



SOLICITATION SPECIFICATIONS
OET27007038 – OPEN ENROLLMENT TECHNICAL
TITLE: MPA 603 Literacy and Dyslexia Endorsement Providers

SECTION A: BACKGROUND

National reading achievement data continue to underscore the need for strong, evidence-based literacy instruction. While Rhode Island has made significant progress in building educator knowledge and capacity, ensuring that all students develop the foundational reading skills necessary for long-term academic success remains a critical priority. It is essential that students are able to accurately decode, fluently read, and deeply comprehend grade-level text by the end of third grade and continue to strengthen these skills throughout their educational journey. A key lever in achieving this goal is ensuring that educators possess a deep understanding of the Science of Reading and Structured Literacy and can effectively apply this knowledge in practice.

Recognizing the importance of educator expertise in evidence-based literacy instruction, Rhode Island enacted the Right to Read Act in 2019. The law requires educators to demonstrate proficiency in, or awareness of the Science of Reading and Structured Literacy based on their role and responsibilities. To support implementation of these requirements, the Rhode Island Department of Education (RIDE) established a process for reviewing and approving professional learning providers whose offerings align with the competencies outlined in Rhode Island's Literacy/Dyslexia Endorsement and the requirements of the Right to Read Act. Applications are reviewed by a cross-office team at RIDE, and approved providers are listed on the [RIDE Right to Read Act webpage](#). These approved professional learning opportunities serve as an important pathway for educators to build the knowledge and skills necessary to meet statutory requirements while strengthening literacy outcomes for students statewide.

Through this solicitation, approved providers may be considered for inclusion on RIDE's Master Price Agreement (MPA) for literacy professional learning services. This solicitation will be used to establish an MPA with qualified service providers to support statewide implementation of evidence-based literacy practices.

SECTION B: SCOPE OF WORK AND REQUIREMENTS

General Scope of Work

These professional learning providers offer robust training to develop educators' knowledge of the Science of Reading and Structured Literacy. Upon successful completion of these trainings, educators will be eligible for the RIDE Literacy-Dyslexia Endorsement, thereby fulfilling their proficiency requirements of the Right to Read Act.

Structured Literacy is an approach to teaching that integrates speaking, listening, reading, and writing by providing explicit, systematic, diagnostic-prescriptive instruction in phonological and phonemic awareness, sound-symbol correspondence (phonics), syllables, morphology, semantics, and syntax.

The Science of Reading (also known as Scientific Reading Instruction) is empirically-based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes.

Specific Activities / Tasks

In order to qualify for this OET, vendors must have been pre-approved by RIDE as a provider of the Literacy/Dyslexia Endorsement. The program offered must be the specific training approved by RIDE as listed in the Information Sheet posted on the [RIDE Right to Read Act webpage](#). Other interested providers may submit an application to be a Literacy/Dyslexia Endorsement provider in December and then submit a response to this OET.

All professional learning must align with the Rhode Island Professional Learning Standards, and must include instruction in the following components/concepts as evidenced within the professional learning provider's original Literacy / Dyslexia Endorsement application:

Knowledge and Skills Related to Phonology
Phonology
Phonological Awareness
Phonemic Awareness
Articulation of Sounds
Knowledge of Skills Related to Phonics, Decoding, and Encoding
Alphabetic Principle
Decoding
Correspondence of letters and sounds
Encoding
Syllable types
Syllable division rules
Schwa
Morphology supports word composition and spelling (e.g., Latin bases, prefixes, assimilated prefixes, inflectional and derivational suffixes, Greek combining forms)
Spelling rules and generalizations
Student text selection including decodable text
Assistive technology supports
Knowledge of Skills Related to Fluency
Rate
Accuracy
Prosody
Instruction and practice
Knowledge of Skills Related to Vocabulary
Taught directly and indirectly
Developing vocabulary through oral language
Morphology supports word comprehension and vocabulary building (e.g., Latin bases, prefixes, assimilated prefixes, inflectional and derivational suffixes, Greek combining forms)

Multiple meaning contexts
Choosing and leveling words for explicit instruction
Knowledge of Skills Related to Comprehension
Listening and reading comprehension
Background knowledge
Assistive technology accommodations including audiobooks to build background knowledge
Grammar
Text Structures
Pre-Reading, During Reading, and After Reading: Metacognitive Strategies to support Executive Functioning
Connecting writing to reading to further comprehension (e.g., explicit instruction in pronoun referents, cohesive ties, and syntax elements including sentence types and sentence combination activities)

Eligible Providers:

The following training providers and programs are eligible to apply using the approved content, length of training, and associated costs as outlined in the linked information sheets hosted on the RIDE Right to Read Act landing page:

- [AIM Pathways to Proficient Reading: Elementary \(K-5\)](#)
- [AIM Pathways to Proficient Reading: Secondary \(6-12\)](#)
- [Alphabet City Tutors Orton-Gillingham Classroom Educator and Associate Level Trainings](#)
- [Brainspring Orton Gillingham Training for Rhode Island \(Grades 6-12\)](#)
- [Brainspring Orton Gillingham Phonics First \(Grades K-5\)](#)
- [Children's Dyslexia Centers](#)
- [HILL for Literacy Science of Reading: Professional Learning Series for Rhode Island](#)
- [Institute for Multi-Sensory Education \(IMSE\) - Comprehensive and Morphology Plus Courses; Comprehensive-Level Practicum](#)
- [Intexia Science of Reading and Structured Literacy Training for Bilingual and Dual Language Educators](#)
- [Keys to Literacy](#)
- [Lexia Aspire](#)
- [Lexia Learning - Language Essentials for Teachers of Reading and Spelling \(LETRS\) 3rd Edition \(Units 1-8\)](#)
- [Literacy How: Rhode Island Edition](#)
- [MaxScholar](#)
- [Neuhaus Education Center's Dyslexia Practitioner Preparation or Dyslexia Therapist Program](#)
- [Nuts & Bolts Orton-Gillingham Associate Level Training](#)
- [OG Nation Orton-Gillingham Associate Level Training](#)
- [Providence College M.Ed. Special Education \(4\) Courses](#)
- [Rhode Island College Literacy/Dyslexia Endorsement Continuing Education Courses \(3\)](#)

- [Rhode Island College Literacy/Dyslexia Endorsement Continuing Education Course \(3\): Severe Intellectual Disabilities](#)
- [Rhode Island College Literacy/Dyslexia Endorsement: BS in Elementary Education/Elementary Special Education Literacy Scope and Sequence Courses \(4\)](#)
- [Rhode Island Federation of Teachers and Health Professionals \(RIFTHP\) Reading Reimagined: The Science of Reading, Structured Literacy, and Dyslexia](#)
- [Root Literacy Design](#)
- [The Apple Group - Connections: OG in 3D](#)
- [University of Rhode Island Graduate Certificate in Dyslexia Knowledge and Practice](#)
- [Valley Speech](#)

Deliverables:

Professional learning providers must:

- Work with the hiring agency (e.g., RIDE, Rhode Island Local Education Agencies) to schedule and coordinate training
- Gather participant information to distribute all necessary training materials
- Facilitate all professional learning as outlined in their approved Literacy / Dyslexia Endorsement training
- Effectively communicate with hiring agency regarding training and participant completion status
- Provide proof of completion to all participants who have successfully completed training

SECTION C: PROPOSAL

1. Technical Proposal

Vendors must submit a technical proposal which addresses each of the following elements and is limited to six (6) pages (this excludes any appendices and as appropriate, resumes of key staff that will provide services covered by this request):

- A. **Staff Qualifications** – Describe your professional learning provider’s experience working with all populations of students including students living in poverty, multilingual learners, and students with disabilities and qualifications of key staff who will be involved in this project, including their expertise in the specified areas of involvement (e.g., the Science of Reading, Structured Literacy).
- B. **Background and Past Projects** - Brief summary of the history, goals, and key achievement of your organization related to the purpose and priorities of this solicitation, including similar projects conducted and implemented, as well as similar clients served. Include curriculum vitae of staff persons who worked on said projects, and the impact of the project on student achievement.

- C. **Capability and Capacity of the Vendor** - Please provide a description of the Vendor's experience in providing their professional learning to state(s), school district(s), and schools.
- D. **Work Plan** - Describe how the proposed professional learning meet the criteria in the scope of work and the proposed work plan for training beginning as early as September 2021. Please identify any specific aspects of your professional learning that support Multilingual Learnings, Dual Language Learners, students who are deaf or hard of hearing, and/or students with significant intellectual disabilities. |

SECTION D: EVALUATION AND SELECTION

Technical proposals must receive a minimum of 80 (80%) out of a maximum of 100 points to advance to the qualified vendor list. Technical proposals scoring less than 80 points shall not receive further consideration.

Proposals shall be reviewed and scored based upon the following criteria:

Criteria	Possible Points
Staff Qualifications	30 points
Background and Past Projects	20 points
Capability and Capacity of the Vendor	30 points
Quality of the Work Plan	20 points
Total Possible Technical Points	100 Points

NOTE: See the “Requirements” tab of this solicitation for additional information on the evaluation and selection process in the “OE Standard Specifications-Technical Proposal” section.