



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

February 5, 2025

MEMORANDUM

TO: City and County Superintendents of Education
FROM: Eric G. Mackey *EGM*
State Superintendent of Education
RE: Guidance for High-Quality Professional Learning in Structured Literacy Products and Services Aligned to the Science of Reading

In May of 2024, the Alabama State Department of Education (ALSDE) invited submissions for High-Quality Professional Learning in Structured Literacy from any individual(s) or firms interested in having their programs reviewed by various state literacy leaders through the coordination of the ALSDE. This Request for Information (RFI) is not an offer for a contract but seeks the submission of High-Quality Professional Learning in Structured Literacy from interested providers to assist the state in providing information to the State Superintendent of Education, Alabama Literacy Task Force, Alabama Committee for Grade-Level Reading, Alabama Department of Early Childhood Education, and Alabama Higher Education Task Force, as it relates to best practices in the Science of Reading. Applicants who submitted were notified that they may be provided a list released by the ALSDE outlining an overview of their programming and a summary of the review.

Important to note as it relates to the *Alabama Literacy Act* is that a [Continuum for Teacher Development](#) was approved by the Alabama Literacy Task Force and was shared by the ALSDE this fall. This document works with the attached information to provide local education agencies (LEAs) support in determining opportunities beyond what the ALSDE is providing for foundational professional learning. The attached document includes a one-page overview of the submissions of the RFI and the provider’s contact information. The LEA should directly contact the provider for additional questions and should conduct their own vetting of all resources.

If you need further assistance from the ALSDE, please contact Mrs. Misty Wilson, Education Specialist, Alabama Reading Initiative, by telephone at (334) 694-4632 or by email at misty.wilson@alsde.edu.

EGM/BS/AB

Attachment

cc: Curriculum and Instruction Coordinators
ARI Contacts
Mrs. Angela Martin
Mr. Arthur Watts, Jr.
Mr. Chuck Marcum
Dr. Melissa Shields
Mrs. Bonnie Short

FY25-2023

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ALSDE Request for Information (RFI)

High-Quality Professional Learning in the Science of Reading

Building a Strong Foundation for Lifelong Literacy Success by Public Consulting Group, LLC

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ◆ **Grounded in Science of Reading:** Aligned with evidence-based practices, void of the three-cueing system.
- ◆ **Explicit Model of Instruction:** Provides clear, structured guidance for evidence-based teaching practices.
- ◆ **Standards Alignment:** Supports the 2021 *Alabama Course of Study: English Language Arts*.
- ◆ **Support for Higher Education:** Equips educators with foundational knowledge and evidence-based practices to teach foundational literacy.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Training Structure and Expense Provided by Vendor

Duration	45 hours
Training Formats	Virtual On-Demand Multiple Delivery Methods as an Option for One Professional Learning Session
Cost	The Base Cost Per License for 6 Modules is \$599.

Component Rating: Strong Evidence

Building a Strong Foundation for Lifelong Literacy Success by Public Consulting Group, LLC, is a structured literacy-based program designed to provide professional learning aligned with the Science of Reading. The program emphasizes evidence-based, explicit, and systematic methods, without incorporating the three-cueing approach. It is tailored to help educators meet the needs of all students, including struggling readers, English Learners, and students with special needs. Access to the program was provided online and through products designed for Alabama, revealing strong evidence that it effectively supports professional learning needs.

Appropriate Audience

Primary Audience

Inservice teachers

Building a Strong Foundation for Lifelong Literacy by Public Consulting Group, LLC, is specifically designed for the training of inservice teachers actively working to improve literacy outcomes in their classrooms. While not its primary audience, the program may also serve as support for preservice teachers, as well as for postsecondary instructors involved in teacher preparation programs. Furthermore, this product may also serve as valuable training for reading specialists and administrators.

Research Information Provided by Vendor

Effect Size

N/A

No research information was provided. However, the vendor did supply a list of districts that have utilized the program: School District of Lee County, Florida (K-2); Louisiana State Department of Education (4-8); Alabama State Department of Education (4-8); Colorado State Department of Education (K-12); Vermont Agency of Education (K-12); Massachusetts Department of Elementary and Secondary Education (K-3); and Connecticut State Department of Education (K-3).



ALSDE Request for Information (RFI)

High-Quality Professional Learning in the Science of Reading

SEEDS of Learning by Center for Collaborative Classroom

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ◆ **Grounded in Science of Reading:** Some evidence-based practices, void of the three-cueing system.
- ◆ **Explicit Model of Instruction:** Provides some guidance for explicit instruction including modeling and guided practice.
- ◆ **Standards Alignment:** N/A.
- ◆ **Support for Higher Education:** May be used to equip educators with foundational knowledge for supporting ages 3 to 5.

Science of Reading Components Present (Focused on Children Ages 3-5)

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Appropriate Audience

Primary Audience

***Designed for Inservice Teachers of Children Ages 3 to 5**

SEEDS of Learning by the Center for Collaborative Classroom is specifically designed to support inservice educators working with students ages 3 to 5 (Pre-K and K). Although not its primary audience, the program may also serve as support for preservice teachers and postsecondary instructors involved in teacher preparation programs aimed at preparing educators to support the learning of young children ages 3 to 5.

Training Structure and Expense Provided by Vendor

Duration	27 hours
Training Formats	In-Person Virtual Training Virtual On-Demand
Cost	Cost Varies Based on Format. The Average Cost is \$850 Per Educator.

Research Information Provided by Vendor

Reported Effect Size

0.24

SEEDS for Learning demonstrates a notable impact on early literacy skills, with an overall effect size of 0.24, underscoring its capacity to support foundational literacy development in young learners. Research information provided suggests a positive impact of the program on achieving desired outcomes.

Component Rating:

Moderate Evidence

SEEDS for Learning is specifically designed for educators of children ages 3 to 5, with a focus on early childhood literacy. The program includes elements of structured literacy and does not appear to incorporate any aspects of the three-cueing approach. It addresses components of professional learning for Pre-K and K educators, with a somewhat explicit model that aligns with current research. The vendor emphasizes support for multilingual learning needs and states that the program is designed to help educators meet students at individual points of need.



ALSDE Request for Information (RFI) High-Quality Professional Learning in the Science of Reading

Online Language & Literacy Academy (OL&LA) by CORE Learning

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ♦ **Grounded in Science of Reading:** Aligned with evidence-based practices, void of the three-cueing system.
- ♦ **Explicit Model of Instruction:** Provides clear, structured guidance for evidence-based teaching practices.
- ♦ **Standards Alignment:** Supports the 2021 Alabama Course of Study: English Language Arts.
- ♦ **Support for Higher Education:** Vendor states the program is designed for K–6 educators, K–12 special education teachers, and reading specialists.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Appropriate Audience

Primary Audience

Inservice Teachers

Online Language & Literacy Academy by CORE Learning is primarily designed for inservice teachers. Although not its primary audience, the program may also serve as support for reading specialists and administrators seeking to enhance their expertise in effective literacy instruction.

Training Structure and Expense Provided by Vendor

Duration	40 Hours
Training Formats	Virtual On-Demand Face-To-Face (Virtual) at Prearranged Times
Cost	Fully Asynchronous, \$695; Asynchronous Cohort with CORE Facilitator, \$785

Research Information Provided by Vendor

Reported Effect Size

N/A

Vendor reported increased ELA test scores by .14 standard deviations. Vendor provides access to case studies via their public website.

Component Rating:

Moderate Evidence

Online Language & Literacy Academy by CORE Learning is a structured literacy-based program designed to provide professional learning aligned with the science of reading. The program addresses components of professional learning with a model that appears to be explicit and systematic in supporting instructional practices, aligning with current research. The vendor states that the program helps educators understand how to effectively teach reading to a diverse range of learners, including multilingual students, speakers of different English language varieties, and students requiring additional support. No materials were provided for review; this analysis is based solely on vendor submissions and publicly available information.



ALSDE Request for Information (RFI) High-Quality Professional Learning in the Science of Reading

Elementary Reading Academy (ERA) by CORE Learning

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ◆ **Grounded in Science of Reading:** Aligned with evidence-based practices, void of the three-cueing system.
- ◆ **Explicit Model of Instruction:** Provides clear, structured guidance for evidence-based teaching practices.
- ◆ **Standards Alignment:** Supports the 2021 Alabama Course of Study: English Language Arts.
- ◆ **Support for Higher Education:** Vendor states the program is designed for K-6 teachers, literacy coaches, reading specialists, and reading intervention teachers.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Appropriate Audience

Primary Audience

Inservice Teachers

Elementary Reading Academy (ERA) by CORE Learning is primarily designed for inservice teachers. Although not its primary audience, the program may also serve as support for reading specialists and administrators seeking to enhance their expertise in effective literacy instruction. The vendor indicates that the program may also benefit reading intervention teachers.

Training Structure and Expense Provided by Vendor

Duration	45 Hours
Training Formats	Face-to-Face (In Person) at Prearranged Time
Cost	\$4500 Per Day (Maximum of 40 Participants)

Research Information Provided by Vendor

Reported Effect Size

N/A

Vendor reported increased ELA test scores by .14 standard deviations. Vendor provides access to case studies via their public website.

Component Rating:

Moderate Evidence

Elementary Reading Academy (ERA) by CORE Learning is a structured literacy-based program designed to provide professional learning aligned with the science of reading. The program addresses components of professional learning with a model that appears to be explicit and systematic in supporting instructional practices, aligning with current research. The vendor states that the program helps educators understand how to effectively teach reading to a diverse range of learners, including multilingual students, speakers of different English language varieties, and students requiring additional support. No materials were provided for review; this analysis is based solely on vendor submissions and publicly available information.



ALSDE Request for Information (RFI)

High-Quality Professional Learning in the Science of Reading

TRL Professional Development by The Reading League

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ♦ **Grounded in Science of Reading:** Aligned with evidence-based practices, void of the three-cueing system.
- ♦ **Explicit Model of Instruction:** Provides clear, structured guidance for evidence-based teaching practices.
- ♦ **Standards Alignment:** Supports the 2021 *Alabama Course of Study: English Language Arts*.
- ♦ **Support for Higher Education:** Offerings are available to equip educators with foundational knowledge and evidence-based practices to teach foundational literacy.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Appropriate Audience

Primary Audience	Inservice Teachers
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The Reading League's Online Academy is primarily designed for inservice teachers. Although not its primary audience, the platform includes sessions to support the learning of reading specialists and administrators. Sessions may also benefit preservice teachers and postsecondary instructors. Notably, one session is specifically designed for any stakeholders in education who are new to the Science of Reading, making it a versatile resource for a broad audience.

Training Structure and Expense Provided by Vendor

Duration	Online Academy: 2.5 Hour Live Virtual Sessions (12 total)
Training Formats	Face-to-Face Virtual at Prearranged Time School-Based Offerings are Available
Cost	\$200 Per Educator Per Session / No Cost Provided for School-Based (On-Site) Offerings

Research Information Provided by Vendor

Reported Effect Size	N/A
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Note from vendor: The Reading League is a nonprofit organization dedicated to advancing the awareness, understanding and use of evidence-aligned instruction. We do not conduct research of our own.

Component Rating: Moderate Evidence

The Reading League's Online Academy is grounded in structured literacy principles and does not incorporate the three-cueing approach. Its session offerings address components of professional learning, providing a model that appears to be explicit and systematic in supporting evidence-based instructional practices and aligning with current research. Evidence suggests that the sessions are effective in addressing the needs of learners including struggling readers and students with special needs. No materials were provided for review; this analysis is based solely on vendor submissions and publicly available information on the program's website.



ALSDE Request for Information (RFI)

High-Quality Professional Learning in the Science of Reading

Brain-Based Literacy Instruction with Dyslexia Awareness Training by Learning Ally

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ◆ **Grounded in Science of Reading:** Aligned with evidence-based practices, void of the three-cueing system.
- ◆ **Explicit Model of Instruction:** Provides clear, structured guidance for evidence-based teaching practices.
- ◆ **Standards Alignment:** Supports the 2021 Alabama Course of Study: English Language Arts.
- ◆ **Support for Higher Education:** Sessions may be used to equip educators with foundational knowledge and evidence-based practices to teach foundational literacy.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Appropriate Audience

Primary Audience	Inservice Teachers
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Learning Ally lists inservice Grades Pre-K through 6 teachers as the primary audience for its professional learning sessions. Since the sessions are offered virtually, they are also accessible to postsecondary educators. The vendor states that the product is appropriate for a wide variety of audiences and highlights a specific one-hour session designed to help families support readers at home, making it a resource for both educators and families.

Training Structure and Expense Provided by Vendor

Duration	21 Hours
Training Formats	Face-to-Face (Virtual at a Prearranged Time) Face-to-Face (In-Person at Prearranged Time) Virtual On-Demand
Cost	Price Varies / Approximately \$450 - \$550 Per Educator

Research Information Provided by Vendor

Reported Effect Size	N/A
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Note from vendor: Not applicable at this time. We are looking to test this impact with small, medium, and large sample sizes of participants. Since we haven't completed this work yet, we don't have an effect size as requested.

Component Rating:

Moderate Evidence

Learning Ally is grounded in structured literacy principles and does not incorporate the three-cueing approach. Its session offerings address components of professional learning, providing a model that appears to be explicit and systematic in supporting evidence-based instructional practices and aligning with current research. Evidence suggests that the sessions are effective in addressing the needs of learners including struggling readers and students with special needs. Additionally, they provide a one-hour, interactive session specifically designed to help families support their children's reading development at home.



ALSDE Request for Information (RFI)

High-Quality Professional Learning in the Science of Reading

CAREIALL for K-12 Educators by Center for Applied Research and Educational Improvement at the University of Minnesota

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

Grounded in the Science of Reading: Based on an online review, the program demonstrates evidence of alignment with the Science of Reading principles.

Explicit Model of Instruction: The program offers some guidance for explicit instruction, including modeling and guided practice.

Standards Alignment: The strategies presented may be used to support the implementation of the 2021 *Alabama Course of Study: English Language Arts*.

Support for Higher Education: The vendor identifies postsecondary instructors as a secondary audience. Sessions may serve to equip educators with foundational knowledge and evidence-based practices to teach literacy skills effectively.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Appropriate Audience

Primary Audience

Inservice Teachers

The Center for Applied Research and Educational Improvement identifies in-service teachers as the primary target audience for its offerings. According to the vendor, the program is designed for K-5 general educators and K-12 educators involved in implementing literacy interventions or providing literacy support. Although not the primary audience, the vendor provides online sessions that may also be valuable for postsecondary instructors.

Training Structure and Expense Provided by Vendor

Duration	55-60 Hours
Training Formats	Face-to-Face (Virtual at a Prearranged Time) Face-to-Face (In-Person at Prearranged Time) Virtual On-Demand
Cost	\$600/Educator With a Minimum Number Per Cohort of 25 Educators and a Maximum of 50 Educators

Research Information Provided by Vendor

Reported Effect Size

N/A

Note from vendor: CAREIALL was developed as one of 3 PD providers for the State of Minnesota. CAREIALL is in its first year of implementation with flagship cohorts that began in April of 2024.

Component Rating:

Promising Evidence

From the overview of materials provided, CAREIALL for K-12 Educators appears to align with structured literacy principles, with no evidence of incorporating the three-cueing approach, based on an online review. The program's session offerings address key components of professional learning outlined in the request for information. It also provides methods for supporting adult learners in developing instructional strategies. According to the vendor, participants are introduced to instructional considerations for supporting and assessing the literacy development of multilingual learners. These considerations are integrated throughout the program's modules. No materials were provided for review. This analysis is based solely on vendor responses and publicly available information on the program's website.



ALSDE Request for Information (RFI)

High-Quality Professional Learning in the Science of Reading

Foundational Approaches to Transforming Instruction and Student Achievement by Children's Literacy Initiative

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ◆ **Grounded in Science of Reading:** Aligned with evidence-based practices, void of the three-cueing system.
- ◆ **Explicit Model of Instruction:** Program offers guidance for explicit instruction, including modeling and guided practice.
- ◆ **Standards Alignment:** Strategies may be used to support the 2021 Alabama Course of Study: English Language Arts.
- ◆ **Support for Higher Education:** Vendor does not list postsecondary as an appropriate audience.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Appropriate Audience

Primary Audience

Inservice Teachers

Professional learning options offered by the Children's Literacy Initiative are primarily designed for inservice teachers. Although not the primary audience, the vendor indicates that online sessions may also support preservice teachers, Pre-K educators, reading specialists, and administrators. Furthermore, the vendor notes that the program is suitable for family and community organizations.

Training Structure and Expense Provided by Vendor

Duration	6-8 Hours
Training Formats	Face-to-Face (In Person) Face-to-Face (Virtual) Virtual (On-Demand)
Cost	\$385 Per Educator in Person \$275 Per Educator Virtual

Research Information Provided by Vendor

Reported Effect Size

0.68

Note from vendor: The sample size of the study included 78 schools across four districts in three states, with 65 teachers in the Children's Literacy Initiative group and 65 teachers in the control group.

Component Rating:

Moderate Evidence

From the overview of materials provided, Children's Literacy Initiative offers professional learning options aligned with structured literacy principles, with no indication of incorporating the three-cueing approach. The program addresses some components of professional learning, providing guidance for explicit instruction through modeling and guided practice aligned with current research. Information provided suggests the program has capacity to support learners, including struggling readers and English Learners. However, the vendor did not provide information specific to learners with special needs. Access to the program was provided, indicating that the sessions may address some professional learning needs.



ALSDE Request for Information (RFI) High-Quality Professional Learning in the Science of Reading

TNTP Learning Portal: Science of Reading by The New Teacher Project (TNTP)

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- **Grounded in Science of Reading:** Online review shows some evidence of alignment with Science of Reading.
- **Explicit Model of Instruction:** Vendor states that the product is guided by evidence-based practices that are carefully sequenced and implemented with clear modeling, guided practice, and independent application of early-literacy skills.
- **Standards Alignment:** Vendor states that course serves as a foundational learning opportunity and an organizing center for comprehensive support and development tailored to state- and district-specific needs.
- **Support for Higher Education:** Vendor states that TNTP has developed a comprehensive Science of Reading course for PK-3 educators.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Training Structure and Expense Provided by Vendor

Duration	30 Hours
Training Formats	Virtual On-Demand Multiple Delivery Methods as an Option for One Professional Learning Session
Cost	\$550 Per Educator / Access to Platform Provided for 12 Months

Component Rating:

Promising

Based on vendor responses and a review of available online information, TNTP states that their professional learning options are aligned with structured literacy principles and do not incorporate the three-cueing approach. The vendor offers online, asynchronous learning modules designed for independent completion at an educator's own pace. While limited access was provided to review the product, the vendor highlights its partnerships with over 300 school systems across 35 states as an indicator of its reach and applicability. As this is part of a request for information, a more in-depth evaluation of the product would be necessary to provide concrete conclusions.

Appropriate Audience

Primary Audience

Inservice Teachers

Professional learning options offered by TNTP are primarily designed for inservice teachers. While not the primary audience, the vendor indicates that sessions may also benefit preservice teachers, Pre-K educators, reading specialists, and administrators.

Research Information Provided by Vendor

Reported Effect Size

N/A

Note from vendor: We have not yet completed a research study specifically on this work.



ALSDE Request for Information (RFI) High-Quality Professional Learning in the Science of Reading

engage2learn Growe Coaching Conversation Protocol and GroweLab Talent Development Platform

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- **Grounded in Science of Reading:** Vendor states that coaches are trained to support the integration of structured literacy practices into their existing curriculum and instructional routines across subjects.
- **Explicit Model of Instruction:** Vendor states that educators receive clear, step-by-step guidance on how to teach each literacy component, ensuring that instruction is coherent and aligned with structured literacy best practices.
- **Standards Alignment:** Vendor states that coaches and platform can be tailored to meet the needs of supporting content standards.
- **Support for Higher Education:** Vendor states the primary audience is inservice teachers.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Training Structure and Expense Provided by Vendor

Duration	35 Hours
Training Formats	24/7 Asynchronous Coaching, On-Demand Support; Real-Time Reporting e2L is a Tech-Enabled K-12 Service Provider.
Cost	Training/Coaching: \$5,000/Coach \$1,400/Teacher w/Min of 10 Teachers Per Coach Coaching Team - \$19,000 \$76,000 Minimum Package

Component Rating:

From the overview of materials provided, the product appears to be a coaching service and online learning platform that can be tailored to focus on literacy. According to the vendor, their training includes a minimum of five (5) coaching conversations utilizing their "Growe Coaching Conversation Protocol", which they claim leads to significant improvements in student achievement and engagement. The vendor also highlights a history of partnerships, including support for state agencies in Kentucky, Rhode Island, and Texas, as well as collaboration with over 300 school districts, 79,000+ educators, and nearly 2,000 schools. As this is part of a request for information, a more comprehensive evaluation of the product would be necessary to draw definitive conclusions.

Appropriate Audience

Primary Audience

Inservice Teachers

This vendor provides coaching services designed to support the professional learning of in-service teachers with a focus that can be tailored to literacy. While in-service teachers are the primary audience, the vendor indicates that the service may also benefit other stakeholders, including pre-service candidates, reading specialists, administrators, and Pre-K teachers.

Research Information Provided by Vendor

Reported Effect Size

0.45

Note from vendor: The sample size of the study included 309 teachers across 14 schools and approximately 5,800 students.



ALSDE Request for Information (RFI) High-Quality Professional Learning in the Science of Reading

Program Component Rating System

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. All research and effect size information included in this report was provided directly by the vendors via the questionnaire. A committee utilized a structured system to evaluate vendor programming based solely on the information and access provided. The purpose of this report is to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

Program Component Rating System

The information from the RFI: High-Quality Professional Learning in Structured Literacy form was used to gather information to determine the rating of the program.

Strong Evidence

- ◆ The product is based on structured literacy and void of anything concerning the three-cueing system.
- ◆ The program addressed a category of professional learning referenced in the form.
- ◆ The program element referenced has an explicit and systematic method of supporting learning consistent with research.
- ◆ The program element supports all struggling readers including English learners and students with special needs.
- ◆ The program access is being provided, which reveals strong evidence of a program that will support the learning.

Moderate Evidence

- ◆ The product is based on structured literacy and void of anything concerning the three-cueing system.
- ◆ The program addressed a category of professional learning referenced in the form.
- ◆ The program element referenced has a somewhat explicit and systematic method of supporting learning that is somewhat consistent with research.
- ◆ The program element supports struggling readers.
- ◆ The program access is being provided, which reveals some evidence of a program that will support the learning.

Promising Evidence

- ◆ The product is based on structured literacy and void of anything concerning the three-cueing system.
- ◆ The program addressed a category of professional learning referenced in the form.
- ◆ The program element referenced has a method of supporting the learning.
- ◆ The program access is not available but other evidence indicates it would be beneficial.

No Evidence: Program review does not appear to be beneficial to growth in structured literacy for the purposes of Alabama's needs.

Examples of program elements that were gathered in the RFI: High-Quality Professional Learning in Structured Literacy form:

- ◆ Audience
- ◆ Public Website
- ◆ References
- ◆ Statewide Capacity
- ◆ Delivery Methods
- ◆ Support for Participants
- ◆ Coaching
- ◆ Cost
- ◆ Length of Training



ALSDE Request for Information (RFI)

High-Quality Professional Learning in the Science of Reading

Language Essentials for Teachers of Reading and Spelling (LETRS) for Administrators by Lexia

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ◆ **Grounded in Science of Reading:** Aligned with evidence-based practices, void of the three-cueing system.
- ◆ **Explicit Model of Instruction:** Provides clear, structured guidance for leading implementation of evidence-based teaching practices.
- ◆ **Standards Alignment:** Supports structures for implementation of 2021 Alabama Course of Study: English Language Arts.
- ◆ **Support for Higher Education:** Equips educational leaders with foundational knowledge and information about the implementation of evidence-based, foundational literacy practices.

Science of Reading Components Present

Oral Language	Vocabulary
Phonological Awareness	Comprehension
Phonics	Writing Including Encoding
Fluency	



Appropriate Audience

Primary Audience

Administrators/Instructional Leaders

LETRS for Administrators by Lexia is tailored to equip school administrators and instructional leaders with the knowledge and tools needed to drive literacy improvement in schools. Designed to support leaders in building and sustaining effective systems for literacy implementation, this product provides an understanding of the Science of Reading and its practical application in schools. By fostering expertise in structuring, implementing, and supporting literacy systems, the program empowers leaders to align instructional practices with evidence-based research.

Training Structure and Expense Provided by Vendor

Duration	47 hours
Training Formats	In-Person (Face-to-Face Sessions) In-Person (Virtual Sessions) Virtual On-Demand
Cost	\$1290/Educator for 4 Full Day Face-to-Face Sessions OR \$930/Educator for 8 Half Day Face-to-Face Virtual Sessions

Research Information Provided by Vendor

Effect Size

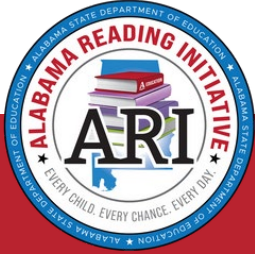
0.23

LETRS for Administrators by Lexia demonstrates a notable impact on literacy leadership, with an overall effect size of 0.23, highlighting its capacity to support system-wide literacy improvement. Research information provided suggests a positive impact of the program on achieving desired outcomes.

Component Rating:

Strong Evidence

LETRS for Administrators is designed to equip educational leaders with the knowledge and tools necessary to support the implementation of evidence-based, Science of Reading-aligned, structured literacy practices. The program emphasizes explicit, systematic methods grounded in current research, enabling leaders to effectively guide and sustain instructional improvements. It provides a framework for helping educators address the needs of all students, including struggling readers, English Learners, and students with special needs. Evidence from the program highlights its capacity to enhance literacy outcomes through informed leadership and strategic implementation.



ALSDE Request for Information (RFI)

High-Quality Professional Learning in the Science of Reading

LETRS Early Childhood by Lexia

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ◆ **Grounded in Science of Reading:** Aligned with evidence-based practices, void of the three-cueing system.
- ◆ **Explicit Model of Instruction:** Provides clear, structured guidance for evidence-based teaching practices.
- ◆ **Standards Alignment:** Supports the 2021 Alabama Course of Study: English Language Arts.
- ◆ **Support for Higher Education:** Equips educators with foundational knowledge and evidence-based practices to teach foundational literacy.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Appropriate Audience

Primary Audience	Inservice PreK Teachers / Inservice K-3 Teachers
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LETRS Early Childhood by Lexia is designed to equip inservice Pre-K and K-3 teachers with the knowledge and tools to build strong literacy foundations in young learners. The program focuses on enhancing educators' understanding of the Science of Reading and its application in early childhood and primary classrooms. While not its primary audience, it may also support preservice students and provide valuable training for reading specialists, helping them deepen their expertise and support teachers in implementing evidence-based literacy practices.

Training Structure and Expense Provided by Vendor

Duration	36 hours
Training Formats	Face-to-Face (In-Person) Face-to-Face (Virtual) Multiple Delivery Methods
Cost	\$575/Educator for 2 Full Day Face-to-Face Sessions OR \$463/Educator for 4 Half Day Face-to-Face Virtual Sessions

Research Information Provided by Vendor

Effect Size	0.23
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LETRS Early Childhood by Lexia demonstrates a notable impact on early literacy instruction, with an overall effect size of 0.23, underscoring its capacity to support foundational literacy development in young learners. Research information provided suggests a positive impact of the program on achieving desired outcomes.

Component Rating: Strong Evidence

LETRS for Early Childhood is a designed to equip Pre-K and K-3 inservice teachers with the knowledge and tools needed to implement evidence-based instructional practices. This program emphasizes explicit, systematic methods grounded in current research, ensuring that educators can effectively build foundational literacy skills in young learners. The program provides strategies to address the needs of all early learners, including English Learners and students with special needs, by fostering high-quality, evidence-based literacy instruction. Evidence from the program highlights its ability to improve literacy outcomes by empowering teachers with practices tailored to early childhood education.



ALSDE Request for Information (RFI)

High-Quality Professional Learning in the Science of Reading

LETRS for Educators / LETRS 3E by Lexia

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ◆ **Grounded in Science of Reading:** Aligned with evidence-based practices, void of the three-cueing system.
- ◆ **Explicit Model of Instruction:** Provides clear, structured guidance for evidence-based teaching practices.
- ◆ **Standards Alignment:** Supports the 2021 Alabama Course of Study: English Language Arts.
- ◆ **Support for Higher Education:** Equips educators with foundational knowledge and evidence-based practices to teach foundational literacy.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Appropriate Audience

Primary Audience

Inservice Teachers and Reading Specialists

LETRS for Educators by Lexia is specifically designed to train inservice teachers and reading specialists, making it a viable resource for educators focused on improving literacy outcomes in their classrooms. While not the program's primary audience, it may also provide support for postsecondary instructors involved in teacher preparation programs.

Training Structure and Expense Provided by Vendor

Duration	148 hours
Training Formats	In-Person (8 Full Face-to-Face Sessions) Virtual (16 Half-Day Virtual Sessions) On-Demand Virtual Options Available
Cost	\$2,098/Educator Full Face-to-Face \$1,648/Educator Half-Day Virtual

Research Information Provided by Vendor

Effect Size

0.23

LETRS for Educators by Lexia demonstrates a notable impact on literacy instruction, with an overall effect size of 0.23, highlighting its capacity to enhance classroom teaching and to support improved student outcomes. Research information provided suggests a positive impact of the program on achieving desired outcomes.

Component Rating:

Strong Evidence

LETRS for Educators is a structured literacy-based program designed to provide professional learning aligned with the Science of Reading, free from the use of the three-cueing approach. It offers evidence-based, explicit, and systematic methods to support learning, consistent with current research. The program is tailored to help educators address the needs of all students, including struggling readers, English Learners, and students with special needs. Access to the program demonstrates strong evidence of its effectiveness in supporting literacy development and improving learning outcomes.



ALSDE Request for Information (RFI)

High-Quality Professional Learning in the Science of Reading

Lexia Aspire Grades 4th-8th

This report is based on information collected by a committee through vendor responses to a detailed questionnaire and a review of materials provided. Some vendors supplied in-hand materials, while others granted limited access to information through their public websites. The purpose of this report is solely to gather information about the products and services offered by the vendors. It is intended as a resource to inform decision making and does not represent a commitment to procurement or endorsement of any specific product or service.

- ◆ **Grounded in Science of Reading:** Aligned with evidence-based practices, void of the three-cueing system.
- ◆ **Explicit Model of Instruction:** Provides clear, structured guidance for evidence-based teaching practices.
- ◆ **Standards Alignment:** Supports the 2021 Alabama Course of Study: English Language Arts.
- ◆ **Support for Higher Education:** Equips educators with foundational knowledge and evidence-based practices to teach foundational literacy.

Science of Reading Components Present

Oral Language		Vocabulary	
Phonological Awareness		Comprehension	
Phonics		Writing Including Encoding	
Fluency			

Appropriate Audience

Primary Audience

Inservice Teachers of Grade 4+ /
Reading Specialists of Grade 4+

Lexia Aspire is designed to equip inservice teachers and reading specialists with the knowledge and tools needed to support literacy learning for students in Grades 4 and above. This program focuses on enhancing educators' understanding of the Science of Reading and its practical application in upper elementary and secondary classrooms. While not its primary audience, the program may also be used to support the learning of preservice teachers and postsecondary instructors.

Training Structure and Expense Provided by Vendor

Duration	46 hours
Training Formats	Virtual On Demand
Cost	\$600 Per Educator

Research Information Provided by Vendor

Effect Size

N/A

Note from vendor: Lexia has planned ongoing efforts to research the efficacy of this product.

Component Rating:

Strong Evidence

Lexia Aspire is a professional learning program designed to equip inservice teachers and reading specialists with the knowledge and tools needed to support literacy learning for students in Grades 4 and above. This program emphasizes evidence-based, Science of Reading-aligned structured literacy practices, focusing on explicit, systematic methods grounded in current research. Aspire provides strategies to address the diverse needs of all older learners, including English Learners and students with special needs. Evidence from the program demonstrates its capacity to improve literacy outcomes by empowering educators with research-based practices tailored to support literacy development in upper elementary classrooms.

RFI Vendor Contact Information

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Lexia Aspire Grades 4th-8th	Carol K. Keller—Director, Proposals & Educational Funding ProposalTeam@lexialearning.com	
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SEEDS of Learning by Center for Collaborative Classroom	Lenora Forsythe proposals-contracts@collaborativeclassroom.org	
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Elementary Reading Academy (ERA) by CORE Learning	Erin Endreson erin.endreson@unbounded.org	
TRL Professional Development by The Reading League	Jessica Pasik jessica@thereadingleague.org	
Brain-Based Literacy Instruction with Dyslexia Awareness Training by Learning Ally	Melissa Stutsman mstutsman@LearningAlly.org	
CAREIALL for K-12 Educators by Center for Applied Research and Educational Improvement at the University of Minnesota	Laura Woolf woolf030@umn.edu	
Foundational Approaches to Transforming Instruction and Student Achievement by Children's Literacy Initiative	Heather Tranen, Strategic Partnerships Manager htranen@cli.org	
TNTP Learning Portal: Science of Reading by The New Teacher Project (TNTP)	Casey Valenty, Partner, TNTP Casey.valenty@tntp.org	
engage2learn Growe Coaching Conversation Protocol and GroweLab Talent Development Platform	Dr. Chris Everett chris.everett@engage2learn.org	