

**STATE OF ALABAMA
REQUEST FOR PROPOSALS
FOR ESTUARIES 101 CURRICULUM DEVELOPMENT SERVICES FOR THE
DEPARTMENT OF CONSERVATION AND NATURAL RESOURCES**

SECTION I

1.1 PURPOSE OF THIS DOCUMENT:

This document, entitled “Request for Proposals for Estuaries 101 Middle School Curriculum Development Services” is issued by the Department of Conservation and Natural Resources (DCNR). The document, or Request for Proposals (RFP), calls for the development of a comprehensive curriculum focused on estuaries for grade levels 6-8, with a component focusing on Coastal Alabama (see Section II. Operational Guidelines). This curriculum shall focus on the theme “Estuaries and You” and shall facilitate understanding of key principles and fundamental concepts of estuarine ecology and foster understanding about how estuaries connect and relate to other human and ecological systems. The goal of the curriculum is to integrate student learning of estuarine science concepts with the use of technology and current scientific data, so as to engage teachers and students in authentic science and environmental investigations. Content will be developed by the contractor in collaboration with the educators in the National Estuarine Research Reserve System (NERRS) and validated by the NERRS and its science advisors.

The curriculum development will be under direct supervision of the Weeks Bay NERR, commonly referred to as Weeks Bay Reserve and from this point on herein referred to as the “Reserve.” The Reserve is in the Coastal Section, Lands Division of DCNR. The overall purpose of this RFP is to provide Vendors interested in preparing and submitting proposals the requirements necessary to meet the State’s conditions for development of this specific curriculum on estuaries for the Reserve.

The contract, if awarded, will be for a two year period from the contract start date. Any agreement between DCNR and the Vendor is contingent upon the receipt of sufficient funds in the federal grant funding the project. Non-availability of funds at any time shall cause any agreement to become void and unenforceable and no liquidated damages shall accrue to DCNR as a result. DCNR will not incur liability beyond the accrued payments as of the official date of non-availability of funds. DCNR may cancel this RFP before the opening date and during evaluation. It may also be canceled by DCNR after awarded with 30 days written notice.

1.2 RESPONSE PREPARATION:

- A. DCNR reserves the right to accept or reject any and all proposals.
- B. The information submitted by any Vendor will be used by DCNR for technical and cost evaluation.
- C. Each proposal **will be submitted on the attached Vendor Response Form**, and must address each requirement in all sections. It should be understood that any failure to respond to a specific requirement may be the basis for a Vendor being eliminated from consideration.
- D. DCNR is not liable for any cost incurred by a Vendor replying to the RFP.
- E. Vendors may be requested to make oral presentations, if required by DCNR, to supplement their proposal. This demonstration must show that the services offered meet the technical specifications as described herein.
- F. The proposal shall be signed by an officer or agent of the respondent who is empowered to bind it in a contract.

1.3 PRIME CONTRACTOR RESPONSIBILITIES: The selected Vendor will be required to assume responsibility for delivery of all services. Any services offered in the proposal which will not be performed by the Vendor must be clearly identified and explained in the proposal. DCNR will consider the selected Vendor to be the sole point of contact regarding contractual matters, including performance of services and the payment of any and all charges resulting from contract obligations.

1.4 DELIVERY OF SERVICES: The successful Vendor will be expected to begin providing services on the date the contract is executed. The selected Vendor should be aware that the services to be performed will be closely monitored by Reserve personnel. The successful respondent will be expected to designate a specific person to work with the Reserve to ensure that all contract terms are strictly observed.

1.5 VENDOR QUALIFICATIONS: Professional services are required to develop the Estuaries 101 Curriculum as described in Section II of this document under Operational Guidelines. Professional services require the expertise of individuals who possess a high degree of specialized skill and knowledge relevant to the specific service. The procurement of such skilled professional services shall occur in accordance with competitive, qualification-based selection policies and procedures.

Notice of this need for professional services shall be widely disseminated to the professional community in a full and open manner. The procuring state shall evaluate such professionals who respond to the notice of need based on the state entity's qualification-based selection process criteria. Upon selection the state entity shall make good faith effort to negotiate a

contract for professional services from the selected professional after discussing and refining the scope of services for the project with such professional.

Selection shall be based on factors that include, among others, vendor expertise in the specialized and general skills, as outlined in the Proposal Evaluation Criteria and the Vendor Response Form.

1.6 CHANGES AFFECTING THE PROGRAM: The Vendor must possess the capacity to respond to changing requirements and limited implementation time frames. Changes to State statutes, regulatory changes and instructions may impact DCNR professional services requirements.

1.7 PROPOSAL EVALUATION CRITERIA: The major criteria to be used in evaluating proposals are:

(1) **Technical & Intellectual Merit (35 points):** This assesses whether the approach is technically sound, the methods are appropriate, and the project is innovative in meeting the RFP's objectives. Reviewers will evaluate:

- The overall technical feasibility of the project, including whether the proposed approach is educationally and technically sound and uses appropriate methods to achieve project outcomes;
- The innovativeness of the project approach;
- The extent to which the proposal demonstrates an understanding and analysis of the Estuaries 101 High School Curriculum and the NOAA Data in the Classroom Water Quality Module in suggesting an approach for the middle grade curriculum;
- The extent to which the proposal builds capacity of the NERRS educators in curriculum design;
- The extent to which the proposal incorporates concrete methods to assess learning.

(2) **Project Management (30 points):** This assesses the soundness of the proposed approach in meeting the RFP's objectives.

- How the timeline incorporates all the tasks and responsibilities outlined in the scope of work;
- How the proposed timeline allows for a series of feedback opportunities from the Reserve and NERRS staff;
- The likelihood of meeting milestones and achieving anticipated results in the time proposed;
- How proposed activities will be accomplished within the grant period.

(3) **Overall Qualifications of Applicants (20 points):** This ascertains whether the applicant possesses the necessary education, experience, training, facilities, and administrative resources to accomplish the project. Qualifications of PIs, content experts, and other key developers should be included along with examples of prior curriculum designed by the developers.

Reviewers will evaluate applicants for the following specialized skills and experience:

- Expertise in curricula design and development of standards-based educational materials;
- Expertise in development of research-based coastal and marine science educational materials
- Expertise in incorporating archived and near real-time ocean observing data into web interfaces and/or on-line educational materials
- Expertise in development of assessment tools and evaluation of educational programming
- Expertise in visual and graphic design, multimedia, and programming
- Expertise, capabilities, and technical competence to meet project requirements as demonstrated by the proposed approach and methodology
- Knowledge and understanding of basic ecological principles and estuarine science, and/or related fields
- Experience developing and maintaining interactive multimedia including website and web-based activities, DVD/CD
- Experience in project management and facilitation
- Successful performance on similar-type projects in the past

- (4) Project Costs (15 points): The budget will be evaluated to determine if it is realistic and commensurate with the project needs and time-frame. Reviewers will evaluate:
- The adequacy of the proposed resources to accomplish the proposed work within the indicated time-frame;
 - Justification of all costs associated with the project.

1.8 INQUIRIES: Vendors interested in responding to this solicitation may submit questions on procedural matters related to the RFP or requests for clarification. All questions and requests must be submitted by e-mail to the Submittal Contact listed below no later than NOON CST December 18, 2009. Questions or requests submitted after the due date will not be answered.

Mrs. Margaret Sedlecky
Weeks Bay Reserve
Email: weeksbay@gulftel.com

All questions and responses will be posted on the Weeks Bay Reserve website www.weeksbayreserve.com under Education at the bottom of the k-12 section by January 8th, 2010. It is the responsibility of the Vendors to check the website for responses.

1.9 EVALUATION COMMITTEE/DEADLINE FOR SUBMITTALS: A Vendor Evaluation Committee, to be co-chaired by Mrs. Margaret Sedlecky and Mr. L. G. Adams, will evaluate each proposal properly submitted and may require oral presentations.

Each vendor is requested to submit by mail 1 original and 1 hard copy of their proposal to the address below. In addition, an electronic version (in PDF format) of the full proposal should be emailed to the addresses below. **The Vendor Responses to the RFP should be delivered to the co-chairs (Margaret Sedlecky and L.G. Adams) of the committee no later than NOON Central Standard Time, January 29th, 2010.**

Mrs. Margaret Sedlecky
Weeks Bay Reserve
11300 U. S. Highway 98
Fairhope, AL 36532
Email: weeksbay@gulftel.com
cc: lg.adams@dcnr.alabama.gov

SECTION II OPERATIONAL GUIDELINES

2.1 DESCRIPTION OF SERVICES REQUIRED: With input and concurrence from Reserve staff, the Vendor will be responsible for providing the Reserve with a detailed and comprehensive curriculum related to national estuaries for grade levels 6-8, with a component focusing on Coastal Alabama. More specifically, Vendor responsibilities will be as follows:

Scope of Work

Introduction & Background

Weeks Bay Reserve (“the Reserve”) is in the Alabama Department of Conservation and Natural Resources (DCNR), State Lands Division, Coastal Section, and is part of the National Estuarine Research Reserve System (NERRS). The Reserve, located in Fairhope, Alabama, is a site-based center of excellence focusing on the importance of estuaries through programs of education, research, and stewardship. The NERRS is administered by the Estuarine Reserve Division (ERD) in the National Oceanic and Atmospheric Administration (NOAA) and is based in Silver Spring, Maryland. The NERRS is a network of 27 protected areas designated for long-term research, education and stewardship for the purpose of enhancing coastal resource management. Weeks Bay NERR is one reserve in this system of protected areas. The reserves serve as living laboratories where students can observe and study earth science and estuarine biological, chemical and physical processes.

Reserves have initiated the product development phase of a national system-wide K-12 estuarine education program (KEEP). KEEP works to improve the quality and consistency of programs offered at all 27 Reserves, and will be expanded to include materials to reach audiences who do not live near the coasts. The goal of this scope of work is to provide guidance for the design and development of an Estuaries 101 Middle School Curriculum and to provide technical advice for the successful implementation of this product for KEEP.

All elements outlined in this scope of work should incorporate current thinking and cutting-edge developments in science, technology, engineering, and mathematics (STEM) education fields, Earth Systems Science, research and the use of data in the classroom, and research on effective teaching. The design, development and adoption by teachers of products developed as a result of this scope of work will help the Reserve and the NERRS implement the KEEP program.

The Vendor will develop and produce an on-line, inquiry-based Estuaries 101 Curriculum for middle school students (6-8th grade) to complement the high school curriculum (9-12th grade) recently developed for the NERRS. This curriculum will focus on the theme “Estuaries and You” and will facilitate understanding of key principles and fundamental concepts of estuarine ecology and foster understanding about how estuaries connect and relate to other human and ecological systems. The goal is to integrate student learning of estuarine science concepts with the use of technology and current scientific data, so as to engage teachers and students in authentic science and environmental investigations. Modules will be organized into Life, Earth and Physical Science, similar to the Estuaries 101 High School Curriculum, and each should include background information, problem solving, inquiry based lessons, and assessment tools. Modules should be able to stand-alone or be integrated into other topics or courses. The curriculum should be suitable for use in both formal and informal educational settings.

A significant amount of quality educational resources have been developed in recent years. Vendors should take advantage of existing resources (Estuaries.gov website, videos, data interface, NOAA in the Classroom Water Quality Module, etc. – see list of recommended reading), along with new resources contributed and collected by the NERRS, in planning the curriculum.

Development of this curriculum will **require** close collaboration with Reserve staff, and several other NERRS educators. In order to accomplish the objectives of this RFP, the Vendor will take on two key roles:

(1) Curriculum Design Expert responsible for coordinating with NERRS educators in collecting all the research stories needed; guiding NERRS educators in producing the first draft of the activities; packaging the content; conceptualizing the curriculum framework, and leading the overall design and development process; specifically on all tasks outlined under the three phases listed below.

(2) Curriculum Writer responsible for the overall production of the curriculum, review and pre-testing, and generating a formatted and web-ready product on the estuaries.gov website.

The scope of work will include the following tasks:

Tasks

1. Project Planning – The Vendor will coordinate with the Reserve and relevant NERRS staff to conduct project planning and complete project design. The Vendor will also discuss sample web sites and create mock up activity examples to ensure that the Vendor and NERRS staff envision similar outcomes. The Vendor will develop a detailed plan for completing the project in the required timeline and budget.

2. Capacity Building & Technical Advice – The Vendor will develop and hold on-line training(s) with all 27 NERRS educators to ensure that they understand curriculum design principles and the approach used. The training should also ensure that NERRS educators build their understanding of pedagogical approaches used in curriculum design and teach them all the necessary tools and skills needed to draft activities for the curriculum. This on-line training session(s) should prepare NERRS educators to actively participate in a face-to-face workshop aimed at drafting the activities for the curriculum, should they be interested. The Vendor will also be responsible for providing training on the curriculum to all NERRS educators upon completion.

3. Lesson plans, modules and activities – The Vendor will design a curriculum map; facilitate a process for NERRS staff to contribute relevant content, including NERR research stories and data; and finalize the production of all the elements that make-up the Estuaries 101 Middle School Curriculum.

Development of the curriculum will take place in three phases:

Research Phase:

- The Vendor, with the advice of the Reserve and an Advisory Group (a preformed group consisting of several NERRS educators and representatives from NOAA's ERD) will draft a template for use by all NERRS educators to collect NERR stories, images, maps, data and resources needed to build cohesive stories and activities for the curriculum.
- Collect all sketches of proposed activities from NERRS educators and define whether they fit the 6-8 grade level or some other grade level.

Design Phase:

- Generate a curriculum map for K-12 that gives the curriculum cohesiveness and structure (Understandings and Essential Questions; Topics Covered & Organization of Proposed modules, among others). Tasks may include identifying and selecting materials and supplementary resources, development of effective assessments, and the organization of activities to promote the meaningful coverage of important ideas. This curriculum map will set the overall framework for the entire

Estuaries 101 Curriculum (K-12). In addition, generate a separate, more detailed curriculum map for the middle school curriculum.

- Please see section “2.5 Special Provisions: Expected Curriculum Product” of this RFP for more details.

Development Phase:

- Following the online training, the Vendor shall design a 2-3 day workshop with interested NERRS educators who will draft the final activities that will make-up the modules. The Vendor will coordinate, with NOAA ERD and the Advisory Group to set the appropriate dates for this workshop. Vendor is responsible for all workshop costs.

- After the workshop, all the drafted activities and lesson plans will be given to the Vendor. The Vendor will:

(a) Significantly strengthen, polish, and augment the activities that were drafted during the workshop

(b) Draft and add individual assessment pieces to all the activities

(c) Communicate directly with individual Reserves to clarify points or solicit additional information, if needed, to strengthen the content provided.

(d) Ensure that all the activities communicate in one voice

(e) Generate a formatted and final web-ready product on the Estuaries.gov Website. The curriculum will not be simply a PDF document with links to key sections (such as the NERRS System-Wide Monitoring Education interface referenced in section 2.2 of this document) on estuaries.gov. It will actually include a front end that should work seamlessly with the data interface, for example, to make it more dynamic, and a better supplement to the lesson plans.

(f) Be responsible for piloting all the activities with a group of teachers selected in cooperation with the NERRS Educators;

(g) Review and refine the Curriculum Map to ensure that it clearly articulates a theoretical sequence of learning, ensures that concepts build upon one another and it is an effective guide for teachers figuring how best to incorporate the activities in a variety of subject areas and within different grade levels.

(h) Refine the activities and curriculum maps until final approval is given by the Weeks Bay Reserve. As a result of the workshop, the Vendor will have a series of draft activities which focus specifically on the Weeks Bay Reserve. The Vendor will make sure that the curriculum contains a component that focuses on Coastal Alabama, as is required. This component should focus on the “Jubilee” phenomenon which occurs mainly on the Eastern Shore of Mobile Bay in the summer months. For more information see resource list below.

4. Refine, test, and implement – Upon final review of the materials, the contractor will be responsible for piloting all the activities with a small group of teachers and refining the activities as needed. Upon final revisions, the Vendor will make the Estuaries 101 Middle School Curriculum live and available on the Estuaries.gov website and provide training to all NERRS education coordinators.

2.2 SOME RESOURCES FOR PROPOSAL PREPARATION AND PROJECT DESIGN

To gather a full understanding of this project, the following information can be found at:

- Estuaries 101 Curriculum (9-12 Grade Levels)
<http://www.estuaries.gov/estuaries101/Teachers/Default.aspx?ID=79>
- Estuaries Principles & Concepts
<http://www.estuaries.gov/estuaries101/Teachers/Default.aspx?ID=180>

- NOAA Data in the Classroom (Water Quality Module – 5-8 Grade Levels)
<http://apps.dataintheclassroom.org/water-quality/>
- Estuaries Video Clips (will be posted on Estuaries.Gov in late 2009) In the mean-time, you can view the video clips on the following beta site:
http://www.earthlive.org/tv/index_tv.htm
- NERRS System-Wide Monitoring Education Interface (beta version – will be uploaded on Estuaries.Gov Fall 2009). In the mean-time, view the prototype at:
<http://nerrs.nbtsolutions.com/blazeds/NERRS-debug/NERRS.swf>
- Weeks Bay NERRS Estuarine Profile & Bibliography:
<http://www.outdooralabama.com/public-lands/stateLands/WeeksBay/Research/Weeks%20Bay%20Profile%20and%20Bibliography.pdf>
- Weeks Bay Reserve Website: www.weeksbayreserve.com
The “Jubilee Phenomenon” brochure is located at the end of the k-12 Education Section of the Weeks Bay Reserve website.

In addition, you may find the following information of assistance:

- Estuarine related education studies & reports:
 - [How Learning about Estuaries meets State and National Science Education Standards](#)
 - [The State of Estuarine Education: K–12 Needs Assessment](#)
 - Find the documents listed above at:
<http://www.estuaries.gov/estuaries101/Resources/Default.aspx?ID=151>
- NERRS Site Profiles - 20 reserves have drafted a site profile and these include; Great Bay, Tijuana River, Waquoit, Weeks Bay, Sapelo Island, Delaware, ACE Basin, Elkhorn Slough, Jobos Bay, Kachemak Bay, Rookery Bay, Old Woman Creek, Hudson River, Grand Bay, South Slough, Wells, Chesapeake Bay-VA, North Carolina, Apalachicola, Jacques Cousteau. Locate some examples of site profiles:
 - [An Ecological Profile of the Narragansett Bay National Estuarine Research Reserve](#)
 - [North Carolina NERR Site Profile](#)
 - [Characterization of the Jacques Cousteau NERR](#)
- Ocean & Climate Literacy - <http://oceanservice.noaa.gov/education/literacy.html>
- NAAEE Guidelines for Excellence - <http://naaee.org/npeee>

Following are a series of dates for meetings where all NERRS educators are present. This list is provided for Vendor project planning purposes. The Vendor is not required to participate in these meeting, only when he/she deems it appropriate.

- March 8-12, 2010 – NERRS Education Sector Meeting, Grand Bay NERR, MS
- October 11th-15th, 2010 - NERRS Annual Meeting, Sheperdstown, WV
- February/March, 2011 (Possible – Not Confirmed: date to TBD) – NERRS Education Sector Meeting
- October/November, 2011 (Not Confirmed: date to TBD) – NERRS Annual Meeting

2.3 ADVISORY GROUP

The required organizational structure for the project includes a NERRS Advisory Group for the Vendor to rely upon. Mrs. Margaret Sedlecky is the chair of this Advisory Group. The Advisory Group will also be the first point of contact for all the NERRS educators and scientists. This advisory group will guide the overall planning of the Estuaries 101 Middle School Curriculum development, approve content and process for the project, as well as, assist in securing opportunities to pilot test the pending curriculum. This advisory group has already been formed and it includes several NERRS educators and representatives from NOAA’s ERD.

2.4 TRAVEL REQUIREMENTS

The contractor is responsible for any travel required to meet the requirements of the contract. The contractor will make travel arrangements and pay for travel costs in accordance with State and Federal Travel Regulations. No government invitational travel orders will be issued to the contractor.

Members of the contractor team will attend relevant NERRS meetings to engage the NERRS educators and solicit their perspectives to refine the work plan or instruments developed, as appropriate. At that time a contractor team representative may be asked to provide a progress report or debrief to Reserve Managers.

Purpose	Venue	Dates
<ul style="list-style-type: none"> ○ Present proposed work plan and make refinements based on feedback ○ Answer questions about the research template 	WebEx Session Coordinated by NOAA	2010 – TBD
<ul style="list-style-type: none"> ○ Lead hands-on workshop with NERRS educators interested in drafting activities for the curriculum 	NERRS Annual Meeting Oct. 11 th – 15 th 2010, Shepherdstown, West Virginia	2010 – Oct. 11 th -15 th , 2010
<ul style="list-style-type: none"> ○ Present draft of the curriculum to all NERRS and collect final feedback 	EC Sector Meeting 2011, 2011, location TBD	2011 – March/April
<ul style="list-style-type: none"> ○ Conduct training on the curriculum with all NERRS educators 	NERRS Annual Meeting 2011, TBD	2011 – Oct/Nov

2.5 SPECIAL PROVISIONS – EXPECTED CURRICULUM PRODUCT

The contractor is required to deliver a final product which follows these curriculum design guidelines:

Design

- The curriculum will need to be delivered as a web-ready curriculum with lessons that are downloadable (pdf and word) from the web. Lessons will be strategically separated into sections to facilitate search and print capabilities.
- The curriculum needs to be submitted in the appropriate format, with a professional look and feel, which will set the standard for future modifications done to the Estuaries 101 High School Curriculum.

- Teacher preparation materials need to be included.

Content

The curriculum will:

- Focus on the NERRS Estuarine Principles and Concepts, especially those that are underrepresented in the Estuaries 101 High School Curriculum.
- Be organized into modules of Life, Earth, and Physical sciences.
 - Upon full development of a curriculum map, the Vendor, together with the Advisory Group, will determine how climate will be included, i.e. integrated across the curriculum or emphasized in specific modules.
 - Math and geography content will be integrated, as appropriate.
 - A component will focus on coastal Alabama.
- Focus on NERRS research and stories, with priority given to NERR sites that are not included in the High School Curriculum.
- Be developed around key questions and engage students in problem solving activities.
- Each activity will consist of three general parts - a preparation phase, an action phase and a reflection phase.
- The curriculum will focus on strengthening 3-4 specific skills (proposed):
 - Making informed decisions – For example, the activity could engage the students in figuring out how best to decide what type of information they need or not to make the appropriate decisions.
 - Data graphing/interpretation skills – Emphasis could be on the steps needed to query data, generate a graph and interpret the information
 - Problem solving skills – Emphasis could be on how to work with a team of people to solve a problem
 - Communications skills – Emphasis could be on how to translate the information gathered into some useful communication product

Sequence

- Activities will build on the previous activity (i.e. be scaffolded); however, it will not be scaffolded so tightly that teachers could not do one activity without doing the others.
- There will be a capstone activity at the end of each module .
 - This would be the only activity that would require teachers and students to have worked through the rest of the activities in the module.
 - Thus, the capstone activity would be all encompassing and provide a problem-based, assessment piece for teachers. This problem-based activity should be designed as a challenge where the learner is engaged in environmentally sustainable decision-making.
- Teachers and students will be able to explore each subject in greater depth by visiting the Estuaries.gov website. Each module will have an interactive site where students, teachers, and families can find selected video clips, more information about a topic, maps or other supporting resources, and links to reserve sites and other sites to extend content and reinforce understanding.
- Extension activities will be included for each activity and include suggestions for field based activities. Detailed guidance and structure will be provided with these activities so that teachers feel confident doing them on their own.

Use of Data

- When using data, the curriculum should preferentially and primarily rely on NERRS System-wide Monitoring Program (SWMP) data. When SWMP data needs to be augmented to fill out a story, other data can be used (with preference given to other NOAA data).
- When possible, all non-SWMP data should be packaged and placed on Estuaries.gov so that users are not required to access outside websites.
- Include examples using pre-formatted and pre-selected SWMP datasets (aka ‘packaged’ or ‘archived’).
- Regardless of the format; very simple, introductory datasets will be used.

Assessment

- Each activity will end with an assessment section which will provide teachers with suggested methods for evaluation and the appropriate tools to evaluate. This may be part of the teacher preparation materials.
- As previously mentioned, the final capstone activity of the module will be used to assess depth in understanding of all the previous activities. This capstone activity will include evaluation tools for a teacher to use in the classroom.

Standards

- The curriculum will be tied to the national standards for science, geography and math, as well as tied to the Ocean and Climate Literacy Principles & Concepts. Priority should be given to science standards and ocean principles, followed by geography and math standards.

SECTION III PROPOSAL FORMAT AND PRICING

3.1 PREPARATION OF TECHNICAL AND BUSINESS PROPOSAL: It is crucial that Vendors prepare comprehensive and accurate proposals. A proposal which merely states that the Vendor will meet the RFP's requirements will be penalized in the evaluation process.

3.2 PRICING PROPOSAL: You must propose your cost on the basis of the services described in the Operational Guidelines. All applications must include a budget narrative and a justification to support all proposed budget categories. The narrative and justification should provide enough detail to allow the Reserve and the review panel to evaluate the level of effort proposed by investigators and staff on a specific project. Specifically, the narrative must provide details on: personnel salaries and fringe benefits (broken out by percent time and number of months devoted to the project for each individual to be paid by project); travel including per person and per trip costs for transportation, lodging and meals; equipment; supplies; contractual costs, such as anticipated sub-awards; and other costs, including printing, publications and communication costs. Documentation regarding indirect-cost-rate agreements must also be included.

It is anticipated that at least two persons shall provide the required services. The responders must include a budget and budget justification not to exceed \$100,000. The maximum permitted indirect cost rate for this project is 12%.

3.3 INVOICING INFORMATION: DCNR cannot prepay for services rendered or goods delivered as prohibited by Section 93 of the Alabama Constitution. Therefore, all invoices must be submitted in arrears. Payments will be made based on inspection and acceptance in accordance with the deliverable and payment schedule. DCNR shall have no responsibility for the payment of any federal, state, or local taxes which become payable by the Vendor as the result of a contract resulting from this RFP.

3.4 LEGAL REQUIREMENTS: Applicable provisions of all federal, state, county and local laws shall govern development, submittal and evaluation of all proposals received in response hereto and shall govern any and all claims and disputes which may arise between persons submitting a proposal response hereto and DCNR. Lack of knowledge by any Vendor shall not constitute a cognizant defense against the legal effect thereof.

Section IV TIMETABLE

The following time schedule is expected to be followed in all actions relative to this RFP:

RFP to be issued on December 1, 2009. Vendors must go to the Weeks Bay Reserve Website www.weeksbayreserve.com to obtain a copy of the RFP and Vendor Response Form.

Questions about the RFP shall be directed to and received by Mrs. Margaret Sedlecky, DCNR, via email at weeksbay@gulftel.com no later than NOON CST December 18, 2009.

A copy of questions received and the responses will be posted on the Weeks Bay Website www.weeksbayreserve.com under Education, at the bottom of the k-12 section by January 8th, 2010.

All proposals must be submitted as directed to the Evaluation Committee Co-chairs (Margaret Sedlecky and L.G. Adams) in a sealed envelope and via email on or before Noon Central Standard Time, January 29th, 2010.

The intended date of the Evaluation Committee's decision will be posted by March 1, 2010, on the Weeks Bay Reserve Website www.weeksbayreserve.com.

A contract between the DCNR and the successful Vendor will be negotiated and executed as soon as possible after the selection has been made.