



GOVERNMENT OF THE DISTRICT OF COLUMBIA  
**DEPARTMENT ON DISABILITY SERVICES**  
OFFICE OF CONTRACTS AND PROCUREMENT

## **REQUEST FOR QUOTATIONS/TASK ORDER PROPOSALS**

**SOLICITATION NO.:** DCJM-2016-T-0022

**CAPTION:** Pre-Employment Transition Services  
(PETS)

**CLOSING DATE:** July 15, 2016  
(Current RSA Job Readiness  
Providers should respond as soon as  
possible to be eligible to provide  
service in the summer of 2016)

**CLOSING TIME:** 2:00 p.m.

**CONTRACT SPECIALIST:** Nicole Starwood

**PHONE NO.:** (202) 730.1690



## **SECTION B: CONTRACT TYPE, SUPPLIES OR SERVICES AND PRICE/COST**

**B.1** The government of the District of Columbia Department on Disability Services (DDS), Rehabilitation Services Administration (RSA) (**District**) is seeking Vocational Services- Job Placement qualified human care agreement Providers to deliver Pre-Employment Transition Services (PETS) to District students that have disabilities, aged between fourteen (16) and twenty-two (22) years old and enrolled in school.

### **B.4.2 Per-Employment Transition Services Reimbursement Rates:**

<b>CLN</b>	<b>Services</b>	<b>Unit</b>	<b>Rate</b>
<b>0001</b>	Job Exploration Counseling	Per Service	\$
<b>0002</b>	Work-Based Learning Experience (in-school and/or after school)	Per Service	\$
<b>0003</b>	Counseling on postsecondary preparation	Per Hour	\$
<b>0004</b>	Workplace Readiness Training	Per Hour	\$
<b>0005</b>	Instruction on Self-Advocacy, which may include peer mentoring	Per Hour	\$
<b>0006</b>	Paid and unpaid work experiences with an academic and occupational education component	Per Service	\$
<b>0007</b>	Occupational skill	Per Service	\$
<b>0008</b>	Leadership development activities e.g. community service, peer-centered activities	Per Service	\$
<b>0009</b>	Supportive services	Per Service	\$
<b>0010</b>	Financial literacy education	Per Service	\$
<b>0011</b>	Entrepreneurial skills training	Per Service	\$

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## **SECTION C: SPECIFICATIONS/WORK STATEMENT**

### **C.1 SCOPE:**

**C.1.1** The District's goal is to provide vocational rehabilitation services to persons with mental and physical disabilities to obtain and maintain economic self-sufficiency and independence that results in gainful employment. The District is seeking Providers to meet a reoccurring need in the District as mandated by federal and District regulations cited in C.2.1 to provide pre-employment transition services to students with disabilities as defined in C.3.10.

**C.1.2** The goal of this program is to develop several innovative programs combining best practices to provide opportunities for career exploration, employment and post-secondary education preparation, and work experiences using such techniques as short-term internships, job shadowing, and hands-on learning activities for students with disabilities to increase the likelihood of successfully transitioning to post-secondary education, training, or competitive integrated employment. The application of evidenced-based findings to implement effective strategies to instruct, counsel, train, and provide an environment to demonstrate skills are the objectives of the program. Pre- and post-tests will be administered to gauge participants' knowledge and experiences, and those tests will be used to measure the outcomes and impact of the service. Approximately 800 students will be referred to receive one or more of the services covered by this agreement per year.

### **C.2 APPLICABLE DOCUMENTS**

**C.2.1** The following documents are applicable to this procurement and are hereby incorporated by this reference:

<b>Item No.</b>	<b>Document Type</b>	<b>Title</b>	<b>Date</b>	<b>Document Location</b>
<b>1.</b>	<b>Workforce Innovation and Opportunity Act / Per-Employment Transition Services</b>	<b>P.L. 113-128</b>	<b>2014</b>	<a href="https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf">https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf</a>
<b>2.</b>	<b>Americans with Disabilities Act as Amended</b>	<b>P.L.101-336</b>	<b>1990</b>	<a href="http://www.ada.gov/">http://www.ada.gov/</a>
<b>3.</b>	<b>Rehabilitation Act Amendments of 1973</b>	<b>P.L.93-112</b>	<b>1973</b>	<a href="http://www2.ed.gov/policy/speced/reg/narrative.html">http://www2.ed.gov/policy/speced/reg/narrative.html</a>

4.	<b>Ticket To Work and Work Incentives Improvement Act</b>	<b>P.L.106-170</b>	<b>1999</b>	<a href="http://www.ssa.gov/legislation/legislation_bulletin_120399.html">http://www.ssa.gov/legislation/legislation_bulletin_120399.html</a>
5.	<b>Mayor's DC Language Access Act</b>		<b>2004</b>	<a href="http://www.ohr.washingtondc.gov/ohr/cwp/view,a,3,q,636135,ohrNav,%7C30953%7C.asp">http://www.ohr.washingtondc.gov/ohr/cwp/view,a,3,q,636135,ohrNav,%7C30953%7C.asp</a>
6.	<b>Registry of Interpreters for the Deaf Certification</b>	<b>Code of Professional Conduct</b>	<b>2005</b>	<a href="http://www.rid.org/">http://www.rid.org/</a>
7.	<b>Requirement for Background Check to work with minor or vulnerable population</b>	<b>42 U.S. Code § 13041 45 CFR Parts 2510, 2522, 2540, 2551, and 2552  D.C. Code § 4-1501.06</b>	<b>2011</b>	<a href="http://www.ecfr.gov/cgi-bin/text-idx?tpl=%2Findex.tpl">http://www.ecfr.gov/cgi-bin/text-idx?tpl=%2Findex.tpl</a>
8.	<b>34 CFR 361 34 CFR 363</b>	<b>34 CFR 361 and 363 <i>et seq.</i></b>		<a href="http://www.ecfr.gov/cgi-bin/text-idx?tpl=%2Findex.tpl">http://www.ecfr.gov/cgi-bin/text-idx?tpl=%2Findex.tpl</a>
9.	<b>DC DDS/RSA Policy</b>			<a href="http://dds.dc.gov/page/policies-and-procedures-rsa">http://dds.dc.gov/page/policies-and-procedures-rsa</a>

**C.2.3** The Provider shall inform the Contract Administrator immediately of inability to maintain acceptable compliance with applicable laws.

## **C.3 DEFINITIONS**

**C.3.1** These terms when used in this TO have the following meanings:

**C.3.2** **Competitive Integrated Employment:** work that is performed on a full-time or part-time basis (including self-employment)- “(A) for which an individual- “(i) is compensated at a rate that - “(I)(aa) shall be not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate specified in the applicable State or local minimum wage law; and “(bb) is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; or “(II) in the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and “(ii) is eligible for the level of benefits provided to other employees; “(B) that is at a location typically found in the community and where the employee with a disability interacts with the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g. customers and vendors) who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and H. R. 803—210 “(C) presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.” (As cited in WIOA Section 3. Definition)

**C.3.3** **Job Coaching:** On-the-job training of a person with a disability by an approved Specialist, who uses structured intervention techniques to help the person learn to perform job tasks to the employer’s specifications and to learn the interpersonal skills necessary to be accepted as a worker at the job site and in related community contacts. Job coaching also includes related assessment, job development, counseling, advocacy, travel training and other services needed to maintain the employment for the person.

**C.3.4** **Job Exploration Counseling:** Provide counseling and guidance, including job shadowing, workplace site visits, vocational interest and career inventories, exploration of relevant career fields and potential jobs, and acquisition of career opportunities.

**C.3.5** **Natural Support:** Supports that are typically available to all workers in the workplace. Workplace supports may include, but are not limited to, such things as a coworker mentor who assists an employee in learning the job, a supervisor who monitors work performance, a co-worker who assists the person with disabilities in developing social relationships, orientation training or other company sponsored training events, an employee assistance program and other supports that may be available.

**C.3.6** **Pre-Employment Transition Services:** service provided to students with disabilities under WIOA. These services include: (1) job exploration counseling; (2) work-based learning experiences, which may include in-school or after school opportunities or experience

outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible; (3) counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs at institutions of higher education; (4) workplace readiness training to develop social skills, and independence living; (5) instruction in self-advocacy, which may include peer mentoring.

- C.3.7 Provider:** A consultant, contractor, or vendor of goods or services, who can be an individual, a partnership, non-profit entity, or a corporation that enters into an agreement with the District.
- C.3.8 Self-Advocacy Instruction (Peer Mentoring):** Community-based workplace readiness training to develop interpersonal skills, leadership development, and independent living skills, managing disclosure, requesting accommodations, instruction in self-advocacy and transportation training.
- C.3.9 Student(s) with disability (-ies):** Means a person(s) with a disability (-ies) “who (i)(I)(aa) is not younger than the earliest age for the provision of transition services under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C.1414(d)(1)(A)(i)(VIII)); or (bb) if the State involved elects to use a lower minimum age for receipt of pre-employment transition services under this Act, is not younger than that minimum age; and (II)(aa) is not older than 21 years of age; or (bb) if the State law for the State provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.), is not older than that maximum age; and (ii)(I) is eligible for, and receiving special education or related services under part B of the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.); or (II) is an individual with a disability, for purposes of section 504” WOIA 29 U.S.C. 705(37)(A) as amended.
- C.3.10 Transition Counseling:** The administration of activities aimed at linking community resources to a person the assessment of individual needs, development and periodic evaluation of individualized plan and coordination of the various system components in order to achieve a successful outcome.
- C.3.11 Vocational Rehabilitation Specialist (VR Specialist):** State employee responsible for determining eligibility and providing or arranging rehabilitation services for applicants or recipients of these services.
- C.3.12 Work-Based Learning Experience (in-school and/or after school):** Activities may include work opportunities; paid or unpaid internships; employment provided in an integrated environment.
- C.3.13 Workplace Readiness Training:** formerly known as Work Adjustment Training: Training for a person with a disability by a Provider in the development of work-related skills. This training includes components that enable the person to successfully develop the capacities for achieving and maintaining employment, such as travel, work behaviors, social skills in the work setting, effective communication, accepting supervision, problem solving, grooming and hygiene, goal setting and work tolerance. Other areas that may also be addressed include work-related daily living skills, disability awareness, work traits, and work ethics.

**C.4      BACKGROUND:**

**C.4.1**      The District employs VR Specialists and qualified Providers through the Human Care Agreements (HCA) to deliver PETS to assist DC students with disabilities ages 16 and 22 engage in career exploration and learning programs.

**C.4.2**      The District provided PETS to several students with disabilities in Fiscal Year 2015 who participated in a pilot RSA summer program as well as the DC Marion S. Barry Summer Youth Employment Program, where the students engaged in paid work experience. The District's goal is to increase the number of students with disabilities served through PETS-related programs.

**C.5      SERVICE REQUIREMENTS:**

**C.5.1**      The Provider shall be required to select at least two services listed in Section B.4.2 to develop programming for implementation.

**C.5.2**      The Provider shall be required to define and encouraged quantifying their goals and objectives pertaining to the listing PETS services. The Provider's objectives shall be specific, measurable, and appropriate to the length of the program. All the program activities shall be tied to the stated goal for outcome performance measures reporting at the conclusion of the contract period.

**C.5.3**      The Provider shall describe, explain and summarize what the program intends to accomplish and how it will be accomplished, but not be limited to the details of the nature of services and what services will be provided including a statement about transportation provided or at participant's expense.

**C.5.4**      The Provider shall identify what materials will be provided and/or taught, including the detail of location where services will be provided, quantity, length and frequency of services delivered, and the number of youth to be served during the contract period and identify program capacity.

**C.5.5**      The Provider shall outline the curriculum and develop a pre- and post-test to measure outcomes or other outcome measures, as it relates to the program goals and objectives.

**C.5.6**      The Provider shall collaborate with the District or assigned VR specialist to identify vocational evaluators to conduct pre-program career assessment for each student with disabilities to ensure the best student-employment match.

**C.5.7**      The Provider shall provide an interactive career development boot camp focusing on job preparation, soft skills, self-advocacy and self-determination as part of the program.

**C.5.8**      The Provider shall conduct check-in meetings at least weekly to provide student support and improve retention and completion of the program.

**C.5.9**      The Provider shall conduct an outreach and recruitment plan for students, families, school staff, and other agencies and community partners who need to be involved in recruiting students to the program

**C.5.10** The Provider shall submit a comprehensive program report, including but not be limited to outcome performance measures at the conclusion of the performance period, data from pre- and post-test findings to be included in an outcomes performance measures report, a data collection source (surveys, attendance logs, parents and/or community partner interviews), statistical analysis of data collected to be interpreted and reported as to the impact of services on participants experience, and new behavior or change in behavior from new knowledge, attitudes or skills.

**C.5.11** The Provider shall submit a comprehensive student report for each student participant to include but not be limited to outcome performance measures at the conclusion of the program, data from pre- and post-test findings to be included in an outcomes performance measures report, attendance logs, statistical analysis of data collected to be interpreted and reported as to the impact of services on participants experience, new behavior or change in behavior from new knowledge, attitudes or skills, and any recommendations that would assist the student in identifying employment goals and engaging in activities to achieve those goals.

**C.6** **PROVIDER REQUIREMENTS AND QUALIFICATIONS:**

**C.6.1** The Provider shall have at least one (1) established partnerships with other DC government agencies, public schools and public charter schools, as well as community organizations, who are serving youth with disabilities, to implement the sections of the Agreement.

**C.6.2** The Provider shall identify appropriate staff to execute the responsibilities of this Agreement. This selection process is the responsibility of the Provider and shall be made on the basis of experiential factors, demonstrated performance within the Provider's organization.

**C.6.3** The Provider shall, prior to commencement of work, ensure and provide the CA documentation that each of the provider employees and sub-contractors, who have the potential to serve persons with a disability who are seventeen (17) years or younger referred under this Agreement, have completed a background clearance check inclusive of the Federal Bureau of Investigation (FBI)(updated biennially), Child Protection Registry (updated annually); and Jurisdictional Police Department Check in which the employee or sub-contractor resided during the last five (5) years prior to employment consideration; and if different, the District of Columbia Metropolitan Police Department and service jurisdiction.

**C.6.4** The Provider shall develop and identify linkages with other resources, employers, educators, services. The Provider is free to form and maintain linkages with other public and private agencies engaged in relevant pursuits in an effort to enhance service delivery and supplement available program resources.

**C.6.5** The Provider shall coordinate where necessary with Department of Employment Services (DOES) to provide mandatory training to employers and program staff.



**C.7 Performance Monitoring Plan**

The Provider's performance is being monitored and documented by CA, QA Monitor, the VR Specialist, and the Transition Program Manager.

**C.7.1**

<b>Performance Objective</b>	<b>Performance Threshold</b>	<b>Method of Surveillance</b>
PETS Services	100% of standard met	Provider's performance is observed and reviewed by QA, CA, Transition Project Manager based on the report submitted to the District. The CA and QA administer, analyze, and report results of Person Satisfaction Survey.

**C.8. DELIVERABLES:**

**C.8.1** The Provider shall perform the activities required to successfully complete the District's requirements and submit each deliverable to the RSE employee identified in section C in accordance with the following:

**C.8.2**

<b>Item No.</b>	<b>Deliverable</b>	<b>Quantity</b>	<b>Format and Method of Delivery</b>	<b>Due Date</b>
0001	Background check documentation for each employee and sub-contractor	1	Email to CA	Prior to commencement of work
0002	Comprehensive program report as described in C.5.10	1	Email the progress report to the Transition Program Manager and CA	Within fourteen (14) business days after the completion of the program.
0003	Comprehensive student report as described in C.5.11	1	Email to the RSA Transition Project Manager and VR Specialist	Within fourteen (14) business days after the completion of the referral's actual participation of the program.
0004	Invoice	1	Email to <a href="mailto:rsa.invoice@dc.gov">rsa.invoice@dc.gov</a>	Once Deliverables 1 and 2 have been submitted and no later than the 10 <sup>th</sup> of the following month.

## **SECTION G: CONTRACT ADMINISTRATION**

### **INSTRUCTIONS, CONDITIONS AND NOTICES TO PROVIDERS**

#### **G.1 TASK ORDER AWARD**

##### **G.1.1 Award in the Best Interest of the District**

The District intends to award multiple TASK ORDER AGREEMENTS resulting from this solicitation based upon the Contracting Officer's determination that the proposal submitted is in the best interest of the District, considering the service provider's proposal, and a determination that the price is reasonable.

##### **G.1.2 Initial Offers**

The District may award Task Order Agreements on the basis of initial offers received, without discussion. Therefore, each initial offer should contain the Provider's best terms from a standpoint of cost or price, technical and other factors.

##### **G.2.1** The Provider shall submit information in a clear, concise, factual and logical manner providing a comprehensive description of program supplies and services delivery thereof. The information requested below shall facilitate evaluation and best value source selection for all applications. The data provided by the Provider must contain sufficient detail to provide a clear and concise representation of the provider's capability to provide the requirements as set forth in Section C. In addition, the application shall include, the following

**G.2.1.1** Audited financial statements for the two most recently completed fiscal years, dated within the most recent twelve (12) months prior to application. The financial statements shall be prepared by an independent third party certified professional auditor that is experienced in the audit commercial financial statements.

**G.2.1.2** Criminal background checks for those individuals identified as key personnel, including all principals, officers and individuals in positions designated to serve administrative functions. In this instance, administrative functions specifically refer to those individuals that will interface with DDS and conduct business regarding the provider's organization in the name of the organization.

**G.2.1.3** Complete written job descriptions covering all positions within the Provider's program described in section 5.8 and 5.9. Job descriptions shall include education, experience and/or licensing certification criteria, description of duties and responsibilities, hours of work, and performance evaluation criteria.

**G.2.1.4** Resumes of work experience and personal references, which shall be available for review upon request by DDS or other investigative or enforcement agencies.

#### **G.3 SIGNING OF HUMAN CARE AGREEMENT**

The Provider shall sign and print or type its name on the Human Care Agreement Award form of this solicitation. Agreements signed by an agent shall be accompanied by evidence of that agent's authority, unless that evidence has been previously furnished to the Contracting Officer.

## **SECTION H**

### **H.1 DISTRICT RESPONSIBILITIES**

- H.1.1** The District shall make the Provider aware of Federal and District laws and established the District's policies pertaining to maintaining individual records through discussion, providing certain copies of policies and explaining how the Provider may obtain copies of the Federal and District laws.
- H.1.2** The RSA Transition Project Manager shall primarily communicate with the Provider via e-mail, and secondarily via telephone or facsimile, with requests for, changes to, or cancellations of interpreter services. The assigned VR Specialist is responsible for coordinating interpreter requests.
- H.1.3** The VR Specialist must contact the Provider to discuss the Program and the person's needed service(s) through informed choice. If the VR Specialist and the person determine that the Program and additional services are appropriate for the person, the VR Specialist will generate and submit the referral form along with the written and signed authorization to the Provider to include:
- H.1.4** The assigned VR Specialist will provide where necessary Release of Confidential Information signed by the person.
- H.1.5** The assigned VR Specialist will provide all information related to the document to be translated.

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**THERE IS NO SECTION I**

**THERE IS NO SECTION J**

**THERE IS NO SECTION K**

**THERE IS NO SECTION L**

## SECTION M - EVALUATION FACTORS

### **M.1**      **EVALUATION FOR AWARD CRITERIA**

**M.1.1**      This District may make award to the Provider whose offer conforms to the solicitation and is most advantageous to the District, cost or price and technical factors listed below considered. For this solicitation, technical quality is more important than cost or price. As proposals become more equal in their technical merit, the evaluated cost or price become more important.

### **M.2**      **ELIGIBILITY CRITERIA:**

**M.2.1**      As a condition of the District's determination of eligibility to perform under this Agreement, the Provider shall comply with all applicable District, Federal and other State and local governmental laws, regulations, standards, or ordinances and, where applicable, any other applicable licensing and permit laws, regulations, standards, or ordinances as necessary for the lawful provision of the services required of the Provider under the terms of this Agreement.

### **M.3**      **TECHNICAL RATING**

**M.3.1**      The Technical Rating Scale is as follows:

<b><u>Numeric Rating</u></b>	<b><u>Adjective</u></b>	<b><u>Description</u></b>
0	Unacceptable	Fails to meet minimum requirements; e.g., no demonstrated capacity, major deficiencies which are not correctable; Provider did not address the factor.
1	Poor	Marginally meets minimum requirements; major deficiencies which may be correctable.
2	Minimally Acceptable	Marginally meets minimum requirements; minor deficiencies which may be correctable.
3	Acceptable	Meets requirements; no deficiencies.
4	Good	Meets requirements and exceeds some requirements; no deficiencies.
5	Excellent	Exceeds most, if not all requirements; no deficiencies.

**M.3.2** For example, if a sub factor has a point evaluation of 0 to 6 points, and (using the Technical Rating Scale) the District evaluates as “good” the part of the proposal applicable to the sub factor, the score for the sub factor is 4.8 (4/5 of 6). The sub factor scores will be added together to determine the score for the factor level.

**M.4** **EVALUATION STANDARDS:**

**M.4.1** **Factor: Technical Expertise** **30 Points**

**M.4.1.1** Description: Information including resumes and certificates, demonstrating the qualifications and expertise of the Offeror to meet the minimum qualifications and the expertise to perform the services required. Offeror acknowledges the responsibilities to perform the requirements. The Offeror’s information, including resumes and other relevant credentials are consistent with the information presented in the Offeror’s proposal;

**M.4.1.2** Offeror provides a brief summary of the qualifications and roles of the key personnel for this project and attaches resumes. Key personnel shall have demonstrated expertise in development and implementation of programs for youths with disabilities, conducting special education dispute prevention, early dispute resolution, self-advocacy, and self-determination, convening government agency and community partners to address the needs of youths with disabilities and their families, and developing bilingual Spanish tool kits to youths with disabilities, their families, school staff, and other community partners.

**M.4.2** **Factor: Technical Approach** **30 Points**

**M.4.2.1** Description: This factor considers the Technical Approach to be utilized by the Offeror to perform the requirements as described in Section C of this solicitation. This factor examines the Offeror’s unique qualifications and skills that make it qualified to provide the requirements of this contract as well as the Offeror’s technical plan, including the Offeror’s service description, service delivery, and knowledge of the population to be assessed in the required work; and the Offeror’s knowledge and application of recognized industry standards and best practice models. This factor examines all elements of the technical approach and the interdependency of each element in the successful delivery of the required services.

The standard is met when the Offeror:

**M.4.2.2** Presents a written narrative of the Offeror’s service description providing evidence of the Offeror’s understanding of the technical components of the requirements. The Offeror demonstrates in a clear logical manner an awareness of the scope and complexity of project to be completed;

**M.4.2.3** Presents a written narrative of the Offeror’s project plan including appropriate methodologies and approaches to be used to accomplish the technical components of the requirements. The Offeror’s proposed methodologies and approaches comprehensively cover all technical requirements while considering the population to

be served, and recognizing and addressing potential issues associated with implementing and completing the project plan; and

- M.4.2.4** Provides evidence in the Offeror's knowledge of industry standards and best practice models in the implementation of the pilot program.

**M.4.3 Factor: Past Performance**

**30 Points**

Description: This factor considers the Offeror's past performance in performing services similar to the required services as described in Section C of this solicitation. This factor includes an examination of the quality of services provided, timeliness in service delivery, business practices, and overall satisfaction of the Offeror's performance. The standard is met when the Offeror provides a curriculum vitae that would (1) reflect a track record of partnerships with DC government agencies to serve youths with disabilities; and (2) show a history of working with individuals with disabilities, particularly those from unserved and under-served populations.

**M.5 EVALUATION CRITERIA**

Proposals will be evaluated based on the following technical evaluation criteria listed in descending order of importance.

**M.5.1 TECHNICAL CRITERIA (90 Points)**

**M.5.2 PRICE CRITERIA (10 Points)**

- M.5.3** While this is not a competitive procurement, the price evaluation will be based on a determination of fair and reasonable. Each offered price will be reviewed for a relationship to the prices contained in the HCA that the task order is issued against, with the objective of negotiating a standard unit price amongst all awardees. If it is not possible to negotiate a standard price, then the price score will be objective with the lowest price receiving the maximum score and all other offers receiving a proportionately less score as follows:

Lowest price proposal

\_\_\_\_\_ X Weight = Evaluated price score

Price of proposal being evaluated