of high-quality instructional materials. The approved vendor list may be updated annually through the re-release of this RFI (with possible edits) but we do not plan to release additional RFIs.
The scope of work has a strong emphasis on literacy instruction and the Science of Reading. How will providers who intend to work on activities under the approved use of funds listed in the RFA that fall outside of this scope of work? For example the RFA lists local literacy plan development, assessment & intervention, literacy partnerships and family literacy as other approved uses of funds but these are not covered in the RFI. Will there be additional RFIs issued to address	There are only two of the CLSD allowable activities that require inclusion on an approved provider list: 1) Professional Learning in the Science of Reading; and 2) High Quality Instructional Materials implementation support. There are no plans at this time to release additional RFIs.

those? If not, what is the process for bidders to address those other two goals within the existing RFI?	
<p>The scoring rubric is also heavily focused on literacy instruction and the Science of Reading. How will providers who intend to work on activities under the approved use of funds listed in the RFA that fall outside of this scope of work? For example the RFA lists local literacy plan development, assessment &amp; intervention, literacy partnerships and family literacy as other approved uses of funds but these are not covered in the RFI.</p> <p>Will there be additional RFIs issued to address those? If not, what is the process for bidders to address those other two goals within the existing RFI?</p>	<p>There are only two of the CLSD allowable activities that require inclusion on an approved provider list: 1) Professional Learning in the Science of Reading; and 2) High Quality Instructional Materials implementation support. There are no plans at this time to release additional RFIs.</p>
<p>The first paragraph of the Rubric states "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." As a part of RFI NDERFI250409 is the state only soliciting solutions within that range, or is the state accepting solutions for the CLSD Grant range of grades K-12?</p>	<p>The primary rationale for the Professional Learning Rubric is to help define what is meant by "adequately trained" per Nebraska Revised Statute 79-2607 (section 2b), which applies to teachers of 4-year-olds through grade 3. However, CLSD grant recipients, which may serve students from birth through grade 12, will have to select from a list of approved providers so we would like to see the submissions addressing the entire age span.</p>
<p>If Professional Learning submitted should align with the stated focus grade ranges (4-year-olds through grade 3) will there be another opportunity to submit PL outside of the stated ranges?</p>	<p>The submissions are not limited to the focus grade range of 4 years through grade 3.</p>
<p>Will there be another opportunity to submit Professional Learning for the NDE CLSD Grant, Appendix D: Approved Providers List for Professional Learning and Materials Implementation? If so, is a timeline available?</p>	<p>The opportunity to submit Professional Learning for the NDE CLSD Grant is available now with a goal of having an expanded Approved Provider list available prior to subgrantee award notices, which are scheduled for August 11th. We will provide an opportunity to update the approved provider list at</p>

	least annually each summer throughout the CLSD grant term.
Who will be reviewing these submissions (e.g., literacy specialists, procurement officials, cross-functional teams), and should we assume familiarity with structured literacy terminology?	Literacy specialists will be reviewing these submissions and you may assume familiarity with structured literacy terminology.
Should supporting evidence (slides, case studies, etc.) be embedded within the narrative and/or linked to Form A or as appendices in the single PDF?	Proposals must follow the RFI submission requirements. However, hyperlinks may be used to reference supporting documentation, as long as the links are publicly accessible.
If we need additional space to provide "Evidence/Notes" than in the boxes included on Form A, can we use a Word doc to write our responses?	Yes.
Is it acceptable to use case studies and program outcomes from prior literacy-focused partnerships as supportive evidence?	Third-party efficacy studies are preferred but if they are not available, other evidence such as case studies or internal evaluations may be submitted.
If a submission does not meet all 42 points on Form A but includes a plan for addressing gaps, will it still be reviewed and considered for approval?	Yes, all submissions will be reviewed and considered for approval. It is preferred that each indicator on the rubric is represented in a professional learning offering. If one or more components are not present, the rationale as to why it is not present will be considered and if it is at all possible to approve the offering, we will do so with a note to the school or early childhood center of where they will need to supplement the professional learning.