

**Connecticut State Department of Education (CSDE)
Office of Dyslexia and Reading Disabilities
Addendum No. 1**

Date of Issuance: April 10, 2026

RFP Title: Connecticut Educator Preparation Program Audit Concerning Instruction in Structured Literacy and the Detection and Recognition of and Interventions for Students with Dyslexia

RFP Number: 862

I. Notice to Prospective Bidders

The following responses to written inquiries are incorporated into the original RFP document. Bidders must acknowledge the receipt of this addendum by including a signed copy of this page with their final proposal submission on May 1, 2026, by 4:00 PM Eastern.

II. Responses to Written Questions

The following questions were received by the April 1, 2026, 4:00 PM deadline.

Question #	Vendor Question	Agency Response
1.	What is the available funding for this scope of services?	CSDE has not established a predetermined funding amount for this work. Proposers should develop a budget that reflects the resources required to fully implement the scope of services, ensuring proposals are cost-effective and competitively priced. Budgets may be priced separately for Project A and Project B.
2.	What is the exact number of EPPs that need to be audited? The RFP states "audits of up to 18 Connecticut IHEs and their respective EPPs" and I believe on Monday's conference call you mentioned that there are 229 independent certification programs (undergrad, graduate, alternative pathways). Can you please explain how you get to 229?	There are 18 educator preparation institutions/providers, and across those institutions, there are 229 individual certification programs. Any program that leads to professional certification is included in the audit. Please see the Guide to Approved Educator Preparation Programs in Connecticut for a breakdown of specific programs subject to audit, which is also linked in the RFP.
3.	What specific programs are included in the audit? Are the programs aligned to certain certification types?	Any teacher preparation program that leads to professional certification is subject to verification as required by Section (c) of 10-14z of the Connecticut General Statutes. Programs are aligned to certification and endorsements as required by Section (e) of 10-145a

		and Section (i) paragraphs (1) and (2) of 10-145d of the Connecticut General Statutes. The compliance and audit process is grounded in the CT Educator Competencies for Structured Literacy and Dyslexia . Please see the CT Educator Competencies for alignment based on certification level and endorsement type.
4.	Will CSDE require recommendations for an “EPP audit” process for both traditional route and alternate route programs?	Yes. CSDE will require recommendations for an audit process for both traditional route and alternate route programs.
5.	Do both traditional programs and alternate route programs require CAEP accreditation in Connecticut?	Yes.
6.	Is the goal of this SOW to ensure EPPs are compliant only, or does CSDE want audits to also assess the quality of instruction and the quality of the teaching of the candidates (such as, if they are able to make the connections to practice)?	The scope of this audit is limited to verification of statutory requirements. The compliance measures and audit procedures are grounded in the statutory requirements of Section (e) of 10-145a, Section (i), paragraphs (1) and (2) of 10-145d, Section (a) of 10-14aa, which require the Office of Dyslexia and Reading Disabilities to verify whether educator preparation programs include required instruction in scientifically based instruction in literacy, required instruction in the detection and recognition of dyslexia and evidence-based structured literacy interventions, and specific endorsement pathways for supervised practicum or student teaching experiences, where required. The audit does not evaluate instructional quality, candidate performance, or program effectiveness beyond statutory compliance measures.
7.	Do the compliance measures and audit processes need to incorporate the Connecticut Educator Competencies for Structured Literacy and Dyslexia?	Yes. The Connecticut Educator Competencies for Structured Literacy and Dyslexia are the foundational standards against which programs will be evaluated, aligned to the relevant certification level and endorsement type. All compliance expectations, organized into compliance target clusters and their associated compliance measures, are derived directly from these competencies. Audit procedures must examine how the program meets these requirements.
8.	Will the audit of EPPs conducted through this RFP be a one-time event or does CSDE imagine using resources	The intent of this RFP is to solicit proposals to evaluate, strengthen, and operationalize the compliance measures, audit procedures, tools, and training necessary to carry out audits with rigor and consistency,

	developed under this work to replicate EPP audits in the future?	and to conduct audits of Connecticut educator preparation programs.
9.	The RFP references "approved auditors." Who approves the auditors?	CSDE will approve all auditors.
10.	Will the contractor identify and use its own auditors for the EPP audits or will the contractor only train auditors identified by CSDE (or some combination thereof)?	CSDE will approve all auditors.
11.	Are staff resumes and bios expected to be included in the proposal?	Yes.

III. Bidder Acknowledgment

Authorized Signature: _____

Date: _____