

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
BUREAU OF STUDENT SUPPORT
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301

June 26, 2019

New Hampshire Family Ambassador in Education

REQUEST FOR PROPOSALS RFP #SPED-2019-11

Deadline for Receipt of Proposals: 4:00pm, Friday, July 26, 2019

An original and four (4) identical copies of a formal proposal shall be submitted to:

Barbara Dauphinais, Program Specialist
Bureau of Student Support
101 Pleasant Street
Concord, New Hampshire 03301-3860
Barbara.Dauphinais@doe.nh.gov
Fax: (603) 271-1099

The deadline for receipt of Inquiries is 4:00pm, Friday, July 5, 2019. Inquiries must begin with the heading "New Hampshire Family Ambassador in Education." The New Hampshire Department of Education (hereafter called the Department) will address written inquiries received by the deadline and, if they are determined to be vital to the competitive bidding process, a written response will be sent no later than five (5) working days after the deadline. In addition, any modifications to the specifications contained in this RFP shall be made only in writing by the Department immediately following the deadline for receipt of inquiries and no other changes will be entertained after that date. Verbal agreement or instructions from any source are not authorized or binding on the State of New Hampshire (State).

All advisory committees are encouraged to distribute this Request for Proposals (RFP) to any/all qualified individuals/organizations.

Grant Award: The Department of Education, Bureau of Student Support expects to award a two (2) year contract, effective upon Governor & Council approval, to the successful applicant. Unless there is a change in the plan requirements and/or services to be delivered, the cost for the contract shall not exceed \$60,000.00 annually or a total of \$120,000.00 for the two-year contract period.

Purpose and Priorities

The purpose of this RFP is to seek proposals from an individual to work in conjunction with the Department dedicated to strengthen the voice of families by bringing focus to the needs of students to allow every student to reach full potential. The goal of this work is to universally cultivate family engagement as the essential component to promote child development and improve student outcomes aligned with the Dual-Capacity Family School Partnerships, Dual Capacity Framework and the National Association of Family, School, and Community Engagement Strategic Framework 2017-2021.

This work will include activities that present the voice of families in State, regional, and local discussions on education with respect and thought to the diversity of their needs. The New Hampshire Family Ambassador will hear from parents and families about their experiences, increase families' awareness around educational issues, and collaborate with other organizations and agencies to improve efforts and knowledge about family engagement.

- Create a New Hampshire Family Ambassador Plan that includes resources and activities that support family engagement opportunities within State and local school communities to expand relationships, strengthen partnerships, share, network, and learn. The outcome is to look at several approaches to examine systemic and sustained ways for parents and caregivers to communicate, collaborate, and actively participate in educating the whole child.
Resources can be found at www.ed.gov/family-and-community-engagement?src=rn.
- Utilize the Dual-Capacity Building Framework for Family-School Partnerships components with a focus on family voice including:
 - A description of the capacity challenges that must be addressed to support the cultivation of effective family-school partnerships and the challenge of the lack of opportunities for families to build the capacity for partnerships.
 - An articulation of the opportunity conditions that are systemic across organizations, are embedded in all programs and are sustained with resources and infrastructure integral to the success of family-school partnership initiatives and interventions. The process conditions should be linked to learning, relational, developmental vs. service orientation, collaborative and interactive.
 - An identification of the desired intermediate capacity goals that should be the focus of family engagement policies and programs at the state and local level. These policies and programs should build the capacity for families and educators in the areas of knowledge, networks, beliefs and self-efficacy.
 - A description of the capacity-building outcomes for school and program staff as well as families. These outcomes allow schools to honor and recognize how families fund knowledge, connect family engagement to student learning, and create welcoming, inviting cultures. These outcomes allow families to negotiate in multiples roles as supporters, encouragers, monitors, advocates, decision makers, and collaborators. Resources can be found at: www2.ed.gov/documents/family-community/frameworks-resources.pdf
- Utilize the National Association of Family School and Community Engagement Strategic Framework 2017-2021 with a focus on family voice including:
 - A vision of the world where family engagement is universally practiced as an essential strategy for improving children's learning and advancing equity.
 - A mission that advances high-impact policies and practices for family, school and community engagement to promote child development and improve student achievement.
 - Guiding Principles fosters stakeholder ability and capacity to use high-impact evidence-based strategies and practices, cultivates networks that nurture meaningful home-school community connections, promotes knowledge and understanding that engaging families is essential to improve children's learning, and confidence to inspire efficacy and collective will amongst stakeholders to initiate and sustain reform.
 - Strategies levers and outcomes to support the vision, mission and guiding principles.
 - Values that measures both qualitative and quantitative data about collaboration, inclusion, partnership, equity, relationships, and trust. Resources can be found at: <https://nafsce.org/page/StrategicPlan>

- Design a marketing plan that includes online modules, video shorts and social media that informs the public about specific practices and examples that highlight publicly New Hampshire Family Ambassador Plan using the application of the Dual Capacity- Building Framework for Family/School Partnerships. All products developed are the property of the Department.
- Provide a timeline for each year of the plan that includes when goals and objectives will be accomplished, and when all activities will begin and end based on the Dual-Capacity Framework. This timeline must include the activities that will be implemented, the resources that will be used to implement them, and the expected outcome(s) of each activity. All documents used in technical assistance activities must be submitted to the Department prior to dissemination. All documents created shall be the property of the Department.
- Coordinate with the Department and with national/global organizations such as the U.S. Department of Education, the National Association for School, Family, and Community Engagement, and Scholastic Family and Community Engagement. Resources can be found at: <https://www2.ed.gov/documents/family-community/frameworks-resources.pdf>; <http://teacher.scholastic.com/products/face/https://nafsce.org/>, and <https://nafsce.org/>
- Provide a comprehensive evaluation process that includes a plan for systematic evaluation of the effectiveness of each primary component of the efforts including, but not limited to, specific trainings, activities and products designed to promote assistive technology services, supports, and coaching/mentoring. This plan should include specific timelines, measures, and proposed approaches to improved outcomes for students receiving assistive technology services in education.

Resources and Information for Applicants:

The Bureau of Student Support is legislatively mandated to provide technical assistance based on the following:

- RSA 186-C III ~ the Department shall provide technical assistance and information to the school districts so that the districts may effectively and efficiently identify, clarify and address responsibilities under State and federal special education laws. Whenever technical assistance of a specialized nature, beyond that available in the Department is required, the Department shall assume a leadership role in identifying sources of such assistance in other State agencies, the federal government, volunteer services or the private sector.
- §300.704 (4)(i) State level activities: for support and direct services, including technical assistance, personnel preparation, and professional development and training.

1.0 Minimum Requirements:

In order to be considered for funding, a proposal must include evidence of the following minimum requirements:

- 1.1 Demonstrate expertise and knowledge of The Partner in Education: Dual-Capacity Building Framework for Family-School Partnerships;
- 1.2 Demonstrate expertise and knowledge of the National Association for Family, School and Community Engagement Strategic Framework 2017-2021.
- 1.3 Show evidence of the ability to work with representatives from State agencies, partner organizations, school districts, USED funded TA Centers, and other stakeholders;
- 1.4 Provide examples of effective communication mode skills (oral and written);
- 1.5 Demonstrate expertise in facilitation and the provision of professional development, technical assistance, as well as coaching/mentoring supports based on adult learning methods and strategies;
- 1.6 Provide examples of a marketing plan that includes online modules, video shorts and social media that informs the public about specific practices and examples that highlight publicly the application of the Dual Capacity- Building Framework for Family/School Partnerships;

- 1.7 Evidence knowledge of Federal and state student confidentiality regarding The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and the NHRSA 193 –E:5 Unique Pupil Identification, and
- 1.8 Demonstrate fiscal management capacity including the requesting of funds from the Department as well as oversight and dissemination of resources (fiscal and other) to project participants (including staff).

2.0 SERVICES TO BE PROVIDED

2.1 The successful applicant will build a New Hampshire Family Ambassador Plan that includes resources and activities that support family engagement opportunities within State and local school communities to expand relationships, strengthen partnerships, share, network, and learn. The outcome is to look at several approaches to examine systemic and sustained ways for parents and caregivers to communicate, collaborate, and actively participate in educating the whole child.

The successful applicant will propose, implement, and evaluate the New Hampshire Family Ambassador Plan that:

- 2.1.1 Works in conjunction with the Department dedicated to strengthening the voice of families by bringing focus to the needs of students to allow every student to reach full potential. The goal of this work is to cultivate family engagement as the essential component to promote child development and improve student outcomes aligned with the Dual-Capacity Family School Partnerships, Dual Capacity Framework and the National Association of Family, School and Community Engagement Strategic Framework 2017-2021.
- 2.1.2 Include activities that present the voice of families in State, regional, and local discussions on education with respect and thought to the diversity of their needs. The New Hampshire Family Ambassador will hear from parents and families about their experiences, increase families' awareness around educational issues, and collaborate with other organizations and agencies to improve efforts and knowledge about family engagement.
- 2.1.3 Support leadership development for parents, school staff, and district staff.
- 2.1.4 Relies on the use of qualitative and quantitative data to inform planning and improvement activities.
- 2.1.5 Incorporate a performance management system that promotes facilitation of parents and families as a means of improving services and results for children.
- 2.1.6 Establishes/sustains a system of training and technical assistance to schools, families, and youth that supports the objectives of the proposal.
- 2.1.7 Aligns with other family serving organizations across the State to work on common goals for family and youth engagement.
- 2.1.8 Includes a plan for systematic evaluation of the effectiveness of each primary component of the model, including, but not limited to, specific district- and school-based strategies designed to promote meaningful parent involvement. This plan should include specific timelines, measures, and proposed approaches to data analysis.

Please refer to the Moving Forward: Building Effective Family School Partnerships Project www.hfrp.org/publications-resources/browse-our-publications/family-school-partnerships?print=1&print=1&print=1

2.2 The Family Engagement Ambassador Plan should focus on building the capacity of school, districts, and communities to strengthen family and school partnerships with a focus on family voice through the implementation of evidence-based and culturally responsive practices, utilizing data collection and analysis in support of data-based decision making at both the policy and practice levels. This Family Engagement Ambassador Plan will guide State and local schools/districts and communities to advance high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.

- 2.3 The Family Engagement Ambassador Plan shall include resources that includes three essential elements: a Communication Essential Component; a Partnership Relationship Essential Component, and an Equity Essential Component. The Communication essential element should engage stakeholders in effective, on-going two-way communication that values and includes all voices in decision-making. The Partnership Essential Component should ensure that when all stakeholders engage in strong partnerships, a wider variety of supports is available to develop the whole child and an equity essential component. The Innovation Essential Component ensures that all stakeholders continuously evaluate current strategies and explore new approaches to engage and empower students and families.
- 2.4 The successful applicant will provide a timeline for each year of the project that includes when goals and objectives will be accomplished, and when all activities will begin and end based on the family school partnership framework. This timeline must include the activities that will be implemented; the resources that will used to implement them, and the expected outcome(s) of each activity. All documents used in technical assistance activities must be submitted to the Department prior to dissemination. All documents created shall be the property of the Department.
- 2.5 The successful application will include a detailed plan for evaluating the overall effectiveness of the project in meeting the project's objectives. The plan will describe the method used to collect and analyze data specific to goals, objectives, activities and outcomes as part of an on-going measure of the effectiveness of this initiative. The method should include a description of how the results of the evaluation will inform decisions regarding possible revisions to the overall model or any of its components, e.g., training, staffing, materials, implementation, etc. The evaluation plan should take into account existing data from the State Performance Plan (SPP)/Annual Performance Report (APR) Indicator 8 Survey, data to be collected in forthcoming survey administrations, and other sources of data than can provide convergent evidence of the efficacy of the project in developing, supporting, and evaluating improvement strategies that focus on building school-family partnerships that foster student success.
- 2.6 The successful applicant will explain how they will coordinate efforts of the RFP with current Department initiatives with a specific focus on family voice and engagement. These efforts include participation in Department meetings periodically to share information as required; and attend other assigned meetings that support the Bureau of Student Support initiatives.

3.0 REPORTING

The successful bidder shall provide the Bureau of Student Support with the following reports:

- 3.1 **Monthly Reporting:** Submittal of monthly invoices using the Bureau of Student Support invoice, by the 10th of each month, supported by a report that reflects a summary of activities that have taken place in accordance with the terms of the contract.
- 3.2 **Annual Report:** Report detailing the accomplishments and challenges of the project, based on the evaluation of the project, within 30 days of the end of each project year. The first report will include strategies for improvement. The final report will include a comprehensive overview of the entire project.

4.0 LIMITATIONS ON AMOUNT AND CONTRACT PERIOD

The Department expects to award a two (2) year contract effective upon Governor & Council approval, to the successful applicant. Unless there is a change in the plan requirements and/or services to be delivered, the cost for the contract shall not exceed the amount of \$60,000.00 annually for a total of \$120,000.00 for the two-year contract.

Funding for the *New Hampshire Family Ambassador in Education* is 100% federal funds under State Grant-B, Individuals with Disabilities Education Act, CFDA #82.027.

5.0 CONFLICTS OF INTEREST

Upon receiving a contract, the contractor(s) will inform the Department of any conflicts of interest (appearance of, or actual) involving the contracting organization and/or individual staff members (including volunteer staff) prior to accepting the assignment or while engaged in the assignment.

6.0 TERMS & CONDITIONS

- 6.1 The Department shall not be responsible for or pay any costs incurred by the bidder in the preparation of the proposal submitted in response to this RFP.
- 6.2 The Department reserves the right to seek clarification of any information contained in a proposal submitted in response to this RFP.
- 6.3 The Department reserves the right to reject any and all proposals submitted in response to this RFP. In addition, the distribution of this RFP shall not commit the Department to issue a contract.
- 6.4 If the Department chooses to award a contract in response to this RFP, the successful bidder shall be notified by letter. The Department shall then develop a contract for Governor and Council approval. The contract shall incorporate, by reference, all provisions of this RFP and the successful bidder's proposal. In preparing a contract with the successful bidder, the Department reserves the right to clarify any terms and conditions contained in the proposal.
- 6.5 Public announcements or news releases pertaining to the award of a contract shall not be made until approved by the Governor and Council.
- 6.6 The Department shall not be responsible for any work performed by the successful bidder prior to the effective date of a contract approved by Governor and Council.
- 6.7 All obligations of the Department, including the continuance of payments under an approved contract shall be contingent upon the availability and continued appropriation of State, federal or other funds and in no event shall the Department be liable for any payments in excess of such available appropriated funds. In the event of a reduction or termination of those funds, the Department shall have the right to withhold payment until such funds become available, if ever, and shall have the right to terminate or amend the contract immediately upon giving the contractor notice of such termination or amendment.
- 6.8 When delivering services under an approved contract, the contractor shall work under the broad supervision of the Department's Contracting Officer for this project.
- 6.9 Unless otherwise deleted or modified by mutual agreement between the Department and the contractor, all general provisions contained on the Form P-37 (see **Attachment A**) shall be incorporated into the contract.
- 6.10 The Department expects to award a contract to the successful bidder. Unless there is a change in the program requirements and/or services to be delivered, the cost for this contract shall not exceed the amount bid in response to the **Services to be Provided** section of this RFP. The successful bidder will be required to provide the Department with the following information:
 - A recent financial statement, and
 - A Certificate of Existence from the Secretary of State's OfficeIn addition, the successful bidder will need to submit a Certificate of Authority authorizing the company to do business with the State of New Hampshire, Department of Education at the time the contract is signed.
- 6.11 **"Any information submitted as part of a bid in response to this request for proposal (RFP) (or request for bid (RFP) or request for information (RFI) may be subject to public disclosure under RSA 91-A. In addition, in accordance with RSA 9-F:1, any contract entered into as a result of this RFP (RFI, or RFB) will be made accessible to the public online via the website Transparent NH (<http://www.nh.gov/transparenth/>). Accordingly, business financial information and proprietary information such as trade secrets, business and financials models and forecasts, and proprietary formulas may be exempt from public disclosure under RSA 91-A:5, IV. If you believe any information being submitted in response to a request for proposal, bid or information should be kept confidential as financial or proprietary information, you must specifically identify that information in a letter to the agency."**

6.12 Audit

§200.501 Audit Requirements

(a) *Audit required.* A non-Federal entity that expends \$750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single or program-specific audit conducted for that year in accordance with the provisions of this part.

(b) *Single audit.* A non-Federal entity that expends \$750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with §200.514 Scope of audit except when it elects to have a program-specific audit conducted in accordance with paragraph (c) of this section.

(c) *Program-specific audit election.* When an auditee expends Federal awards under only one Federal program (excluding R&D) and the Federal program's statutes, regulations, or the terms and conditions of the Federal award do not require a financial statement audit of the auditee, the auditee may elect to have a program-specific audit conducted in accordance with §200.507 Program-specific audits. A program-specific audit may not be elected for R&D unless all of the Federal awards expended were received from the same Federal agency, or the same Federal agency and the same pass-through entity, and that Federal agency, or pass-through entity in the case of a subrecipient, approves in advance a program-specific audit.

(d) *Exemption when Federal awards expended are less than \$750,000.* A non-Federal entity that expends less than \$750,000 during the non-Federal entity's fiscal year in Federal awards is exempt from Federal audit requirements for that year, except as noted in §200.503 Relation to other audit requirements, but records must be available for review or audit by appropriate officials of the Federal agency, pass-through entity, and Government Accountability Office (GAO).

(e) *Federally Funded Research and Development Centers (FFRDC).* Management of an auditee that owns or operates a FFRDC may elect to treat the FFRDC as a separate entity for purposes of this part.

(f) *Subrecipients and Contractors.* An auditee may simultaneously be a recipient, a subrecipient, and a contractor. Federal awards expended as a recipient or a subrecipient are subject to audit under this part. The payments received for goods or services provided as a contractor are not Federal awards. Section §200.330 Subrecipient and contractor determinations sets forth the considerations in determining whether payments constitute a Federal award or a payment for goods or services provided as a contractor.

(g) *Compliance responsibility for contractors.* In most cases, the auditee's compliance responsibility for contractors is only to ensure that the procurement, receipt, and payment for goods and services comply with Federal statutes, regulations, and the terms and conditions of Federal awards. Federal award compliance requirements normally do not pass through to contractors. However, the auditee is responsible for ensuring compliance for procurement transactions which are structured such that the contractor is responsible for program compliance or the contractor's records must be reviewed to determine program compliance. Also, when these procurement transactions relate to a major program, the scope of the audit must include determining whether these transactions are in compliance with Federal statutes, regulations, and the terms and conditions of Federal awards.

(h) *For-profit subrecipient.* Since this part does not apply to for-profit subrecipients, the pass-through entity is responsible for establishing requirements, as necessary, to ensure compliance by for-profit subrecipients. The agreement with the for-profit subrecipient must describe applicable compliance requirements and the for-profit subrecipient's compliance responsibility. Methods to ensure compliance for Federal awards made to for-profit subrecipients may include pre-award audits, monitoring during the agreement, and post-award audits. See also §200.331 Requirements for Pass-Through Entities.

[78 FR 78608, Dec. 26, 2013, as amended at 79 FR 75887, Dec. 19, 2014]

6.13 Debarment and Suspension

Organization/Individual submitting a proposal will comply with the provision of the U.S. Code of Federal Regulations 34 CFR 364 and the following US Circular if applicable: Office of Management and Budget (OMB) Circular A-110 "Uniform Administrative Non-Profit Organizations.

The bidder/offer or certifies, by submission of this proposal or acceptance of this contract, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency. It further agrees by submitting this proposal that it will include this clause without modification in all lower tier transactions, solicitations, proposals, contracts, and subcontracts. **Where the bidder/offer or/contractor or any lower their participant is unable to certify to this statement, it shall attach an explanation to this solicitation/proposal.**

6.14 Copyrights

The Department reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Department of Education purposes:

- (a) The copyright in any work developed under a grant, subgrant, or contract under a grant or contract under a grant or subgrant; and
- (b) Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.

7.0 Application Procedures

7.1 An original and four (4) identical hard copies of a formal proposal must be received at the Department no later than 4:00pm, Friday, July 26, 2019. Proposals received after this deadline will not be considered for review. Each application shall include a narrative or other directly relevant material as needed to address the areas described in 1.0 and 2.0 of the RFP.

The original documents must be submitted unbound and in such a manner as to facilitate photocopying. The maximum number of points that can be awarded for each area during the rating and selection process is shown below:

7.2 This documentation will be evaluated to determine if the applicant has the ability to accomplish the *Services to be Provided* and meets or exceeds the General Requirements. This evaluation will be based on the applicant's ability to provide evidence of the following criteria:

7.2.1 **Significance of Project:** Description of bidder's organization capabilities to deliver the services, including a brief description of their personal experience and/or company's experience in developing and implementing a program of this type; to include references as applicable. Please identify the specific subsections of 1.0 as they are addressed (see 1.0 Minimum Requirements). (10 points)

7.2.2 **Quality of Services:** Describe how you will accomplish the *Services to be Provided* in 1.0 of this RFP, including activities and strategies that will achieve the desired outcomes. Also identify roles, responsibilities and partners to be involved for the various activities/strategies. Please identify the subsection(s) of the *Services to be Provided* as you address them in your narrative. (30 points)

7.2.2(a) Content knowledge, including but not limited to, knowledge expertise or working knowledge to promote efforts to increase parent leadership and involvement within their schools/districts, their communities and statewide groups to increase resources and outcomes for children with disabilities. Expertise or working knowledge to promote partnerships between schools/districts, parents and family members, and State and community agencies that promote family engagement systems at work.

- 7.2.2 (b) Technical Skills, including but not limited to: develop and implement research based effective evaluation strategies that support effective family engagement systems; leadership; collaboration; expertise and working knowledge that model effective professional development activities including face time and web-based opportunities.
- 7.2.3 **Management Plan:** Provide a work-plan, timeline, milestones or benchmarks in accordance with the activities to carry out *Services to be Provided* in 2.0 of this RFP. (15 points)
- 7.2.4 **Personnel and Partners:** Provide a listing of the individuals who will have responsibilities within this proposed project, their titles, qualifications and duties, and the amount of time each will devote to the project. Identify key partners, describe their anticipated participation and provide documentation of their commitment. (10 points)
- 7.2.5 **Adequacy of Resources:** Provide a detailed budget, including budget notes and justification, which clearly explains the relationship between proposed activities and expenditures. The budget should be broken down into two(2) fiscal years and not to exceed \$60,000.00 for each year. Indirect costs may not exceed 8% (25 points):
- 7.2.6 **Evaluation Plan:** Describe your comprehensive plan for the evaluation of the proposed project's activities, effectiveness and impact (10 points).
- 7.3 In order to provide bidders with the opportunity to present a comprehensive response to the RFP, no page limit has been established. Applicants are reminded that successful applications are typically clear, concise, and well organized. It is strongly recommended that applications be organized around the elements listed in section 1.0. Supplementary materials may be submitted as part of the application, however, these should be limited to items that substantively explain or expand upon information presented in the basic application. All supplementary materials should be referenced with the basic application. Four (4) sets of any supplementary material should be submitted.
- 7.4 Qualified applicants may be asked to provide the Department with additional written materials or documentation of qualifications and may be asked to meet with Department Administrators or their designee to discuss their proposal.
- 7.5 Each bidder shall submit, along with the formal proposal, a completed/signed "Alternate W-9 Form" (see **Attachment B**).
- 7.6 Each bidder shall submit, along with the formal proposal, a completed/signed "Cover Page" (see **Attachment C**).
- 7.7 An original and four (4) identical copies of a formal proposal shall be submitted by 4:00pm, Friday, July 26, 2019:

Barbara Dauphinais
New Hampshire Department of Education
Bureau of Student Support
101 Pleasant Street
Concord, New Hampshire 03301

8.0 Evaluation of Proposals

All proposals will be reviewed and rated by an evaluation team. The Department shall be under no obligation to contact bidders for clarification of their proposals, but it shall reserve the right to do so at any time prior to the award of the contract(s). All proposals received by the deadline will be evaluated based on the Application Procedures outlined in this RFP.

The Department reserves the right to interview applicants with the highest average scores for their proposal, but the Department shall be under no obligation to interview applicants. If the Department conducts an interview, it will be done so by a team who will develop structured questions and scoring criteria that will clarify the applicant's ability to fulfill this RFP.

If the Department chooses to award contract(s) relative to this RFP, it shall be to the responsive and responsible bidders that receives the highest total rating as a result of the proposal evaluation and/or interview process.

9.0 Post Submission Deadline

After the submission deadline, the Department will post, on its website, the number of proposals that it received from vendors.

After the Department's review and selection of a vendor, it will post all vendor names and their rank or score five days prior to submission of the Governor and Council contract packet to the Department of Administrative Services.

A vendor questioning the Department's identification of the selected vendor may request that the Department review its selection process. The request shall be in writing and be submitted to the Department within five (5) business days of the posting of the bid results, rank or score.

The Department has five (5) business days to review the request and issue a written response either affirming its initial selection of a vendor or cancelling the RFP. No hearing shall be held as part of the review. The outcome of the Department's review is not subject to appeal.

Enclosures:

Attachment A: P-37 Contract Form

Attachment B: ALT W-9 Form

Attachment C: Cover Page