



STATE OF WASHINGTON
DEPARTMENT OF SOCIAL AND HEALTH SERVICES
PO Box 45811, Olympia WA 98504-5811

DATE: May 21th, 2025

TO: RFP # 2534-871 Bidders

FROM: Amel Alsalman, Solicitation Coordinator
DSHS Central Contracts and Legal Services

SUBJECT: Amendment No. 01 –Bidder’s Q & A

DSHS amends the RFP # 2534-871 procurement document to include:

DSHS/ORIA would like to clarify that the Program Administrator may not provide direct client services. As a primary role of the Program Administrator is monitoring, evaluation, and the subawarding of federal funding, it would be a conflict of interest for the Program Administrator to engage in these activities for their own organization.

Bidder’s Questions and Answers
RFP# 2534-871

Question #1: RSI Outcome Measures Warehouse link doesn’t work.

A: Thank you for making us aware of this issue. The RSI Outcome Measures Warehouse document has been attached here.

Question #2: Section 2D of the RFP states that in developing a Program Evaluation and Monitoring Framework, outcomes for CBOs “must, at a minimum, incorporate outcomes from the RSI Outcome Measures Warehouse”. However, the embedded link to access the warehouse appears to be broken. Can DSHS provide a corrected link?

A: See question #1

Question #3: There is a link to RSI Outcome Measures Warehouse, but it appears to be blocked--a proprietary or internal website that we cannot access. Can you please share either a shareable link to those external to DSHS or a copy of the PDF with bidders, so we are aware of those outcomes?

A: See question #1

Question #4: Is CareSphere the name of the database that is being developed by CoreSphere for ORIA?

A: Yes, CoreSphere is the company and CareSphere is the name of the database.

Question #5: If I want to allocate funding to pay for trainers, should that be included in Training Costs or under Subcontracting?

A: Training costs should be allocated under Training Costs on the budget.

Question #6: Can you say more about how ORIA will approve partnerships and develop a tentative award plan and is this true for RSIP, ARSI, URSI, and ERSI?

A: To avoid a delay in contracts for the following fiscal year, ORIA will develop a tentative award plan for Refugee School Impact (RSI) funding for school districts, RSI funding for CBOs, and Ukrainian Refugee School Impact (URSI) funding for CBOs. The funding opportunity for CBOs and School Districts will be released by the current vendor in Spring/Summer 2025. Afghan Refugee School Impact (ARSI) funding is not included in this procurement. As the Early Refugee School Impact (ERSI) funding is not part of the current vendor's contract, ORIA will provide sole oversight for the application and tentative award process.

Question #7: In DSHS General Terms and Conditions, Single Audit Compliance, should the threshold be \$1M.

A: Yes, General Terms and Conditions, Section 29, Subrecipients, Sub Section b. Single Audit Act Compliance is amended to read:

b. Single Audit Act Compliance. If the Contractor is a subrecipient and expends **\$1,000,000** or more in federal awards from any and/or all sources in any fiscal year, the Contractor shall procure and pay for a single audit or a program-specific audit for that fiscal year. Upon completion of each audit, the Contractor shall:

(1) Submit to the DSHS contact person the data collection form and reporting package specified in 2 CFR Part 200, Subpart F, reports required by the program-

specific audit guide (if applicable), and a copy of any management letters issued by the auditor;

(2) Follow-up and develop corrective action for all audit findings; in accordance with 2 CFR Part 200, Subpart F; prepare a “Summary Schedule of Prior Audit Findings” reporting the status of all audit findings included in the prior audit's schedule of findings and questioned costs.

Question #8: If this is an existing contract, who is the current vendor?

A: School’s Out Washington

Question #9: Can you further define integration in the context of refugee youth and school systems? And what is currently offered?

A: Our federal funder, the U.S. Office of Refugee Resettlement (ORR), provides focus areas to support children’s academic performance and successful integration. Integration can be promoted by providing specialized services and support for eligible children. Examples of these include ESL classes, tutoring, after school or summer programs, behavioral support programs, etc. Parents can also be supported with integration activities such as a school orientation or other workshops to help parents navigate the U.S. school system or effectively support their child’s education. The goal is to improve access, services, and outcomes for eligible refugee children.

Examples of programming may be found in the Solicitation document, Section B, Definitions, Direct Services.

Question #10 What is the estimated contract value? Are you confident that it will be funded in the final biennial budget?

A: Please refer to Section A - Contract Requirements, Subsection 5: Funding, on page 8 of the solicitation document.

Question #11: Can the Program Administrator propose alternative or complementary evaluation tools beyond the WIDA or the RSI Outcome Warehouse?

A: Please refer to Section A – Contract Requirements, Subsection 2: Project Scope, letter d. Provide Program Evaluation and Monitoring, on page 6 of the solicitation document.

Question #12: Is there currently a website and are there any specific requirements as to hosting the site?

: Yes, there is currently a website. There are not any specific requirements as to hosting the site.

Question #13: Is this presentation [the pre-bid conference] recorded?

A: No, it is not recorded.

Question #14: The RFP notes the Program Administrator shall develop a Program Evaluation and Monitoring framework. Does the project scope include administering the evaluation as well?

A: No, the Program Administrator is not required to administer the evaluation but should support the School Districts and CBOs in selecting and tracking their outcomes. The Program Administrator will compile the aggregate data and then summarize the results for ORIA and our federal funder.

Question #15: RFP indicates that the program administrator will “develop and launch multiple notice of funding opportunities. Will inputs be provided by the Office of Refugee and Immigrant Assistance (ORIA)? Will notices be placed on the public webpage referenced in Section c.d under Provide Training and Technical Assistance that the program administrator develops or will notices be placed on the ORIA webpage?

A: Yes, ORIA will offer support and collaboration in preparing the notice of funding opportunities. ORIA expects that notices will be placed on the public webpage that will be developed as a result of this RFP. ORIA will also list the opportunity in our monthly newsletter that goes to our statewide partners and/or advise the opportunity through an email to our statewide partners.

Question #16: For the two annual convenings, one being in-person and one virtual, does ORIA have a preferred location for the in-person event? How many participants should we plan for?

A: While ORIA partners are located statewide, there are many that are located in King County. Therefore, it would be preferable to have the in-person convening in King County, or within driving distance, such as Pierce or Snohomish Counties. The number of people who attend will be dependent on the number of CBO and School District partners the Program Administrator will have. As an example, last year 36 people attended the in-person program convening. It is reasonable to plan for a range of 20-45 people.

Question #17: Can WA DSHS please confirm the award will result in a contract? If so, can WA DSHS please confirm bidders can update Attachment F to add a row for fee?

A: The award will be a subaward and not a contract. As a subrecipient, the Program Administrator may not include a profit or fee.

Question #18: Can WA DSHS confirm that bidders can propose a budget built with loaded rates (inclusive of indirect costs and fee)? If so, can WA DSHS please confirm that bidders may leave certain fields blank in the pricing template if those fields do not apply (i.e. fringe and indirect)?

A: As a subrecipient under a federal award, bidders must comply with 2 CFR Part 200 (Uniform Guidance), particularly in relation to cost principles and the treatment of indirect costs. As a subrecipient, fees or profits are not allowable. If using a loaded rate for labor, provide a breakdown showing how the rate is composed. Fields that do not apply do not need to be completed.

Question #19: Can WA DSHS please confirm that any indirect rates marked as proprietary in Attachment F will not become public record?

A: Please refer to Section D - Instructions Regarding Content, Format and Submission of Written Responses, Subsection 26: Proprietary information/Public Disclosure on page 23 of the solicitation document.

Question #20: The RFP states that, “participant demographic and service information must be maintained in ORIA’s case management database, Caresphere” unless an alternative pre-existing database is approved. Can DSHS ORIA provide any additional information on the type of reporting functionality available in CareSphere?

A: Please see the attachment from CoreSphere regarding the database reporting functionality.

Question #21: The RFP states the Program Administrator will oversee and manage the subawarding process, “ensuring funding decisions are made in an equitable and fair way”. Is an honoraria allowable for members of the application review panel? If so, is this per application or stipend?

A: ORIA has historically not used honoraria or stipends for application reviewers. Bidders may propose this.

Question #22: The RFP states the Program Administrator will oversee and manage the subawarding process, “ensuring funding decisions are made in an equitable and fair way”. How many application reviewers are required?

A: At least two.

Question #23: The RFP states the Program Administrator will oversee and manage the subawarding process, “ensuring funding decisions are made in an equitable and fair way”. How should the cost associated with the application review panel (honoraria, stipends, etc.) be included in the budget proposal?

A: This would be included in the “other” categories under Services and Supplies on the budget.

Question #24: Does DSHS ORIA have its own Institutional Review Board (IRB) and IRB process?

A: No, ORIA does not have an IRB or IRB process.

Question #25: How often does DSHS ORIA require monitoring reports to be delivered to the subrecipients?

A: Monitoring should occur on at least an annual basis and monitoring reports should be delivered to the subrecipient by 30 days following the monitoring.

Question #26: Attachment C, clearly states, “Bidder must sign and include the full text of this Attachment C with the Response. Altering or conditioning your certification of this Attachment C may result in your bid being disqualified”

RFP PAGE 20, 16. Acceptance of Solicitation Terms

In submitting a Response, Bidder must include a signed Bid Submission Letter in the form set forth on Attachment B, as well as signed Bidder Certifications in the form set forth on Attachment C - “Bidder must acknowledge that in submitting a Response, it accepts all terms of this Solicitation Document, including all of its Attachments, and that Bidder’s Response constitutes a binding offer.”

” However, in Attachment G Section 1 - It states, “If changes are requested as part of the Bid Response, DSHS may consider, but shall be under no obligation to agree to, modifications to the General Terms and Conditions of Attachment A, Sample Contract.

” And Attachment B –States “ I have read the Solicitation Document and Sample Contract. In submitting this Response, Bidder accepts all terms and conditions stated in

the Solicitation Document, including those set forth in the following amendments which Bidder has downloaded.”

Is the bidder expected to sign Attachment C as is, with no changes even if they are submitting exceptions to Attachment A, Sample Contract for DSHS’s review and consideration? Will amending Attachment C to include the exceptions to Attachment A disqualify bidder?

A: RFP #2534-871 Section C. Explanation of Solicitation Process, Subsection 16. **Acceptance of Solicitation Terms** is amended to read:

In submitting a Response, Bidder must include a signed Bid Submission Letter in the form set forth on Attachment B, as well as signed Bidder Certifications in the form set forth on Attachment C. Bidder must acknowledge that in submitting a Response, it accepts all

terms of this Solicitation Document, including all of its Attachments, and that Bidder’s Response constitutes a binding offer. Bidders may not alter or redline the solicitation terms or requirements in their Response. Submitting altered or redlined solicitation terms or requirements in the Bidder Response may result in bidder disqualification. Bidders may request that DSHS consider exceptions and/or revisions to the sample contract language found in Attachment A as part of their response in the Bidder Response form. DSHS shall be under no obligation to agree to any requested changes, and will not consider changes to contract language or negotiate any new language not identified in response to this question.

Question #27: Attachment C # 5 states, “Bidder claims no proprietary right to the ideas, writings, items or samples submitted as part of its Response.”

However, Section D of the Solicitation # 26. Proprietary Information/Public Disclosure clearly states “The Bidder’s Response must include, in Attachment D, a statement identifying the pages of its Response, if any, which contain information the Bidder considers proprietary (for the purposes of public disclosure).

Is the bidder expected to sign Attachment C as is, with no changes even if they are submitting a list of proprietary information and clearly mark the portion of the proposal that is considered proprietary information? Will amending Attachment C to include the proprietary information list or marked document disqualify bidder?

A: Attachment C Bidder Certifications and Assurances, Section 5, is amended to read:

Bidder acknowledges that DSHS will not reimburse Bidder for any costs incurred in the preparation of Bidder’s Response. All Responses shall be the property of DSHS. Bidder claims no proprietary right to the ideas, writings, items or samples submitted as part of its Response except as identified in the Bidder Response form. DSHS shall have the right to use any of the ideas presented as part of the process in any manner as it deems

appropriate or beneficial, regardless of whether it is contained in a Response that results in selection for a Contract.

Offerors shall discard the previous version and utilize the revised Attachment C for their proposal submissions.

Question #28: What data format does Caresphere provide (for example csv, SQL, etc.)? Can the Program Administrator export data in Caresphere to other software (e.g., SPSS, Excel) for analysis and reporting?

A: Refer to question #20.

Question #29: Is the intention to award a subgrant or a contract to the successful awardee?

A: ORIA will award a subaward.

Question #30: If the award is a subgrant, can the successful offeror apply a reasonable fee?

A: The award will be a subaward and not a contract. As a subrecipient, the Program Administrator may not include a profit or fee

Question #31: If a CBO wants to seek funding to support a collective of CBO's that are working to provide technical assistance and civic training to refugee youth and families to increase their knowledge of the process of school discipline and restorative practices in partnership with a school district would the lead CBO be the program administrator and the other CBO's be the recipients? Also, would the other CBO's need to apply for funding or just be listed as subcontractors in the budget?

A: DSHS/ORIA will award one subaward to the Program Administrator. Subcontractors who will provide training and/or technical assistance to subrecipients should be listed as subcontractors in the budget. School Districts and CBOs that will provide direct client services will need to apply through a Notice of Funding Opportunity that is put out by the Program Administrator.

All other terms and conditions in this Solicitation remain the same.

Academic Support Measures

The measures below are relevant for programs that support students' academic growth and development.

Outcome	Suggested Survey Items for Middle High School Students	Suggested Measurement with Elementary Students	Suggested Survey Items for Parents or Caregivers
Students increase knowledge or skills (e.g., STEM, English, arts, other skills)	"I learned new things at this program.", "I learned how to do new things at this program.", "Since coming to this program, I got better at (activity or area of focus: e.g., arts, reading, coding, sports).", "I feel proud of what I've learned in this program."	Use a movement survey (see Four Corners) or a token survey (See Candy or Token Survey) to have students respond to the question: "I learned something new in this program." Give students a yes or no option. Count all "yes's" as positive.	"My student learned new things at this program.", "My student learned how to do new things at this program.", "Since coming to this program, my student got better at (activity or area of focus: e.g., arts, reading, coding, sports)."
Students increase enjoyment in learning	"This program helps me enjoy learning.", "This program helps me feel like I can reach my goals.", "Since coming to this program, I know that if I don't know how to do something, I can figure it out."	Use a movement survey (see Four Corners) or a token survey (See Candy or Token Survey) to have students respond to the question: "I enjoy learning about (content area)." Give students a yes or no option. Count all "yes's" as positive.	"Since coming to this program, my child seems to enjoy learning more."

Outcome	Suggested Survey Items for Middle High School Students	Suggested Measurement with Elementary Students	Suggested Survey Items for Parents or Caregivers
Students develop positive attitude/interest in subject areas (i.e., STEM)	"I like to learn in (STEM) class.", "I felt excited to come to (STEM) class.", "I enjoyed the content of the (STEM) class.", "I tried my best on (STEM) assignments."	Use a movement survey (see Four Corners) or a token survey (See Candy or Token Survey) to have students respond to the question: "I enjoy learning about (content area)." Give students a yes or no option. If the program covers multiple topics, the activity could run after each topic wraps up and serve as a part of the program routine. Count all "yes's" as positive.	"Since coming to this program, my child seems to enjoy (STEM/ other subject area) more." (Adapted from existing grantee items)
Students increase their knowledge about graduation/ college/ career	"Since coming to this program, I know more about how to graduate from high school.", "Since coming to this program, I know more about options for college or learning after high school.", "Since coming to this program, I know more about my career opportunities."	Not likely relevant for this age.	Recommend asking students directly.

These measures do not include school test scores or other school-collected data. School test scores or other school-collected data may be helpful to measure mid-term outcomes for students. Collecting and reporting individual student test scores often requires Data Sharing Agreements (DSAs) with school districts and can be resource intensive. Using data that schools or districts report publicly takes less time from programs and can be used to show general student progress (for example, ELL student achievement for a particular year). This data is generally reported about one year after it is collected.

School and Social Integration Measures

Outcome	Suggested Survey Items for Middle High School Students	Suggested Measurement with Elementary Students	Suggested Survey Items for Parents or Caregivers
Students improve understanding and adjustment to school routines, school behavior expectations	"Since coming to this program, I understand my school schedule and can find all my classes.", "I know what to do when the school bell rings", "I know what happens at assembly time."	Use a movement survey to both teach and assess students' understanding of specific school routines or expectations. For example, "Where do you go to find the school bus at the end of the day?". Count the number of students who get the "right" answer and then use the opportunity to remind students who didn't know.	"Since coming to this program, my child understands school routines better.", "Since coming to this program, my child understands school behavior expectations better." Note: Add a "Do not know" option and remove those from any analysis.
Students increase their comfort with school and schoolwork	"In this program, I learn skills that help me in school."	Older elementary students may be able to use the question suggested for middle and high school students. For younger students, it may be easier for parents/caregivers to assess than for students to accurately share (they may want to please the staff or teacher or may think there is a "right" answer).	"Since coming to this program, my child is more comfortable with school.", " Since coming to this program, my child is more comfortable with their schoolwork."
Students increase knowledge about available resources and support	"Since coming to this program, I know how to make an appointment with my school counselor or advisor.", " Since coming to this program, I know how to sign up for after school programs that I am interested in." (Adapted from existing grantee items)	Use a movement survey to both teach and assess students' understanding of available resources and support. For example, "Who can you ask for snack at this program?". Count the number of students who get the "right" answer and then use the opportunity to remind students who didn't know.	Recommend asking parents about their experience with the school system rather than having them guess about their children, especially for elementary aged students

Outcome	Suggested Survey Items for Middle High School Students	Suggested Measurement with Elementary Students	Suggested Survey Items for Parents or Caregivers
Students increase confidence speaking English.	"Since coming to this program, I have increased my confidence in speaking English in the classroom.", "Since coming to this program, I can communicate what I want to in English with my teacher.", "Since coming to this program, I can communicate what I want to in English with other students."	Older elementary students may be able to use the question suggested for middle and high school students.	Parent/Caregiver surveys may be particularly helpful for younger grades/ elementary students: "Since coming to this program, my child has increased confidence speaking English."

Social Emotional Learning (SEL) Measures

Several of the 2023-2024 grantees (7) identified social emotional learning as a core part of their program activities, although there was a wide range of activities and expected types of changes. The items below may be helpful for programs that want to measure near-term social emotional improvements for students. These measures are included in the example Theory of Change for Social and School Integration.

Outcome	Suggested Survey Items for Middle High School Students	Suggested Measurement with Elementary Students	Suggested Survey Items for Parents or Caregivers
Students increase their enjoyment of and ability to connect with peers.	"In this program, I learn how to work out my problems with others.", "This program helps me make friends.", "This program helps me listen to others.", "In this program, I work with others to reach our goals."	"I make friends in this program.", "I learn to listen to others when I am in this program.", "In this program, I learn to solve problems with others." Share a paper survey with a 3-point pictorial scale (frown, straight face, smile).	"Since coming to this program, my child has learned how to make friends."
Students develop an increased feeling of belonging or community.	"In this program, I felt like I belonged.", "Since coming to this program, I feel like I belong.", "I have a friend at this program.", "I feel like I belong in this class/program.", "I feel safe in class/program.", "I trust my teachers in this class/program."	<i>Not recommended for this age.</i>	Measuring through parent survey may be helpful for elementary age students: "Since coming to this program, my child feels like they belong at school.", "My child enjoys being with others at this program.", "My child has a friend in the program.", "My child has developed strong relationships with other children in this program."
Students increase their sense of confidence/ self-esteem.	"Since coming to this program, I feel more confident.", "This program helps me stand up for myself."	"In this program, I am not afraid to try new things and see mistakes as a chance to learn." Share a paper survey with a 3-	"Since coming to this program, my child seems more confident."

Outcome	Suggested Survey Items for Middle High School Students	Suggested Measurement with Elementary Students	Suggested Survey Items for Parents or Caregivers
		point pictorial scale (frown, straight face, smile).	
Students increase belief in their ability to succeed.	"This program helps me work hard toward my goals, even if things get hard.", "In this program, I can work hard and improve my skills."	"In this program, I am not afraid to try new things and see mistakes as a chance to learn." Share a paper survey with a 3-point pictorial scale (frown, straight face, smile).	"Since coming to this program, my child is more confident about working hard towards their goals."
Students improve emotion management.	"Since coming to this program, I am better at knowing how I feel.", "This program helps me learn ways to handle all of my emotions."	"In this program, I learn to say how I feel.", "In this program, I know what to do when I feel angry or sad." Share a paper survey with a 3-point pictorial scale (frown, straight face, smile).	"Since coming to this program, my child seems better at identifying their emotions.", "Since coming to this program, my child seems better able to manage different types of emotions."

Additional Tools for Social-Emotional Skill Measurement

The [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) provides several additional options and lists of relevant resources around social emotional learning and use of the data, particularly for program development. Edutopia's article about the [state of SEL assessment](#) may also be helpful for grantees.

Salesforce Reports and Dashboards

Reports

Reports and dashboards are out-of-the-box Salesforce platform features which allow users to run canned or ad-hoc reports at any given time, or schedule reports based on business needs. Based on underlying reports, graphical representations of data can be displayed via dashboards.

Since our CareSphere solution is built on Salesforce, it leverages all the Salesforce platform's reporting and dashboarding capabilities and offers a powerful suite of analytics and reporting tools to help view and analyze data. CareSphere reports consists of several integrated parts.

Reports

A report returns a set of records that meets certain criteria and displays it in organized rows and columns. Report data can be filtered, grouped, and displayed graphically as a chart. Reports are stored in folders, which control who has access. Salesforce offers a wide range of standard reports, accessible in the standard reports folders on the Reports tab. All our standard reports are "templates" that can be used as report starting points from which users can alter fields, criteria, etc. and use the "Save As" function to easily capture a version more specific to their unique needs. Users can also create new custom reports to access exactly the information they need. Subtotal and limit data to help users analyze trends and get a concise picture of what is happening.

Report Types

A report type defines the set of records and fields available to a report based on the relationships between a primary object and its related objects. Salesforce provides a set of pre-defined standard report types; administrators can create custom report types as well.

Report Formats

Salesforce offers four report formats—Tabular, Summary, Matrix, and Joined—each suited to different types of data analysis.

- Tabular reports are the simplest format, resembling a basic spreadsheet. They display data in rows without any groupings or subtotals and are best used for quick lists such as contact directories or open case logs. While easy to build, tabular reports have limited functionality—charts and dashboard use are only available if a row limit is applied.
- Summary reports build on this by allowing users to group rows by fields such as owner, account, or status. This makes it possible to display subtotals and create charts, making summary reports ideal for tracking performance or categorizing data. For example, you might group opportunities by sales rep or by stage to get a clearer view of pipeline progress. Summary reports are commonly used in dashboards for visual representation of grouped data.
- Matrix reports offer a more advanced structure by grouping data along both rows and columns, allowing for two-dimensional comparisons. This format is perfect when you need to analyze data across multiple variables—for instance, viewing sales revenue by

product (rows) and by quarter (columns). Like summary reports, matrix reports support charts and can be embedded in dashboards, making them highly useful for deeper analysis.

- Finally, Joined reports allow you to combine up to five related report blocks, each potentially based on different report types. Each block can have its own filters, groupings, and fields. This format is ideal for comparing different types of information side-by-side—for example, showing open cases in one block and closed opportunities in another for the same set of accounts. Joined reports support charts and dashboards and are especially useful when a single report needs to convey multiple perspectives or datasets.

Salesforce offers several exporting capabilities for reports, allowing users to work with data outside the platform. Here are the key options and limitations:

Export Formats

Salesforce supports two primary export formats:

- Formatted Report (.xls or .xlsx)
 - Includes the report as seen on-screen, with groupings, formatting, and charts (if applicable).
 - Best for presentations or sharing readable summaries.
 - Available only in Lightning Experience.
- Details Only (.csv)
 - Exports raw data without groupings or formatting.
 - Ideal for analysis in Excel or importing into other systems.
 - Available in both Classic and Lightning.

Export Methods

Users can export reports in several ways:

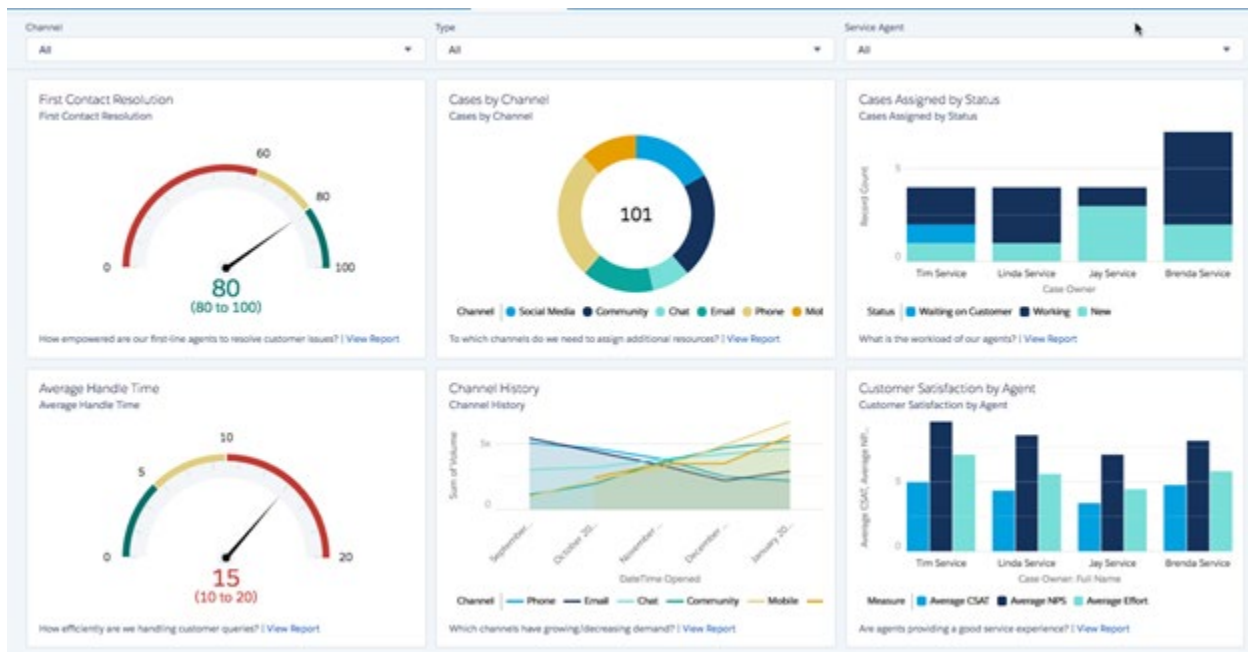
- Manual Export
 - Click the Export button from the report view.
 - Choose between “Formatted Report” or “Details Only.”
- Scheduled Report Emails
 - Set up recurring emails to send reports to users on a schedule.
 - Sent as Excel files, but only users with appropriate access can view report data.
- Data Export via Data Loader or API (Advanced)
 - For bulk data exports beyond the report UI.
 - Useful for system integrations or backups.

Export Limitations

- Row Limits - Summary and matrix reports may be subject to grouping or row limits when exporting.
- Joined Reports - Cannot be exported in Lightning; must be run and viewed within Salesforce.
- Charts and Dashboards - Only available in formatted export, not in CSV.
- Permissions Required - Users need the “Export Reports” permission to use these features.

Dashboards

A dashboard shows data from source reports as visual components, which can be charts, gauges, tables, metrics, or custom Visualforce pages, which provides a snapshot of key metrics and performance indicators. Each dashboard can have up to 20 components. Administrators control access to dashboards by storing them in folders with certain visibility settings. Dashboard folders can be public, hidden, or restricted to groups, roles, or territories. If you have access to a folder, you can view its dashboards. To view a dashboard component, users need access to the folder for the underlying source report. Each dashboard has a running user, whose security settings determine which data to display in a dashboard. The screenshot below is an example of a Salesforce dashboard.



Dashboard Example 1

CareSphere dashboards consists of several integrated parts.

Folders

A folder is a place where you can store reports, dashboards, documents, or email templates. Folders can be public, hidden, or shared, and can be set to read-only or read/write. You control who has access to its contents based on roles, permissions, public groups, and license types. You can make a folder available to your entire organization or make it private so that only the owner has access.

Analytic Snapshots

An analytic snapshot lets you report on historical data. Authorized users can save tabular or summary report results as snapshots on a schedule. Analytic snapshots let you to work with report data similarly to how you work with other records in Salesforce.com. For example, a customer support manager could set up an analytic snapshot that reports on the open cases

assigned to his or her team every day at 5:00 PM, and store that data in a custom object to build a history on open cases from which he or she could spot trends via reports. Then the customer support manager could report on point-in-time or trend data stored in the custom object and use the report as a source for a dashboard component.

Salesforce Reports and Dashboards allows users to configure reports in the Lightning Report Builder and add to a new and/or existing dashboard with the click of one button. Dashboard settings for reports can be maintained from the chart settings of a report.



Dashboard Example 2

<p style="text-align: center;">Attachment C Bidder Certifications and Assurances</p>
--

Bidder must sign and include the full text of this Attachment C with the Response. Altering or conditioning your certification of this Attachment C may result in your bid being disqualified.

Under the penalties of perjury of the State of Washington, Bidder makes the following certifications and assurances as a required element of its Response to this Competitive Solicitation. Bidder affirms the truthfulness of these facts and acknowledges its current and continued compliance with these certifications and assurances as part of its Response and any resulting contract that may be awarded by DSHS.

1. Bidder declares that all answers and statements made in Bidder's Response are true and correct.
2. Bidder certifies that its Response is a firm offer for a period of 180 days following receipt by DSHS, and it may be accepted by DSHS without further negotiation (except where obviously required by lack of certainty in key terms) at any time within the 180-day period. In the case of a protest, the Bidder's Response will remain valid for 210 days or until the protest is resolved, whichever is later.
3. Bidder has not been assisted by any current or former DSHS employee whose duties relate (or did relate) to this Solicitation and who assisted in other than his or her official, public capacity. If there are any exceptions to these assurances or if Bidder has been assisted, Bidder will identify on a separate page attached to this document each individual by: (a) name, (b) current address and telephone number, (c) current or former position with DSHS, (d) dates of employment with DSHS, and (e) detailed description of the assistance provided by that individual.
4. Bidder certifies that Bidder is not currently bankrupt or a party to bankruptcy proceedings and has not made an assignment for benefit of creditors and authorizes DSHS to conduct a financial assessment of Bidder in DSHS' sole discretion.
5. Bidder acknowledges that DSHS will not reimburse Bidder for any costs incurred in the preparation of Bidder's Response. All Responses shall be the property of DSHS. Bidder claims no proprietary right to the ideas, writings, items or samples submitted as part of its Response except as identified in the Bidder Response form. DSHS shall have the right to use any of the ideas presented as part of the process in any manner as it deems appropriate or beneficial, regardless of whether it is contained in a Response that results in selection for a Contract.
6. Bidder acknowledges that any contract award will incorporate terms set forth in the Sample Contract(s), including its attachments and exhibits, as set forth as Attachment A to the Solicitation Document, or may, at DSHS' option be negotiated further. DSHS may elect to incorporate all or any part of Bidder's Response into the Contract.
7. Bidder certifies that it has made no attempt, nor will make any attempt, to induce any other person or firm to submit, or not submit, a Response for the purpose of restricting competition and that the prices

and/or cost data contained in Bidder's Response: (a) have been determined independently, without consultation, communication or agreement with others for the purpose of restricting competition or influencing bid selection, and (b) have not been and will not be knowingly disclosed by the Bidder, directly or indirectly, to any other Bidder or competitor before contract award, except to the extent that Bidder has joined with other individuals or organizations for the purpose of preparing and submitting a joint Response or unless otherwise required by law.

8. Bidder acknowledges that if it is awarded a contract containing Business Associate requirements under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), or any other Data Security requirements, that Bidder will incorporate the terms of such Business Associate or Data Security requirements into all related subcontracts.

9. Bidder acknowledges that if awarded a contract with DSHS, Bidder is required to comply with all applicable state and federal civil rights and other laws. Failure to comply may result in contract termination. Bidder agrees to submit additional information about its nondiscrimination policies, at any time, if requested by DSHS.

10. Bidder certifies that Bidder has not, within the three-year period immediately preceding the date of release of this competitive solicitation, been determined by a final and binding citation and notice of assessment issued by the Department of Labor and Industries or through a civil judgment to have willfully violated state minimum wage laws (RCW 49.38.082; Chapters 49.46 RCW, 49.48 RCW, or 49.52 RCW).

11. Bidder certifies that it has a current Business License and agrees that it will promptly secure and provide a copy of its Washington State Business License, unless Bidder is exempted from being required to have one, if Bidder is awarded a contract.

12. Bidder authorizes DSHS to conduct a background check of Bidder or Bidder's employees if DSHS considers such action necessary or advisable.

13. Bidder has not been convicted nor entered a plea of *nolo contendere* with respect to a criminal offense, nor has Bidder been debarred or otherwise restricted from participating in any public contracts.

14. Bidder certifies that Bidder has not willfully violated Washington state's wage payment laws within the last three years.

15. Bidder certifies that Bidder is not presently an agency of the Russian government, an entity which is Russian-state owned to any extent, or an entity sanctioned by the United States government in response to Russia's invasion of Ukraine.

16. Bidder acknowledges its obligation to notify DSHS of any changes in the certifications and assurances above.

I hereby certify, under penalty of perjury under the laws of the State of Washington, that the certifications herein are true and correct and that I am authorized to make these certifications on behalf of the firm listed herein.

Bidder's Signature: _____

Title: _____

Organization Name: _____

Date: _____

Place Signed (City, State): _____