



VIRGIN ISLANDS DEPARTMENT OF EDUCATION

ATTACHMENT A – Prospectus Arthur Richards PK-8 New Build

Project Name: Arthur A. Richards PreK-8 School
Project Location: 13A Mount Pleasant, Frederiksted, St Croix 00840

Project Description Summary

The comprehensive project planned for Arthur A. Richards PreK-8 School in the Virgin Islands Department of Education (VIDE) Educational Facility Master Plan (FMP) is the construction of a school for a design capacity of 1,300 students of the approximate size and quality shown on the bridging documents in this Prospectus. The improvements anticipated for the New Arthur Richards which make up this solicitation for design services, include full design of the new construction of the administration, core academic and elective spaces, media center, spaces for Special Education services, food service spaces, athletic and physical education facilities and building support facilities. The new school will be constructed at the former site of the Evelyn Williams campus.

The anticipated construction project at the new Arthur Richards will use the design-build procurement method for the pre-construction and construction services for scope identified above. The selected team may be a design-build firm or a team comprised of a design firm and a contractor. It is anticipated that the first tasks of the design services team for the New Arthur Richards project will include review of the bridging documents that will, along with the master plan, inform the choices for every major design decision and development of the sequence of construction for the improvements.

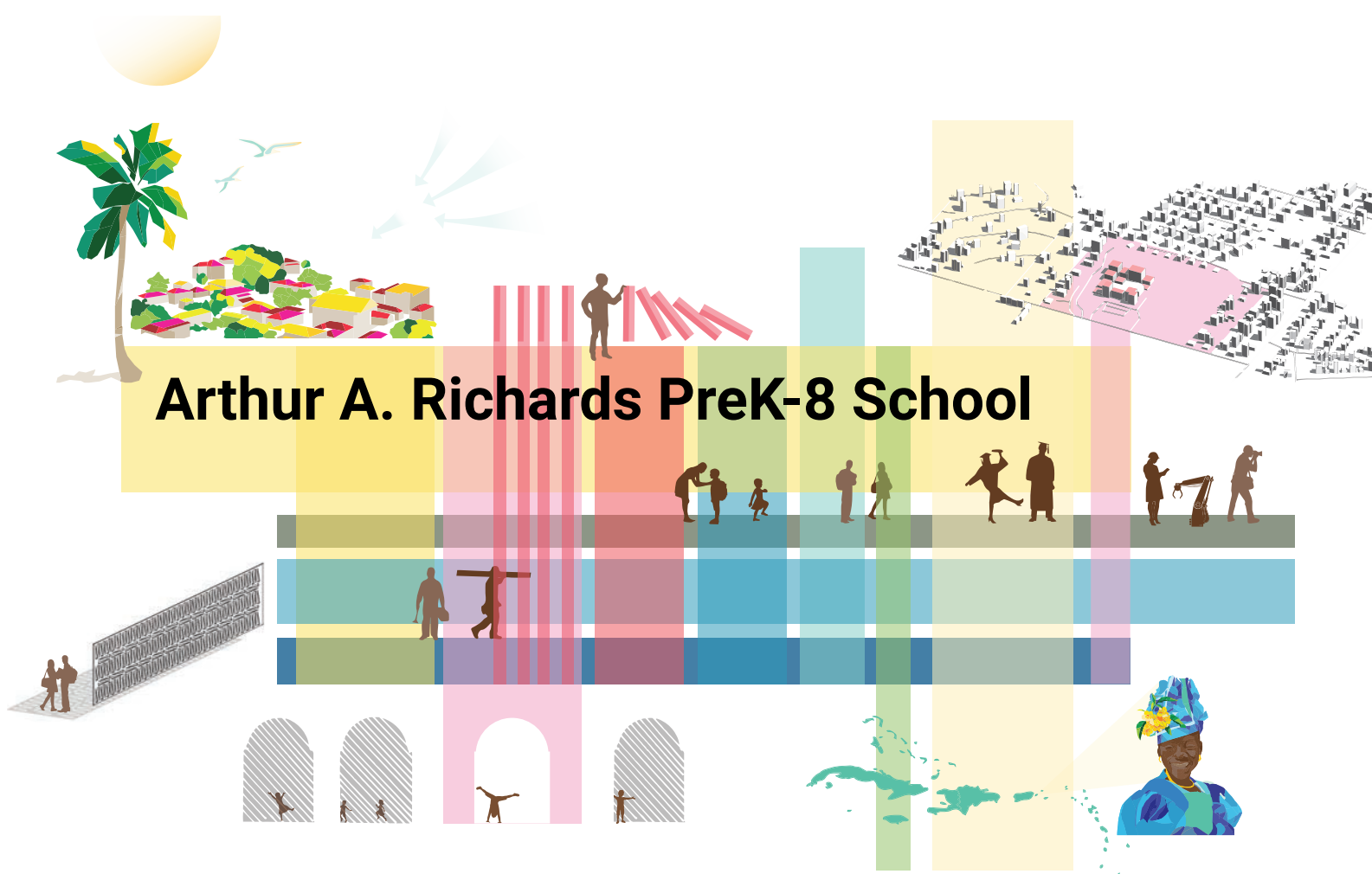
VIDE is transforming its schools by building new schools and consolidating and modernizing existing facilities as envisioned in the FMP. With the implementation of the “School-within-a-School” concept and the creation of Learning Neighborhoods, students will benefit from flexible spaces tailored to different instructional modalities. The schools of the future will support true project-based learning, differentiated instruction, and social and emotional learning.

Following the AISD vision of creating modern learning environments for their 21st century students, the design of the new learning environment shall involve a campus architectural team and incorporate a flexible framework for learning, which allows for collaborative, interdisciplinary, and project-based learning. Each student will experience school in a small school setting in their Learning Community in its own building, complete with spaces capable of media support and distributed dining.

Advancing beyond the traditional classroom configuration along exterior walkways, the learning suites shall incorporate internal hallways, walkways, circulation spaces such as learning stairs, and open spaces that encourage interaction between students, ultimately enhancing the learning experience. The design team shall integrate technology as an essential tool for student research, analysis and communication, as well as the integration of multiple spaces to support community needs. All building systems and features will meet FEMA-approved Industry Standards that were developed by VIDE with the collaboration of the American Institute of Architects and reflect the latest in educational facility design advances, fully accessible, sustainable, with at least one Net Zero school. The New Arthur Richards will embody EFMP guiding principles to:

- Support the whole child’s development across time
- Ensure equity across all venues and deliveries
- Integrate technology supporting in-class and online needs
- Use technology to assess impact
- Provide for the health, safety, and welfare of all
- Make sure cultural, local and economic competence and resilience issues are addressed
- Integrate design, assessment, operations and management seamlessly.

Associated Document – The VIDE Educational Facility Master Plan can be accessed at the following link by clicking on the images to review the full associated PDF: <https://www.newschoolside.com/index1.html>.



100% Schematic Design

VIDE Bridging Documents

The Virgin Islands Department of Education embraces ALL students and empowers them to achieve their fullest potential.

www.newschoolsvide.com

September 25, 2020

REDUCED

November 19, 2020



WITT O'BRIEN'S
PART OF THE SEACOR FAMILY

 **DLR Group**

VIDE Student-Focused Goals

Each student, by the end of kindergarten, will be socially, emotionally and academically prepared for learning success.

Each student will meet or exceed their annual targeted growth in core academic subjects.

Each student will graduate with the technology, career, and personal competencies to succeed in careers, college and as citizens in a globally diverse world.

VIDE Organization-Focused Goals

VIDE will model effective, efficient and relevant processes and procedures to build a systemic approach to improving performance so all students will receive a high quality education.



THE VIRGIN ISLANDS DEPARTMENT OF EDUCATION

Values Statement

The VIDE believes our students are the nucleus of everything we do, and through high quality instruction, ALL students achieve their fullest potential.

We Value...

Active Family & Community Engagement
Adaptability
Commitment
Competency
Continuous Professional Growth

Honesty & Integrity
Passion
Proactivity
Respect for the Unique Culture of the Virgin Islands
Teamwork

Scope & Overview The United States Virgin Islands Department of Education is an executive branch of the Government of the U.S. Virgin Islands mandated under Titles 3 and 17 of the Virgin Islands Code. It is the largest governmental entity in the Virgin Islands and it functions as both a Local Education Agency (LEA) and a State-level Education Agency (SEA). The Department is headed by a Commissioner at the SEA level and a District Superintendent at the two LEAs.

The Department's role as stipulated by Title 3, Chapter 7, Section 96, V.I. Code, encompasses the authority to exercise general control over the enforcement of laws relating to free public education in the Virgin Islands. Its responsibilities include the development, implementation and monitoring of instructional programs for all k-12 students and adult learners, as well as, provision of support services such as child nutrition, pupil transportation, library services, and the maintenance of educational facilities and offices under its purview. Services are provided at 33 buildings supporting 40 activity centers.

It is through the combination of the general budget and federal funds that the Department is able to execute its programs and carry out its mandates under local and federal law. The Department employed a workforce of three thousand, one hundred twenty-four (3,124) employees which accounts for most of the funds received from the General Fund. From October 2009 to the end of FY 2010, there were two hundred eighteen (218) separations territory wide.

In Fiscal year 2010, the Department endeavored to address the needs of the 15,493 students enrolled in the system. 1,176 students territory wide were identified as students with disabilities and 519 as English Language Learners. Of the 1,056 students who were enrolled in 12th grade, 912 earned high school diplomas and an additional 16 graduated with certificates of completion.

ARPK8 Program Summary

Vision for Tomorrow

U.S. Virgin Islands PK-8 Planning Program **Revised 9/17/2020** **1,070 Target Capacity**

Program Area				Functional Capacity
1.0	Administration		6,430	
2.0	Core Academic		61,000	1,070
3.0	Elective Spaces		6,000	
4.0	Media Center		4,550	
5.0	SPED Services		2,350	
6.0	Food Service		12,300	
7.0	Physical Education		10,870	
8.0	Building Support		650	
Total Useable Area (Net Square Feet- NSF):			104,150	1,070
General Building Area: Walls, Partitions, Mech. Elec., Circulation:		<i>25% of Net SF</i>	26,038	<i>(20% of Gross)</i>
Total Building Area (Gross Square Feet- GSF):			130,188	<i>*Based on Industry standards that include outdoor circulation</i>
<i>*Additional Covered Outdoor Learning Spaces</i>		<i>5% of Net SF</i>	5,208	
TOTAL BUILDING AREA WITH OUTDOOR LEARNING			135,395	<i>*All new builds should be refined and reduced by 10% in order to meet budgetary requirements</i>

ARPK8 Program Summary

Description of Program, Department or Unit	Planning Program			Functional Capacity		
	# of Units	Unit Area (nsf)	Total Area (nsf) Requirement	# of Teacher Stations	# of Students per Teaching Station	Learning Community Functional Capacity
1.0 Administration						
1.1 Administration Offices						
Main School Lobby (w/ restrooms)	1	600	600			
Reception	1	300	300			
Secretary/Bookkeeper Office	1	150	150			
Principal Office (w/ restroom)	1	250	250			
Assistant Principal Office	2	150	300			
Conference Room	1	200	200			
Staff Work/Mail	1	400	400			
Faculty Lounge	1	300	300			
SRO Office	1	150	150			
Monitors' Office	1	150	150			
Supply Room	1	75	75			
Toilet	2	50	100			
Mother's Room	1	100	100			
Office Supply Storage	1	75	75			
Parent Center	1	400	400			
Subtotal			3,550			
1.2 Student Services						
Reception/Guidance Clerk	1	150	150			
Counselor's Office	2	120	240			
Registrar's Office	1	120	120			
Time-Out/Tardy Room	2	400	800			
Speech Therapy	1	250	250			
Record's Room	1	200	200			
Conference Room	1	200	200			
Storage/Work Area	1	120	120			
Subtotal			2,080			
1.3 Health Clinic						
Exam/Cot	1	350	350			
Office	1	150	150			
Infirmary	1	200	200			
Toilet	1	100	100			
Subtotal			800			

Description of Program, Department or Unit	Planning Program			Functional Capacity		
	# of Units	Unit Area (nsf)	Total Area (nsf) Requirement	# of Teacher Stations	# of Students per Teaching Station	Learning Community Functional Capacity
2.0 Core Academic						
2.1 Pre-K Core Academic						
Pre-K Learning Suite-- Classroom w/RR	2	1,200	2,400	2	17	34
Outdoor Learning Space						
Subtotal			2,400			34
2.2 Elementary Core Academic						
Learning Suite 1-- Classroom w/RR (Kinder)	1	1,100	1,100	1	25	25
Learning Suite 1-- Classroom (1st-5th)	5	850	4,250	5	30	150
Flex Classroom	1	800	800			
Resource Classroom						
Open Collaboration Space	1	1,000	1,000			
Maker Space	0	400	0			
Small Group Instruction	2	200	400			
Teacher Planning	1	600	600			
Learning Suite Storage	1	400	400			
Student Restrooms	2	300	600			
Staff Restroom	1	50	50			
Custodial	1	100	100			
Shared Outdoor Learning Space #1						
Learning Suite 2-- Classroom w/RR (Kinder)	1	1,100	1,100	1	25	25
Learning Suite 2-- Classroom (1st-5th)	5	850	4,250	5	30	150
Flex Classroom	1	800	800			
Resource Classroom						
Open Collaboration Space	1	1,000	1,000			
Maker Space	0	400	0			
Small Group Instruction	2	200	400			
Teacher Planning	1	600	600			
Learning Suite Storage	1	400	400			
Student Restrooms	2	300	600			
Staff Restroom	1	50	50			
Custodial	1	100	100			
Shared Outdoor Learning Space #2						
Learning Suite 3-- Classroom w/RR (Kinder)	1	1,100	1,100	1	25	25
Learning Suite 3-- Classroom (1st-5th)	5	850	4,250	5	30	150
Flex Classroom	1	800	800			
Resource Classroom						
Open Collaboration Space	1	1,000	1,000			
Maker Space	0	400	0			
Small Group Instruction	2	200	400			
Teacher Planning	1	600	600			
Learning Suite Storage	1	400	400			
Student Restrooms	2	300	600			
Staff Restroom	1	50	50			
Custodial	1	100	100			

ARPK8 Program Summary

Description of Program, Department or Unit	Planning Program			Functional Capacity		
	# of Units	Unit Area (nsf)	Total Area (nsf) Requirement	# of Teacher Stations	# of Students per Teaching Station	Learning Community Functional Capacity
Learning Suite 4-- Classroom w/RR (Kinder)	1	1,100	1,100	1	25	25
Learning Suite 4-- Classroom (1st-5th)	5	850	4,250	5	30	150
Flex Classroom	1	800	800			
Resource Classroom						
Open Collaborative Space	1	1,000	1,000			
Maker Space	0	400	0			
Small Group Instruction	2	200	400			
Teacher Planning	1	600	600			
Learning Suite Storage	1	400	400			
Student Restrooms	2	300	600			
Staff Restroom	1	50	50			
Custodial	1	100	100			
Subtotal			37,200			700

2.3 Middle School Core Academic

6th Grade Learning Suite-- Classroom	3	850	2,550	3	30	90
6th Grade Learning Suite-- Science Lab	1	1,000	1,000	1	30	30
Flex Classroom	1	800	800			
Resource Classroom						
Open Collaborative Space	1	800	800			
Maker Space	1	300	300			
Small Group Instruction	2	200	400			
Teacher Planning	1	400	400			
Learning Suite Storage	1	300	300			
Student Restrooms	2	300	600			
Staff Restroom	1	50	50			
Custodial	1	100	100			
7th Grade Learning Suite-- Classroom	3	850	2,550	3	27	81
7th Grade Learning Suite-- Science Lab	1	1,000	1,000	1	27	27
Flex Classroom	1	800	800			
Resource Classroom						
Open Collaborative Space	1	800	800			
Maker Space	1	300	300			
Small Group Instruction	2	200	400			
Teacher Planning	1	400	400			
Learning Suite Storage	1	300	300			
Student Restrooms	2	300	600			
Staff Restroom	1	100	100			
Custodial	1	100	100			
8th Grade Learning Suite-- Classroom	3	850	2,550	3	27	81
8th Grade Learning Suite-- Science Lab	1	1,000	1,000	1	27	27
Flex Classroom	0	800	0			
Resource Classroom						
Open Collaborative Space	1	1,000	1,000			
Maker Space	1	300	300			
Small Group Instruction	2	200	400			
Teacher Planning	1	400	400			
Learning Suite Storage	1	300	300			
Student Restrooms	2	300	600			
Staff Restroom	1	100	100			
Custodial	1	100	100			
Shared Outdoor Space for 6-8						
Subtotal			21,400			336

Description of Program, Department or Unit	Planning Program			Functional Capacity		
	# of Units	Unit Area (nsf)	Total Area (nsf) Requirement	# of Teacher Stations	# of Students per Teaching Station	Learning Community Functional Capacity
3.0 Elective Spaces						
3.1 Fine Arts						
Fine Arts Labs	2	1,400	2,800			
Instrument Storage	1	400	400			
Art Supply Storage	1	200	200			
Outdoor Learning Space						
Subtotal			3,400			
3.2 Other Elective Spaces						
Other Elective Spaces	2	1,200	2,400			
Storage	1	200	200			
Subtotal			2,600			
4.0 Media Center						
4.1 Media Center						
Media Center	1	4,000	4,000			
Book/General Storage	1	200	200			
Office (w/ restroom)	1	150	150			
Workroom (w/ sink)	1	200	200			
Subtotal			4,550			
5.0 Special Education Services						
5.1 Special Education Services						
Self-Contained Classroom	2	1,000	2,000	2	15	30
Shared Restroom	1	150	150			
Shared Kitchenette/Laundry Room	1	200	200			
Subtotal			2,350			30

ARPK8 Program Summary

Description of Program, Department or Unit	Planning Program			Functional Capacity		
	# of Units	Unit Area (nsf)	Total Area (nsf) Requirement	# of Teacher Stations	# of Students per Teaching Station	Learning Community Functional Capacity
6.0 Food Service						
6.1 Food Service						
PK-5 Dining Area	1	4,200	4,200			
PK-5 Outdoor Covered Dining/Play Area						
Shared Stage	1	1,000	1,000			
Chair Storage (300 chairs)	1	200	200			
Boys Restroom w/ Changing Room	1	400	400			
Girls Restroom w/ Changing Room	1	400	400			
6-8 Dining Area	1	2,200	2,200			
6-8 Outdoor Covered Dining/Play Area						
Serving Area	1	1,200	1,200			
Kitchen	1	1,000	1,000			
Office (w/ restroom)	1	150	150			
Dishwashing Room	1	225	225			
Dry Storage	1	300	300			
Cooler/Freezer	1	600	600			
Restroom/Lockers	1	200	200			
Locker Room (w/ restroom)	1	125	125			
Laundry/Chemical Storage	1	100	100			
Subtotal			12,300			
7.0 Physical Education						
7.1 Physical Education						
Gymnasium (seats 600)	1	7,500	7,500			
Physical Education/Health Classroom	1	900	900			
Locker Room/Restroom	2	800	1,600			
PE/Coach Office	1	120	120			
PE Storage	1	250	250			
Indoor Exercise Room (Weight)	1	500	500			
Subtotal			10,870			

Description of Program, Department or Unit	Planning Program			Functional Capacity		
	# of Units	Unit Area (nsf)	Total Area (nsf) Requirement	# of Teacher Stations	# of Students per Teaching Station	Learning Community Functional Capacity
8.0 Building Support						
8.1 Maintenance & Custodial						
Receiving Storage/Locker Area	1	200	200			
Office/Planning Area	1	100	100			
Custodial Equipment/Supply	2	150	300			
Restroom	1	50	50			
Subtotal			650			
9.0 Site						
9.1 Site						
Shared PK & K Playground						
1-5 Playground						
Multi-purpose field						
Basketball Courts						
Gardens						
Parking						

Illustrated Site Plan

Arthur A. Richards PreK-8 School

Exterior Space/Structure List

- Accessible Parking
- Agronomy/Permaculture Area
- Area for Ground Mounted Photovoltaic Structures
- Central Courtyard
- Chiller Yard
- Collaborative Outdoor 'Tapestry' Walk with Vibrantly Colored Paint Finish
- Dropp-off Area
- Electrical Transormer
- Existing Tree Grouping to Remain
- Exterior Play
- Grass Area for Full Size Football Field
- Main Entry
- Maintenance, Delivery and Emergency/ Vehicle Access Loop Drive
- Maintenance and Emergency Vehicle Access Road

- Outdoor Learning Area (30 Students)
- Photovoltaic Shade Canopies
Roof Overhang
- Shallow Retention Biome
- Site Security Fencing
- Tiered Amphitheater/Large Group Gathering Space

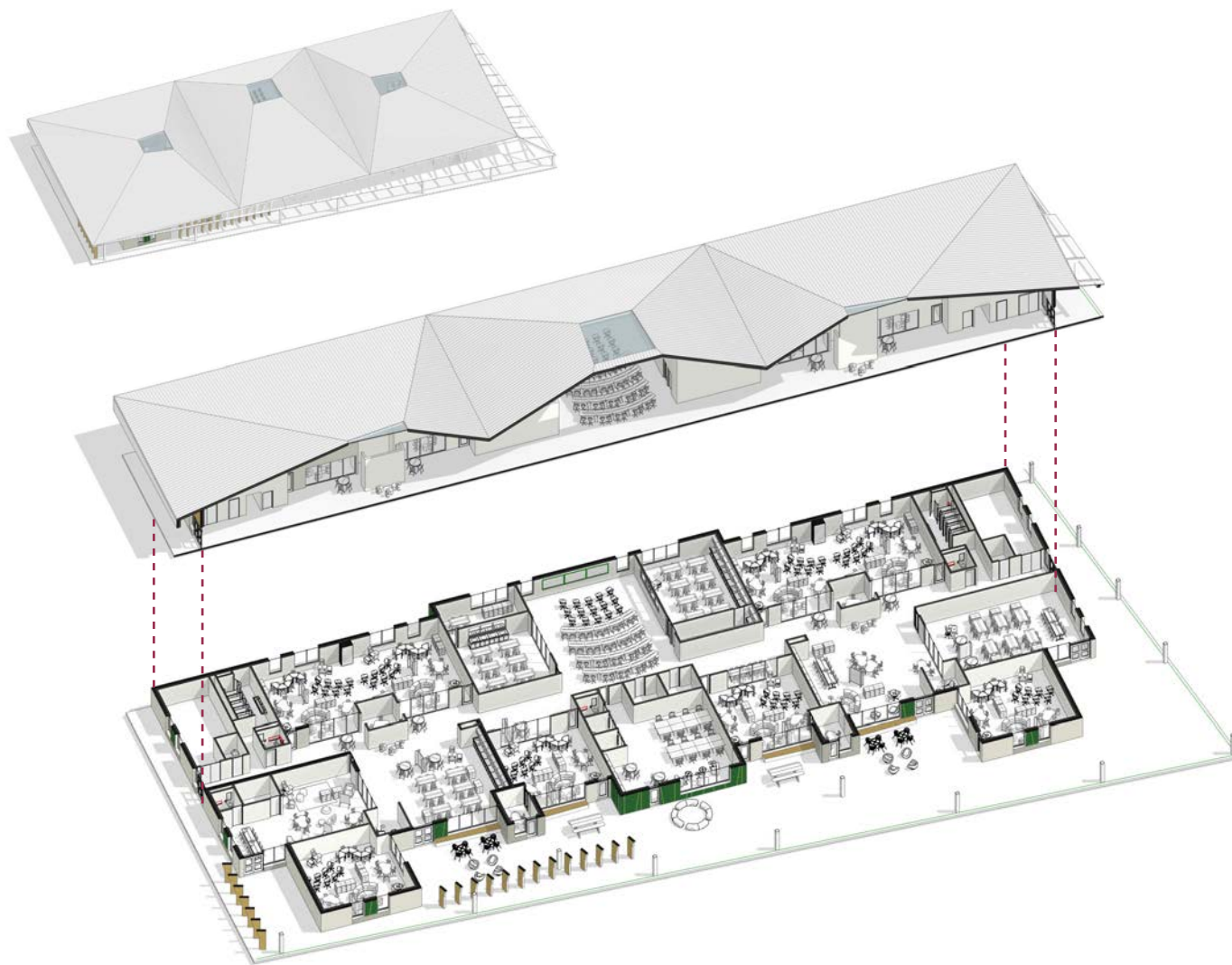
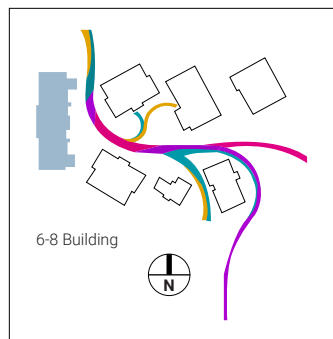
Image: Preliminary study of 'Tapestry Walk' in relation to building/roof overhangs.





Architectural Drawings 6-8 Building

Arthur A. Richards PreK-8 School



LEGEND

-  MAIN ENTRY
-  OUTDOOR
-  ADMIN
-  COMMONS/COLAB
-  LEARNING STUDIO
-  KINDER/PRE-K
-  SCIENCE
-  MEDIA/MAKER
-  SPED
-  ELECTIVES
-  ATHLETICS
-  STORAGE
-  RESTROOM

6-8 Learning Suite, Floor Plan

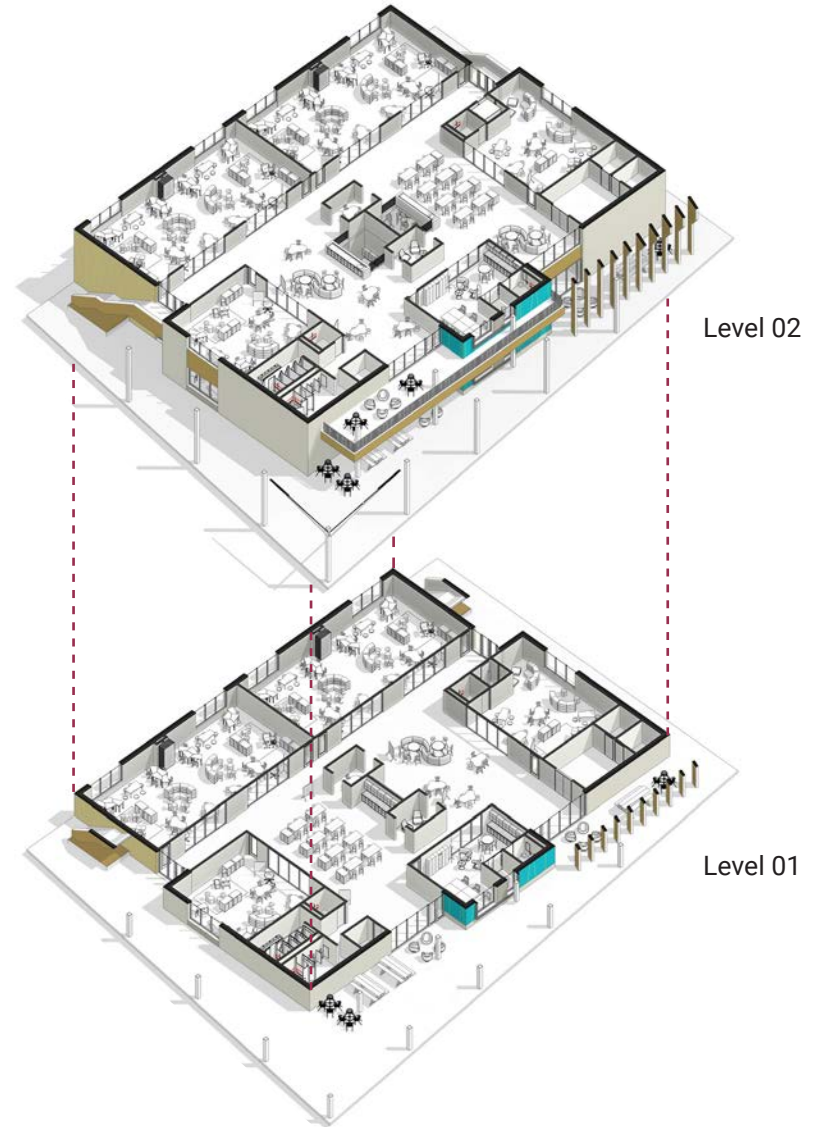
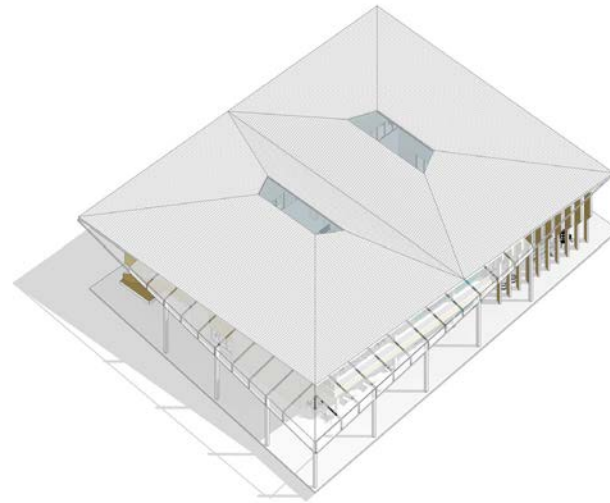
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Architectural Drawings K-5 Building

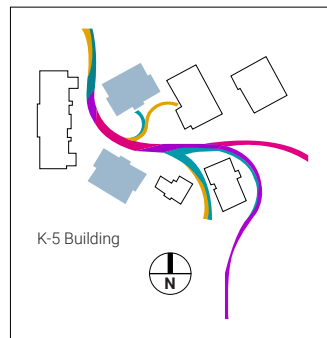
Arthur A. Richards PreK-8 School

*Typical of Both K-5 Buildings



LEGEND

-  MAIN ENTRY
-  OUTDOOR
-  ADMIN
-  COMMONS/COLAB
-  LEARNING STUDIO
-  KINDER/PRE-K
-  SCIENCE
-  MEDIA/MAKER
-  SPED
-  ELECTIVES
-  ATHLETICS
-  STORAGE
-  RESTROOM



K-5 Learning Suite, Floor Plans

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Level 01

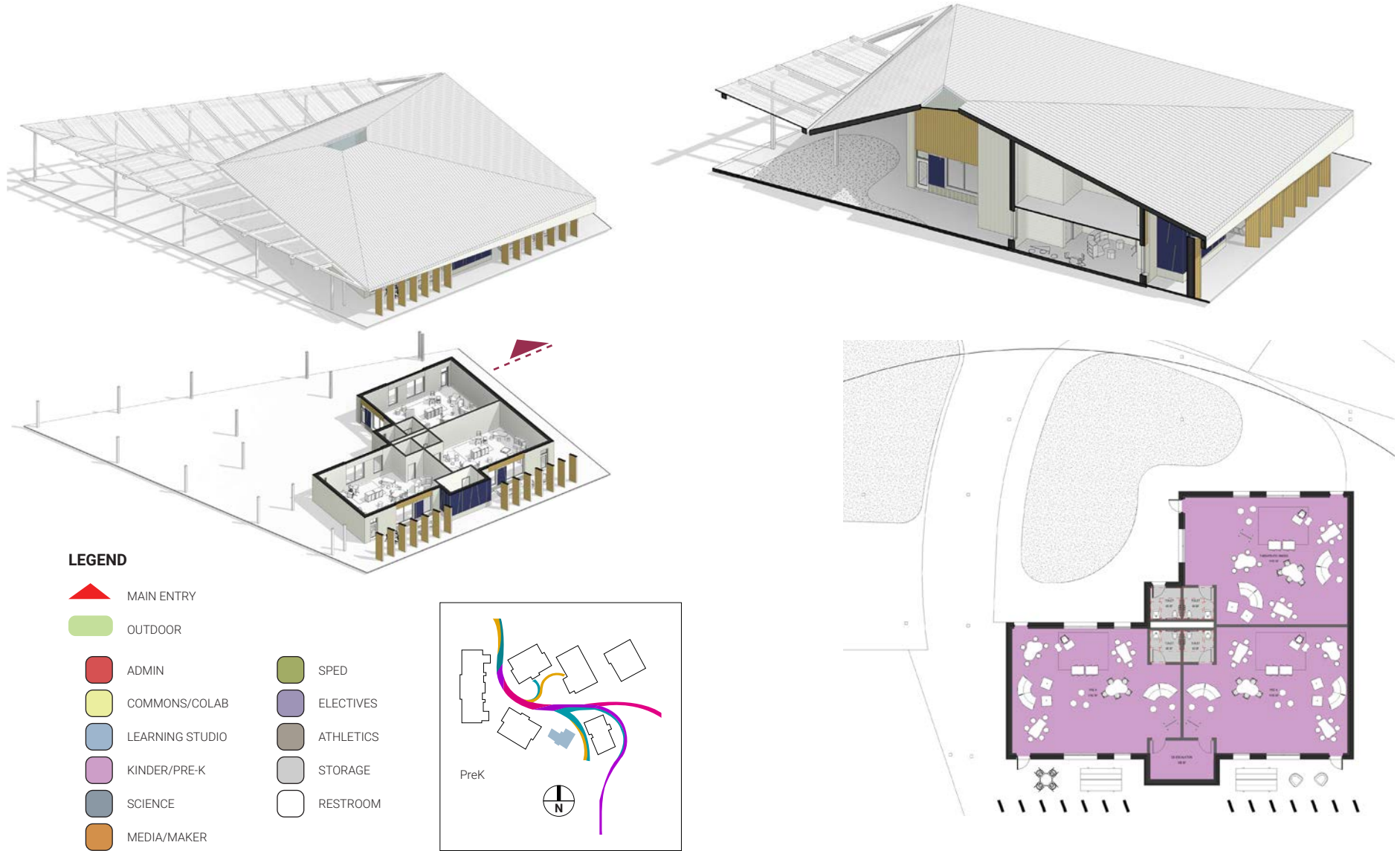


Level 02














Architectural Drawings PreK Building

Arthur A. Richards PreK-8 School

Architectural Drawings



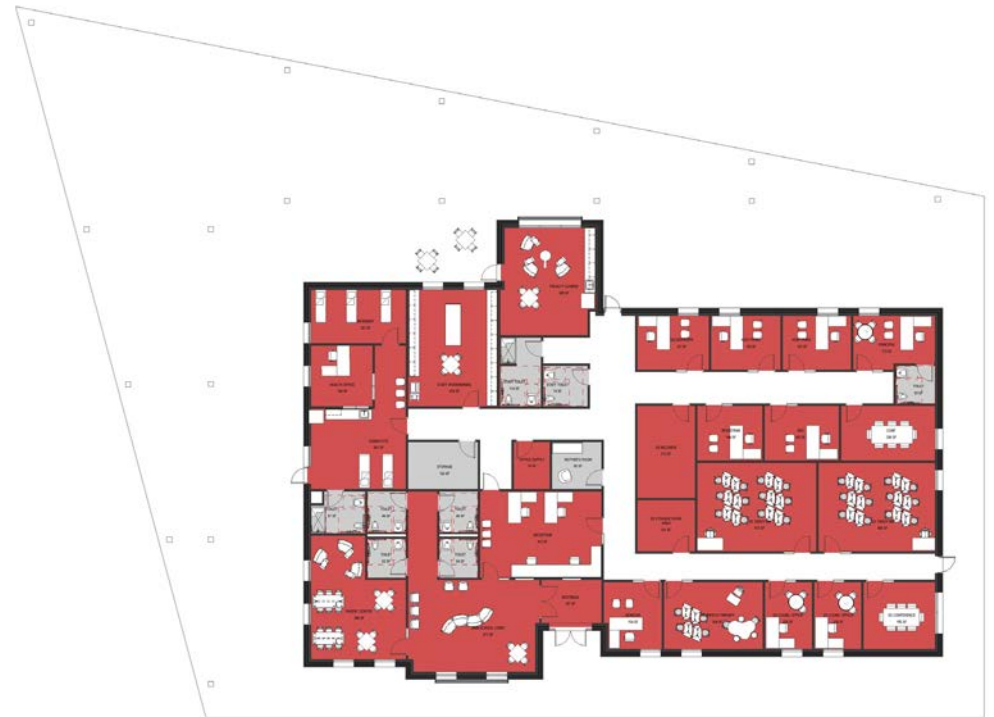
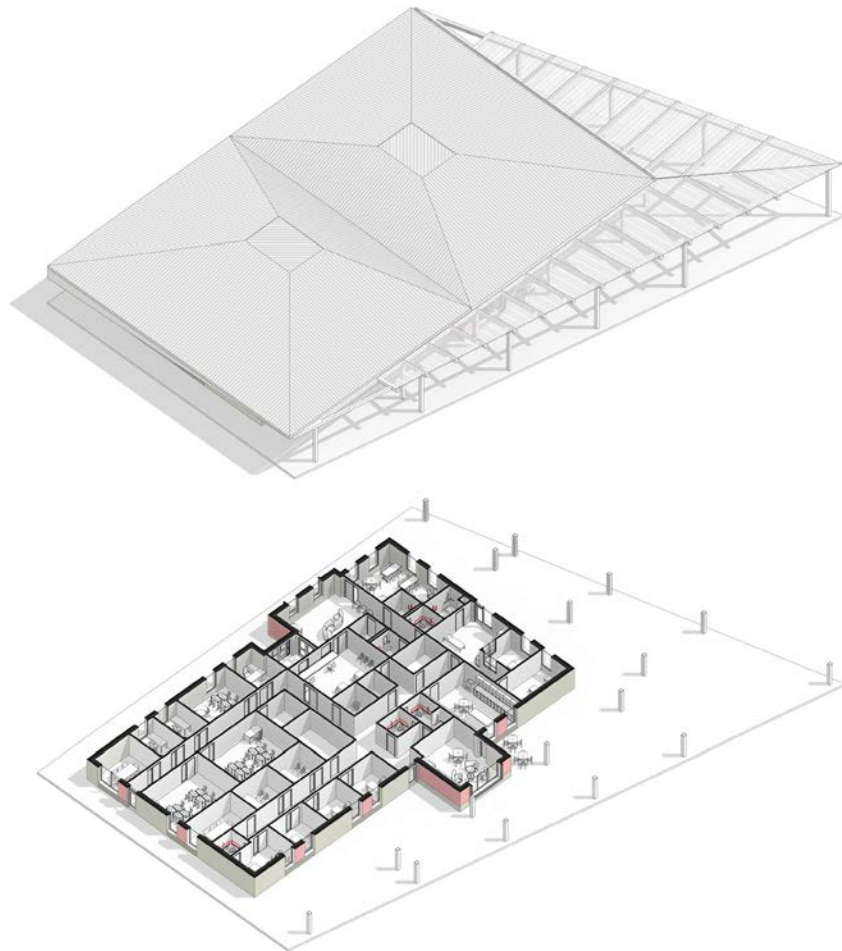
LEGEND

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Architectural Drawings Administration Building

Vision for Tomorrow

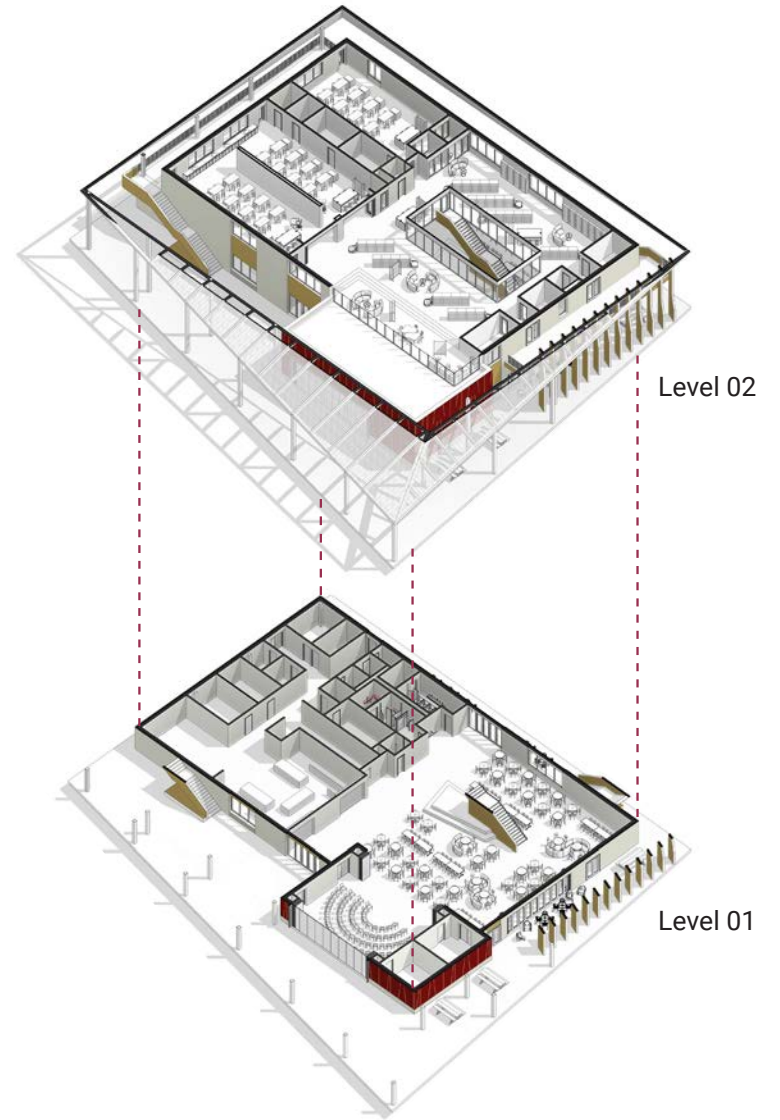
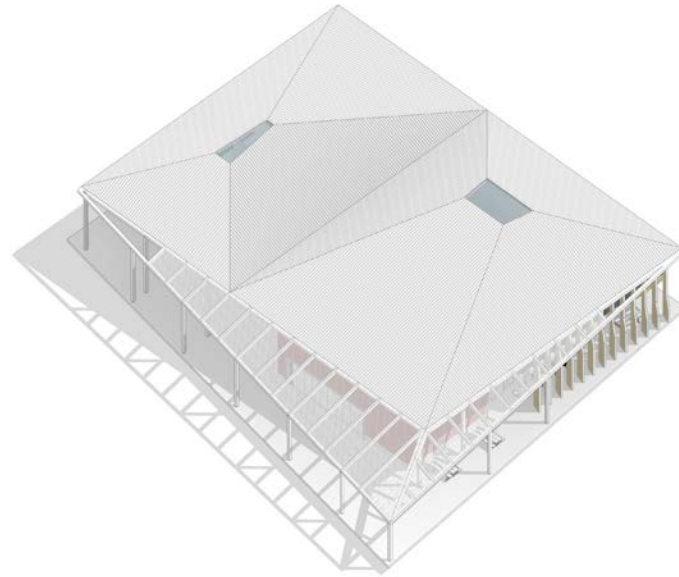
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











Architectural Drawings Commons Innovation Hub

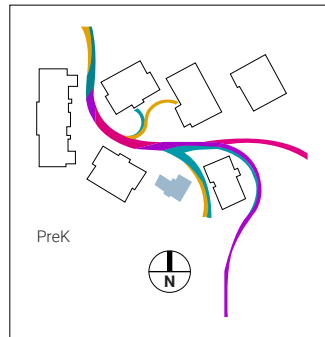
Arthur A. Richards PreK-8 School

Architectural Drawings



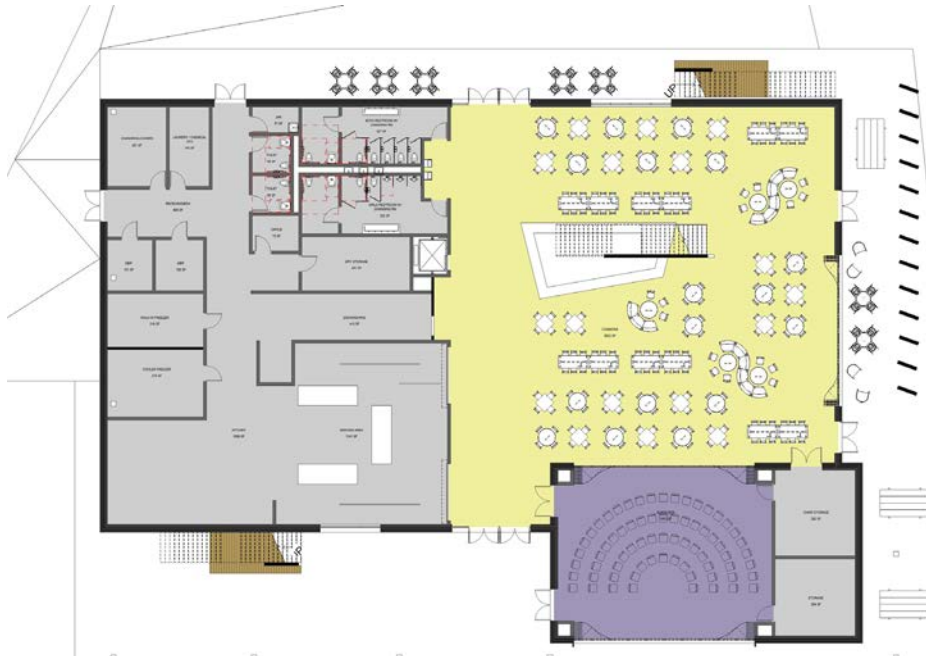
LEGEND

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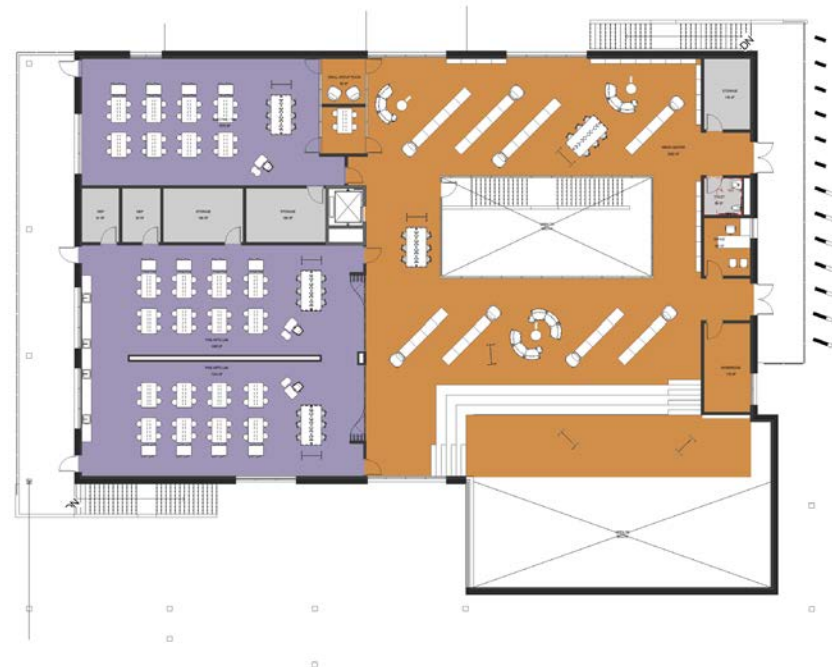


Commons Innovation Hub, Floor Plans

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Level 01

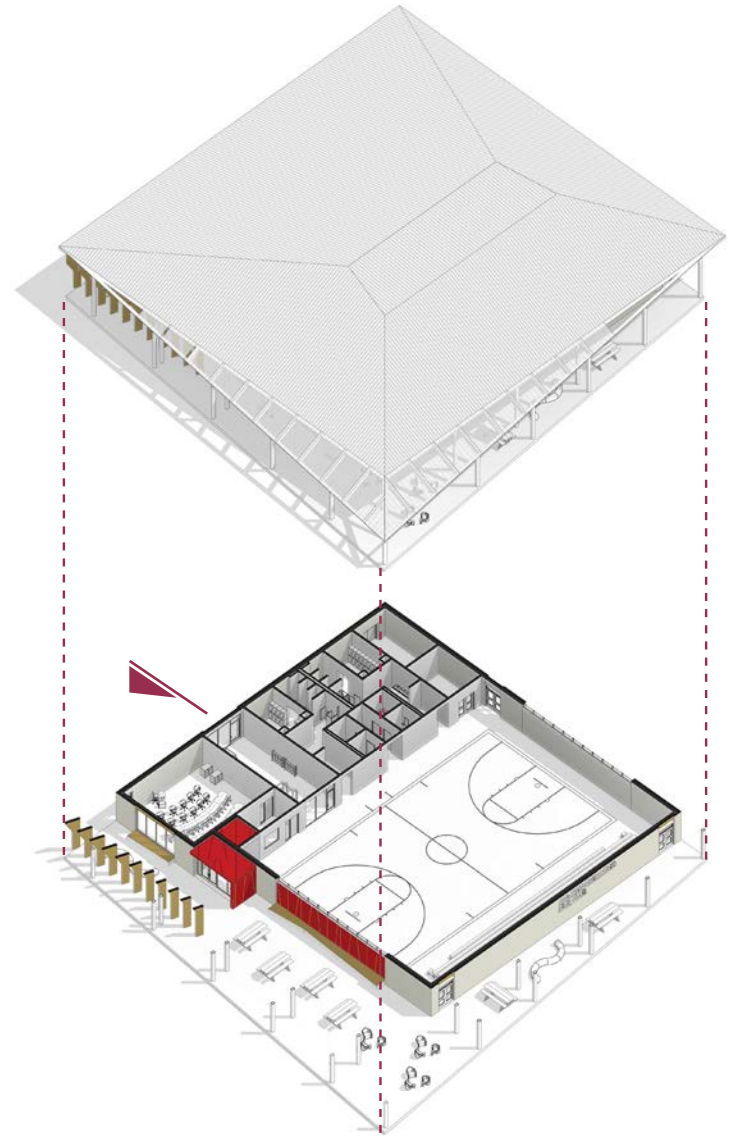
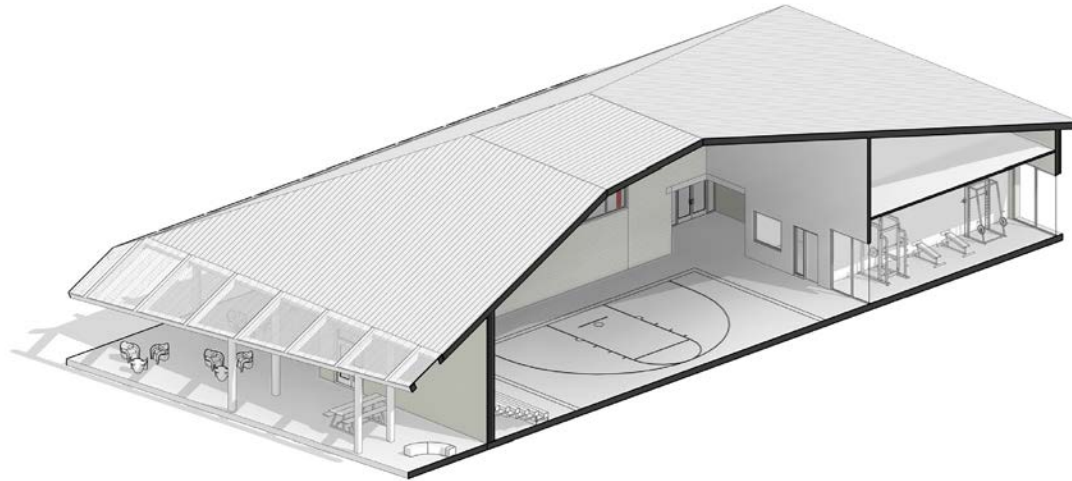


Level 02


Architectural Drawings Gymnasium

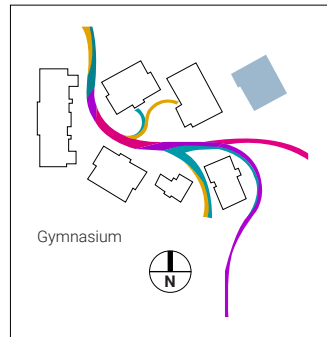
Arthur A. Richards PreK-8 School

Architectural Drawings



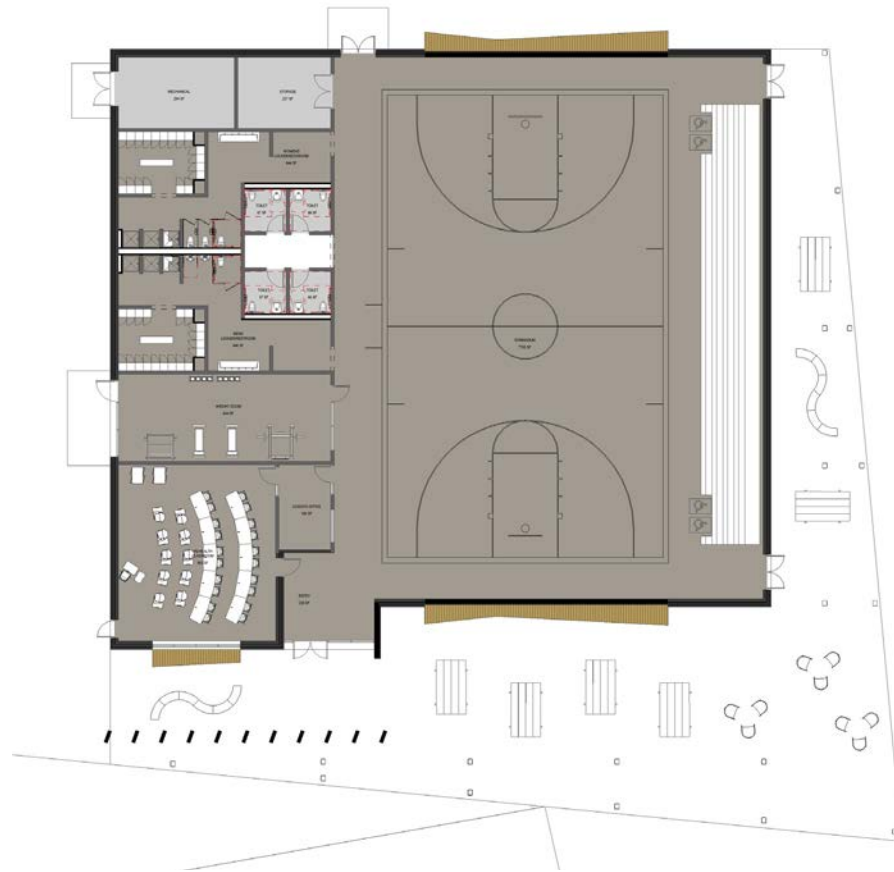
LEGEND

-  MAIN ENTRY
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-  ADMIN
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-  SPED
-  ELECTIVES
-  ATHLETICS
-  STORAGE
-  RESTROOM



Gymnasium (Primary Shelter), Floor Plan

Not to Scale



The Virgin Islands Department of Education embraces ALL students and empowers them to achieve their fullest potential.



ATTACHMENT B



VIRGIN ISLANDS DEPARTMENT OF EDUCATION

MWBE/DBE SPECIAL PROVISIONS

The VIDE uses the following MWBE/DBE special provisions:

The Virgin Islands Department of Education (VIDE) has committed to provide certified firms full participation in all phases of procurement activities and to afford a full and fair opportunity to all vendors to compete for VIDE contracts. When the VIDE has established a MWBE/DBE contract goal on a VIDE project, it shall award the contract only to a bidder who meets the established goal or who makes good faith efforts to do so. The award of the contract will be conditioned on meeting the requirements of this section. The VIDE shall determine whether a bidder has made good faith efforts if it documents either: that it can meet the MWBE/DBE contract goal by documenting that it has obtained commitments for sufficient participation by MWBE/DBE firms; or by documenting that it made adequate good faith efforts to meet the MWBE/DBE contract goal by showing that it took all necessary and reasonable steps, which by their scope, intensity, and appropriateness to the objective of meeting the goal, could reasonably be expected to obtain sufficient MWBE/DBE participation, even if the bidder was not fully successful.

1. All bidders shall give written assurance in their bid proposal to meet the established MWBE/DBE contract goal or propose a reduced goal. The bidder's written assurance (Statement of Responsibility form) will be considered binding. Failure to make and/or abide by such written assurance shall render a bid non-responsive.
2. All bidders must complete and sign the MWBE/DBE Commitment Form VIDE A-585 and the VIDE List of Quoters Form and include them with the other required documents of the bidder's "Proposal Package" submitted at the time of the Bid Opening. All listed MWBE/DBE firm(s) must be certified by the DPW DBE program or certified by the Small Business Administration as a minority or woman-owned business or 8(a) firm prior to submission of the MWBE/DBE Commitment Form VIDE A-585.
3. The information required on all forms must be accurate, complete in every detail and in final form at the time it is submitted to the VIDE and/or its Contracting Office (Department of Property & Procurement) at the Bid Opening. All bidders are required to list on the MWBE/DBE Commitment Form VIDE A-585, the following information:
 - a. The names of the MWBE/DBE subcontractor(s) and/or material supplier(s) that will participate in the contract;
 - b. Item number(s) & description of the work that the MWBE/DBE will perform;
 - c. The dollar amount of the participation for each item of work the MWBE/DBE will perform;
 - d. Written documentation of the bidder's commitment to use a MWBE/DBE subcontractor/supplier whose participation it submits to meet the MWBE/DBE

contract goal.

4. If the apparent low bidder cannot meet the established MWBE/DBE contract goal, the bidder shall submit documented demonstration of good faith efforts at the time of the bid opening. This justification is a documented demonstration of good faith efforts by the bidder, which must, in the end; show that the contractor had actively and aggressively sought out MWBE/DBEs to participate in the project. Mere pro forma efforts are not the necessary and reasonable steps that indicate good faith efforts. The VIDE will consider the quality, quantity, and intensity of the different kinds of efforts that were made in trying to obtain MWBE/DBE participation sufficient to meet the MWBE/DBE contract goal. The following is a list of types of actions, which the VIDE will consider as part of the bidder's good faith efforts to obtain MWBE/DBE participation. This list is not intended to be a mandatory checklist, nor is it intended to be exclusive or exhaustive, as other factors or types of efforts may be relevant in appropriate cases. This demonstration should include, but not be limited to, the following:

- a. Soliciting through all reasonable and available means (e.g. attendance at pre-bid meetings, advertising and/or written notices) the interest of all certified MWBE/DBEs who have the capability to perform the work of the contract. The bidder must solicit this interest within sufficient time to allow MWBE/DBEs to respond to the solicitation. The bidder must determine with certainty if taking appropriate steps to follow up initial solicitations interests the MWBE/DBEs.
- b. Selecting portions of the work to be performed by MWBE/DBEs in order to increase the likelihood that the MWBE/DBE goals will be achieved. This includes, where appropriate, breaking out contract work items into economically feasible units to facilitate MWBE/DBE participation, even when the prime contractor might otherwise prefer to perform these work items with its own forces.
- c. Providing interested MWBE/DBEs with adequate information about the plans, specifications, and requirements of the contract in a timely manner to assist them in responding to a solicitation.
- d. Negotiating in good faith with interested MWBE/DBEs. It is the bidder's responsibility to make a portion of the work available to MWBE/DBE subcontractors and suppliers and to select those portions of the work or material needs consistent with the available MWBE/DBE subcontractors and suppliers, so as to facilitate MWBE/DBE participation. Evidence of such negotiation includes the names, addresses and telephone numbers of MWBE/DBEs that were considered; a description of the information provided regarding the plans and specifications for the work selected for subcontracting; and evidence as to why additional agreements could not be reached for MWBE/DBEs to perform the work.

A bidder using good business judgment would consider a number of factors in negotiating with subcontractors, including MWBE/DBE subcontractors, and would take a firm's price and capabilities as well as contract goals into consideration.

However, the fact that there may be some additional costs involved in finding and using MWBE/DBEs is not in itself sufficient reason for a bidder's failure to meet the contract MWBE/DBE goal, as long as such costs are reasonable. Also, the ability or desire of the prime contractor to perform the work of a contract with its own organization does not relieve the bidder of the responsibility to make good faith efforts. Prime contractors are not, however, required to accept higher quotes from MWBE/DBEs if the price difference is excessive or unreasonable.

- e. Not rejecting MWBE/DBEs as being unqualified without sound reasons based on a thorough investigation of their capabilities. The contractor's standing within its industry, membership in specific groups, organizations, or associations and political or social affiliations (for example union vs. non-union employee status) are not legitimate causes for the rejection or non-solicitation of bids in the contractor's efforts to meet the project goal.
- f. Making efforts to assist interested MWBE/DBEs in obtaining bonding, lines of credit, or insurance as required by the recipient or contractor.
- g. Making efforts to assist interested MWBE/DBEs in obtaining necessary equipment, supplies, materials, or related assistance or services.
- h. Effectively using the services of available minority/women community organizations; minority/women contractor's groups; local, state, and Federal minority/women business assistance offices; and other organizations as allowed on a case-by-case basis to provide assistance in the recruitment and placement of MWBE/DBEs.
- i. It is the policy of the VIDE to practice nondiscrimination based on race, color, sex, or national origin in the award or performance of this contract. All firms qualifying under this solicitation are encouraged to submit bids/proposals. Award of this contract will be conditioned upon satisfying the requirements of this bid specification. These requirements apply to all bidders/offerors, including those who qualify as a MWBE/DBE. A MWBE/DBE contract goal of 25% (twenty-five) percent has been established for this contract. The bidder/offeror shall make good faith efforts, as outlined above, to meet the contract goal for MWBE/DBE participation in the performance of this contract.

The bidder/offeror will be required to submit the following information with its bid: (1) the names and addresses of MWBE/DBE firms that will participate in the contract; (2) a description of the work that each MWBE/DBE firm will perform; (3) the dollar amount of the participation of each MWBE/DBE firm participating; (4) Written documentation of the bidder/offeror's commitment to use a MWBE/DBE subcontractor whose participation it submits to meet the contract goal; (5) Written confirmation from the MWBE/DBE that it is participating in the contract as provided in the commitment made under (4); and (5) if the contract goal is not met, evidence of good faith efforts.