

**Alabama State Department of Education**



**Request for Qualifications**

**RFQ ALSDE**

**25000003005 INTERVENTION ARI**

**ALABAMA LITERACY TASK FORCE K-3 INTERVENTION PROGRAM REVIEW**

**Alabama State Department of Education**

**Alabama Reading Initiative Section**

Inquiries related to this RFQ are to be emailed to:

Cindy Gillespie

Office of Operations

Alabama State Department of Education

Email: [RFQproposals@alsde.edu](mailto:RFQproposals@alsde.edu)

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**Deadline: NEW ELECTRONIC PROCEDURES FOR SUBMISSION**

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**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](mailto:RFQproposals@alsde.edu)**

**The proposal package must contain the following and be submitted electronically. Email all questions to the same email address.**

1. The proposal must be signed by an official authorized to legally bind the supplier to the information provided.
2. Must be currently registered with The Alabama Department of Finance, Division of Procurement as a State Supplier and provide supplier number. <https://procurement.alabama.gov/>
3. The supplier must complete the affidavit for business entity/employer/supplier. Verification of enrollment in E-verify should be presented on the form found in Appendix A.

**Pursuant to Alabama Administrative Code rule 355-4-3.03(12), proposal openings are not open to the public.**

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## **Section 1.00 Administrative Overview**

### **1.1 Purpose and Background**

**Purpose:** The purpose of this RFQ is to fulfill responsibilities outlined in the *Alabama Literacy Act* where the Alabama Literacy Task Force will provide recommendations for a list of “reading intervention programs” that also take into consideration “intervention program rubrics to review content for age appropriateness,” per the 2023 revision of the *Alabama Literacy Act*. “The intervention program shall be provided in addition to the comprehensive core reading instruction that is provided to all students in the general education classroom. Dyslexia specific intervention, as defined by rule of the State Board of Education, shall be provided to students who have the characteristics of dyslexia and all struggling readers. The reading intervention program shall do all of the following:

- Systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.
- Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary, or comprehension.
- Be implemented during regular school hours.”

This process will allow additional intervention programs to be added to the list of five currently approved programs so that districts have more selection in what programs they can use for students identified with a consistent reading deficiency.

Suppliers with programs that follow a trajectory of progression from one program to another based on age are encouraged to submit the programs as a package. For example, SPIRE and Sound Sensible were submitted as a packaged program with Sound Sensible being the early literacy program companion to SPIRE and addresses the needs of younger students. If a supplier’s program is connected directly to a program already on the approved list, they may submit the connected program without risk for the originally approved program. They do need to note how the program is connected, however.

The following is the list of currently approved programs (these programs do not need to resubmit and have already been approved by the current Literacy Task Force for continued use by Alabama’s public schools:  
[https://drive.google.com/file/d/1XndB\\_cRUIHxTLuDLrxTOoGNy7-yTTJfp/view](https://drive.google.com/file/d/1XndB_cRUIHxTLuDLrxTOoGNy7-yTTJfp/view)

**Background:** The *Alabama Literacy Act* was established in 2019, with its last revision in 2022. The original vetting resulted in numerous intervention programs which later were updated to encompass only five programs approved for usage in Alabama public schools that serve kindergarten, first grade, second grade, or third grade. Local Education Agencies (LEAs) have the autonomy to choose which program, or programs best meet the needs of their students. Two of the existing approved programs relate to Certified Academic Language Therapist (CALT) training that is provided by the ALSDE, as well as through other Qualified Instructors throughout the state of Alabama and are only able to be provided by one in that particular training or fully certified as a CALT. As of fall of 2024 selected schools are also provided with funds to support 4<sup>th</sup> and 5<sup>th</sup> graders, although set programming is not required at this time. Districts are encouraged to integrate existing K-3 programming chosen for consistency.

Students, who through their universal screening process, are identified when a deficiency is shown. Students with a “consistent deficiency” are to receive a “dyslexia specific intervention program” which meets certain criteria set by the *Alabama Literacy Act* and is said to be good for all struggling readers. This link shows a chart that outlines the process to determine if a student is in need of the program:  
<https://drive.google.com/file/d/1UWhkjbX3o6jHdlVmvaU-hB3AkZAnBltv/view>

Please note that by Alabama code, three-cueing is prohibited in all Alabama public schools from PreK through twelfth grade and in Alabama's Educational Prep Programs as noted in the link:

<https://drive.google.com/file/d/1CYApia9CxmCSp2CIgfB9tl9F0N9dDix3/view>

## 1.2 Anticipated Timetable

|                              |                            |
|------------------------------|----------------------------|
| Question Submission Deadline | August 18, 2025, 3:00PM    |
| Question Responses Due       | August 20, 2025, 5:00PM    |
| Proposal Submission Deadline | September 12, 2025, 4:00PM |

NOTE: All Questions must be emailed to [RFQqanda@alsde.edu](mailto:RFQqanda@alsde.edu) by the deadline noted above. All Q & A will be posted in STAARS and Alabama Achieves website [Alabama State Department of Education - Alabama Achieves - ALSDE](#) on the designated date noted above.

## 1.3 Proposal Evaluation

An Evaluation Team will review the proposals and make a recommendation(s). The criteria listed below will be used to evaluate the proposals for the purpose of ranking them in relative position based on how fully each proposal meets the requirements of this RFQ.

### Evaluation Criteria:

|                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phase 1: Eligibility Criteria                                                          | 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. A “no” checked in any of the boxes for this phase, will not continue through the review process 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. <b>*Disqualification section.</b><br><br>50 possible points |
| Phase 2: Program Components                                                            | This phase outlines specific areas of program practices that will be made available to LEAs when selecting programs that were approved in Phase 1 & Phase 3.<br><br>39 possible points                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Phase 3: Age Appropriateness                                                           | This is an area new to the intervention reviews with the state of Alabama due to revisions in our <i>Alabama Literacy Act</i> . “In future reviews, the task force shall add an element to the core reading and intervention program rubrics to review content for age appropriateness.” Any supplier who does not meet these criteria will not be eligible to be approved for use in Alabama Public Schools in any grade. <b>*Disqualification section.</b>                                                                                                                                                                                   |
| Supplier Qualifications and Experience                                                 | 5 possible points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Cost Proposal                                                                          | Will be provided to the LEA for a comparison with other approved suppliers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Detailed description of delivery of training, materials, presentations, and/or modules | 6 possible points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| TOTAL                                                                                  | 100 possible points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**Best and Final Offers:**

The ALSDE may either accept a supplier's initial proposal by award of a contract or enter into discussions with suppliers whose proposals are deemed to be reasonably acceptable consideration for award. After discussions are concluded, a supplier may be allowed to submit a "Best and Final Offer" for consideration in a manner and method prescribed by the ALSDE. By submitting a proposal each supplier accepts and agrees to all conditions and requirements herein.

The ALSDE will make all decisions regarding evaluation of the proposal. The ALSDE reserves the right to judge and determine whether a request is compliant with and has satisfactorily met the requirements of the RFQ. The ALSDE reserves the right to waive technical and other defects if, in its judgment, the interest of the ALSDE so requires. Any further information disclosed about the RFQ during this process will be provided to all suppliers in a manner and method prescribed by the ALSDE.

**Rejection of Proposal:**

ALSDE reserves the right to reject any or all proposals which are deemed to be non-responsive, late in submission, or unsatisfactory in any way. ALSDE shall have no obligation to award a contract for work, goods, and/or services as a result of this RFQ. *Any supplier that employs the three-cueing system of reading words, which does not meet the eligibility criteria of the rubric, or that is said to not meet age appropriateness through the review will be rejected for use in Alabama public schools.*

**Qualified bidders aggrieved in connection with the with the solicitation of a contract may protest to the Chief Procurement Officer. See generally State of Alabama Department of Finance Administrative Code Regulations at <https://finance.alabama.gov/media/rnii4ga1/administrative-code-355-4-1-01-thru-06.pdf>.**

**Confidentiality:**

All information contained in the RFQ is considered to be the exclusive property of the ALSDE. Recipients of this RFQ are not to disclose any information contained within the RFQ unless such information is publicly available. This RFQ is provided for the sole purpose of allowing Suppliers to respond to these specifications.

**Selection Process:**

The ALSDE will select the supplier(s) that provides the most technically sound and cost-effective proposal that best fits the needs of the ALSDE. Final selection of the successful supplier(s) will not be based solely on cost. The supplier product will be evaluated primarily on the scope of the activities linked to associated costs as detailed in the RFQ. RFQ s will be reviewed to ascertain that minimum requirements have been met. The ALSDE reserves the right to conduct discussions with potential suppliers in order to clarify information contained in their proposals, but the ALSDE has no obligation to do so. This may include requesting a presentation of top finalists for final scoring. The supplier will provide notice to the ALSDE any partnership with another firm to provide parts of the solution; however, the supplier must provide management of the partner and is responsible for all project performance. Any subcontractor or partner will be subject to the same vetting process as the supplier, and the supplier is responsible for ensuring that each subcontractor acknowledges and is contractually bound by the staffing plan and other commitments listed in this RFQ. **This will be a multi-supplier vetted award/list.**

Unless provided by law, nothing in this RFQ shall be construed to create any legal obligation on the part of ALSDE or any respondents. ALSDE reserves the right, in its sole discretion, to amend, suspend, terminate, or reissue the RFQ in whole or in part, at any stage. In no event shall ALSDE be liable to respondents for any cost or damages incurred in connection with the RFQ process, including, but not limited to, any and all costs of preparing a response to this RFQ or any other costs incurred in reliance on this RFQ. No respondent shall be entitled to repayment from ALSDE for any costs, expenses, or fees related to the RFQ. All supporting documentation submitted in response to the RFQ will become the property of the ALSDE. Respondents may also withdraw their interest in the RFQ, in writing, at any point in time, as more information becomes known. If, within the confines of this RFQ, the supplier provides intellectual property be it understood that all RFQ contents are subject to Open Records Act laws and thus are subsequently in the public domain.

**Intent to Award**

Division of Procurement will send out an intent to award to participating suppliers, defining the protest period. The CPO, Chief Procurement Officer, is the awarding authority and as such is a signatory on the agreement/contract.

**Disclaimer Notice:**

The ALSDE shall not be liable for any costs associated with the preparation of proposals or negotiations of a contract incurred by any party.

**Availability of Funds:**

It is expressly understood and agreed that the obligations of the ALSDE to proceed is conditioned upon the continued availability of funds that may be expended for these purposes.

## 1.4 Conditions and Terms

### **Contract Terms:**

The ALSDE does not intend to execute an initial contract with Contractor but instead plans to add the supplier to a list of approved intervention programs for use by Alabama public schools in kindergarten through third grade. Districts/LEAs will be able to determine contracts with the supplier, however, the expectation is that the contracts serve the proposed budget submitted in the RFQ, if not more cost effective. The contract will go through the CPO and all notification will come through the CPO.

The suppliers shall be fully prepared to commence work after full execution of the RFQ which includes training opportunities for those wishing to purchase.

Proposals should reference each element in the RFQ by number on the cover of each copy and be arranged in the same sequence. All fees and costs are to be stated in United States currency. Suppliers must reply to each element of the RFQ.

## Section 2.00 Scope

### 2.1 Scope of Supplier's Work and Responsibilities

1. The supplier will fill out the linked rubric completing all information completely on the provided form that is linked. Submissions should directly and concisely address the questions. Random or generic responses will not be scored. The information that is shared in the linked rubric will be reviewed. The form to use is: <https://docs.google.com/document/d/1KRvIaK3wvqj1YtrKChJpT9IJdSdT0XX3lWeNrMwzq6k/template/preview> and the information contained in the form includes the information outlined below. 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. 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. The information that is shared in the linked rubric will be reviewed.

[https://docs.google.com/document/d/1x7JYbBHDv6pX\\_wu9T9SY9ZnMpupKE2u4GUIrDw1GOIM/template/preview](https://docs.google.com/document/d/1x7JYbBHDv6pX_wu9T9SY9ZnMpupKE2u4GUIrDw1GOIM/template/preview)

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| <b>PHASE 1:<br/>ELIGIBILITY CRITERIA</b>                                                                                                                                                                                                                                                                                                     |
| <b>ELIGIBILITY CRITERIA</b>                                                                                                                                                                                                                                                                                                                  |
| 1.1 Materials provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension. <a href="#">Alabama Literacy Act</a> Section 16-6G-5-(b)                                                                                 |
| 1.2 Materials and instructional approaches include clear, extensive guidance to provide small group intervention to struggling readers, based on student needs in phonological awareness, phonics (including decoding and encoding), sight words, vocabulary, and/or comprehension. <a href="#">Alabama Literacy Act</a> Section 16-6G-5-(b) |

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| <ul style="list-style-type: none"> <li>• Language Development</li> <li>• Phonological awareness</li> <li>• Phonics (decoding and encoding)</li> <li>• Sight words</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>           |
| 1.3 Materials provide clear, extensive guidance on intervention group size, daily time requirements, and intensity. Instruction can be reasonably implemented within school hours. <a href="#"><u>Alabama Literacy Act</u></a> Section 16-6G-5-(a) & (b) |
| 1.4 Materials are evidence-based, with priority given to those that have demonstrated proven results in accelerating student reading achievement within the same school year. <a href="#"><u>Alabama Literacy Act</u></a> Section 16-6G-5-(3)g(g)(2)b    |
| <b>PHASE 2:<br/>COMPONENT DETAILS</b>                                                                                                                                                                                                                    |
| <b>LANGUAGE DEVELOPMENT</b>                                                                                                                                                                                                                              |
| 2.1 Materials include opportunities to build oral language, listening, and or written expression.                                                                                                                                                        |
| <b>PHONOLOGICAL AWARENESS</b>                                                                                                                                                                                                                            |
| 3.1 Materials provide systematic, sequential, and cumulative phonological awareness instruction.                                                                                                                                                         |
| 3.2 Materials provide systematic, sequential, and cumulative phonemic awareness instruction.                                                                                                                                                             |
| 3.3 Materials provide a phonological awareness progression. Examples given are substitutions, deletions, additions, simple to complex (sentence, word, phoneme)...                                                                                       |
| <b>PHONICS (Including DECODING &amp; ENCODING)</b>                                                                                                                                                                                                       |
| 4.1 Materials provide explicit, direct phonics instruction that is systematic. Instruction includes repeated modeling and opportunities for students to consistently hear, say, write, and read sound and spelling patterns.                             |
| 4.2 Materials provide a sequential and cumulative phonics progression to include high-utility letters and a few short vowel sounds introduced early.                                                                                                     |
| 4.3 Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.                                                                                                                                    |
| 4.4 Materials support instruction that teaches students how to blend letters to write/spell and decode words.                                                                                                                                            |

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| 4.5 Materials support instruction that teaches students how to encode (write/spell) and decode common sound-spelling patterns of English in a direct, explicit, and sequential fashion (For example CV, CVC words containing digraphs, and vowel teams)             |
| 4.6 Materials support the teaching of syllable structure that progresses from simple to more complex sound-spelling patterns and word analysis skills (For example CVC words before CVCC, CCVC, and CVC words and single syllable words before multisyllabic words) |
| 4.7 Materials support instruction that teaches students how to decode multi-syllable words by looking for pronounceable word parts within them (For example: compound words, affixes, and syllable types)                                                           |
| 4.8 Materials provide multiple opportunities for practice in decoding words in isolation and in decodable text to allow mastery of phonics skills.                                                                                                                  |
| <b>SIGHT WORDS</b>                                                                                                                                                                                                                                                  |
| 5.1 Materials provide multiple opportunities for practice for students to master sight words/high-frequency and/or irregular words in isolation and connected text.                                                                                                 |
| <b>FLUENCY</b>                                                                                                                                                                                                                                                      |
| 6.1 Materials provide multiple opportunities for students to practice all components of fluency which include accuracy, automaticity, and prosody/expression.                                                                                                       |
| 6.2 Materials provide teachers opportunities to model fluent reading.                                                                                                                                                                                               |
| 6.3 Materials provide teachers opportunities to scaffold and give feedback as students read orally to foster fluent reading.                                                                                                                                        |
| 6.4 Materials provide strategies and opportunities for readers to progress from reading words in lists to phrases to sentences to passages.                                                                                                                         |
| 6.5 Materials provide fluency practice and allow for repeated readings.                                                                                                                                                                                             |
| <b>VOCABULARY</b>                                                                                                                                                                                                                                                   |
| 7.1 Materials provide instruction and practice in tier one and tier two vocabulary words.                                                                                                                                                                           |
| 7.2 Materials provide opportunities for morphology instruction and practice.                                                                                                                                                                                        |
| <b>READING COMPREHENSION</b>                                                                                                                                                                                                                                        |
| 8.1 Materials provide multiple opportunities for students to practice all components of comprehension.                                                                                                                                                              |
| 8.2 Materials provide teachers with opportunities to model a variety of comprehension strategies.                                                                                                                                                                   |

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| 8.3 Materials provide teachers opportunities to scaffold and give feedback as students demonstrate understanding of the text.                                                                                            |
| 8.4 Materials provide varied text lengths, structures, and genres to allow students to practice multiple comprehension strategies.                                                                                       |
| <b>ASSESSMENT</b>                                                                                                                                                                                                        |
| 9.1 Materials include tools for progress monitoring to evaluate student mastery of the instruction provided. (provide examples)                                                                                          |
| 9.2 Materials include a placement test to determine where students should begin in the program. (provide examples)                                                                                                       |
| <b>OPTIONAL COMPONENTS</b>                                                                                                                                                                                               |
| 10.1 Does this program offer instruction virtually?                                                                                                                                                                      |
| 10.2 Does the program offer online resources?                                                                                                                                                                            |
| 10.3 Does this program offer differentiated support for English Language Learners?                                                                                                                                       |
| 10.4 Does this program offer support for students who are vision or hearing-impaired?                                                                                                                                    |
| 10.5 Where applicable, do materials include teacher guidance for the use of <u>embedded</u> technology to support and enhance student learning?                                                                          |
| 10.6 Do materials include guidance for determining foundational reading skills in the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension?                                                  |
| 10.7 Do materials include instruction to include the critical concepts of syntax and semantics on the sentence, paragraph, and passage levels?                                                                           |
| 10.8 Is handwriting explicitly embedded into phonics instruction? (Ex. legibility, letter formation, and fluency.)                                                                                                       |
| 10.9 Do materials provide a multimodal/multisensory approach with resources and techniques that enhance student engagement and learning, simultaneously incorporating visual, auditory, tactile, and kinesthetic senses? |
| <b>RESEARCH</b>                                                                                                                                                                                                          |
| 11.1 What is the EFFECT SIZE and SAMPLE SIZE of a study that has taken place concerning this product?                                                                                                                    |
| 11.2 Who funded the research listed above and was the research listed above funded by the provider or an organization affiliated with the provider?                                                                      |

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| 11.3 Has the research mentioned above been REPLICATED with similar results? Share any EVIDENCE BASED RESEARCH DETAILS (not simply case studies) on the success that has been gathered regarding the effectiveness of the product. |
| <b>PHASE 3:<br/>AGE APPROPRIATENESS</b>                                                                                                                                                                                           |
| <b>AGE APPROPRIATENESS</b><br><i>*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>               |
| Did the supplier note any feedback on age-appropriate from people who reviewed their program?                                                                                                                                     |
| Were there any noted concerns about the "content for age appropriateness" in the materials reviewed including the information shared by the supplier? <i>(Disqualifier)</i>                                                       |
| <b>ADDITIONAL INFORMATION REQUESTED IN THE RFQ</b>                                                                                                                                                                                |
| Supplier Qualifications and Experience                                                                                                                                                                                            |
| Cost Proposal                                                                                                                                                                                                                     |
| Detailed description of delivery of training, materials, presentations, and/or modules                                                                                                                                            |
| <b>MATERIALS REQUEST</b>                                                                                                                                                                                                          |
| Samples of materials at differing levels/multiple entry points                                                                                                                                                                    |
| Samples of reports that identify skill deficiencies                                                                                                                                                                               |
| Cite multiple examples of evidence from program materials that meet each component of the rubric (what page)                                                                                                                      |
| Clearly see a scope and sequence that is spiraling                                                                                                                                                                                |
| Previously recorded webinars (professional learning)                                                                                                                                                                              |

2. Provide the intervention program to the district in a timely fashion after the order of the program
3. Provide a clear and broken-down cost to LEAs that outlines the costs associated with each of the following as it relates to the program:
  - Essential materials referenced in the RFQ
  - Training

- Supplemental materials related to the program
  - Digital materials
  - Consumables
4. Provide technical assistance to the purchaser in a timely fashion when questions or needs arise concerning the implementation of the program.
  5. Provide training opportunities for districts to use in support of the product. These training opportunities should be available, upfront, and clear any costs involved prior to the purchase of the program. Regional Literacy Specialists and other employees of Alabama State Department of Education that support literacy shall be allowed to attend these training sessions with their districts at no additional cost.
  6. Notify the Alabama Reading Initiative of any updates or revisions to the program or logo, as well as changes in ownership to the program.
  7. Provide the Alabama Reading Initiative a one-pager with general information about the program to be shared with LEAs in the submission of the RFQ. Requirements for the one-pager include costs associated with the product inclusive of training, as well as an outline of what is included. Other items may be included on the one-pager such as links to the website and digital links or videos that provides additional information.

## **2.2 Scope of Alabama State Department of Education's Work and Responsibilities**

The ALSDE will publish a list of approved suppliers per the RFQ process. This will be announced through a memorandum to all superintendents, as well as posted on the Alabama Reading Initiative website. Regional specialists will work to support the district in their implementation of the product. The reviews will be made available to LEAs to support them in making informed decisions for their product.

## **Section 3.00 General Requirements**

### **3.1 Requirements of Proposal**

The supplier must provide the following mandatory information. **Failure to provide this information may be cause for the proposal to be rejected.** Qualifications, experience, and cost will be evaluated for contract award. The proposal may be submitted under the same cover with Supplier Requirements and Cost Proposal in two distinct sections. E-verify information is required to be submitted for all employees to include contractors of the suppliers if necessary and applicable.

#### **Part I**

##### **Signed Cover Letter:**

The cover letter shall serve as the first page of the supplier's proposal. The supplier shall complete the cover letter and attach it to the proposal in response to the RFQ. The cover letter must be signed by an official authorized to legally bind the supplier. It will state that the supplier is a legal entity that will meet the specifications. The cover letter must accompany the submitted proposal. The letter accompanying the proposal must have original signatures and must include contact numbers and e-mail addresses for the authorized official signing the letters.

#### **Part II**

##### **Supplier Qualification and Experience:**

Supplier shall provide satisfactory evidence of the supplier's capability to coordinate the types of activities and to provide the services described in the RFQ in a timely manner. Special attention should be given to the discussion of qualifications. The discussion shall include a description of the supplier's background and relevant experience as related to the required activities in the RFQ.

#### **Part III**

Supplier shall provide a detailed plan describing how the services will be performed to meet the requirements of the RFQ. The description shall encompass the requirements of this RFQ. The response must be prepared and organized in a clear and concise manner that is easily understandable.

##### **Supplier Organization:**

Describe your organizational structure and explain how your organization qualifies to be responsive to the requirements of this RFQ.

##### **References:**

The supplier shall provide a minimum of three (3) references that can support and validate training and/or projects and outcomes, including names or persons who may be contacted, position of person, addresses, and phone numbers where similar training and/or projects to that described in this RFQ have been conducted.

##### **Executive Summary:**

An executive summary is required. This summary will condense and highlight the contents of the supplier's proposal.

## **Part IV**

### **Cost Proposal:**

Supplier shall include the fee structure and pricing for the training sessions/program if applicable or requested. The supplier shall submit a cost proposal in addition to other required information.

### **Subcontractor Disclosure:**

If the execution of work to be performed requires the hiring of Subcontractors, **you must clearly state this in the proposal and provide qualification for such individuals.** Sub-Contractors must be identified and the services they will provide or work they will perform must be clearly defined. The ALSDE will not refuse a proposal based upon use of a Sub-Contractor; however, the ALSDE reserves the right to refuse the Sub- contractor you have selected. Contractor and associated personnel shall remain solely responsible for the performance of all work, including work that may be sub-contracted.

Describe your rationale for utilizing Subcontractors including relevant past experience partnering with stated Subcontractor(s). Documents for E-verification of subcontractors are the sole responsibility of the contractor and must be available upon request to ensure compliance.

Subcontractors may not be employees/agents of the ALSDE or LEA, nor any entity or agency receiving education trust funds.

## **Section 4.00 General Terms and Conditions**

### **4.1 Governance**

This RFQ and its terms shall be governed and construed according to the laws of the State of Alabama. Any dispute arising out of this RFQ shall be brought in the State of Alabama, with venue in Montgomery County, Alabama. Suppliers agree to comply with all applicable federal and state laws and regulations.

Per the current FPPM: Non-appropriation and Proration (Section 41-4-144(c)).

<https://comptroller.alabama.gov/fiscal-policy-procedures/>

When funds are not appropriated or otherwise made available to support continuation of performance in a subsequent fiscal period, the contract shall be cancelled, and, to the extent permissible by law, the supplier shall be reimbursed for the reasonable value of any non-recurring costs incurred but not amortized in the price of the supplies or services delivered under the contract. To the extent permissible by law, this cost of cancellation may be paid from any appropriations available for that purpose.

In the event that proration of appropriated funds from which the State is to pay the supplier is declared by the Governor pursuant to Section 41-4-90 of the Code of Alabama, the contractor shall have the option, in addition to the other remedies of the contract, of renegotiating the contract to extend or change payment terms or amounts, or terminating the contract. In all circumstances, it is agreed that the terms and commitments of this contract shall not constitute a debt of the State of Alabama in violation of Section 213 of the Constitution of Alabama, as amended.”

### **4.2 Immigration**

The proposal must contain a statement that the firm is aware of and in compliance with the requirements of the Beason-Hammon Alabama Taxpayer and Citizen Protection Act; a statement that the supplier is enrolled in the E-Verify as required by Section 31-13-9 (b), Code of Alabama 1975, as amended:

#### **BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT**

##### **COMPLIANCE**

**The Beason-Hammon Alabama Taxpayer and Citizen Protection Act (31-13-1 et seq, Code of Alabama, 1975 as amended by Act 2012-491) regulates illegal immigration in the State of Alabama. All contracts with the State or political subdivision thereof must fully comply with each provision as provided by law.**

A proposal must include a statement that the supplier has knowledge of this law and is in compliance. Before a contract is signed, the supplier awarded the contract must submit a Certificate of Compliance using the form at Appendix A. E-Verify enrollment can be accomplished at the website of the United States Department of Homeland Security at <http://www.uscis.gov>.

See Section 10 for additional language required by Section 10(k) of the Act to be included in the contract.

Rev.5-24-13

#### **4.3 Conflict of Interest**

The supplier attests that no employee, officer, or agent of the supplier shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest may be involved. A conflict would arise when the employee, officer, agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in the organization selected for an award. The officers, employees, and agents of the supplier, if selected as the career planning system supplier, shall neither award nor offer gratuities, favors, nor anything of monetary value from suppliers or subcontractors.

#### **4.4 Discrimination**

##### **Alabama Non-Discrimination Statement:**

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age, genetic information, or any other category protected under the law. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008. Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101, or call (334) 694-4717.

#### **4.3 Artificial Intelligence (AI) Systems**

##### **AI Model Development and Use Attestation:**

The proposal shall include a written statement attesting to the following:

- a. Pretrained AI System: The AI System to be provided in the performance of this RFQ have been pretrained.
- b. Responsibility in AI System Development: The supplier used all responsible measures necessary during the development of the AI System to be provided in the performance of this RFQ.
- c. Human-in-the-Loop AI System Training: A human-in-the-loop approach was used, wherever possible, in the training of the AI System, ensuring human oversight and intervention were integral parts to the AI System training process.
- d. Unbiased Data Selection and Algorithm Development: The process of data selection for AI System training was conducted in an unbiased manner, wherever possible, adhering to the principles of fairness and non-discrimination.
- e. Expected Outcomes: The results produced by the AI System met the expected outcomes as identified and defined by the supplier.

The supplier further attests and agrees that any violation of this subsection will be considered a material breach of this RFQ, and may result in its termination, legal action, or both, at the sole discretion of the ALSDE.

If the supplier's software solution does not use, contain, or incorporate Artificial Intelligence (AI), the proposal shall include a written statement attesting that the software solution does not use, contain, or incorporate any AI.

## APPENDIX "A"

State of \_\_\_\_\_ )  
County of \_\_\_\_\_ )

CERTIFICATE OF COMPLIANCE WITH THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535, as amended by ACT 2012-491)

DATE: \_\_\_\_\_

RE Contract/Grant/Incentive (describe by number or subject):

\_\_\_\_\_ by and between  
\_\_\_\_\_ (Contractor/Grantee) and  
\_\_\_\_\_ (State Agency, Department or Public Entity)

The undersigned hereby certifies to the State of Alabama as follows:

1. The undersigned holds the position of \_\_\_\_\_ with the Contractor/Grantee named above, and is authorized to provide representations set out in this Certificate as the official and binding act of that entity, and has knowledge of the provisions of THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535 of the Alabama Legislature, as amended by ACT 2012-491) which is described herein as "the Act."

2. Using the following definitions from Section 3 of the Act, select and initial either (a) or (b), below, to describe the Contractor/Grantee's business structure.

BUSINESS ENTITY. Any person or group of persons employing one or more persons performing or engaging in any activity, enterprise, profession, or occupation for gain, benefit, advantage, or livelihood, whether for profit or not for profit.

a. Self-employed individuals, business entities filing articles of incorporation, partnerships, limited partnerships, limited liability companies, foreign corporations, foreign limited partnerships, and foreign limited liability companies authorized to transact business in this state, business trusts, and any business entity that registers with the Secretary of State.

b. Any business entity that possesses a business license, permit, certificate, approval, registration, charter, or similar form of authorization issued by the state, any business entity that is exempt by law from obtaining such a business license, and any business entity that is operating unlawfully without a business license.

EMPLOYER. Any person, firm, corporation, partnership, joint stock association, agent, manager, representative, foreman, or other person having control or custody of any employment, place of employment, or of any employee, including any person or entity employing any person for hire within the State of Alabama, including a public employer. This term shall not include the occupant of a household contracting with another person to perform casual domestic labor within the household.

\_\_\_\_ (a) The Contractor/Grantee is a business entity or employer as those terms are defined in Section 3 of the Act.

\_\_\_\_ (b) The Contractor/Grantee is not a business entity or employer as those terms are defined in Section 3 of the Act.

3. As of the date of this Certificate, the Contractor/Grantee does not knowingly employ an unauthorized alien within the State of Alabama and hereafter it will not knowingly employ, hire for employment, or continue to employ an unauthorized alien within the State of Alabama.

4. The Contractor/Grantee is enrolled in E-Verify unless it is not eligible to enroll because of the rules of that program or other factors beyond its control.

Certified this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_.

\_\_\_\_\_  
Name of Contractor/Grantee/Recipient

By: \_\_\_\_\_

Its \_\_\_\_\_

The above Certification was signed in my presence by the person whose name appears above, on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_.

WITNESS: \_\_\_\_\_

\_\_\_\_\_  
Printed Name of Witness