

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

June 24, 2019

**REQUEST FOR PROPOSALS
RFP #SPED-2019-10**

**New Hampshire Accessible Educational Materials (NHAEM)
Family and Student Resource**

Deadline for Receipt of Proposals: 4:00pm, Friday, July 19, 2019

Proposal Inquiries: All questions about this Request for Proposals (RFP) should be submitted in writing by e-mail or fax (include your fax number) to:

Barbara Dauphinais
New Hampshire State Department of Education
Bureau of Student Support
101 Pleasant Street
Concord, New Hampshire 03301-3860
Fax: 603-271-1099
e-mail: Barbara.Dauphinais@doe.nh.gov

The deadline for receipt of inquiries is 4:00pm, Wednesday, July 3, 2019. The Department of Education (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 the RFP shall be made, 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 other 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 expects to award a two (2) year contract effective upon Governor & Council approval through June 30, 2021, 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 \$50,000.00 annually or \$100,000.00 total for the two (2) year contract period.

Based on the performance and identified ongoing need, the Department reserves the right to renew the contract for an additional two (2) years, not to exceed \$50,000.00 annually or \$100,000.00 for the additional two years.

Purpose and Priorities:

The purpose of this RFP is to further the work of the initial pilot year with the New Hampshire Accessible Educational Materials Resource Project by seeking proposals from individuals, agencies or organizations (hereafter referred to as applicant(s)) to develop a statewide resource for families and students about New Hampshire Accessible Educational Materials (NHAEM). The NHAEM Family and Student Resource will include face-to-face and social media presentations regarding New Hampshire Accessible Educational Materials. This statewide resource will inform families and students regarding The National Accessible Educational Materials Center, the New Hampshire Accessible Educational Materials, the Federal Act to promote the Education of the Blind, the American Printing House for the Blind Federal Quota Count, and the American Printing House for the Blind educational materials, resources and trainings.

In order to be considered for funding, the applicant's proposal must address the following priorities:

Priority 1:

Work with the Bureau of Student Support to create and manage **the New Hampshire Accessible Educational Materials (NHAEM) Family and Student Resource**. The NHAEM Family and Student Resource will provide information about how families and students with print disabilities, including blindness and visual impairment, can access educational materials implementing the Karen Mapp Dual Capacity Framework for Families - School Partnership, and the Universal Design for Learning (UDL) Guidelines. The NHAEM Family and Student Resource will provide information and resources specific to New Hampshire Accessible Educational Materials, the National Accessible Educational Materials, the New Hampshire Assistive Technology in Education Initiative, the Federal Act to Promote the Education of the Blind Center for Universal Design for Learning. The purpose of the NHAEM Family and Student Resource connection is to provide, from a family and student perspective, the awareness and understanding of how to access educational materials for students with print variability or who are blind and visually impaired. The NHAEM Family and Student Resource will also provide awareness and understanding in the development of source files for textbooks or when developing the best system for the production and delivery of textbooks and instructional materials to students who are blind or print disabled. Resources can be located at:

- <https://www.Aph.org>
- <https://www.cast.org>
- <http://aem.cast.org/>
- <https://www2.ed.gov/documents/family-community/partners-education.pdf>

Priority 2:

Produce, in conjunction with the Department, NHAEM technical assistance documents and informational resources such as videos, newsletters, and brochures for statewide dissemination to support the NHAEM Family and Student Resource based on the work and products created by the New Hampshire Accessible Educational Materials Family and Student Resource project. All documents and informational resources will include content that resonates with targeted audiences and improves marketing and social campaigns about the NHAEM Family and Student Resource.

Priority 3:

Connect the New Hampshire Accessible Educational Materials (NHAEM) Family and Student Resource with other State and national organizations such as the National Federation for the Blind, the New Hampshire Chapter of the Federation for the Blind, Future Insight, NH Learning Disability Association, the International Dyslexia Association New Hampshire, and the National Center for Learning Disability. The purpose is to promote opportunity and understanding for families and students with print disabilities when dealing with accessible educational materials and in the creation of source files for textbooks or when developing the best system for the production and delivery of textbooks and educational materials to students who are blind or print disabled.

Resources can be located at:

- http://www.education.nh.gov/instruction/special_ed/nhaim.htm
- <https://ldaamerica.org/>
- <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia>

Priority 4:

Provide technical assistance to family organizations and schools by providing ongoing face-to-face and virtual coaching to teachers and families regarding Quality Indicators for the Provision of Accessible Educational Materials and technologies and specially designed instruction within a Universal Design for Learning Framework based in the research in learning sciences, including cognitive neuroscience. The goal of the technical assistance is to guide schools and families in the development of flexible learning environments that can accommodate individual learning differences to meet the unique needs of a child with a print disability including blindness and visual impairment to ensure access of the child to the general curriculum. <http://aem.cast.org/policies/quality-indicators-provision-aem.html>

Priority 5:

Work with the Department to develop and implement a statewide NHAEM Family and Student Resource Awareness Campaign including a technical assistance component to families, schools, and other agencies regarding the variability and barriers of students with print disability and those who are blind and visually impaired. The NHAEM Awareness Campaign will incorporate the New Hampshire Building Innovation Learning Ecosystems that defines the characteristics of personalized learning where students advance upon mastery, access learning both in and out of the classroom, have multiple means of demonstrating mastery of competencies and families have meaningful input into decision making for students with print disabilities including blindness and visual impairments.

Priority 6:

Demonstrate the effectiveness of the project incorporating evidence based practices in achieving the Purposes and Priorities of this RFP through 1.0 Minimum Requirements and 2.0 Services to be Provided including project evaluation, reporting and grant management.

Resources and Information for Applicants:

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

RSA 186-C:3-a 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.

34 CFR 300.704 State level activities: for support and direct services, including technical assistance, personnel preparation, and professional development and training.

1.0 MINIMUM REQUIREMENTS

- 1.1 Extensive working knowledge of the National Accessible Instructional Materials Standard (NIMAS), the American Printing House for the Blind Act to Promote the Education of the Blind and the unique needs of students with print disabilities including those who are blind and visually impaired.
- 1.2 Extensive working knowledge of the special education process, vision services, assistive technology, and print disability including blindness and visual impairment.
- 1.3 Extensive working knowledge in engaging families and community based on the Dual Capacity Framework for Family School Partnerships and in the principles of Universal Design for Learning, Personalized Learning, Competency Based Education, and the New Hampshire Building Innovation Learning Ecosystems with a focus on students with print disabilities including those who are blind and visually impaired.
- 1.4 Expertise or working knowledge in developing evidence-based information to meet the specific needs of families and students with practical, reflective activities that work successfully with this audience.
- 1.5 Expertise or working knowledge in designing and hosting virtual and face-to-face meetings, video and conferences at the local, regional, State and national level rich in content marketing and social campaigns.
- 1.6 The ability to work with representatives from State agencies, partner organizations, school districts, the American Printing House for the Blind (APH), the National Accessible Educational Materials Center, the Center for Applied Specialized Technologies (CAST), and the Scholastic Center for Authentic Family Voice.
- 1.7 The ability to work independently within established timelines and demonstrate effective organizational and communication skills.
- 1.8 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.
- 1.9 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 importance of accessible educational materials.
- 1.10 Provide examples of knowledge of evidenced-based practices, including, Universal Design for Learning aligned with the New Hampshire Accessible Educational Materials.
- 1.11 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 NH RSA 193-E:5 Unique Pupil Identification.
- 1.12 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

Assignments for technical assistance and data support will be specific to students with print disability including those who are blind and visually impaired, specifically to New Hampshire Accessible Educational Materials (NHAEM). Upon assignment by the Bureau of Student Support Administrator or designee, the successful individual will be able to:

- 2.1 Develop and implement a state-wide Accessible Educational Materials Family and Student Resource model using training, coaching, and/or mentoring methodologies to build and sustain evidence based practices supports, services, and provisions within the Universal Design Framework for students and the Dual Capacity Framework for families and students with a focus on print disability including blindness and visual impairments.
- 2.2 Through support, technical assistance, professional development, and coaching/mentoring, the applicant will be able to provide families and students resources and information about the New Hampshire Accessible Educational Materials (NHAEM).

- 2.3 Produce in conjunction with Bureau staff, NHAEM technical assistance documents and informational resources such as videos, newsletters, brochures for statewide dissemination to support the NHAEM Family and Student Resource based on the work and products created by the New Hampshire Accessible Educational Materials Family and Student Resource project. These materials need to be accessible and include practical, reflective and activity based that support content that resonate with the targeted audiences.
- 2.4 Develop a statewide awareness campaign model that builds the capacity at the local, regional, and State level about the New Hampshire Accessible Educational Materials designed to assist families and students who are print disabled including blindness and visual impairments to understand, procure, and use accessible educational materials in a timely manner.
- 2.5 Design and coordinate Technical Assistance/Professional Development opportunities that incorporate researched based practices and resources to be able to train interested districts/private providers/agencies to partner with families around the State in implementing current, researched based practices in the field of accessible educational materials
 - Promote shared understanding of each systems roles and responsibilities
 - Ensure signed agreements regarding responsibilities are consistent with current State and Federal policies, procedures and practices.
 - Promote family voice in the decision making of providing accessible educational materials to students with principles including blindness and visual disability.
- 2.6 Provide a universally available training module to promote that students receive accessible educational materials in a timely manner.
- 2.7 Explore potential root causes for delays.
- 2.8 Help districts develop systems using the National AEM Center Quality Indicators for documenting the process for procuring and providing accessible educational materials including reasons for delays and improvements put in place to address the delays.
- 2.4 Provide a timeline for each year of the project that includes when goals and objectives will be accomplished, and all activities will begin and end.
- 2.5 Conduct an annual evaluation of the statewide resource based on evidence based models and make necessary improvements to the project for each year of implementation.
- 2.6 Promote cross district collaboration with families to identify challenges and opportunities and learn from each other in their efforts to provide accessible educational materials in a timely manner to students with print disabilities including blindness and visually impairments.
- 2.7 Support the Bureau in the coordination of the distribution of resources and information to families, students, schools, agencies and other organizations regarding accessible educational materials for students with print disabilities including blindness and visually impairments using a universal for learning framework.
- 2.8 Design a marketing plan that includes online modules, video shorts and social media that inform the public about specific practices and examples that highlight publicly the application of the deaf education guidelines and how they improve outcomes for students, who are blind or visually impaired.
- 2.9 Attend other assigned meetings that support Department initiatives.
- 2.10 Conduct evaluations of each level of technical assistance/professional development to assess the impact on local systems and changes in practice resulting in improved outcomes for families and students as well as building sustainability and capacity. An evaluation report, including a mid-year and an annual report will be submitted to the Department.

3.0 REPORTING

The successful individual/organization shall provide the Bureau of Student Support reports that detail the technical assistance activities provided and the data documenting the results of these activities. The Bureau Administrator may require one, or more, of the following reports:

- 3.1 **Monthly Report:** report summarizing services provided during the previous month.
- 3.2 **Progress Reports:** report detailing the progress and current status of the party to whom technical assistance is being provided; and
- 3.3 **Final Report:** report detailing the status of the party upon completion of the technical assistance activities.

4.0 CONFLICTS OF INTEREST

The successful individual(s) will inform the Bureau Administrator or designee of any conflicts of interest (appearance of, or actual) prior to accepting the assignment or while engaged in the assignment.

5.0 LIMITATIONS ON AMOUNT AND CONTRACT PERIOD

The Department expects to award a two (2) year contract effective upon Governor & Council approval through June 30, 2021, 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 \$50,000.00 annually or \$100,000.00 total for the two (2) year contract period.

Based on the performance and identified ongoing need, the Department reserves the right to renew the contract for an additional two (2) years, not to exceed \$50,000.00 annually or \$100,000.00 for the additional two years.

Funding for *New Hampshire Accessible Education Materials (NHAEM) Family and Student Resource* is 100% federal funds under State Grant-B, Individuals with Disabilities Education Act, CFDA #82.027.

6.0 TERMS AND 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 Office

In 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/transparentnh/>).** 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 (OBM) 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

An original and four (4) identical hard copies of a formal proposal must be received at the Department of Education no later than Friday, July 19, 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 Minimum Requirements** and **2.0 Services to be Provided** of this 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.

- 7.1 Proposals will be evaluated to determine if the candidate meets or exceeds **1.0 Minimum Requirements** and has the ability to accomplish **2.0 Services to be Provided** to evaluate the candidate's ability to provide evidence of the following criteria:
 - 7.1.1 Significance of Proposal – Description of applicant's abilities to meet or exceed the 1.0 Minimum Requirements including a description of their work experience and educational background in providing technical assistance and support for program improvement in educational settings. This will include a review of the letter of interest, letters of recommendation and resume. (40 pts.)
 - 7.1.2 Quality of Services to be Provided – the applicant's ability to accomplish the Services to be Provided as evidenced through the documentation submitted, including any products that may demonstrate applicant's level of expertise and experience. (35 pts.)
 - 7.1.2.1 Technical Skill, including, but not limited to, facilitation, collaboration, presentations, report writing, and product development, and
 - 7.1.2.2 Content Knowledge, including but not limited to State and federal laws, regarding The American Printing House for the Federal Act to Promote the Education of the Blind; the National Accessible Instructional Standard under IDEA, the Unified English Braille System, and other areas of specialized knowledge that supports the accomplishment of the Services to be Provided.
- 7.2 Adequacy of Resources: Provide a detailed budget, including budget notes/justification, which clearly explains the relationship between proposed activities and expenditures. The budget should be broken down into the two (2) fiscal years: FY'20/FY'21 and not to exceed \$50,000.00 for each year. Indirect costs may not exceed 8 % (25 points).
- 7.3 In order to provide bidders with the opportunity to present a comprehensive response to this 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 subsection 2.0. 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 19, 2019 to:

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. Each proposal will be rated in accordance with the requirements established in this RFP. The maximum numbers of points for each of the required elements are identified in subsection 7.0 above. 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 contract(s).

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 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.

Upon conclusion of final negotiations with the successful proposer, all proposers will be notified in writing of their status, upon final approval of a contract by Governor & Council.

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