



# Request for Proposals (RFP): Course Programmer for Laboratory Curriculum Framework Courses

**December 18, 2019**

**Submissions due to Robyn Randolph** ([Robyn.Randolph@aphl.org](mailto:Robyn.Randolph@aphl.org))

via: The Association of Public Health Laboratories, Inc.  
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## Summary

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The Association of Public Health Laboratories, Inc. (APHL or the Association), in collaboration with the US Food and Drug Administration (FDA) Office of Training Education and Development (OTED), the Association of Food and Drug Officials (AFDO), and the Association of American Feed Control Officials (AAFCO) is developing a Human and Animal Food Laboratory Professionals Curriculum Framework. APHL and its partners are creating courses based on the competencies developed on the curriculum framework. APHL is seeking a course programmer(s) for the development of online courses in Lectora Inspire 18.

Through this Request for Proposals (RFP), APHL seeks to identify a company or individual who can create a web-based course that:

- Is built in Lectora Inspire 18
- Meets 508 compliance standards
- Includes interactivities as indicated in storyboard
- Meets SCORM (Sharable Content Object Reference Model) compliance

## Background

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APHL is a non-profit organization that works to safeguard the public's health by strengthening public health laboratories (PHLs) in the United States and globally. APHL is organized under the laws of the United States of America's District of Columbia, with its headquarters office in Silver Spring, MD. The Association's members include state and local laboratories, state environmental and agricultural laboratories and other government laboratories that conduct testing of public health significance. APHL is recognized as tax exempt in the United States under Section 501(c)(3) of the U.S. Internal Revenue Code. Its work on behalf of public health labs spans more than 60 years.

In collaboration with its members, APHL advances laboratory systems and practices and promotes policies that support healthy communities globally. The Association serves as a liaison between the public health laboratories and federal and international agencies. It ensures that the network of public health laboratories has current and consistent scientific information in order to be ready for outbreaks and other public health emergencies.

The APHL Food Safety Program currently implements workforce development projects for human and animal food testing laboratories in the United States. APHL supports this initiative through Cooperative Agreement Number 1U18FD006471 (the Cooperative Agreement) with the FDA. APHL is working in coordination with other member-based organizations to develop a comprehensive, career-spanning curriculum framework for human and animal laboratory professionals, as well as develop training materials to deliver this information to laboratorians.

## Eligibility

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Interested parties must submit a proposal to APHL that provides all of the information specified in the Proposal Submission section below. In order to be considered for funding, an applicant must ensure APHL has its complete proposal by no later than the Proposal Due Date specified in the Anticipated RFP Schedule section below. Applicants will find proposal submission information in the Response Submittal section below.

## Anticipated RFP Schedule

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Applications are due to the individual(s) specified in the Final Response section of this **RFP by 5:00 pm Eastern Standard Time (EST) on January 6, 2020**. APHL anticipates the following schedule for the entire competitive bidding process:

December 18, 2019	APHL issues RFP
December 23, 2019	Letter of Intent due to APHL by 5:00 pm EST
January 6, 2020	Last day to submit questions (exceptions may be granted at APHL's sole discretion)
January 10, 2020	<i>Complete RFP responses due to APHL by 5:00 pm EST</i>
January 14, 2020	APHL completes the evaluation process and contacts winning/selected applicant(s)
January 15, 2020	APHL publicly announces the names of the selected applicant(s) on its procurement website, <a href="http://www.aphl.org/rfp">www.aphl.org/rfp</a>
February 25, 2020	Anticipated start date of LCF course programming project

## Response Submittal

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### Confirmation of Intent to Respond

APHL requests that prospective applicants submit a brief email statement indicating intent to submit a proposal by **no later than 5:00 PM EST on December 23, 2019**. The letter of intent should be emailed to Robyn Randolph, Sr. Specialist, Food Laboratory Accreditation ([Robyn.Randolph@aphl.org](mailto:Robyn.Randolph@aphl.org)). While the letter of intent is not binding and does not enter into the review of the RFP, the information that it contains allows APHL's evaluation team to plan the contract development and review process. Potential applicants must include the name of the organization or individual that will submit the proposal in their email.

## Final Response

APHL must receive a complete proposal no later than **5:00 PM EST on January 10, 2020**. Applicants may send proposals by the following methods:

Via email to Robyn Randolph, Sr. Specialist, Food Laboratory Accreditation ([robyn.randolph@aphl.org](mailto:robyn.randolph@aphl.org));  
or

Via certified, registered or express mail through the postal service or via trackable mail delivery services provided by DHL, FedEx, and UPS, addressed to:

**c/o Robyn Randolph**  
The Association of Public Health Laboratories, Inc.  
8515 Georgia Avenue, Suite 700  
Silver Spring, MD 20910

APHL will send an email acknowledging the receipt of your application. If you do not receive an acknowledgement within 48 hours, please email the points of contact below to confirm receipt.

Regardless of the delivery method, APHL must receive all responses by 5:00 PM EST. It is the applicant's responsibility to ensure that the APHL receives applicant's proposal by this deadline.

APHL may terminate or modify the RFP process at any time during the response period. Any changes will be post to the RFP site, [www.aphl.org/rfp](http://www.aphl.org/rfp).

## Questions

Please direct all questions regarding this RFP or its application requirements via email to Robyn Randolph at [robyn.randolph@aphl.org](mailto:robyn.randolph@aphl.org), with a copy to Catherine Johnson at [catherine.johnson@aphl.org](mailto:catherine.johnson@aphl.org). A table of Frequently Asked Questions is included as [Appendix C](#).

A member of APHL's Food Safety staff will respond directly to the questions on an individual basis as questions are received. While APHL will endeavour to answer questions within one business day of receipt, additional time may be needed depending on the issue raised.

*APHL should receive all questions by 5:00 pm EST on January 6, 2020.* APHL is unlikely to answer any question received after this deadline, but it will have discretion to do so if APHL's Food Safety staff reasonably feel that the question raises a substantial issue that could affect multiple applicants, and may be answered without impacting the application submission and review process. Should APHL opt to answer any late questions, APHL will post the question and answer to APHL's procurement website ([www.aphl.org/rfp](http://www.aphl.org/rfp)) and will not respond directly to the sender.

## Scope and Approach

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The organization or individual engaging in this project must provide the capabilities to work from the early stages of the course design through full development, including implementation and evaluation strategies.

APHL has included a sample Course Design Document (CDD) upon which these courses will be based. The selected applicant(s) will program an online course, Basic Laboratory Statistics. A future opportunity to complete programming for additional courses may exist, as budget and time allow. A draft project approach is also included and provides initial learning objectives and content overview. This material may be found in the following RFP attachments:

- [Appendix A](#): Basic Laboratory Statistics Course Design Document
- [Appendix B](#): Draft project approach

The applicant(s) will be expected to do the following:

1. Develop asynchronous, web-based courses based on APHL-supplied materials. The courses should:
  - a. Be built in Lectora Inspire 18 (desktop). *Note: Online Lectora will not be accepted.*
  - b. Meet 508 compliance standards
  - c. Include interactivities as indicated in storyboard
  - d. Meet SCORM compliance
2. Develop courses that incorporate the following general layout.
  - a. Introduction
  - b. Pre-test (ungraded knowledge assessment) before each unit
  - c. Main content, consisting of 2 units with ungraded knowledge checks
  - d. Post-test (graded knowledge assessment) following each unit
  - e. Evaluation
3. Describe the course programmer's ability to program:
  - a. Graded free response knowledge checks
  - b. Animated demonstrations or narrated screenshot-walk through instructions
4. All materials must be developed within an FDA-branded Lectora file template. The course programmer will provide the Lectora file template.

APHL will provide all content for the courses and the applicant(s) will program the online courses based on provided materials.

## Project Term and Award

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APHL will deliver a written notice of award to the successful applicant(s). The successful applicant(s) will receive funding through a contract agreement with APHL for a maximum award amount of \$25,000 for the Basic Laboratory Statistics course. Programming for additional courses will be available as time and

budget allow. This figure includes course programming and does not include images, graphics and animations, which the applicant should budget out separately.

APHL has responsibility for validating the accuracy and completeness of the content of the final products and all materials created.

APHL should receive the course by April 17, 2020, with a final invoice received by May 31, 2020.

## Proposal Submission

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### Guidelines and Required Information

The applicant must ensure that APHL receives its letter of intent and its complete response by the due dates set out in the Anticipated RFP Schedule above. *APHL's evaluation team will not review incomplete applications.*

There is no designated response format or outline for responding to this RFP. However, regardless of the chosen format, an applicant's proposal **must be limited to 15 pages of narrative and visuals**. If an application exceeds this 15-page limit, only the first 15 pages will be sent to the evaluation team and scoring will be based solely on the portion of the proposal submitted for review. An application should have a font size of 11 points or larger and page margins of at least 0.5 inches. *Note:* Neither the Cost Proposal described below nor anything included as an appendix will count as part of the 15-page count (material included as an appendix will only be used as reference material and will not be reviewed as part of the evaluation process).

The applicant must include the following in their 15-page response:

1. A company profile;
2. A description of two (2) past learning/development activities that best reflect the applicant's work and relevancy to this project. Examples of course materials, including links to active courses, may be included as an appendix. Activities should be linked to prior work experience rather than part of an educational requirement for a degree/education;
3. Reference information from two (2) former or current clients. Include company name; contact person's name; contact person's phone number and/or email address; and description of product delivered;
4. A description of the applicant's experience in programming web-based courses in Lectora Inspire 18 (desktop version) (examples may be included as an appendix);
6. A description of what type of team will be assigned to this project, including a description of each person's role (resumes or CVs should be provided as an appendix); and
7. A brief description of the applicant firm's project management and instructional development processes.

## Cost Proposal

In addition to the proposal listed above, the applicant should provide a detailed cost estimate and explanation/justification of costs. The cost proposal must be no longer than three (3) pages. There is no required format and the cost proposal should be submitted in the format of the applicant's choice.

The cost estimate should include the number of contract hours estimated to complete an online, web-based course, as described above. The costs should be broken into 1) course programming costs, including the hours required to develop the course and the hourly rate and 2) costs for purchasing and/or developing images, graphics and animations. The cost should include interactivities as indicated in the storyboard, but at least three interactivities per unit. The applicant should provide estimates of several types of interactivities (e.g. drag & drop). The applicant must develop interactivities and not subcontract these interactivities to another entity. APHL may require additional revisions after the course is delivered; applicants should include a line item in the budget proposal that includes an hourly rate to incorporate final edits. APHL has allocated up to \$25,000 for the course programming and has additional funds for interactivities, as needed. The applicant should quote development of animations on an individual basis as a supplement to the programming of the course. Additionally, the applicant should submit the cost of animation development (simple animations v. complex animations) with the cost for proposal.

Project Approach (provided in [Appendix B](#)) has been included to assist applicants in understanding the level of detail that APHL and partners have discussed in relation to this project. *Note:* Applicants are not required to use or reference anything outlined in Appendix B unless they would like to, APHL only provides this as supporting documentation.

## Evaluation

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### Initial Review

APHL staff members or consultants under contract with APHL will conduct an initial review of all proposals for completeness. APHL will not consider any incomplete applications by the proposal due date specified in the Anticipated RFP Schedule section above. **Incomplete proposals will not receive a formal evaluation.**

### Evaluation Process

APHL will conduct reviews via a combination of teleconference and email communications between the evaluation team described below. APHL's Food Safety Senior Specialist will coordinate the review process and the evaluation sessions.

The reviewers may request follow-up interviews with all or some of the applicants and, following these interviews, may request supplemental information on an applicant's proposal. These interviews and any

supplemental information will clarify an applicant’s capacity or experience in one or more of the evaluation criteria, or will help to explain other information contained in an applicant’s proposal.

## Evaluation Team

APHL’s Sr. Specialist, Food Laboratory Accreditation will assemble an evaluation team to evaluate competitive proposals and then assess their relative qualities based on the Evaluation Criteria outlined below. This evaluation team will consist of four APHL staff.

## Conflicts of Interest

APHL will ask potential reviewers to complete and sign APHL’s **Conflict of Interest Disclosure Statement** ([Appendix E](#)) in order to disclose any real or perceived conflict of interest prior to the start of the evaluation process and to affirm that they have no conflict of interest that would preclude an unbiased and objective review of the proposals received. APHL will not select reviewers with a perceived or potential conflict of interest. Once potential reviewers have been identified, APHL’s Director of Food Safety will have final approval over the review team’s composition.

## Evaluation Criteria

The evaluation team will use the following criteria as a general overall framework in which to evaluate proposals:

- *Suitability of the Proposal* – The proposed solution meets the needs and criteria set forth in the RFP.
- *Course Programmer Expertise* – The applicant shows knowledge of the subject by recommending and communicating appropriate technical and aesthetic solutions as evidenced by the proposal and references.
- *Course Programmer Organizational Capacity* – Applicant has successfully completed similar projects and has the qualifications necessary to undertake this project. The applicant firm has appropriate staff to devote to the project within the timeframe needed.
- *Project Management*- The applicant shows experience and resources related to successful completion of a similar project.
- *Value/Pricing Structure and Price Levels* – The price is commensurate with the value offered by the applicant.

Each member of the evaluation team will evaluate proposals against the 13 questions or criteria found in [Appendix D: Instructional Designer RFP Scorecard](#) and will assign a numeric score from zero (0) (indicating a ‘poor’ response) to four (4) (indicating an ‘outstanding’ response) to reflect that reviewer’s assessment of the responsiveness of a proposal to each question or criterion. The evaluators will assign scores using the following categorizations:

- *Poor* (0 points) – The applicant’s proposed approach neither meets the baseline requirements set out in this RFP nor demonstrates more than a minimal understanding of the subject matter.
- *Fair* (1 point) – The respondent’s proposed approach does not meet the baseline requirements set out in this RFP but does demonstrate a baseline understanding of the subject matter.
- *Good* (2 points) – The respondent’s proposed approach meets the baseline requirements set out in this RFP and demonstrates the necessary understanding of the subject matter.
- *Excellent* (3 points) - The respondent’s proposed approach exceeds the baseline requirements set out in this RFP and demonstrates a deep understanding of the subject matter.
- *Outstanding* (4 points) - The respondent’s proposed approach greatly exceeds the baseline requirements set out in this RFP and demonstrates a thorough and comprehensive understanding of, or an expertise in the subject matter.

The raw scores will be weighted in such a manner so that the 52 maximum possible raw score points will be converted into a maximum possible weighted score of 100 points.

## Post Evaluation Procedures

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APHL staff will notify the selected course programmer(s) within ten (10) business days of completion of the evaluation. Unsuccessful applicants will receive notification of these results by e-mail or by U.S. mail within 30 days of the date that the winning/successful vendor is selected. Note: Once selected, the applicant must be approved by the federal funding agency.

All applicants will be entitled to utilize APHL’s Appeals Process to formulate a protest regarding alleged irregularities or improprieties during the procurement process. Specific details of the policy are listed on the [procurement website](#).

## Conditions of Award Acceptance

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The eligible applicants must be able to contract directly with APHL or have an existing relationship with a third party organization that can contract directly with APHL on behalf of the applicant. Applicants must agree to comply with expectations outlined in the appendices.

## General Considerations

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This RFP is neither an agreement nor an offer to enter into an agreement with any respondent. Once application evaluation is complete, APHL may choose to enter into a definitive contract with the selected applicant(s) or it may decline to do so.

APHL must ensure that the selected respondent is neither suspended nor debarred from receiving federal funds and that the respondent meets any other funding eligibility requirement imposed by the Cooperative Agreement. APHL’s determination of whether the respondent is eligible to receive Cooperative Agreement funding will be definitive and may not be appealed. In the event that APHL

determines that the selected respondent is ineligible to receive Cooperative Agreement funding, APHL will nullify the contract or will cease negotiation of contract terms.

Each respondent will bear its own costs associated with or relating to the preparation and submission of its application. These costs and expenses will remain with the respondent, and APHL will not be liable for these or for any other costs or other expenses incurred by a respondent in preparation or submission of its application, regardless of the conduct or outcome of the response period or the selection process.

## Appendix A: Basic Laboratory Statistics Course Design Document

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Title	Basic Laboratory Statistics
Proposed ID	Course Code TBD
Date and Version	09/30/19 version 1
Description	This course conveys the statistical concepts necessary to characterize laboratory data and assess the quality of test results and experimental data. The analyst will be able to relate parameters such as mean, median, mode, used to describe data distributions. The analyst will learn concepts such as accuracy and precision that are used to assess the quality of laboratory data. The analyst will learn the concepts underlying statistical parameters such as the limit of detection, which are used in reporting test results. The analyst will determine common statistical parameters from experimental data and apply learned concepts to assess the validity and trueness of related test results.
Delivery Method(s)	Online

### Learning Objectives

The following is a complete listing of the TLOs and ELOs, broken out by module/lesson in the course design details section that follows.

Terminal Objectives	Enabling Objectives
1: Upon completion of the unit, participants will identify basic statistical concepts used to characterize data.	1a: Upon completion of the unit, participants will differentiate the various distributions of data sets. 1b: Upon completion of the unit, participants will recognize statistical parameters used to explain population distributions. 1c: Upon completion of the unit, participants will recall statistical parameters used to define variation in data sets.
2: Upon completion of the unit, participants will assess the validity of results with statistics.	1a: Upon completion of the unit, participants will recognize data handling tools. 1b: Upon completion of the unit, participants will evaluate laboratory data.

<b>Terminal Objectives</b>	<b>Enabling Objectives</b>
	1c: Upon completion of the unit, participants will calculate statistical parameters.

## Course Design Details

<b>Unit Number and Title: Unit 1: Basic Statistical Concepts</b>
<b>Description:</b> This unit will discuss basic frequentist statistical concepts used to characterize laboratory data. It will describe the various distributions of data sets, with an emphasis on the normal distribution. It will cover statistical parameters used to explain population distributions and to define the variation in data sets.
<b>TLOs:</b>  TLO 1: Upon completion of the unit, participants will identify basic statistical concepts used to characterize data.
<b>ELOs:</b> ELO 1a: Upon completion of the unit, participants will differentiate the various distributions of data sets. ELO 1b: Upon completion of the unit, participants will recognize statistical parameters used to explain population distributions. ELO 1c: Upon completion of the unit, participants will recall statistical parameters used to define variation in data sets.
<b>Estimated Time:</b> 0.5 hrs

<b>Unit Number and Title: Unit 2: Statistical Applications</b>
<b>Description:</b> This unit will describe how to evaluate the validity of results with statistics. It will review data handling tools such as spreadsheets and statistical software, and will require participants to evaluate laboratory data, including control charts. Participants will also calculate statistical parameters by applying the provided formulas.
<b>TLOs:</b>  TLO 2: Upon completion of the unit, participants will assess the validity of results with statistics.
<b>ELOs:</b> ELO 1a: Upon completion of the unit, participants will recognize data handling tools. ELO 1b: Upon completion of the unit, participants will evaluate laboratory data. ELO 1c: Upon completion of the unit, participants will calculate statistical parameters.
<b>Estimated Time:</b> 0.5 hours

<b>Lesson/Module Number and Title: Basic Statistical Concepts</b>				
<b>Description:</b> This course will describe basic statistical concepts used to characterize data. Participants will be able to use statistics to assess the validity of laboratory results.				
<b>Lesson/Module TLO 1:</b> Upon completion of the course, participants will identify basic statistical concepts used to characterize data.				
<b>Pre-Post Module Lesson Work:</b> N/A				
<b>Learning Environment:</b> web based				
<b>Need, Content, Description or Purpose – N/A (No Training Needs Assessment Performed)</b>				
<b>Lesson/Module ELOs</b>	<b>Time Estimate</b>	<b>Instructional Methodology - Level of Participant Interactivity/Engagement</b>	<b>Instructional Materials</b>	<b>Assessment Method and Performance Criteria</b>
<p>Upon completion of the course, participants will:</p> <ul style="list-style-type: none"> <li>• Differentiate the various distributions of data sets.</li> <li>• Recognize statistical parameters used to explain population distributions.</li> <li>• Recall statistical parameters used to define variation in data sets.</li> </ul>	1hr	Asynchronous, online with knowledge checks	Computer with web browser, internet connection and a learning management system account	Multiple choice/check all that apply knowledge check quiz

<b>Lesson/Module Number and Title: Statistical Applications</b>				
<b>Description:</b> This unit will describe how to evaluate the validity of results with statistics. It will review data handling tools such as spreadsheets and statistical software, and will require participants to evaluate laboratory data, including control charts. Participants will also calculate statistical parameters by applying the provided formulas.				
<b>Lesson/Module TLO 1:</b> Upon completion of the course, participants will assess the validity of results with statistics.				
<b>Pre-Post Module Lesson Work:</b> N/A				
<b>Learning Environment:</b> web based				
<b>Need, Content, Description or Purpose – N/A</b> (No Training Needs Assessment Performed)				
<b>Lesson/Module ELOs</b>	<b>Time Estimate</b>	<b>Instructional Methodology - Level of Participant Interactivity/Engagement</b>	<b>Instructional Materials</b>	<b>Assessment Method and Performance Criteria</b>
Upon completion of the course, participants will: <ul style="list-style-type: none"> <li>• Recognize data handling tools</li> <li>• Evaluate laboratory</li> <li>• Calculate statistical parameters</li> </ul>	1hr	Asynchronous, online with knowledge checks	Computer with web browser, internet connection and a learning management system account	Multiple choice/check all that apply knowledge check quiz

## Appendix B – Project Approach

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To help frame the required level of detail, respondents should be thinking about this information as they provide their estimates on cost, deliverables and proper staffing. **NOTE: RESPONDENTS DO NOT HAVE TO USE OR REFERENCE THIS INFORMATION, IT IS ONLY INCLUDED AS A GUIDANCE RESOURCE.**

1. Review of course design document and supporting materials:

As is apparent in Appendix A, APHL and partners have created a course design document that outlines the flow of the to-be-developed course. Storyboards are in development for the course, and the course programmer should be prepared to review these materials.

2. Creation of a project plan and timeline:

With enough information generated from task #1, the course programmer should prepare a plan and timeline for the programming and delivery. Minor adjustments in the proposed costs and resources can occur at this time.

3. Program and deliver the Course:

The course programmer will undertake development of the course with APHL provided content and input.

## Appendix C – Frequently Asked Questions

Category	Question	APHL Response
CDD / Storyboard	Will the CDD and/or Storyboard have been approved by the FDA prior to course development? Have the SMEs produced content for APHL and FDA reviewers in the past?	The CDD has been approved by FDA. The SMEs have produced content for APHL and FDA reviewers in the past.
CDD / Storyboard	Appendix B, section 1 indicates that your team is currently developing a storyboard for this course. Will the approved storyboard contain the desired narration scripting, or will the programming team be expected to work with your team to develop and draft a narration script?	If necessary, the storyboard will contain the desired narration scripting.
CDD / Storyboard	Are the storyboards basically text in Word format or are they chunked out by slide as in PowerPoint?	Word format
CDD / Storyboard	<p>It's mentioned in Appendix B that "storyboards are in development ..."</p> <ol style="list-style-type: none"> <li>a. What form are the storyboards in – PPT, Word or ?</li> <li>b. In addition to the content text, what will the storyboards contain? <ol style="list-style-type: none"> <li>i. Images, graphics with associated alternative text to use?</li> <li>ii. Narration scripts for professional narrations?</li> <li>iii. Descriptions of interactivities for programmer to create?</li> </ol> </li> <li>c. If some of these are not contained w/in the</li> </ol>	<ol style="list-style-type: none"> <li>a. What form are the storyboards in – PPT, Word or ? <b>Word</b></li> <li>b. In addition to the content text, what will the storyboards contain? <ol style="list-style-type: none"> <li>i. Images, graphics with associated alternative text to use? <b>Yes</b></li> <li>ii. Narration scripts for professional narrations? <b>Yes (if applicable)</b></li> <li>iii. Descriptions of interactivities for</li> </ol> </li> </ol>

Category	Question	APHL Response
	<p>storyboard, is the programmer expected to develop them?</p>	<p>programmer to create? <b>Yes</b></p> <p>c. If some of these are not contained w/in the storyboard, is the programmer expected to develop them? <b>No</b></p>
CDD / Storyboard	Do the storyboards include all of the content text, images and/or descriptions of images, and any voice over script that is in addition to the text on the slide?	<b>Yes.</b>
CDD / Storyboard	The CDD would seem to indicate a linear learning experience without branching or role-specific differentiation, is that an accurate assumption?	<b>Yes</b>
CDD / Storyboard	Is the team open to possibly breaking up the 1-hour learning program into 3 or 4 shorter, more digestible modules?	<b>The storyboard will include a set number of units.</b>
Compliance for 508 / Templates	Can describe your approach to meeting 508 compliance? For example, do you require true closed captioning or display of slide-level scripting in a viewable pane?	<p><b>Closed captioning is required for all videos. When making any course, the developer should be following section 508 standards. For additional information, link is below. Section 508 Standards for Electronic and Information Technology: <a href="https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-section-508-standards/section-508-standards">https://www.access-board.gov/guidelines-and-standards/communications-and-it/about-the-section-508-standards/section-508-standards</a></b></p>
Compliance for 508 / Templates	Please confirm that APHL will be providing a Lectora 18 template that already meets Section 508 standards.	<b>No, APHL expects that the awardee will provide a Lectora 18 template that meets Section 508 standards.</b>
Compliance for 508 / Templates	Will APHL also be providing a style guide containing appropriate branding elements which meet Section 508 standards?	<b>Yes, APHL will provide this.</b>

Category	Question	APHL Response
Course assets	Are there assets you would like designed and developed that learners can download during or after the course (e.g. job-aids, quick reference cards, etc)?	Not at this time.
Course delivery	How will the course be delivered online? a. Windows-based desktop/laptop? b. Tablet – Windows or Android or iOS? c. Smart phone – Android or iOS? – Do you need a mobile version?	a. Windows-based desktop/laptop? <b>Yes</b> b. Tablet – Windows or Android or iOS? <b>Yes</b> c. Smart phone – Android or iOS? – Do you need a mobile version? <b>No</b>
Deliverables Timeline / Review	Please provide an overview of the review or approval cycle of any deliverables we provide. Can you provide typical or average deliverable review times so we may take them into consideration?	We have built a one-week review on our end for beta-testing the course. We will then send it for FDA review. If additional edits are needed past the deliverable deadline, we will allow for a No Cost Extension on the contract to make those edits.
Delivery system / LMS	Does APHL have an intended learning management system in mind for hosting the eLearning course?	We plan on this course running on FDA’s LMS. We are to have the course programmed in Lectora 18 Inspire (desktop version). We want individual SCORM files. As of this date, the course would be programmed modularly, where the major components (introduction, pre course assessment, content, post course assessment, evaluation, etc.), are individual SCORM files.
Images	Is the programmer expected to research and find appropriate stock images? Or will APHL provide them?	The programmer is expected to find appropriate stock images which APHL will approve.
Interactions / Animations	Please clarify the difference between interactivity and animation. For example, we consider an interaction depending on a user response, whereas an animation is	Yes, that is how we are distinguishing the two terms.

Category	Question	APHL Response
	passively watched. Is that your definition as well?	
Interactions / Animations	To help with the clarification, please share examples of interactions and animations you think are particularly effective.	We are interested in seeing some of your examples, as stated in the RFP.
Interactions / Animations	Under cost proposal, it's stated, "The cost should include up to three interactivities." Is this referring to the programming cost proposal?	Yes—the interactivities should be included in the programming cost.
Interactions / Animations	Can you please clarify? Are up to 3 interactivities part of the funds up to \$50K, or additional?	There are to be up to 3 interactivities in the course as part of the cost. Animations will be charged out separately
Interactions / Animations	Will the storyboard call for live-action video to be filmed and produced? If so, can you describe what kind of scenes and their estimated duration? Will pre-existing video assets be embedded?	There may be short videos, 15-30 seconds. The video would be in the course and not a link to an external site.
Review / Quality assurance	Based on verbiage in the RFP, we assume that the course content will be complete – the developer would not be responsible for review/quality assurance of the content – correct?	The developer would not be responsible for review of the content. The developer would be responsible for ensuring that spelling and punctuation is correct in the course. E.g. If the spelling and punctuation is placed in the course in the same state as in the storyboard.
Review / Quality assurance	Will input/feedback/approval by an individual, for example the project manager, or will it be via a committee conveyed through the project manager?	Feedback will come from the project manager who will compile the comments/edits from the SME workgroup. Final approval will be from APHL project manager based on OTED approvals.

Category	Question	APHL Response
Subject matter experts (SME)	What is the availability of APHL's SME? Would that person be available for one or two meetings of one to two hours each?	We are contracting with 7 SMEs that developed this content and will be available for meetings as you outlined here.
Translation	Will the course need to be translated?	No.

## Appendix D– Course Programmer RFP Scorecard

The following table is a copy of the scorecard that evaluation team will use to evaluate RFP responses.

Scoring:	Poor: 0	Fair: 1	Good: 2	Excellent: 3	Outstanding: 4
Category	Criteria			Score	Comments
<b>Suitability of the Proposal:</b> Does the applicant's proposal demonstrate an understanding of the operational need of the project and follow application instructions?	To what degree did the proposal meet the overall objectives of the project?				
	Did the applicant follow instructions - i.e., stay in page count, include required information?				
	Is the information presented in a clear, logical manner and is well organized?				
	Did the applicant provide references for two former or current clients?				
	<b>Section Total</b>				
<b>Course Programmer Expertise:</b> Does the applicant's proposal demonstrate sufficient experience in course design and development to serve as the instructional designer?	Did the applicant list and articulate two past learning and development activities they produced that best reflect their work and relevancy to this project? Are the activities articulated at a quality level that APHL seeks?				
	Did the applicant thoroughly explain and have experience in programming web-based courses?				
	Is the applicant's existing knowledge and experience in this field as described in the proposal relevant to the project? (provided company profile, length of time in business and experience)				
	<b>Section Total</b>				
<b>Course Programmer Organizational Capacity:</b> Does the applicant have the appropriate staff to develop the product in the time frame needed?	Does the applicant have organizational capacity to produce the web-based courses?				
	Did the applicant outline an appropriate team to work on this project?				
	<b>Section Total</b>				
<b>Project Management:</b> Does the applicant have experience in project management?	Does the applicant demonstrate project management experience relevant to completion of international program of this magnitude?				
	Does the applicant have instructional development processes in place to achieve program goals according to a set schedule?				
	<b>Section Total</b>				

<b>Value/Pricing Structure and Price Levels:</b> Is the price commensurate with the value offered by the applicant?	Did the applicant hold some level of reasonable accuracy for time and cost based on the provided course design document and course layout?		
	<b>Section Total</b>		
	<b>Total Score</b>		

Appendix E – Conflict of Interest Disclosure Statement –  
APPLICANTS DO NOT NEED TO FILL THIS OUT UNLESS OTHERWISE INSTRUCTED

Association of Public Health Laboratories

# Conflict of Interest Disclosure Statement

**Applicability:** Disclosure of the following information is required of all Officers, Directors, committee members, staff members and other volunteers who have been designated and who have accepted responsibility to act on behalf of APHL ("APHL Personnel"). Please answer the following questions and, where indicated, include the same information for your immediate family members (your parents, your spouse or partner, your children and your spouse/partner's parents).

APHL will keep your completed disclosure statement in the corporate records of the association.

Please list the name, address, phone number, email address and type of business of your current employer. If you are self-employed, please note that below and provide us with the address, phone number, email address and type of business you operate.

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Do you, or does any family member, currently serve as an officer, director, committee member, or other volunteer (or work as an employee of or a paid consultant to) any organization serving the interest of laboratory science or public health laboratories other than APHL or your state or local laboratory?

Yes     No

If yes, please list the organization(s) and provide detail on your or your family member's interest or position in the organization(s).

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Do you, or any family member, have an existing or potential interest in, or compensation arrangement with, any third party providing goods or services to APHL, or with which APHL is currently negotiating?

Yes     No

If the answer is yes, please provide the name of the organization below and describe in detail the nature of the position held.

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Please note any other financial or business interest you may have with any organization serving the interests of public health laboratories.

If you have none, please check this box:

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Do you, or does any family member, have any other interest or affiliation that is likely to compromise your ability to provide unbiased and undivided loyalty to APHL, or that could come in conflict with your official duties as an Officer, Director, committee member, staff member or other volunteer who has been designated and who has accepted responsibility to act on behalf of APHL?

Yes     No

If you answered yes, please describe in detail below the nature of each such interest or affiliation.

If you are currently aware of any actual or possible conflict of interest that might otherwise hamper your ability to serve APHL to your best ability and with the highest degree of care, loyalty and obedience – ***including any potential conflict you or a family member may have with one or more of the RFP applicants*** – please describe them in detail below.

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Do you agree that so long as you are an Officer, Director, committee member, staff member or other volunteer who has been designated and who has accepted responsibility to act on behalf of APHL you will immediately disclose to the other Directors and/or Officers or, for staff members, the Executive Director and/or General Counsel the nature of any interest or affiliation which you may hereafter acquire, which is in or is likely to become in conflict with your official duties with APHL?

Yes    No

YOU MUST READ THIS SECTION AND THEN SIGN BELOW

I acknowledge that I have received and read APHL's Fiduciary Responsibility and Conflict of Interest Policy (the Policy). I have listed all my relevant fiduciary responsibilities and affiliations, and I have identified any actual or potential conflict of interest on this Disclosure Statement and I agree to abide by the Policy. I understand that it is my responsibility to inform APHL in writing of any change in circumstances relating to the Policy and this Disclosure Statement.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

1. Please list the name, address, phone number, email address and type of business of your current employer. If you are self-employed, please note that below and provide us with the address, phone number, email address and type of business you operate.

2. Do you, or does any family member, currently serve as an officer, director, committee member, or other volunteer (or work as an employee of or a paid consultant to) any organization serving the interest of laboratory science or public health laboratories other than APHL or your state or local laboratory?

Yes     No

If yes, please list the organization(s) and provide detail on your or your family member's interest or position in the organization(s).

3. Do you, or any family member, have an existing or potential interest in, or compensation arrangement with, any third party providing goods or services to APHL, or with which APHL is currently negotiating?

Yes     No

If the answer is yes, please provide the name of the organization below and describe in detail the nature of the position held.

4. Please note any other financial or business interest you may have with any organization serving the interests of public health laboratories.

If you have none, please check this box:

5. Do you, or does any family member, have any other interest or affiliation that is likely to compromise your ability to provide unbiased and undivided loyalty to APHL, or that could come in conflict with your official duties as an Officer, Director, committee member, staff member or other volunteer who has been designated and who has accepted responsibility to act on behalf of APHL?

Yes     No

If you answered yes, please describe in detail below the nature of each such interest or affiliation.

6. If you are currently aware of any actual or possible conflict of interest that might otherwise hamper your ability to serve APHL to your best ability and with the highest degree of care, loyalty and obedience – including any potential conflict you or a family member may have with one or more of the RFP applicants – please describe them in detail below.

7. Do you agree that so long as you are an Officer, Director, committee member, staff member or other volunteer who has been designated and who has accepted responsibility to act on behalf of APHL you will immediately disclose to the other Directors and/or Officers or, for staff members, the Executive Director and/or General Counsel the nature of any interest or affiliation which you may hereafter acquire, which is in or is likely to become in conflict with your official duties with APHL?

Yes     No

Signature:                      Date: \_\_\_\_\_

Printed Name: