

**EPP Structured Literacy and Dyslexia Audit  
Pre-Bid Conference: RFP #862**



**UNLOCKING**  
*Lifelong*  
**POTENTIAL**

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**CONNECTICUT**  
Education  
**2025-2026**

Connecticut State Department of Education – March 30, 2026



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## Meeting Goals

- Understand the policy context and scope of both projects
- Assess your organization's fit against qualifications and standards
- Understand the timeline, application components, and next steps

## Procurement Reminders

- Questions collected in writing by email:
  - Deadline April 1, 2026, by 4:00 PM Eastern
- All communication must go through the designated procurement contact at: [lisa.gianni@ct.gov](mailto:lisa.gianni@ct.gov)
- Responses to questions posting date and location:
  - April 10, 2026 | [CT Source Bid Board](#) and [2026 RFPs](#)



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## Connecticut's Educator Preparation Program Landscape

### **Educator Preparation Institutions**

- 18 educator preparation providers operate programs in Connecticut
- Includes research universities, regional state universities, private and independent colleges, regional education service centers, and the Office of Higher Education Alternate Route to Certification

### **Educator Preparation Programs (EPPs)**

- 229 preparation programs statewide
- Programs span undergraduate, graduate, and alternate route to certification (ARC) pathways
- All programs

### **Geographic Distribution**

- Major hubs are concentrated near urban centers, including the Hartford/New Haven corridor and Fairfield County, with regional needs met in eastern and western Connecticut

### **Audit Applicability**

- All EPPs are subject to this audit



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## Policy & Project Context



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## Policy & Legislative Context

### Connecticut's Structured Literacy and Dyslexia Legislation

CGS 10-145a(e)  
CGS 10-145d(i)(1)(2)

Requires EPPs to prepare teacher candidates in evidence-based instruction and detection and recognition of dyslexia

### Connecticut's Dyslexia-Specific Legislation

CGS 10-14z(c);  
CGS 10-14aa – 10-14dd;  
CGS 10-14jj

Establishes requirements for verification and compliance and audit function

### Office of Dyslexia and Reading Disabilities' (ODRD) Role

ODRD oversees program training compliance and certification verification

This procurement is a direct implementation of ODRD's statutory oversight responsibilities

### Connecticut's Educator Competencies

CGS 10-14z(d)(1);  
Adopted by SBE May 2025

Establishes requirements for ODRD to develop a set of educator competencies that all educators should achieve based on certification level and endorsement type



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## What Has Been Developed ODRD's Draft Compliance and Audit Framework

- Describes a baseline compliance and audit framework to verify dyslexia-specific instruction in educator preparation programs, aligned with section (e) of CGS 10-145a and section (c) of CGS 10-14z
- Establishes requirements to verify that preparation programs meet standards in scientifically based reading research, structured literacy, and dyslexia identification and instruction, including supervised practicum
- Grounded in the CT Educator Competencies for Structured Literacy and Dyslexia



## What This Procurement Addresses

### Service Outcome Goals

**Scope of Service is separated into two projects; both must be addressed to be considered complete**

- Review and evaluate alignment of the existing draft framework with statute
- Provide recommendations to support ODRD in strengthening the rigor of the compliance measures and audit procedures in the draft framework
- Provide recommendations for aligning audit procedures with the information submitted through accreditation
- Develop and provide training in the strengthened compliance measures and audit procedures for auditors
- Conduct audits of up to 229 educator preparation programs



## Project A: Compliance Measures and Audit Procedures

- ✓ Development of a project plan and updates on key deliverables
- ✓ Comprehensive review of existing draft compliance and audit framework and all draft materials
- ✓ Provide actionable recommendations to strengthen the methodological rigor of draft framework and materials
- ✓ Recommend a process for incorporating Council for Accreditation of Educator Preparation (CAEP) accreditation submission materials into the compliance and audit framework
- ✓ Host focus groups with stakeholders to gather feedback
- ✓ Develop and provide training for all approved auditors on all tools, methodologies, and quality control measures



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## Project A: Compliance Measures and Audit Procedures

### Anticipated Key Deliverables

(may include and is not limited to)

#### **Deliverable 1:**

Develop rubrics and guidance to assess course syllabi, materials and assessments

#### **Deliverable 2:**

Develop rubrics and guidance for auditors to conduct and analyze course observations

#### **Deliverable 3:**

Develop guidance for auditors to conduct faculty interviews

#### **Deliverable 4:**

Develop rubrics and guidance for auditors to assess course textbooks



## Project A: Compliance Measures and Audit Procedures Continued

### Expertise Profile Required

- Deep subject matter expertise in structured literacy and diagnosis and remediation of and interventions for students with or at risk for dyslexia and other reading difficulties
- Experience with CAEP standards and higher education accreditation frameworks
- Policy analysis, organizational leadership, and compliance framework development experience
- Experience and expertise to develop, train, and conduct audits of higher education teacher preparation programs, including intermediate supervisor and supervisor programs
- Capacity to conduct audits of up to 18 educator preparation institutions and up to 229 EPPs beginning as early as Fall 2026



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## Project B: EPP Audit

- ✓ Develop a project plan and provide updates on key deliverables
- ✓ Conduct a training session for Deans, Directors and Certification Officers of EPPs for the purpose of providing an overview of the audit methodology and to answer any questions
- ✓ Conduct site visits of programs as a component of the EPP audit
- ✓ Conduct the full statewide EPP Audit
- ✓ Analyze data collected from site visits and all submitted documentation and highlight program strengths and areas for improvement
- ✓ Create a report summarizing site visit and audit findings
- ✓ Applicable for up to 18 educator preparation institutions and 229 educator preparation programs



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## **Project B: EPP Audit** **Anticipated Key Deliverables** (may include but not limited to)

### **Deliverable 1:**

Data analysis  
highlighting preparation  
program strengths and  
areas for improvement

### **Deliverable 2:**

A report summarizing  
site visits and audit  
findings for up to 229  
programs



## Project B: EPP Audit Continued

### Methodology Reference

- Methodology should align with established audit standards to ensure rigor, including credibility, objectivity, reliability, consistency, and accountability across the compliance and audit framework
- Audit procedures include site visits, program observations, and document review



## Project B: EPP Audit Continued

### Expertise Profile Required

- Deep subject-matter expertise in scientifically based reading research, structured literacy, and dyslexia detection, recognition and instruction
- Experience with CAEP standards and higher-education accreditation frameworks
- Experience with policy analysis, audit procedures and framework development experience
- Ability to provide training in conducting audits and implementing quality-assurance measures



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## Relationship Between Projects A and B

### **Bidding Options**

- Organizations must address both Project A and B to be considered complete
- Teaming/Subcontracting rules: Subcontracting is allowed and must include your organization's recruitment and hiring plan as well as how you will provide quality assurance of work performed

### **How the Projects Are Complementary**

- Project A's recommendations will inform the audit procedures used in Project B
- Both projects contribute to Connecticut's comprehensive structured literacy and dyslexia training oversight system



## Relationship Between Projects A and B Continued

### **CSDE's Coordination Role**

- CSDE/ODRD will coordinate activities across both projects

### **Self-Assessment Guidance**

- Organizations without structured literacy and dyslexia subject matter expertise should not bid on either project
- Organizations without field audit capacity at scale should carefully assess fit for Project B



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## RFP Application Requirements



## Application Requirements

### Eligibility Proposal Requirements - All Bidders

- Letter of Intent must be submitted by due date - April 13, 2026, 4:00 PM EST
- Must be received before due date and time - May 1, 2026, 4:00 PM EST
- Must meet the Proposal Requirements
- Must be complete

### Additional Minimum Qualification Requirements - All Bidders

- Demonstrated capacity to conduct field audits at significant scale
- Experience managing site visits, observations, and program documentation review
- Organizational leadership and/or staff possess knowledge and expertise in structured literacy and dyslexia instruction and educator preparation



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## Application Review Standards



## Evaluation Review Criteria

- CSDE will conform with its contracting procedures and State Code of Ethics when evaluating proposals
- Proposals are evaluated against four criteria
- Project A and Project B are evaluated equally
- Must be received on or before due date and time, meet the requirements, meet eligibility and qualification requirements, follow the proposal outline, and be complete
- Proposals that do not satisfy minimum requirements will not be reviewed further; significant deviation will be rejected



## Evaluation Review Criteria and Points

### **Superior | 6 Points | Meets and Exceeds Expectations**

- Demonstrates high level of capacity, innovation and creativity; high probability of success

### **Adequate | 4 Points | Meets Expectations**

- Consistent with industry standards and practices; good probability of success

### **Minimal | 2 Points | Meets Some but Not All**

- Lowest acceptable level; moderate to low probability of success

### **Inadequate | 0 Points | Fails to Meet Some or All**

- Does not demonstrate sufficient capacity; low to very low probability of success



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## Evaluation Components & Criteria

### **Quality of Response | 18 Points**

- Project understanding, proposed methodology, balance between technical quality, efficiency and cost effectiveness

### **Work Plan and Scope of Services | 18 Points**

- Organizational experience and capacity, comprehensive work plan, timeliness in task completion

### **Qualifications, Expertise and Experience | 24 Points**

- Structured literacy, dyslexia instruction, evaluation and interventions, CAEP alignment, educator preparation, conducting audits and provide training

### **Financial Profile | 6 Points**

- Financial stability and sound fiscal management

### **Cost Competitiveness and Budget Narrative | 12 Points**

- Cost effective and competitively priced budget narrative



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## Process, Timeline & Fiscal Considerations



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## Application Timeline

- **RFP #862 Posted:** March 23, 2026
- **Pre-Bid Conference:** March 30, 2026, from 12:30 PM - 1:15 PM, Virtual
- **Deadline to Submit Written Questions:** April 1, 2026, 4:00 PM ET
- **Answers to Questions Posted:** April 10, 2026 | Location: [CT Source Bid Board](#) and [2026 RFPs](#)
- **Letter of Intent:** April 13, 2026 | Emailed to Official Contact | [lisa.gianni@ct.gov](mailto:lisa.gianni@ct.gov)
- **Application Due:** May 1, 2026, 4:00 PM ET | 1 Electronic copy emailed to Official Contact | [lisa.gianni@ct.gov](mailto:lisa.gianni@ct.gov)
- **Contract Awards:** One (1), dependent upon availability of funding. CSDE may make awards for Project A, B, or both depending on funding
- **Contract Period:** Upon execution until June 30, 2027



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## Submission Instructions

**Submission Address:** Email to Lisa Gianni, [lisa.gianni@ct.gov](mailto:lisa.gianni@ct.gov)

### Format Requirements

- Required Outline, Cover Sheet, Table of Contents, Executive Summary (2 page maximum), Attachments not accepted and will disqualify application if submitted, Style Requirements, Pagination, Confidential Information Declaration, Conflict of Interest Disclosure

### Separate Submissions

- Multiple proposals are not an option for this procurement; multiple cost options within a single proposal are allowed

### Late Submissions

- Late submissions will not be accepted



## Application Review Process & Expectations

### Review Committee

- Composed of individuals, CSDE staff or other designees as deemed appropriate
- Reviewers will include subject matter experts in structured literacy, dyslexia and higher education

### Scoring Process

- Reviewers will evaluate all proposals that meet minimum requirements by score, rank order and make recommendations for contract award
- Commissioner of Education will make the final selection
- CSDE reserves the right to award a proposer who did not rank the highest if it deems it to be in the best interest of the State

### Post-Award Expectations

- Selected Contractor will work in close coordination with CSDE/ODRD
- Access to EPP program documentation will be facilitated by CSDE/ODRD



## Official Contact Information

### **RFP Procurement Contact**

Lisa Gianni, Associate Education Consultant,  
Office of Dyslexia and Reading Disabilities, [lisa.gianni@ct.gov](mailto:lisa.gianni@ct.gov)

- All RFP questions must be submitted in writing, no phone inquiries accepted, unrelated or late questions will not be answered



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## Thank You!

- **Submit Questions By: April 1, 2026| 4:00 PM ET |** Submit to: [lisa.gianni@ct.gov](mailto:lisa.gianni@ct.gov)
- **Answers will Be Posted: April 10, 2026| Location: CT Source Bid Board and 2026 RFPs**
- **Letter of Intent Due: April 13, 2026| 4:00 PM ET**
- **Application Due: May 1, 2026| 4:00 PM Eastern**

**We look forward to receiving strong applications that support Connecticut's structured literacy and dyslexia goals for higher education and student outcomes.**