

Alabama State Department of Education



Request for Proposal

RFP ALSDE 2022-13

Student Diagnostic Digital Dashboard, Portfolio & SRIP

Alabama State Department of Education

Alabama Reading Initiative and Office of Student Learning

Note: FAXED OR E-MAILED PROPOSALS WILL NOT BE ACCEPTED.

Inquiries and response submissions related to this RFP are to be addressed to:

Cindy Gillespie

Office of Operations

Alabama State Department of Education

50 N. Ripley Street, Room P305

Gordon Persons Building

Montgomery, AL 36104

Email: cgillespie@alsde.edu

Deadline:

Proposals must be received no later than 4:00 p.m. on August 22, 2022.

It is required that each vendor clearly mark the envelope RFP ALSDE 2022-13 in the lower left corner of the envelope (Response packages that are not marked will be rejected).

The proposal package must contain the following:

1. Original proposal plus four copies with original signatures (The proposal must be signed by an official authorized to legally bind the vendor to the information provided). One (1) electronic copy on a USB flash drive in MS Word format.
2. Must be currently registered with The Alabama Department of Finance, Division of Purchasing as a State Vendor and provide vendor number. <http://www.purchasing.alabama.gov>
3. The vendor must complete the affidavit for business entity/employer/vendor. Verification of enrollment in E-verify should be presented on the form found in Appendix A.

Proposal Opening

August 23, 2022

9:00 am

Gordon Persons Building, Carter Conference Room

50 North Ripley Street

Montgomery, AL 36104

(No Visitors Due to COVID-19)

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Section 1.00 Administrative Overview

1.1 Purpose and Background

Purpose: The purpose of this RFP is to investigate and potentially acquire a data management system that has the ability to:

1. Provide multiple dashboards accessible to various groups within the state department of education and with varying degrees of accessibility. For example, the Alabama Reading Initiative would need data on kindergarten through third grade literacy (only) with all data available to state staff, regional information available to the regional in-service center that is only school level data, school and student level data to regional specialists (only specific schools), and broad district and all level data available to state leadership and accountability. AMSTI math would need similar data sets but only math and science data for some of their staff, only math for some, and only science for others. MTSS would need all data at school, district, and state level.

2. Provide seamless access to all data from the PowerSchool Student Information System to be imported into the dashboard accessibility available online. This should include the following:

- a. Automated connector to PowerSchool Student Information System managed and supported by vendor**
- b. Automated connector to load PowerSchool Schoology usage data**
- c. Import and store an unlimited number of years of data, including inactive and active students over time**
- d. Accommodate data source changes (e.g., new Student Information System or assessment)**

3. Provide seamless access to all data from any Excel/CSV data set to be imported into the dashboard accessibility including the following:

- a. Ability to load data from any data source**
- b. Prebuilt connectors for common education software such as student information systems, assessments, staffing systems, etc.**

4. Provide a data dashboard that can pull data to create the Comprehensive Data Reporting for the Alabama Literacy Act and the Alabama Numeracy Act, as well as provide specified information to the legislature. This should include the following:

- a. Data model that includes student domains including but not limited to demographics, attendance, assessment, behavior, enrollment, academics out of the box**
- b. Comprehensive set of out of the box data dashboards that are managed by vendor**
- c. Ability for customer to create or configure data dashboards, metrics and other reporting objects both at the state and local LEA levels**
- d. Data model must be scalable and extensible to add any additional tables or fields**
- e. Data filters that enable users to interactively choose subsets of data such as by specific student**

groups, grade levels, demographics, etc.

f. Filtering allowed by different date ranges

5. Integration with the following data sets including but not limited to: ACAP Summative, ACAP Supplemental, ACT WorkKeys, ACT, AP Testing , Early Years Testing Data (Renaissance, Amplify, iStation, iReady, iMAP, and AIMSWEB, ALAKiDs, Attendance , ACCESS, WIDA, Behavior). This should include the following:

a. Assessment dashboards that can include assessments from any source system that includes current and historical scores, assessment trends over time, and different score types such as performance level, scale score, percentile, etc.

b. Assessment score roster that displays multiple assessment scores per student, over time, in one visualization

6. Have the ability to create and house all Student Reading Improvement Plans (as outlined in the Alabama Literacy Act). This ability should include the following:

a. Flexibility to create student plans for any plan type such as reading, math, attendance, behavior, programs, comprehensive and more

b. Drag and drop student plan form creation so users can easily create plan templates at both the state and local LEA levels

c. Student plan form that includes but is not limited to various response options, such as radio button, dropdown menu, multiselect, open textbox, etc.

d. Student plans can be specified to a school year

e. Individual student plans can be saved as and exported as PDFs

f. Student plans can be copied i.e. copy last year's plan to start on current year

7. Have the ability to create and house all Portfolio document (as outlined in the Alabama Literacy Act).

8. Have the ability to house all Multi-Tiered System of Supports documentation for all tiered levels including parent reports needed for the Alabama Literacy Act and the Alabama Numeracy Act.

9. Provide an import from the PowerSchool Student Information System to the Student Reading Improvement Plan of each student with accessibility for all levels (teacher, school administration, district administration, regional, and state level access) which includes all created student plans automatically integrating data from the data warehouse, including attendance, behavior, assessment data, demographic data, etc.

10. Provide an import from the PowerSchool Student Information System to the Portfolio of each student with accessibility for all levels (teacher, school administration, district administration, regional, and state level access).

11. Coordinate with PowerSchool Student Information System to pull data through an auto-sync process.

12. Provide on-demand access to data.

13. Data in visual display with charts and graphs where needed. This shall include the ability to:

a. Support a wide variety of chart and graph types such as bar, line, pie, scatter plots, bubble, data grids, geographic maps and more

b. Include geographic maps that plot any data point in a variety of configurations including

concentration charts, street level mapping, school boundary lines, and color coding based on specific data outcomes

14. Customizable data dashboard with:

- a. Embedded developer tools that enable customers to add additional dashboard objects such as data filters, dashboards and metrics both at the state and local LEA levels**
- b. Ability for users to create their own groups that display as dashboard filters at both the state and local LEA levels**
- c. User created groups can be shared with other users**
- d. Ability to create automated dynamic groups of students through evaluation of data (i.e. automated list of chronically absent students)**
- e. Ability to “drill down” on aggregate data into underlying detail based on user security access level**
- f. Ability to export dashboard charts and data i.e. to PDF, CSV, Excel, or graphic file**
- g. Users can share hotlinks to specific dashboards which retain user settings such as selected filters**
- h. Data is displayed at multiple levels (student, teacher, classroom, school, district and state)**
- i. Ability to compare across districts, schools, grade level, student subgroups, etc.**
- j. Role-based dashboards specific to each user group such as state, district administration, school administration and classroom**
- k. Special education data identifies students with IEP or 504 plans**
- l. Attendance and truancy dashboards that show current and past attendance, trends over time, broken down by different subgroups and attendance types**
- m. Reports multiple attendance types such as period and daily attendance**
- n. Behavior dashboards that include offenses, incidents and actions, trends over time, reasons, severe incidents, etc.**
- o. Classroom grades data that includes grades, subject areas, current and past information, trends over time, students with Ds and Fs, grades by teacher**
- p. Ability to load and display a variety of grade data such as different grading scales, marking periods, final, gradebook grades, standards, and more**
- q. Dashboards that track digital Learning Management Systems (LMS) usage and activity data**
- r. Student health and wellness dashboards that show health conditions, health events and immunizations**

15. Access to data from various years that can be compiled to support predictive outcomes and address student needs with access to an unlimited number of years of data, including inactive and active students over time

16. Provide longitudinal views of each child with the following:

- a. Comprehensive data dashboards with longitudinal data for baselining, progress monitoring and identifying outcomes**
- b. Comprehensive student profile that displays all relevant data per student longitudinally over time**

such as enrollment, attendance, academic performance, assessments, behavior, program participation and more

c. Data dashboards include longitudinal data to identify trends over time

17. Can integrate Foundational Wellness (emotional and social wellness of our students) and behavioral reporting to accurately identify students at risk and graduation, college and career readiness, and certification tracking. These include:

a. Risk analysis/early warning dashboards that display students at risk, level of risk, probability of graduation, and individual risk factors such as attendance, behavior, course outcomes, assessments

b. Comprehensive data dashboards that identify whole student's strengths and challenges in areas such as attendance, behavior, academic, and social emotional

c. Ability for customer to set at-risk or other thresholds

d. Ability for solution to use predictive algorithms to predict students at risk and identify individual risk factors

e. Identify struggling students through comprehensive data dashboards

f. Identify struggling students using advanced algorithms and education research in a variety of areas
i.e. attendance, behavior, GPA, course outcomes, assessments

g. High school graduation data showing students graduating on time and dropping out

h. Course credits dashboards showing credits earned and credits needed by category

i. Post-secondary outcomes dashboards showing college attendance, persistence and graduation using National Student Clearinghouse data

18. Allow a way to connect families and communities with school profiles, school finders, and school quality reporting.

19. Pull up student data to tell a story of their instruction and intervention for the purposes of Multi-Tiered System of Support that leads to school support and growth opportunities for the student.

20. View all levels of data (student, teacher, building administration, district administration, regional, and state level) to guide decisions on curricular assessments and professional development.

21. Triangulate data with chosen data sets aforementioned.

22. Have the capability to integrate financials to evaluate school operations.

23. Gather personnel information in the Student Information System to assist in the development of improved hiring, retention, and placement of personnel including human capital dashboards such as employee demographics, attendance, credentials, education, assignments, observations, professional development and more.

24. Evaluate attendance data to address the behavioral component of Multi-Tiered System of Supports.

25. Community facing dashboards that deliver community-focused aggregate measures and do not require login credentials should be included.

26. Should be able to show all components of Alabama's Multi-Tiered System of Support including academic, behavioral, and foundational wellness. The following elements should be included:

a. Embedded intervention tool that enables users to create, schedule, manage and evaluate interventions

b. Identified students can be single or mass assigned to an intervention directly from the data

dashboard

- c. Ability to create a library of intervention templates at both state and local LEA level**
 - d. Ability to create interventions for any improvement area such as attendance, behavior, course outcomes, assessments, and foundational wellness**
 - e. Ability to import interventions from an external system**
 - f. Flexibility to define any intervention level such as tier 1, tier 2, tier 3 or other levels defined by customer**
 - h. Intervention data dashboard so staff can easily track details about each intervention in one central location**
 - i. Interventions enable tracking of goals and measurements, attendance to intervention sessions, notes of intervention sessions**
 - j. Ability to add one or multiple students to an intervention**
 - k. Ability to add one or multiple staff members for collaboration on an intervention**
 - l. Maintains history of interventions for each student along with intervention outcome information**
 - m. Display student intervention data with other data points i.e attendance, behavior, academics, SEL results**
 - n. Comprehensive intervention reporting to include students in interventions, number of active and nonactive interventions, intervention types, intervention status, intervention outcomes**
 - o. Reports that display intervention data at multiple levels in the organization, such as student, student group, grade level, school and district**
- 27. Support for the creation, implementation and interpretation of the data including:**
- a. Tooltips that provide contextual information and insights into displayed data**
 - b. Easy to access metric definitions help users understand which data points are utilized in a metric, what they mean, and definitions can be customized by client**
 - c. Ability for technical users to view Structured Query Language (SQL) code behind each metric**
- 28. On demand support with context embedded professional development videos and help.**
- 29. Access to school and student level data within 3 clicks that has intuitive navigation so users can find what they need with little effort or training.**
- 30. Able to create the reporting needs for the state in the comprehensive data reporting for ARI by November 2022.**
- 31. Must be able to transfer student plans (MTSS, SRIPs, Portfolios, Alabama Numeracy Act plans...) to another district within the state of Alabama through the triggering by the withdrawal of a student of a student through PowerSchool. This must take place without the requirement of district personnel needing to self-migrate. Student plans should follow a student if they move schools.**
- 32. Technical requirements should include:**
- a. Fully hosted and managed solution; customer does not need to manage infrastructure, data store management, or metadata**
 - b. Technology is system and device agnostic**

- c. Support custom branding such as logos, colors, sizes, etc.**
- d. User monitoring dashboards to track user activity, such as logins, what they are viewing, frequency, dates and times**
- e. Embedded developer tools that easily enable customer developers to create, configure, and manage data dashboards**
- f. Role-based security options for maximum flexibility and effectiveness in assigning roles to its users and administrators of the system**
- g. Monitors application usage data from end-users of the system such as user traffic to dashboard views**
- h. User authentication via providers such as Active Directory, Security Assertion Markup Language (SAML)**
- i. Unlimited number of users can access the solution through Single Sign On (SSO)**
- j. Allows administrators to impersonate user profiles to test security and provide user support**
- k. Supports specialized restrictions, such as socio-economic, homeless, foster**
- l. Family Educational Rights and Privacy Act (FERPA) compliant and complies with all additional Federal, State, and local privacy requirements**
- m. Have the ability to create/change individual user permissions and/or assign permissions based on generic security roles**
- n. Have the ability for the customer to change the amount of time before a staff member is automatically logged off**
- o. Includes the administrative capabilities to view user authentication session status including user, type, time, platform, and source Transmission Control Protocol/Internet Protocol (TCP/IP) address**
- p. Have the ability to show/hide certain fields from an assigned “role” for privacy issues**
- q. System must have a security audit log that can be enabled for any field in the system for current year and historical years and include Date/Time/User Identity/Internet Protocol Address and the original values of records modified**
- r. All transactions must be secured using “HTTPS” TLS 1.2 or better encryption.**
- s. Staff must be able to access multiple roles within multiple schools with a Single Sign On**
- t. System must provide role-based permissions (i.e. permissions granted to users can be assigned by the role of the user such as “principal” and updated/modified for every user sharing a given role)**
- u. Ability to access live transactional data with at most 15 min latency**

Background:

The state department has integrated PowerSchool Student Information System through a pilot 2020-2021 and full implementation 2021-2022. The Alabama Literacy Act was signed into law in the Spring of 2019. A new summative test was developed for full implementation 2020-2021 school year and early years assessments (6 of them) were fully implemented that same year, as well. MTSS pilots began Phase Zero 2021-2022. Additional MTSS cohorts will be added each year until 2027. At this time, all LEAs will have been entered in a cohort and full implementation should be in place. The Numeracy Act was signed into law spring of 2022. These components will be added in an ongoing fashion, as well, serving those with the highest needs as a priority. All of these elements result in data sets that are needed for reporting to the legislature, school systems, and for planning purposes inside the department and regional support.

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1.2 Anticipated Time Table

August 22, 2022	Proposal Submission Deadline
August 23, 2022	Bid Opening

1.3 Proposal Evaluation

An Evaluation Team will review the proposals and make a recommendation. The criteria listed below will be used to evaluate the proposals for the purpose of ranking them in relative position based on how fully each proposal meets the requirements of this RFP.

Evaluation Criteria:

Vendor qualifications and experience	35 points
Budget Proposal	30 points
Detailed description and delivery of training materials, presentations, and/or modules	35 points

Best and Final Offers:

The ALSDE may either accept a vendor's initial proposal by award of a contract or enter into discussions with vendors whose proposals are deemed to be reasonably acceptable consideration for award. After discussions are concluded, a vendor may be allowed to submit a "Best and Final Offer" for consideration in a manner and method prescribed by the ALSDE. By submitting a proposal each vendor accepts and agrees to all conditions and requirements herein.

The ALSDE will make all decisions regarding evaluation of the proposal. The ALSDE reserves the right to judge and determine whether a request is compliant with and has satisfactorily met the requirements of the RFP. The ALSDE reserves the right to waive technical and other defects if, in its judgment, the interest of the ALSDE so requires. Any further information disclosed about the RFP during this process will be provided to all vendors in a manner and method prescribed by the ALSDE.

Rejection of Proposal:

ALSDE reserves the right to reject any or all proposals which are deemed to be non-responsive, late in submission, or unsatisfactory in any way. ALSDE shall have no obligation to award a contract for work, goods and/or services as a result of this RFP.

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Confidentiality:

All information contained in the RFP is considered to be the exclusive property of the ALSDE. Recipients of this RFP are not to disclose any information contained within the RFP unless such information is publicly available. This RFP is provided for the sole purpose of allowing Vendors to respond to these specifications.

Selection Process:

One grant will be awarded for the Alabama State Department of Education if the quality of the program goals are met, if funding is available, and if it meets the best interests of the Agency.

The ALSDE will select the vendor that provides the most technically sound and cost-effective proposal that best fits the needs of the ALSDE. Final selection of the successful vendor will not be based solely on cost. The vendor product will be evaluated primarily on the scope of the activities linked to associated costs as detailed in the RFP. RFPs will be reviewed to ascertain that minimum requirements have been met. The ALSDE reserves the right to conduct discussions with potential vendors in order to clarify information contained in their proposals, but the ALSDE has no obligation to do so. The vendor will provide notice to the ALSDE any partnership with another firm to provide parts of the solution; however, the vendor must provide management of the partner and is responsible for all project performance. Any subcontractor or partner will be subject to the same vetting process as the vendor, and the vendor is responsible for ensuring that each subcontractor acknowledges and is contractually bound by the staffing plan and other commitments listed in this RFP.

Unless provided by law, nothing in this RFP shall be construed to create any legal obligation on the part of ALSDE or any respondents. ALSDE reserves the right, in its sole discretion, to amend, suspend, terminate, or reissue the RFP in whole or in part, at any stage. In no event shall ALSDE be liable to respondents for any cost or damages incurred in connection with the RFP process, including, but not limited to, any and all costs of preparing a response to this RFP or any other costs incurred in reliance on this RFP. No respondent shall be entitled to repayment from ALSDE for any costs, expenses, or fees related to the RFP. All supporting documentation submitted in response to the RFP will become the property of the ALSDE. Respondents may also withdraw their interest in the RFP, in writing, at any point in time, as more information becomes known. If, within the confines of this RFP, the vendor provides intellectual property be it understood that all RFP contents are subject to Open Records Act laws and thus are subsequently in the public domain.

Only the final results of the ALSDE Evaluation Committee may be considered public. Any work papers, individual evaluator or consultant comments, notes, or score will not be considered public. The final results of the ALSDE Evaluation Committee will not be publicly available until a final contract has received all necessary approvals.

Open Records act requests can be made at the following website:

[https://alsde.mycusthelp.com/WEBAPP/rs/\(S\(f5sv2dmcmb2aknppsajshwn\)\)/supporthome.aspx](https://alsde.mycusthelp.com/WEBAPP/rs/(S(f5sv2dmcmb2aknppsajshwn))/supporthome.aspx)

Disclaimer Notice:

The ALSDE shall not be liable for any costs associated with the preparation of proposals or negotiations of a contract incurred by any party.

Availability of Funds:

It is expressly understood and agreed that the obligations of the ALSDE to proceed is conditioned upon the continued availability of funds that may be expended for these purposes.

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1.4 Conditions and Terms

Contract Terms:

The contract resulting from this RFP may be renewable for additional years pending written agreement of the vendor & ALSDE, dependent upon required state approvals, availability of funds, performance evaluations of the project, at the full discretion of the ALSDE. The contract will commence pending Legislative Review Committee approval and Governor's signature.

The vendor shall be fully prepared to commence work after full execution of the contract by parties and the receipt of required governmental approvals.

Proposals should reference each element in the RFP by number on the cover of each copy and be arranged in the same sequence. All fees and costs are to be stated in United States currency. Vendors must reply to each element of the RFP.

Section 2.00 Scope

2.1 Scope of Vendor's Work and Responsibilities

The vendor will be responsible for providing information showing how it can meet each element, 1-32 in section 1.1 . This should be provided in written format in the order of 1.1 and broken down into each number or letter. Additionally, the vendor is expected to SHOW a demonstration (on demand; not live) as to how its product can integrate with the reporting of the Alabama Literacy Act, the Student Reading Improvement Plan integration, the portfolio integration, MTSS, and ALSDE dashboards. Each element should be demonstrated in less than 20 minutes.

If awarded the project, the vendor will be responsible for developing the product with said integration, guiding the integration to the PowerSchool SIS, work through the troubleshooting issues, and provide ongoing support for the product including the addition of data sets and dashboards as needed for the life of the contract.

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2.2 Scope of Alabama State Department of Education's Work and Responsibilities

ALSDE will provide:

Access to data in PowerSchool Student Information System to allow an integration into the dashboards.

Access to testing data to be pulled into the SIS.

Communication personnel to share necessary information to district personnel and state personnel as needed.

IT and ALSDE state personnel to support questions and answers needed by the vendor.

Coordination opportunity for integration with CEE for MTSS dashboard.

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Section 3.00 General Requirements

3.1 Requirements of Proposal

The vendor must provide the following mandatory information. **Failure to provide this information may be cause for the proposal to be rejected.** Qualifications, experience, and cost will be evaluated for contract award. The proposal may be submitted under the same cover with Vendor Requirements and Cost Proposal in two distinct sections. E-verify information is required to be submitted for all employees to include contractors of the vendors if necessary and applicable.

Part I

Signed Cover Letter:

The cover letter shall serve as the first page of the vendor's proposal. The vendor shall complete the cover letter and attach it to the proposal in response to the RFP. The cover letter must be signed by an official authorized to legally bind the vendor. It will state that the vendor is a legal entity that will meet the specifications. The cover letter must accompany the submitted proposal. The letter accompanying the proposal must have original signatures and must include contact numbers and e-mail addresses for the authorized official signing the letters.

Part II

Vendor Qualification and Experience:

Vendor shall provide satisfactory evidence of the vendor's capability to coordinate the types of activities and to provide the services described in the RFP in a timely manner. Special attention should be given to the discussion of qualifications. The discussion shall include a description of the vendor's background and relevant experience as related to the required activities in the RFP.

Part III

Vendor shall provide a detailed plan describing how the services will be performed to meet the requirements of the RFP. The description shall encompass the requirements of this RFP. The response must be prepared and organized in a clear and concise manner that is easily understandable.

Vendor Organization:

Describe your organizational structure and explain how your organization qualifies to be responsive to the requirements of this RFP.

References:

The vendor shall provide a minimum of three (3) references that can support and validate training and/or projects and outcomes, including names or persons who may be contacted, position of person, addresses, and phone numbers where similar training and/or projects to that described in this RFP have been conducted.

Executive Summary:

An executive summary is required. This summary will condense and highlight the contents of the vendor's proposal.

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Part IV

Cost Proposal:

Vendor shall include the fee structure and pricing for the training sessions/program. The vendor shall submit a cost proposal in addition to other required information.

Flat rates for half and/or whole day training sessions should be inclusive of travel and/or supplies and materials costs and identify if the training is in person or virtual, and the proposed number of participants. Flat rates for consulting, coaching, and/or professional services should stipulate the cost per hour and the proposed number of hours. Project costs must include all proposed necessary charges to be made by the grantee in accomplishing the objectives of the grant during the specified grant period (initial grants are generally for a one-year period unless otherwise noted).

Subcontractor Disclosure:

If the execution of work to be performed requires the hiring of Subcontractors, **you must clearly state this in the bid proposal and provide qualification for such individuals.** Sub-Contractors must be identified and the services they will provide or work they will perform must be clearly defined. The ALSDE will not refuse a proposal based upon use of a Sub-Contractor; however, the ALSDE reserves the right to refuse the Sub-contractor you have selected. Contractor and associated personnel shall remain solely responsible for the performance of all work, including work that may be sub-contracted.

Describe your rationale for utilizing Subcontractors including relevant past experience partnering with stated Subcontractor(s). Documents for E-verification of subcontractors are the sole responsibility of the contractor and must be available upon request to ensure compliance.

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Section 4.00 General Terms and Conditions

4.1 Governance

This RFP and its terms shall be governed and construed according to the laws of the State of Alabama. Any dispute arising out of this RFP shall be brought in the State of Alabama, with venue in Montgomery County, Alabama. Vendors agree to comply with all applicable federal and state laws and regulations.

4.2 Immigration

The proposal must contain a statement that the firm is aware of and in compliance with the requirements of the Beason-Hammon Alabama Taxpayer and Citizen Protection Act; a statement that the vendor is enrolled in the E-Verify as required by Section 31-13-9 (b), Code of Alabama 1975, as amended:

BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT

COMPLIANCE

The Beason-Hammon Alabama Taxpayer and Citizen Protection Act (31-13-1 et seq, Code of Alabama, 1975 as amended by Act 2012-491) regulates illegal immigration in the State of Alabama. All contracts with the State or political subdivision thereof must fully comply with each provision as provided by law.

A proposal must include a statement that the vendor has knowledge of this law and is in compliance. Before a contract is signed, the vendor awarded the contract must submit a Certificate of Compliance using the form at Appendix A. E-Verify enrollment can be accomplished at the website of the United States Department of Homeland Security at <http://www.uscis.gov>.

See Section 10 for additional language required by Section 10(k) of the Act to be included in the contract.

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4.3 Conflict of Interest

The vendor attests that no employee, officer, or agent of the vendor shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest may be involved. A conflict would arise when the employee, officer, agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in the organization selected for an award. The officers, employees, and agents of the vendor, if selected as the career planning system vendor, shall neither award nor offer gratuities, favors, nor anything of monetary value from vendors or subcontractors.

4.4 Discrimination

Alabama Non-Discrimination Statement:

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age, genetic information, or any other category protected under the law. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008. Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 694-4717.

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APPENDIX "A"

State of _____)
County of _____)

CERTIFICATE OF COMPLIANCE WITH THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535, as amended by ACT 2012-491)

DATE: _____

RE Contract/Grant/Incentive (describe by number or subject):

_____ by and between
_____ (Contractor/Grantee) and
_____ (State Agency, Department or Public Entity)

The undersigned hereby certifies to the State of Alabama as follows:

1. The undersigned holds the position of _____ with the Contractor/Grantee named above, and is authorized to provide representations set out in this Certificate as the official and binding act of that entity, and has knowledge of the provisions of THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535 of the Alabama Legislature, as amended by ACT 2012-491) which is described herein as "the Act."
2. Using the following definitions from Section 3 of the Act, select and initial either (a) or (b), below, to describe the Contractor/Grantee's business structure.

BUSINESS ENTITY. Any person or group of persons employing one or more persons performing or engaging in any activity, enterprise, profession, or occupation for gain, benefit, advantage, or livelihood, whether for profit or not for profit.

a. Self-employed individuals, business entities filing articles of incorporation, partnerships, limited partnerships, limited liability companies, foreign corporations, foreign limited partnerships, and foreign limited liability companies authorized to transact business in this state, business trusts, and any business entity that registers with the Secretary of State.

b. Any business entity that possesses a business license, permit, certificate, approval, registration, charter, or similar form of authorization issued by the state, any business entity that is exempt by law from obtaining such a business license, and any business entity that is operating unlawfully without a business license.

EMPLOYER. Any person, firm, corporation, partnership, joint stock association, agent, manager, representative, foreman, or other person having control or custody of any employment, place of employment, or of any employee, including any person or entity employing any person for hire within the State of Alabama, including a public employer. This term shall not include the occupant of a household contracting with another person to perform casual domestic labor within the household.

____ (a) The Contractor/Grantee is a business entity or employer as those terms are defined in Section 3 of the Act.

____ (b) The Contractor/Grantee is not a business entity or employer as those terms are defined in Section 3 of the Act.

3. As of the date of this Certificate, the Contractor/Grantee does not knowingly employ an unauthorized alien within the State of Alabama and hereafter it will not knowingly employ, hire for employment, or continue to employ an unauthorized alien within the State of Alabama;
4. The Contractor/Grantee is enrolled in E-Verify unless it is not eligible to enroll because of the rules of that program or other factors beyond its control.

Certified this _____ day of _____ 20_____.

Name of Contractor/Grantee/Recipient
By: _____
Its _____

The above Certification was signed in my presence by the person whose name appears above, on this _____ day of _____ 20_____.

WITNESS: _____

Printed Name of Witness