



**State of Florida
Department of Children and Families**

Rick Scott
Governor

Mike Carroll
Secretary

ADDENDUM #3

**Invitation to Negotiate (ITN) # SNR1819RS001
Adult Education Services for
Refugees and Entrants in Miami-Dade County**

DATE: April 20, 2018

TO: Prospective Vendors of ITN# SNR1819RS001

FROM: David Draper, Procurement Manager

SUBJECT: Changes to Sections 1.1, 3.2.24.2, 4.2.1, 4.2.2, and APPENDIX V: MANDATORY REQUIREMENTS CHECKLIST

On March 12, 2018, the Department posted ITN# SNR1819RS001, Adult Education Services for Refugees and Entrants in Miami-Dade County, to the VBS. The Department is publishing this addendum to clarify **Sections 1.1** (specifically to define public postsecondary institutions), **3.2.24.2**, **4.2.1**, **4.2.2**, and **APPENDIX V: MANDATORY REQUIREMENTS CHECKLIST**. Changes are marked in **RED** below.

1.1 Introduction to the Procurement

The Department of Children and Families (Department), Refugee Services (RS) Program is issuing this solicitation for the purpose of procuring Adult Education Services for Refugees and Entrants in Miami-Dade County. These services will be provided to assist eligible refugees and entrants (hereafter referred to as “refugees” or “clients”) in effectively resettling and becoming economically self-sufficient as quickly as possible upon arrival to the United States.

With adult education services, the Department seeks to remove educational barriers to employment in an effort to promote and accelerate self-sufficiency. Specifically, the inability to communicate in English is a significant barrier to both social integration and employment. Through adult education services, the successful Vendor will assist refugees and entrants (collectively “refugees”) in need of English language Instruction (ELI) or vocational training. The Vendor will directly provide ELI to refugees in Miami-Dade County. The Vendor shall also ensure that vocational training is made available to all eligible individuals. The Vendor may also provide scholarships for internal ELI or vocational classes or administer vouchers so that refugees have access to ELI classes or vocational training through partner organizations. With Department approval, the Vendor may also provide additional adult education services to assist refugees in overcoming obstacles to employment. These may include, but are not limited to, a High School Equivalency Diploma Program (GED), Citizenship preparation, Adult Basic Education (ABE), Workplace English for Speakers of Other Languages (ESOL), or other relevant allowable training.

1317 Winewood Boulevard, Tallahassee, Florida 32399-0700

Adult education services will include some or all of the following components:

- 1.1.1 Outreach - Organize outreach activities designed to familiarize potentially eligible individuals and local organizations of the services being offered by the adult education program;
- 1.1.2 Intake - Determine program eligibility and conduct an intake and initial data collection for each eligible individual upon entry into the adult education program;
- 1.1.3 Pre-Test Standardized Assessment - Conduct an evaluation of the client's English language ability and, if appropriate, his or her educational level through the use of standardized assessment instruments administered as a pre-test;
- 1.1.4 English Language Instruction (ELI) Courses - Directly provide ELI courses to eligible refugees (clients);
- 1.1.5 Scholarships and Vouchers - The Vendor may provide scholarships to refugees for internal ELI or vocational classes. The Vendor may also administer vouchers to clients allowing those clients to have access to ELI/vocational courses through partner organizations. Scholarships and vouchers are defined in **Section 3.2.9.8**;
- 1.1.6 Referrals to Employment Services - Within fourteen (14) days of successful completion of Level 3 ELI or above, and with the client's approval, the Vendor shall refer the client to the RS-funded employment services provider. Within thirty (30) days of making the referral, the Vendor shall follow up with the client or the employment services provider to ensure that contact was made;
- 1.1.7 Vocational Training - Ensure vocational training is offered through courses that provide competencies needed for entry into specific occupations or for advancement within an occupation. Vocational training shall be designed to lead to employment within twelve (12) months;
- 1.1.8 Additional Adult Education Services - If the Vendor deems it necessary, and the Department approves, the Vendor may provide additional adult education services that may include, but are not limited to, a GED program, citizenship preparation, ABE, workplace ESOL, or other relevant training;
- 1.1.9 Post-Test Standardized Assessment - Assess client progression at regular intervals through the utilization of standard assessment instruments; and
- 1.1.10 Supportive Services - With Department approval, the Vendor may provide supportive services including attendance counseling, transportation assistance, referrals, child care, recertification/re-credentialing, and other support services as permitted by the Department.

For a complete list and more detailed descriptions of the tasks required by this ITN, see **Section 3.2.9 Service Components Task List** on page 18 of the ITN.

Replies shall only be accepted from Florida public postsecondary institutions (college, university, etc.) accredited by the Southern Association of Colleges and Schools (SACS) pursuant to Section 402.7305, F.S. All accredited institutions can be found at the following website: <http://www.sacscoc.org>. The website lists all SACS accredited institutions in the South. Only replies from Florida postsecondary institutions listed will be considered.

A Vendor can see if they are considered a Florida postsecondary institution by following the above link, clicking the gold Florida icon, and locating their institution on the resulting page. Under “Institution Info” is a row titled “State:”, here eligible Vendors must be listed as FL.

Any Vendor interested in submitting a reply must comply with any and all terms and conditions described in this Invitation to Negotiate (ITN).

3.2.24.2 The calculation for the sample performance measure detailed in **Section 3.2.23.2** is:

$$\left(\frac{\text{Total \# of ELI courses completed within the reporting period}}{\text{Total \# of } ~~\text{vocational training courses ending for each client within a reporting period}~~ \text{ ELI courses for which clients are enrolled within the reporting period}} \right) \times 100 \geq \text{ ____ } \%$$

4.2.1 Programmatic Reply Title Page

The first page of the reply shall be a Title Page that contains the following information:

- A. Title of reply;
- B. ITN number;
- C. Prospective Vendor’s name and federal tax identification number;
- D. Name, title, telephone number and address of person who can respond to inquiries regarding the reply;
- E. Name of program coordinator (if known); and
- ~~F. Name, title, telephone number, and mailing and email address of person who can respond to inquiries regarding the reply.~~

4.2.2 TAB 4: SERVICES APPROACH AND SOLUTION ~~(Limited to 20 pages)~~

The Vendor shall describe its approach to performing the **Service Component Tasks** described in **Sections 3.2.9** and the Performance Measures and Vendor Unique Activities found in **Sections 3.2.23 – 3.2.25** and how it will meet all of the Department's detailed requirements. Specifically, the Vendor must explain in detail the methods it will use to develop, implement, and manage an adult education program in Miami-Dade County that includes all of the services outlined in this ITN. In order to facilitate the reply evaluation process, Vendors should format this reply section in a way that is clearly delineated for each of these service areas. Please ensure that responses to each of the sections below (Sections A through T) are clear, thorough, and concise.

A. Service Area and Population

Describe the geographic area in which the Vendor is currently operational and the proposed operational area for the adult education program. Does the Vendor have experience providing adult education services, refugee services, or other applicable services in the service area? If so, describe each. Describe in detail the experience the Vendor has in providing ELI specifically to the refugee population. Identify particular needs and challenges specific to the refugee population that differ from the mainstream ELI population. Explain how the Vendor has addressed and will address these needs and challenges.

Because of the considerable size of Miami-Day County, the Vendor must have, or be able to expeditiously establish, multiple service sites capable of effectively and efficiently serving the eligible population. Describe where the service sites will be located. Explain why/how the proposed locations will best meet the needs of the population while also being cost-effective. Identify the hours of operation for service sites. Explain how these hours are convenient for the refugee population.

Describe in detail the refugee populations residing in Miami-Dade County. List the challenges these populations face. Describe the specific needs of the refugee population and how the adult education program will meet those needs and assist clients in overcoming barriers. Describe how program services will be provided in a manner that is linguistically and culturally compatible with the refugee population's languages and cultures.

B. Outreach

Describe the types of outreach activities the Vendor will conduct to familiarize potentially eligible individuals and local organizations with the services being offered in the area and to facilitate access to those services. Detail the frequency with which these activities will take place. Explain and justify the geographical areas that the Vendor will focus on when conducting outreach efforts. Describe the Vendor's plan for providing outreach activities to non-resettlement populations (e.g. eligible entrants, asylees, etc.).

C. Intake

Describe the Vendor's process for determining program eligibility based on an individual's immigration status, country of origin, and date of entry into the United States using original immigration documentation provided by the client. Describe

the proposed intake process as well as the types of information that will be collected. Describe how the Vendor will distribute the Client Release of Information Form.

D. Pre-Test Standardized Assessment

Describe the process the Vendor will use to initially evaluate each eligible individual's English language ability and, if appropriate, his or her educational level. Describe the standardized assessment instrument(s) that will be administered to clients. Provide copies of those instruments as attachments to the Vendor's reply. Explain in detail how the results from the assessment(s) will allow the Vendor to determine the appropriate ELI class in which to enroll each client. Describe how the proposed instrument aligns with the Florida Department of Education's structures to assess language capability and class placement.

E. Enrollment

Explain how the Vendor will enroll clients in the appropriate ELI classes. Describe the enrollment process and how it will work for ELI classes that are directly provided by the Vendor. Describe how the enrollment process will work for any vouchered ELI classes. Describe the enrollment process for any other additional adult education services that are being offered by the Vendor. Describe in detail what the anticipated time frames would be from intake to enrollment to actual class time. What instruction is available immediately and what will be available only at the beginning of a term? The Vendor shall also include a flowchart with the reply that clearly demonstrates a client's step-by-step progression through the enrollment process.

Also, explain the methods the Vendor will use to maintain client enrollment in ELI classes. How will the Vendor limit dropouts? What actions will the Vendor take if a client needs to change classes in the middle of a semester due to an employment placement? Describe methods the Vendor will use to increase overall enrollment. Describe feasible ways to motivate clients to remain enrolled in ELI classes even after a client obtains employment. Describe how the Vendor will re-engage clients that are no longer attending classes. Since Department funds are limited, does the Vendor have any internal resources at its disposal that could be utilized to incentivize client enrollment and client progression? Please describe any such resources.

F. Academic Advising

Describe how the Vendor will provide academic advising to refugees enrolled in adult education services. Describe the assessments that will be utilized to examine each refugee's English and academic levels. Describe how the refugee's interests, skills, and abilities will be assessed. Explain how the Vendor will assist each refugee in exploring academic goals and career opportunities that would benefit the refugee. Elaborate on how the labor market analysis (conducted by the RS-funded employment provider) will be used to assist refugees in determining appropriate educational or career paths. Describe in detail the staff members that will be provide academic advising. Describe when and where academic advising will occur. Describe how the Vendor will appropriately refer refugees to outside organizations when necessary.

G. English Language Instruction (ELI)

Describe in detail the Vendor's proposed method for providing ELI classes to refugees in the service area. Detail the number of instructors/teachers that will be necessary to provide these classes. Describe the levels of ELI classes that will be offered. Detail the number of classes at each level that will be offered. Describe the Vendor's proposed student-to-teacher ratio. Describe the professional qualifications required of all instructors/teachers. Describe where, when, and with what frequency ELI classes will be offered. Will evening and weekend classes be offered? Will classes be offered in locations convenient to refugees residing in Miami-Dade County? Will the Vendor offer ELI classes in a variety of locations? Describe those locations. How will the Vendor provide ELI classes to refugees who are unable to attend class on a regular basis? Describe any educational materials (books, workbooks, etc.) that will be needed. Describe how the proposed curriculum does or does not align with DOE adult education curriculum.

- H. Vocational Training** - Describe in detail the Vendor's proposed method for providing vocational training to refugees in the service area. Explain how these courses will provide competencies needed for entry into specific occupations or advancement within an occupation. Describe how the Vendor will coordinate services with the refugee employment services provider. Describe how the Vendor will ensure that vocational training is completed in twelve (12) months or less. Explain how the Vendor will utilize the labor market analysis to assist in placing refugees in relevant vocational training that leads to viable employment.

Detail the number of staff that will be necessary to coordinate the vocational training component. Detail the type of classes that will be offered and the number of classes of each type. Describe where, when, and with what frequency vocational classes will be offered.

I. Scholarships and Vouchers

If the Vendor decides to provide scholarships (defined in **Section 3.2.9.8**) for refugees to attend internal ELI or vocational courses, the Vendor must describe in detail how that process will work. Explain how the utilization of scholarships will be an effective and cost-efficient solution to providing ELI/vocational courses to the refugee population.

If the Vendor is utilizing a voucher system (defined in **Section 3.2.9.8**), the Vendor must describe in detail how it will administer vouchers to refugees so that those refugees have access to ELI or vocational courses through partner organizations. Describe the partner organization(s) that will be providing ELI or vocational courses to clients in Miami-Dade County. Has the Vendor established a working relationship with those organizations? Does the Vendor have MOUs or other agreements already in place? If the Vendor has established an MOU with another entity, describe how that entity was selected and how the selection process complies with the Uniform Grant Guidance. Present copies of any MOUs or other related documents as attachments to the Vendor's reply. Explain how the Vendor will ensure that all partner organizations are capable and qualified to provide ELI.

Has the Vendor established a method of payment to ensure that partner organizations are reimbursed in a timely manner? Describe when and where ELI

classes offered by partner organizations will take place. Will evening and weekend classes be available? Will classes be offered in locations convenient to refugees residing in the service area? Will partner organizations offer classes in a variety of locations? Describe any educational materials (books, workbooks, etc.) that will be needed.

Describe how the Vendor will ensure that programmatic data related to scholarship or voucher recipients will be reported to the Department in a timely manner each month. Describe how the Vendor will collect and report on student progress. Explain what data will be provided in reports to the Department. Describe which staff members will be responsible for reporting.

Although the Vendor may have no initial plans to administer vouchers, the Department does want the Vendor to be prepared if the Department decides to put a greater focus on vouchering in the future. Therefore, any Vendor not planning on initially administering vouchers shall present a brief strategy for doing so. Describe what organizations the Vendor would consider connecting with to provide services. Describe the benefits and challenges of administering vouchers. Describe the geographical areas that would potentially benefit from a system that involves vouchers. Describe the logistics involved in administering vouchers.

- J. Referrals to Employment Services - Describe how the Vendor will ensure that clients that have completed Level 3 ELI or above and wish to receive employment services will be referred to the RS-funded employment services provider. Explain how the Vendor will first obtain the client's approval as well as a signed Client Release of Information form and any additional releases required under FERPA. Describe how the Vendor will ensure that clients are referred within fourteen (14) days of completion of Level 3 ELI. Describe the proposed referral process for clients enrolled in vocational training.

Describe how the Vendor, within thirty (30) days of making the initial referral to the employment services provider, will follow-up with the client or the employment services provider to ensure that contact was made. Explain how the Vendor will obtain and maintain documentation of the referral.

- K. Post-Test Standardized Assessments

Describe how the Vendor will assess the progression of clients at regular intervals utilizing standardized assessment instruments. Describe these standardized assessment instruments in detail and include a copy of each assessment as an attachment to the Vendor's reply. Detail when these post-test standardized assessments will be conducted. Explain how the Vendor will document the progress of each student. Describe how the Vendor will document the attainment of "literary completion points" (LCPs). Describe how LCPs will be determined in compliance with DOE's framework. Explain how the Vendor will use post-test standardized assessment scores to assist in the placement of clients in subsequent ELI courses.

- L. Additional Adult Education Services

With Department approval, the Vendor may provide additional adult education services such as a GED program, citizenship preparation, ABE, workplace ESOL, or any other relevant training. Describe in detail any additional adult education

services that the Vendor proposes to provide to refugees in the community. Justify and rationalize the need for those particular services. Detail the Vendor's methods for delivering those services. Describe any costs related to providing those services. Describe the staff members that will be responsible for providing those services and any professional qualifications necessary to provide them. Explain when and where additional adult education services will be offered. Describe any books, workbooks, or materials that the Vendor will need to provide additional adult education services.

M. Supportive Services

With Department approval, the Vendor may provide supportive services to refugees. Examples of supportive services include attendance counseling, transportation assistance, child care, recertification/re-credentialing and referrals. Describe and justify the types of supportive services that the Vendor plans on offering to refugees in the service area. For each supportive service that will be offered, describe in detail the way in which the Vendor will provide that service. For example, if the Vendor decides to distribute bus passes, thoroughly describe how that process would occur. If the Vendor proposes to provide on-site child care while parents attend ELI classes, describe in detail how that would happen. If the Vendor proposes to provide attendance counseling, describe which staff members would be responsible, the activities that would take place, and the structure of the counseling sessions.

N. Client Case File

Explain how the Vendor will maintain individual case files for each client. Describe the information that will be found in each case file. Detail how files will be safely and securely stored. Describe who will have access to client information and how client confidentiality will be safeguarded.

O. Termination of Client Services

Describe the Vendor's proposed procedures for terminating and closing out a client's case. Explain how the Vendor will determine when a client's case should be closed out.

P. Refugee Integration and Self-Sufficiency Annual Survey

Explain how the Vendor will conduct Refugee Integration and Self-Sufficiency Annual Surveys for those clients that have been in the U.S. for at least one (1) year. Describe how surveys will be conducted (i.e. telephonically, in-person, online, etc.). Explain how the Vendor will ensure that only refugees on the Department's list will be surveyed. Describe how the Vendor will ensure each participant that their survey responses cannot and will not be linked back to them and that the survey is completely voluntary. Explain how the Vendor will ensure that the required number of surveys are completed on an annually.

Q. Additional Tasks

Describe any additional tasks that the Vendor proposes to deliver. Justify the necessity and expense of these tasks. Give a detailed explanation of how these tasks will be delivered.

R. Recruitment and Retention of Clients

The overall goal of ELI courses is to help refugees learn enough English to obtain employment, secure promotions, or to help them seek post-secondary degrees (i.e. college). However, Limited English Proficient (LEP) individuals often encounter a variety of issues and problems related to attending English classes and English language learning. The Vendor shall describe in detail how it will address the following issues:

1. Responding to high refugee withdrawal rates from ELI;
2. Maintaining refugee enrollment in ELI after refugees have obtained employment;
3. Motivating refugees to advance to higher levels of ELI; and
4. Re-engaging/Re-enrolling refugees that have discontinued ELI.

S. Deliverables / Service Units

The service tasks described in **Sections 3.2.9** and **4.2.5** shall be used to establish service units in any resulting contract, taking the Vendor’s proposed numbers into consideration. Deliverables/service units will be further negotiated with Vendor(s). The reply must include a Service Unit Table (page 44), which includes, at a minimum, the type of information included in the sample table below. The Vendor is encouraged to propose additional deliverables/service units.

Also, the reply must include a narrative describing how the number of service units was determined, the Vendor’s past experience in achieving proposed service units, and the project management/monitoring activities that will be used to ensure that the Vendor will deliver the proposed number of service units.

| Service Unit Table | | | |
|--|---|---|---|
| Service Units to be Delivered During Contract Period | Estimated Number of Service Units | | |
| | Year 1 (Sep. 1, 2018 to Aug. 31, 2019) | Year 2 (Sep. 1, 2019 to Aug. 31, 2020) | Year 3 (Sep. 1, 2020 to Aug. 31, 2021) |
| Total Number of Clients Served (Unduplicated) | | | |
| Number of Client Intakes | | | |
| Number of Pre-Test Standardized Assessments | | | |
| Number of Post-Test Standardized Assessments | | | |
| <u>Number of ELI Classes Offered:</u> | | | |
| ELI Levels 1-2 | | | |
| Levels 3-4 | | | |
| ELI Levels 5 and above | | | |
| Number of Refugee-Specific Instructional Service Hours Delivered | | | |

| | | | |
|--|--|--|--|
| <u>Number of Enrollments in:</u> ELI Levels 1-2 ELI Levels 3-4 ELI Levels 5 and above GED/High School Equivalency Vocational Training Adult Basic Education (ABE) Citizenship Classes Vocational English | | | |
| Number of Vouchers Administered (if applicable) | | | |
| <u>Number of Literacy Completion Points (LCPs) Earned:</u> ELI Levels 1-2 ELI Levels 3-4 ELI Levels 5 and above | | | |
| Number of Occupational Completion Points (OCPs) Earned | | | |

T. Performance Measures

Sample performance measures are indicated in **Sections 3.2.23 - 3.2.24**. The Vendor is encouraged to propose additional performance measures. All final performance measures will be negotiated with the Vendor(s)

As stated in **Section 3.2.23**, the Department requests that the Vendor propose appropriate percentages for each of the performance measures listed in **Sections 3.2.23 - 3.2.24**. The Vendor must justify its reasoning for each of those proposed percentages.

The Vendor's reply should include the following for the sample performance measures and any other performance measures which the Vendor develops:

- The percent that can be achieved by the Vendor for each performance measure. The Vendor must justify its reasoning for each proposed percentage;
- How the Vendor will monitor service delivery to ensure the required performance measures are met;
- The Vendor's experience tracking performance and adjusting program service delivery to ensure performance standards are met;
- The Vendor's method for collecting and analyzing data to ensure credible documentation of service delivery;
- Historical evidence of the Vendor's ability to meet required performance standards. Prospective Vendors should emphasize previous experience with Department contracts if possible. If the Vendor does not have past experience with Department contracts, emphasize a similar experience with other government or comparable organizations. In particular, the Department is

interested in evaluating past performance in regards to performance measures related to adult education services and refugee-related services.

- The Vendor's proposed performance measures.

U. Management Information System Capability

Explain in detail the Vendor's electronic management information systems capability that is necessary to complete all reporting requirements as outlined in **Sections 3.2.20 - 3.2.22**. Outline any additional technological capabilities that may be beneficial to program performance. Describe any specialized technology, computer training, or capabilities personnel have that will assist in helping meet program requirements.

APPENDIX V: MANDATORY REQUIREMENTS CHECKLIST

| MANDATORY CRITERIA CHECKLIST | |
|---|--|
| for: (enter name & reference # of solicitation) | |
| Print Vendor's Name (Agency): | |
| Print Name of Department Reviewer (Procurement Manager): | |
| Signature of Department Reviewer: | Date: |
| Print Name of Department Witness: | |
| Signature of Department Witness: | Date: |
| 1. Was the reply received by the date and time specified in the ITN and at the specified address? | |
| <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail Comments: | |
| 2. Does the reply include the following? | |
| a. | Signed Certificate of Signature Authority, naming the Vendor and its Authorized Representative (see note at bottom of Section A of Appendix II for acceptable alternatives) <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| b. | Master Certification, including the names of Vendor and its Authorized Representative and signature of the Authorized Representative. <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| 3. Is the "True" box in the Master Certification checked for each of the following? | |
| (1) | The reply includes a separate hard copy of the Programmatic Reply as required by the solicitation? <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| (2) | The reply includes a separate hard copy of the Financial Reply as required by the solicitation? <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| (3) | The Vendor submitting the reply is a Florida public postsecondary institution (college, university, etc.) accredited by the Southern Association of Colleges and Schools (SACS), as detailed in Section 1.1 of this ITN. All accredited agencies can be found on the following website: http://www.sacscoc.org <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| The reply includes the following required Vendors Statements and Certification Documents: | |

| | | |
|----|---|--|
| a. | Certification of Binding Reply and Acceptance of Terms of I and Contract Document | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| b. | Certification of Representations Per Section 9 of PUR 1001 | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| c. | Certification of Authority to Do Business in Florida | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| d. | Statement of No Involvement | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| e. | Conflict of Interest Statement (Non-Collusion) | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| f. | Certification Regarding Subcontractors and Other Providers | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| g. | Certification Regarding Lobbying | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| h. | Certification Regarding Scrutinized Companies List | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| i. | Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion for Contracts/subcontracts | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| j. | Certification Regarding Prior Contractual Obligations | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| k. | Certification of Representations Per Sections 287.133 and 287.134, F.S. | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |
| l. | Certification of a Drug Free Workplace | <input type="checkbox"/> (YES) = Pass <input type="checkbox"/> (NO) = Fail |

| | | |
|---|------------------------------|-----------------------------|
| The reply includes the following "tie breaker" certification documents: | | |
| Appendix III m. -Certification of a Certified Minority Business Enterprise | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Appendix III n. - Certification of a Service Disabled Veteran's Business Enterprise | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Appendix III o - Certification of a Florida Business | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Appendix III p - Certification of a Foreign Manufacturer with a Factory in Florida | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Comments:

4. **Has the Department verified that the Vendor is not on the Convicted Vendor List or the Discriminatory Vendor List?**

(YES) = Pass (NO) = Fail

Comments:

Protests and Disputes

Failure to file a protest within the time prescribed in section 120.57(3), Florida Statutes, or failure to post the bond or other security required by law within the time allowed for filing a bond shall constitute a waiver of proceedings under chapter 120, Florida Statutes.

PLEASE BE GOVERNED ACCORDINGLY.