Procurement and Contracting Services

Request for Proposals for an Arizona Area Health Education Center (AHEC) Regional Center - EAHEC

Please mark all proposal submission Files with the following information

Sealed RFP # L192112
Due on June 9, 2021 no later than 2:00 PM, MST
<table>
<thead>
<tr>
<th>SECTION #</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Statement of Work</td>
</tr>
<tr>
<td>2.0</td>
<td>Definitions</td>
</tr>
<tr>
<td>3.0</td>
<td>General Information and Instructions to Proposers</td>
</tr>
<tr>
<td>4.0</td>
<td>Agreement Terms and Conditions</td>
</tr>
<tr>
<td>5.0</td>
<td>Scope of Work, Specifications, Technical Requirements</td>
</tr>
<tr>
<td>6.0</td>
<td>Certifications and Forms (Vendor to complete and return with proposal)</td>
</tr>
</tbody>
</table>
1.0 STATEMENT OF WORK

1.1 Summary. The Arizona Board of Regents (ABOR), on behalf of the University of Arizona, is soliciting proposals from interested vendors to furnish the University with an Arizona Area Health Education Center (AHEC) Regional center serving the populations of Eastern Arizona.

2.0 DEFINITIONS

2.1 Agreement / Contract. All types of agreements entered into by the Arizona Board of Regents, regardless of what they may be called, for the procurement of materials, services or construction, or the disposal of materials. Meaning is interchangeable.

2.2 Customer. Unless otherwise implied by the context of the specific provision within this RFP, "Customer" means a customer of the vendor, other than the University.

2.3 Contractor. Same as Successful Vendor.

2.4 May, Should. Indicates something that is not mandatory but permissible, recommended or desirable.

2.5 MST. Mountain Standard Time. We do not observe Daylight Savings Time.

2.6 Must, Shall, Will. Indicates a mandatory requirement. Failure to meet these mandatory requirements may result in the rejection of your proposal as non-responsive.

2.7 Proposal. The entirety of the vendor's responses to each point of this RFP, including any and all supplemental offers or information not explicitly requested within this RFP.

2.8 Proprietary Information. Information held by the owner that if released to the public or anyone outside the owner's organization, would be detrimental to its interests. It is an issue of fact rather than opinion. Pricing and/or revenues cannot be considered proprietary or confidential.

2.9 Provider. Same as Vendor.

2.10 Request for Proposals (RFP). A competitive process under which discussions and negotiations are allowed, it is not to be confused with a Request for Bid (RFB), in which goods or services are precisely specified and price is substantially the only competitive factor. This RFP provides the University the flexibility to negotiate to arrive at a mutually agreeable relationship. Price will be considered, but will not be the only factor of evaluation.

2.11 Respondent. Same as Vendor.
2.12 **Response.** Same as Proposal.

2.13 **Responsible Vendor.** A person who has the capability, including necessary experience, to perform the contract requirements; who has the integrity and reliability which will ensure good faith performance and appropriate quality of the materials, services, construction or construction services, to be provided; and who is in compliance with any and all licensing requirements of the State of Arizona.

2.14 **Responsive Vendor.** A person who submits a proposal which conforms in all material respects to the Request for Proposals.

2.15 **Successful Vendor.** Any vendor selected by the University to receive a notice of award as a result of this RFP and to enter into a contract to provide the University with the products or services sought by this RFP.

2.16 **Supplemental Agreement.** Any supplemental terms and conditions agreed to by the parties in writing, which take precedence over all other documents governing the transaction.

2.17 **Supplier.** Same as Vendor.

2.18 **University.** Arizona Board of Regents (ABOR), a body corporate, for and on behalf of the University of Arizona.

2.19 **Vendor.** For purposes of this RFP, "Vendor" means any entity responding to this RFP with the intention of winning the resulting award of contract, performing the work, and/or delivering the goods specified herein.

2.20 **Vendor’s Proposal.** Same as Proposal.

2.21 **Vendor’s Response.** Same as Proposal.

3.0 **GENERAL INFORMATION AND INSTRUCTIONS TO PROPOSERS**

3.1 **Original RFP Document.** The Office of Procurement and Contracting Services shall retain the RFP, and all related terms and conditions, exhibits and other attachments, in original form in an archival copy. Any modification of these, in the vendor’s submission, is grounds for immediate disqualification.

3.2 **About the University.** For information about the University of Arizona, please visit the University’s Internet web page at: www.arizona.edu/. For specific demographic information, visit http://factbook.arizona.edu.

**University Purpose and Core Values.** The University of Arizona’s purpose is working together to expand human potential, explore new horizons and enrich life for all. To fulfill this purpose, the University has adopted Core Values that apply to all faculty, staff, and students, as well as to those doing business with the University. The Core Values are central to the culture of the University, and Vendors are encouraged to review and uphold the following:

- Integrity – Be honest respectful and just
- Compassion – Choose to Care
• Exploration – Be insatiably curious
• Adaptation – Stay open-minded and eager for what’s next
• Inclusion – Harness the power of diversity
• Determination – Bear Down

For additional information regarding the University’s Purpose and Core Values, please visit https://www.arizona.edu/purpose-values.

3.3 Schedule of Events. The following is the tentative schedule that will apply to this RFP, but may change in accordance with the University’s needs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>04/26/2021</td>
<td>Issuance of RFP</td>
</tr>
<tr>
<td>05/05/2021</td>
<td>Pre-Proposal Conference</td>
</tr>
<tr>
<td>05/07/2021</td>
<td>Technical Questions/Inquiries due no later than 12:00 PM, MST</td>
</tr>
<tr>
<td>06/09/2021</td>
<td>RFP is Due June 9, 2021, no later than 2:00 PM, MST</td>
</tr>
<tr>
<td>TBD</td>
<td>Vendor Presentations, (if necessary)</td>
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3.4 Pre-Proposal Conference. A non-mandatory pre-proposal conference will be held for vendors who intend to respond to this RFP. The purpose of the conference is to provide for questions and answers regarding terms, conditions, or specifications of the RFP.

Notification of attendance should be made to Celeste Kanzig, at telephone # 520-621-3067, or email:CDKanzig@arizona.edu.

Date: May 5, 2021
Time: 1:00 PM, MST
Place: Zoom

https://arizona.zoom.us/j/84670704497

One tap mobile
+16027530140,,84670704497# US (Phoenix)
+13462487799,,84670704497# US (Houston)

The Buyer may choose to call for additional pre-proposal conference(s) if, in the sole judgment of the Buyer, there is a need for such conference(s) in order to promote competition.

3.5 Pre-Proposal Site Visit. Not Applicable.

3.6 Accommodations for People with Disabilities. If the vendor or any of the vendor's employees participating in this RFP need, or have questions about the University's accommodations for people with disabilities, please make arrangements with Celeste Kanzig at telephone # 520-621-3067 or email address CDKanzig@arizona.edu. Such requests should be made as early as possible to allow time to arrange the accommodation(s).

3.7 PROPOSAL PREPARATION INSTRUCTIONS

3.7.1 Vendor's Understanding of the RFP. In responding to this RFP, the vendor accepts the responsibility fully to understand the RFP in its entirety, and in detail, including making any inquiries to the University as necessary to gain such understanding. The University reserves the right to disqualify any vendor who demonstrates less than such understanding. Further, the University reserves the right to determine, at its sole discretion, whether the vendor has demonstrated such understanding. Related to this,
the University's right extends to cancellation of award if award has been made. Such disqualification and/or cancellation shall be at no fault, cost, or liability whatsoever to the University.

3.7.2 University Provides Information in Good Faith without Liability. All information provided by the University in this RFP is offered in good faith. Individual items are subject to change at any time. The University makes no certification that any item is without error. The University is not responsible or liable for any use of the information, or for any claims attempted to be asserted therefrom.

3.7.3 Verbal versus Written Communication. Verbal communication shall not be effective unless formally confirmed in writing by the specified University procurement official in charge of managing this RFP’s process. In no case shall verbal communication override written communication.

3.7.4 Questions, Communications and Inquiries between the University and Vendors. All Vendor inquiries, questions and requests for clarification related to this RFP are to be directed, in writing via email, ONLY to the Buyer listed below. Once this RFP has been sent out, Vendors are not to contact any University Department, other than Procurement and Contracting Services, concerning this RFP, or risk disqualification (see Section 3.7.1 above):

Attn: Celeste Kanzig
Telephone No. 520-621-3067
Email Address: CDKanzig@arizona.edu

Applicable terms and conditions herein shall govern communications and inquiries between the University and vendors, as they relate to this RFP.

Informal communications shall include but are not limited to requests from/to vendors or vendors' representatives of any kind or capacity, to/from any University employee or representative of any kind or capacity, with the exception of the Purchasing Department, for information, comments, speculation, etc. Inquiries for clarifications and information that will not require addenda may be submitted verbally to the Buyer named above, at any time.

Formal communications shall include but are not limited to the following.

- Questions concerning this RFP must be submitted in writing, and be received no later than May 7, 2021 at 12:00PM MST.
- Errors and omissions in this RFP and enhancements. Vendors shall bring to the University's attention any discrepancies, errors, or omissions that may exist within this RFP. Vendors shall recommend to the University any enhancements in respect to this RFP, which might be in the University’s best interests. These must be submitted in writing, and be received no later than May 7, 2021 at 12:00PM MST.
- Inquiries about technical interpretations must be submitted in writing, and be received no later than May 7, 2021 at 12:00PM MST.
- Inquiries for clarifications / information that will not require addenda may be submitted verbally to the Buyer named above at any time during this process.
- Verbal and/or written presentations and pre-award negotiations under this RFP.
- Addenda to this RFP.
Informal communications shall cease on the date of distribution of this RFP and formal communications shall commence. On the date that the University notifies responding vendors of this RFP’s results and executes the resulting contract with the successful Vendor, informal communications may resume and formal communications may cease.

3.7.5 Addenda and the University’s Response to Communications from Vendor. The University will make a good-faith effort to provide a written response to each question or request for clarification that requires addenda within five (5) University business days.

*All addenda will be posted to our web site only:*

http://pacs.arizona.edu/RFP-BID_Opportunities

➢ *Vendors who want the addenda supplied to them in another form must notify Celeste Kanzig of that requirement. Otherwise, it will be the vendor’s responsibility to check the web site for any additional information and addenda concerning this RFP.*

The University will not respond to any questions / requests for clarification that require addenda, if received by the University after May 7, 2021 at 12:00PM MST.

3.7.6 Pricing and/or Revenue Proposal. Vendors shall indicate pricing and/or revenue offers in the appropriate spaces and/or areas provided in this RFP. The University may presume and hold as the vendor’s final offer all pricing and/or revenue offerings, whether stated as amounts or percentages, and/or whether or not offered on an all-or-none basis, if not specified by the vendor. The University may accept or reject in part or entirely the vendor’s pricing and/or revenue offerings when such offerings are not on an all-or-none basis. Vendor’s pricing and/or revenue proposals may not be modified after the RFP Due date and time unless University at its sole discretion decides that future negotiations will only enhance the Vendor’s offer to University. Should University decide that such negotiations would not be in University’s best interests, pricing and revenue offer by Vendor at Due date and time may be considered by University as the Vendor’s best and final offer. Unless otherwise specifically proposed by the vendor, the University reserves the right to hold such pricing and/or revenue proposal as effective for the entire intended contract term. The University may prescribe the manner and method by which pricing and/or revenue offerings shall be communicated in the vendor’s proposal. The University may reject any proposal in which the pricing and/or revenue offering does not conform to such prescribed manner and method. Vendors shall indicate pricing and/or revenue offers in the appropriate spaces and/or areas provided in this RFP. Vendors shall ensure that any departure from this condition results in an offer that is clearly cross-referenced to the applicable sections within this RFP. For any material departure from this condition, vendors shall provide clear and unambiguous explanations how the departure relates in detail to the applicable sections within this RFP. If the vendor responds with an "All-or-None" proposal, it shall be clearly and unambiguously marked as such.

3.7.7 Revisions to the RFP. The University may revise any part of this RFP for any reason by issuing addenda. The University will communicate additional information and addenda to this RFP by posting them on our web site.
Vendors that want the revisions supplied to them in another way must notify the Buyer listed in this document of that request. Otherwise, it will be the vendor’s responsibility to check the web site for any additional information and addenda concerning this RFP.

Vendors are responsible for the information contained in such addenda, whether or not they acknowledge receipt. The University is under no obligation to communicate such addenda to vendors who notify the University that they will not be responding to this RFP. The University may determine whether an addendum will be considered as part of this RFP and/or as part of any resultant contract. The University shall reject vendors’ responses to addenda if such responses are received after the RFP Due date and time.

3.7.8 Attention to Terms and Conditions. Vendors are cautioned to thoroughly understand and comply with all matters covered under the Terms and Conditions section of this RFP. The successful Vendor is expected to enter into a form of agreement approved by the Arizona Board of Regents. The University agreement terms and conditions included in this RFP are intended to be incorporated into this agreement. Proposals that are contingent upon any changes to these terms and conditions may be deemed to be non-responsive and may be rejected.

3.7.9 Required Signatures. The University may reject any vendor's response if it is not signed as indicated and/or required by the areas, spaces, or forms provided within this RFP.

3.7.10 Proposal Organization. Vendors shall present proposals in a format that can be readily incorporated into a contract. Vendors may present narrative proposals provided that such proposals follow the same outline and numbering scheme of this RFP, including full descriptive cross-references to all requirements listed in Section 5.0. Vendors should ensure that their proposals include page numbers and are organized in a manner that will facilitate the University's evaluation of them. The University reserves the right to reject without prior notice and without liability of any kind or amount any proposal that it deems overly complex, disorganized, or difficult to evaluate. The University reserves the right to make such a decision without any input or communication from any other party. Vendors shall ensure that, at a minimum, their proposals contain the components set forth in the following list.

- Original required sections from this RFP
- Any additional responses in corresponding sequence order
- Any additional supporting data

3.7.11 Collusion Prohibited. In connection with this RFP, vendor collusion with other vendors or employees thereof, or with any employee of the University, is prohibited and may result in vendor disqualification and/or cancellation of award. Any attempt by the vendor, whether successful or not, to subvert or skirt the principles of open and fair competition may result in vendor disqualification and/or cancellation of award. Such disqualification and/or cancellation shall be at no fault or liability whatsoever to the University.

3.7.12 Improper Business Relationships / Conflict of Interest Prohibited. In connection with this RFP, each vendor shall ensure that no improper, unethical, or illegal
relationships or conflict of interest exists between or among the vendor, the University, and any other party to this RFP. The University reserves the right to determine the materiality of such relationships, when discovered or disclosed, whether intended or not; and to decide whether or not vendor disqualification and/or cancellation of award shall result. Such disqualification and/or cancellation shall be at no fault or liability whatsoever to the University.

3.7.13 Corrections, Changes, and Providing Information on Forms within the RFP. Vendors shall ensure that an authorized individual initials each correction using pen and ink. Vendors shall use pen and ink or typewriter in providing information directly on pages, or copies thereof, contained within this RFP.


3.7.15 Performance and / or Payment Bonds. Not Applicable.

3.7.16 Anti-Kickback. In compliance with FAR 52.203-7, the University has in place and follows procedures designed to prevent and detect violations of the Anti-Kickback Act of 1986 in its operations and direct business relationships.

3.8 PROPOSAL SUBMISSION AND SUBSEQUENT ACTION

Proposals must show a timestamp in Box of no later than June 9, 2021 at 2:00PM MST. Email responses will not be accepted.

Vendors, please be advised that it is your sole responsibility to ensure that your proposal is received as described in the paragraph above. The University shall not be responsible for any delay’s that may occur.

Proposals must be uploaded to:

**Box Secure Upload:**
In response to the current COVID-19 Pandemic, proposal responses will be accepted until the due date and time at:

https://arizona.app.box.com/f/59a129f4064d4190926c181dd1909dad

Please title your response in the upload folder as:

**RFP#_VendorName_Response**

**Vendor should only have at a maximum three (3) files uploaded, the RFP response, the Scope of Work in Excel format, and any confidential information marked with the original file name above and confidential (Example: L192112_VendorName_Confidential), please note confidentiality requirements in section 3.7.5***

no later than June 9, 2021 at 2:00PM MST. The University shall, at the specified Due date and time, accept all proposals that are otherwise in order. The University will allow interested parties to be present via zoom for purposes of identifying which vendors have responded, if requested. The University will make no immediate decision at such time, and there will be no disclosure of any information contained in any proposal until after formal notice of
award and execution of any contract resulting from this RFP. When multiple solicitations have been scheduled to open at the same date and time, the University will open solicitations that have interested individuals present in sequential order by solicitation number. The University will hold unopened any proposals received after the Due date and time, and will not consider such proposals. The University reserves the right to retain or dispose of such proposals at its discretion; however, the University may return such proposals to their related vendors, but only at such vendor's request and at no cost or expense whatsoever to the University.

If the University determines that due to an insufficient number of proposals received, it would be in the University’s best interest, the University may extend the Due date in order to determine why other vendors did not respond and to encourage other vendors to respond.

3.8.1 Proposal Costs. The University is not liable in any manner or to any extent for any cost or expense incurred by any vendor in the preparation, submission, presentation, or any other action connected with proposing or otherwise responding to this RFP. Such exemption from liability applies whether such costs are incurred directly by the vendor or indirectly through the vendor’s agents, employees, assigns or others, whether related or not to the vendor.

3.8.2 Withdrawal of RFP. Vendors may withdraw their proposals any time prior to the RFP Due date and time. Vendors may request to withdraw their proposals after the RFP Due date and any time prior to selection and notice of award. The University shall have sole authority to grant or deny such a request. In the event the University grants such a request, it may withhold issuing future RFP’s to such vendors.

3.8.3 University's Right to Use Vendor's Ideas / Proprietary Information. If the vendor needs to submit proprietary information with the proposal, the vendor shall ensure that it is enclosed in a separate file from the proposal and that it is clearly designated and conspicuously labeled as such.

The University shall have the right to use any ideas that are contained in any proposal received in response to this RFP, along with any adaptation of such ideas. Selection or rejection of the proposal shall not affect the University’s right of use. Provided, however, that the University will, in good faith, honor any vendor information that is enclosed in a separate file from the proposal and clearly designated and conspicuously labeled as proprietary, and the University concurs that the information is proprietary. The file must also contain the reason(s) why the enclosed material is to be considered proprietary. Trade secrets or other proprietary data contained in the proposal documents shall be maintained as confidential in accordance with procedures promulgated by the Procurement Officer and subject to limitations in Arizona or Federal law. Pricing information cannot be considered proprietary or confidential. The University shall not be liable in any manner or in any amount for disclosing proprietary information if such information is not clearly so designed and conspicuously so labeled. The University shall likewise not be liable if it did not know or could not have reasonably known that such information was proprietary. At no time will the entire proposal be considered proprietary and be kept confidential.

3.9 EVALUATION PROCESS AND AWARD

3.9.1 Contractual Intent / Right to Terminate and Recommence RFP Process. The University intends to contract with one or more vendors whose proposal(s) are considered to be in the best interests of the University. However, the University may
terminate this RFP process at any time up to notice of award, without prior notice, and without liability of any kind or amount. Further, the University reserves the right to commence one or more subsequent RFP processes seeking the same or similar products or services covered hereunder.

3.9.2 Effective Period of Proposals. Under this RFP, the University shall hold that vendors’ responses to this RFP shall remain in effect for a period of ninety (90) days following the Due date, in order to allow time for evaluation, approval, and award of the contract. Any vendor who does not agree to this condition shall specifically communicate in its proposal such disagreement to the University, along with any proposed alternatives. The University may accept or reject such proposed alternatives without further notification or explanation.

3.9.3 Proposal Acceptance/Rejection. The University reserves the right to reject any or all proposals. Such rejection may be without prior notice and shall be without any liability of any kind or amount to the University. The University shall not accept any proposal that the University deems not to be in its best interests. The University shall reject proposals submitted after the Due date and time.

3.9.4 Errors and Omissions in Vendors Proposals. The University may accept or reject any vendor’s proposal, in part or in its entirety, if such proposal contains errors, omissions, or other problematic information. The University may decide upon the materiality of such errors, omissions, or other problematic information.

3.9.5 Determination of and Information Concerning Vendor’s Qualifications. The University reserves the right to determine whether a vendor has the ability, capacity, and resources necessary to perform in full any contract resulting from this RFP. The University may request from vendors information it deems necessary to evaluate such vendors’ qualifications and capacities to deliver the products and/or services sought hereunder. The University may reject any vendor’s proposal for which such information has been requested but which the vendor has not provided. Such information may include but is not limited to:

- Financial resources
- Personnel resources
- Physical resources
- Internal financial, operating, quality assurance, and other similar controls and policies
- Resumes of key executives, officers, and other personnel pertinent to the requirements of the RFP
- Customer references
- Disclosures of complaints or pending actions, legal or otherwise, against the vendor

3.9.6 Apparently Conflicting Information Obtained by Vendor. The University is under no obligation whatsoever to honor or observe any information that may apparently conflict with any provision herein, regardless of whether such information is obtained from any office, agent, or employee of the University. Such information shall not affect the vendor’s risks or obligations under a contract resulting from this RFP.

3.9.7 Rejection of Vendor Counter-offers, Stipulations and Other Exceptions. Any vendor exception, stipulation, counter-offer, requirement, and/or other alternative term
or condition shall be considered rejected unless specifically accepted in writing by the University and thereafter incorporated into any contract resulting from this RFP.

3.9.8 Method of Award. Each response to this RFP will be reviewed for its overall competence, compliance, format, and organization. Proposals which the University deems overly complex, disorganized, or difficult to evaluate may be rejected in accordance with Section 3.7.10 of this RFP. The award shall be made to the responsive and responsible vendor whose proposal is determined to be the most advantageous to the University of Arizona, taking into consideration the following evaluation criteria listed in the relative descending order of importance. Pricing must be a criterion. However, the University is under no obligation whatsoever to select, as most responsive the proposal that demonstrates the lowest pricing.

Evaluation Criteria

- Required Program Activities
- Scope of Work
- Administrative Infrastructure
- Budget Justification and Budget Request
- Leadership
- Executive Summary
- Partners
- Letters of Support
- Regional Needs Assessment
- Special Considerations

The contract will consist of the University’s RFP, the proposal with any and all revisions, award letter, and/or purchase order, and/or the signed agreement between the parties, as stated in that agreement.

3.9.9 Selection, Negotiation, Additional Information. Although the University reserves the right to negotiate with any vendor or vendors to arrive at its final decision and/or to request additional information or clarification on any matter included in the proposal, it also reserves the right to select the most responsive and responsible vendor or vendors without further discussion, negotiation, or prior notice. The University may presume that any proposal is a best-and-final offer.

3.9.10 Pre-Award Presentations. The University reserves the right to require presentations from the highest ranked vendors, in which they may be asked to provide information in addition to that provided in their proposals.

3.9.11 Pre-Award Negotiations. The University reserves the right to negotiate prior to award with the highest ranked vendors for purposes of addressing the matters set forth in the following list, which may not be exhaustive.

- Resolving minor differences and scrivener's errors
- Clarifying necessary details and responsibilities
- Emphasizing important issues and points
- Receiving assurances from vendors
- Obtaining the lowest and best pricing and/or revenue agreement

3.9.12 Notification of Non-Selection. The University reserves the right not to notify vendors whose RFP responses are not selected for further consideration or notice of award. If
the University decides to notify such vendors in writing, it will send the notifications to
the address indicated in each such vendor's proposal. Once the award has been
finalized, a notice of award may be posted on our website.

3.9.13 Vendor's Need to Use Proprietary Rights of the University. All information
proprietary to the University and disclosed by the University to any vendor shall be
held in confidence by the vendor and shall be used only for purposes of the vendor's
performance under any contract resulting from this RFP.

3.9.14 Public Record. After the award and execution of a contract resulting from this RFP,
vendors' proposals become public record and are available for review during the
University's regular office hours. The University will, in good faith and to the extent
allowed by law, honor any vendor information that is clearly designated and
conspicuously labeled as proprietary, and the University agrees that the information is
proprietary. If the vendor needs to submit proprietary information with the proposal,
the vendor shall ensure that it is enclosed in a separate file from the proposal
and that it is clearly designated and conspicuously labeled as such. The file
must also contain the reason(s) why the enclosed material is to be considered
proprietary. At no time shall the entire proposal be considered proprietary and be kept
confidential. The University shall not be liable in any manner or in any amount for
disclosing proprietary information if such information is not clearly so designated and
conspicuously so labeled. The University shall likewise not be liable if it did not know
or could not have reasonably known that such information was proprietary. Pricing
information cannot be considered proprietary or confidential.

3.9.15 Certification. By signature on the “Proposal Certification” form included herein, the
Vendor certifies that the submission of the proposal did not involve collusion or other
anti-competitive practices. The Vendor has not given, offered to give, nor intends to
give at any time hereafter any economic opportunity, future employment, gift, loan,
gratuity, special discount, trip, favor, or service to a public servant in connection with
the submitted proposal. In addition, Vendor certifies whether or not any employee of
the University has, or has a relative who has, a substantial interest in any Agreement
that may result from this RFP. Vendor also certifies their status with regard to
debarment, or suspension by any Federal entity.

Failure to provide a valid signature affirming the stipulations required by this clause
shall result in the rejection of the submitted proposal and, if applicable, any resulting
Agreement. Signing the certification with a false statement shall void the proposal
and, if applicable, any resulting Agreement. Any resulting Agreement may be subject
to legal remedies provided by law. Vendor agrees to promote and offer to the
University only those services and/or materials as stated in and allowed for under
resulting Agreement(s).

4.0 AGREEMENT TERMS AND CONDITIONS
The following are the Terms and Conditions that will become part of any Agreement consummated
between the University and the Successful Vendor. In the event of a conflict between any
provisions contained in any of the documents governing this transaction, the following shall
be the order of precedence: Supplemental Agreement; Request for Proposals; Proposal.

4.1 Actions of Successful Vendor. The University is under no obligation whatsoever to be bound
by the actions of any Successful Vendor with respect to third parties. The Successful Vendor
is not a division or agent of the University.
4.2 **Advertising.** The Successful Vendor shall not advertise or publish information concerning the Agreement without prior written consent of the University. The University shall not unreasonably withhold permission.

4.3 **Americans with Disabilities Act and Rehabilitation Act.** The Successful Vendor will comply with all applicable provisions of the Americans with Disabilities Act, the Rehabilitation Act, and all applicable federal regulations.

All electronic and information technology and products and services to be used by University faculty/staff, students, program participants, or other University constituencies must be compliant with the Americans with Disabilities Act as amended and the Rehabilitation Act. Compliance means that a disabled person can acquire the same information, engage in the same interactions, and enjoy the same services as a nondisabled person, in an equally effective and integrated manner, with substantially equivalent ease of use.

4.3.1 **Electronic and Information Technology.** Any acquisition considered electronic and information technology (EIT) as defined by the Access Board at 36 CFR 1194.4 and in the FAR at 2.101 must comply with Section 508 (36 CFR Part 1194) and, for web-based applications, WCAG 2.0, Level AA Guidelines. In addition, the submission of a completed Voluntary Product Accessibility Template (VPAT) is required so the University of Arizona may ascertain conformance. Proposals or bids without a completed VPAT may be disqualified from competition. The UA Guide to the VPAT and the templates themselves are available to assist vendors in this process. See information at [http://itaccessibility.arizona.edu/guidelines/purchasing/vpat](http://itaccessibility.arizona.edu/guidelines/purchasing/vpat).

EIT is information technology (IT) and any equipment or interconnected system or subsystem of equipment that is used in the creation, conversion, or duplication of data or information. EIT includes, but is not limited to:

- telecommunication products, such as telephones;
- information kiosks and transaction machines;
- World Wide Web sites;
- software;
- multimedia (including videotapes); and
- office equipment, such as copiers and fax machines.

The University of Arizona reserves the right to perform real-world testing of a product or service to validate vendor claims regarding Section 508 conformance. To facilitate testing, the vendor will, upon request, provide the University with access to the product being considered for purchase for a period of at least 30 calendar days.

4.3.2 **Services and Products.** An accessible *service or product* is one that can be used by as many people as possible, taking into account their physical, cognitive, emotional, and sensory differences.

Services provided include, but are not limited to:

- education and training;
- cultural and athletic events;
- vehicle rentals
- event space and lodging; and
- parking and transportation.
Products include, but are not limited to:

- office equipment;
- office and classroom furniture; and
- kiosks

4.4 **Conflict of Interest.** Pursuant to the provisions of Arizona Revised Statute § 38-511, the Arizona Board of Regents may, within three years after its execution, cancel the Agreement without penalty or further obligation if any person significantly involved in negotiating, drafting, securing or obtaining the Agreement for or on behalf of the Arizona Board of Regents becomes an employee in any capacity of any other party or a consultant to any other party with reference to the subject matter of the Agreement while the Agreement or any extension thereof is in effect.

4.5 **Drug Free Workplace.** The Successful Vendor agrees that in the performance of the Agreement, neither the Successful Vendor nor any employee of the Successful Vendor shall engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity covered by the Agreement. The University reserves the right to request a copy of the Successful Vendor’s Drug Free Workplace Policy. The Successful Vendor further agrees to insert a provision similar to this statement in all subcontracts for services required.

4.6 **Equal Opportunity.** The provisions of Section 202 of Executive Order 11246.41 C.F.R. Sec. 60-1.4.41 C.F.R. Sec. 60-250.4 and 41 C.F.R. Sec. 60-741.4 are incorporated herein by reference and shall be applicable to the Agreement unless the Agreement is exempted under the rules, regulations or orders of the U.S. Secretary of Labor.

4.7 **Federal, State, and Local Taxes, Licenses and Permits.** Successful Vendor is solely responsible for complying with all laws, ordinances, and regulations on taxes, licenses and permits, as they may apply to any matter under this RFP. The Successful Vendor must demonstrate that they are duly licensed by whatever regulatory body may so require during the performance of the Agreement. Prior to the commencement of Agreement, the Successful Vendor shall be prepared to provide evidence of such licensing as may be requested by the University. Successful Vendor shall, at no expense to the University, procure and keep in force during the entire period of the Agreement all such permits and licenses.

4.8 **Inspection and Audit.** Pursuant to the provisions of Arizona Revised Statute § 35-214, all books, accounts, reports, files and other records relating to the Agreement shall be subject at all reasonable times to inspection and audit by the Arizona Board of Regents, The University of Arizona or the Auditor General of the State of Arizona, or their agents for five (5) years after completion or termination of the Agreement.

4.9 **Liens.** Each Successful Vendor shall keep the University free and clear from all liens asserted by any person or entity for any reason arising out of the furnishing of services or materials by or to the Successful Vendor.

4.10 **Modifications.** The Agreement can be modified or rescinded only by a writing signed by both parties or their duly authorized agents.

4.11 **Non-Discrimination.** The parties shall comply with all applicable state and federal statutes and regulations governing equal employment opportunity, non-discrimination, and immigration.
4.12 **Sales and Use Tax.** The Successful Vendor agrees to comply with and to require all of his subcontractors to comply with all the provisions of applicable law. The Successful Vendor further agrees to indemnify and hold harmless the University from any and all claims and demands made against it by virtue of the failure of the Successful Vendor or any subcontractors to comply with the provisions of any and all said laws. The University is not exempt from state sales and use tax, except for equipment purchased for research or development. Any equipment ordered as tax exempt shall be invoiced separately from taxable systems, even if purchased on the same purchase order as issued by the University.

4.13 **Prohibited Harassment.** Federal law and the policies of the University prohibit sexual harassment of University employees or students. Sexual harassment includes any unwelcome sexual advance toward a University employee or student, any request for a sexual favor from a University employee or student, or any other verbal or physical conduct of a sexual nature that is so pervasive as to create a hostile or offensive working environment for University employees, or a hostile or offensive academic environment for University students. University vendors, subcontractors and suppliers for this project are required to exercise control over their employees so as to prohibit acts of sexual harassment of University employees and students. The employer of any person who the University, in its reasonable judgment, determines has committed an act of sexual harassment agrees as a term and condition of the Agreement to cause such person to be removed from the project site and from University premises and to take such other action as may be reasonably necessary to cause the sexual harassment to cease.

4.14 **Small Business Utilization Program.** The University is committed to its Small Business Utilization Program and to the development of Small Business. If subcontracting is necessary, the Successful Vendor will make every effort to use Small Businesses in the performance of the Agreement.

4.15 **Smoking and Tobacco Policy.** This policy applies to the University of Arizona main campus in Tucson, the Arizona Health Sciences Center, the Phoenix Biomedical Center, UA South and all University vehicles. This policy applies to University students, faculty, employees, contractors, volunteers, and visitors on its campuses and in its vehicles. To view the complete policy, click on http://www.hr.arizona.edu/policy/classified-staff/408.0. The Successful Vendor is expected to respect this tobacco free policy and fully comply with it.

4.16 **Export Control.** The Parties acknowledge that any goods, materials, or services specified in this solicitation may be subject to the export control laws of the United States, specifically including, but not limited to, the requirements of the International Traffic in Arms Regulations (ITAR), 22 C.F.R. 120 et seq., and the Export Administration Regulations, 15 C.F.R. 730-774. Vendor shall inform the designated Buyer of the export classification in their response. The University may elect not to receive certain export controlled items.

4.17 **No Boycott of Goods or Services from Israel.** If the Goods/Services provided under this Agreement include the acquisition of services, supplies, information technology or construction with a value of at least $100,000 and Supplier is engaged in for-profit activity and has 10 or more full-time employees, then, to the extent required by ARS § 35-393.01, Supplier certifies it is not currently engaged in, and during the term of this Agreement will not engage in, a boycott of goods or services from Israel.

4.18 **Safety Standards.** To the extent applicable to the services to be performed under this Agreement, Contractor represents and warrants that all articles and services furnished under this Agreement meet or exceed the safety standards established and promulgated under the Federal Occupational Safety and Health Law (Public Law 91-596) and its regulations, in effect
or proposed as the date of this Agreement, which shall include the following publication “Guidance on Preparing Workplaces for COVID-19,” available at the following link https://www.osha.gov/Publications/OSHA3990.pdf.

4.19 **Arbitration.** The parties agree to arbitrate disputes filed in Arizona Superior Court that are subject to mandatory arbitration pursuant to ARS § 12-133.

4.20 **Travel.** If authorized as part of any resulting contract, all reimbursable travel expenses must be authorized in writing by the University in advance of the planned travel and must be consistent with University Financial Policy 9.12 Independent Contractors, https://policy.fso.arizona.edu/fsm/900/912 items 33-42. Each request for reimbursement shall be itemized and accompanied by copies of original receipts. If applicable, reimbursements for airfare shall be for standard airline coach travel only. If applicable, reimbursement for auto travel and per diem shall be made at the rate permitted for State of Arizona employees. Note that the purchase of alcohol shall not be permitted as a reimbursable expense under this Contract. Vendor will submit all receipts and any required backup documentation to the University within 90 days after the applicable expenses were incurred. The University will not be required to reimburse Vendor for any expenses, invoices, or receipts for expenses received after that time.

4.21 **Administrative (Legal) Remedies.** The Arizona Board of Regents has promulgated Administrative (Legal) Remedies for alleged breaches or disputes arising from the Agreement. These remedies are exclusive and must be exhausted before the filing of any legal action.

4.22 **Assignment-Delegation.** No right or interest in the Agreement shall be assigned or delegation of any obligation made by Successful Vendor without the written permission of the University. Any attempted assignment or delegation by Successful Vendor shall be wholly void and totally ineffective for all purposes unless made in conformity with this paragraph.

4.23 **Assignment of Anti-Trust Overcharge Claims.** The parties recognize that in actual economic practice overcharges resulting from anti-trust violations are in fact borne by the ultimate purchaser; therefore, Successful Vendor hereby assigns to the University any and all claims for such overcharges.

4.24 **Date for Reckoning Prompt-Payment Discount.** For purposes of determining whether a prompt-payment discount, if applicable, may be taken by the University, the starting date of such reckoning period shall be the later of the date of a properly executed invoice or the date of completion of service and/or delivery of product.

4.25 **Force Majeure.** Neither party shall be held responsible for any losses resulting if the fulfillment of any terms or provisions of the Agreement are delayed or prevented by any cause not within the control of the party whose performance is interfered with, and which by the exercise of reasonable diligence, said party is unable to prevent. Neither the Supplier / Contractor nor the University shall be liable for failure to perform if such failure is caused by or due to acts on regulations of public authorities, labor difficulties, civil tumult, strike, epidemic, pandemic, or any cause beyond the control of Supplier / Contractor or the University. Neither party shall be under any further obligation to the other.

4.26 **Indemnification / Hold Harmless.** The Successful Vendor shall indemnify, defend, and hold harmless to the fullest extent allowed by law the State of Arizona, the Arizona Board of Regents and the University, its officers, agents, and employees (“Indemnitees”) from any and all claims, demands, suits, actions, proceedings, loss, cost, and damages of every kind and description, including attorneys’ fees and/or litigation expenses, which may be brought or made against or
incurred on account of breach, or loss of or damage to any property, or for injuries to or death of any person, or financial loss incurred by Indemnitees, caused by, arising out of, or contributed to, in whole or in part, by reasons of any act, omission, professional error, fault, mistake, or negligence of Successful Vendor, its employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incident to the performance of the Agreement, or arising out of Workers Compensation claims, Unemployment Compensation claims, or Unemployment Disability Compensation claims of employees of Successful Vendor and/or its subcontractors of claims under similar such laws and obligations. Successful Vendor’s obligation under this provision shall not extend to any liability caused by the sole negligence of the State of Arizona, Arizona Board of Regents, University or its officers, agents, and employees. Such indemnification shall specifically include infringement claims made against any and all intellectual property supplied by Successful Vendor and third party infringement under the Agreement.

4.27 Insurance Requirements. Without limiting any liabilities or any other obligations of Successful Vendor, the Successful Vendor shall provide and maintain the minimum insurance coverage listed below unless otherwise agreed to in writing. Coverage shall be provided with forms and insurers acceptable to the University until all obligations under the Agreement are satisfied.

- Commercial General Liability (CGL) insurance with minimum limits of ONE MILLION DOLLARS ($1,000,000) each occurrence and TWO MILLION DOLLARS ($2,000,000) general aggregate.
- Commercial Automobile Liability insurance with a minimum combined single limit of ONE MILLION DOLLARS ($1,000,000) each occurrence.

The insurance policies required in the two statements above shall be endorsed to name the State of Arizona, Arizona Board of Regents on behalf of the University of Arizona as additional insured and shall stipulate that the insurance afforded the Successful Vendor shall be primary insurance and that any insurance carried by the State of Arizona, the Arizona Board of Regents and the University of Arizona, their agents, officials or employees shall be excess and not contributory insurance to that provided by Successful Vendor.

- If applicable, Worker’s Compensation insurance in accordance with applicable Arizona Statutes, for any employees engaged in the performance of Agreement; and
- Employer’s Liability insurance with a minimum limit of FIVE HUNDRED THOUSAND DOLLARS ($500,000).

A certificate of insurance acceptable to the University shall be furnished to the University prior to the commencement of Agreement as evidence that policies providing the required coverage, conditions and limits are in full force and effect.

4.28 Additional Insurance Requirements (Consultants, Lawyers, Architects and Engineers Agreements). Not Applicable.

4.29 Additional Insurance Requirements (Medical Services Agreement). In addition to the minimum insurance coverage and endorsement requirements stated in the paragraphs above, the Successful Vendor shall provide and maintain the minimum insurance coverage listed below unless otherwise agreed to in writing:

- Professional Liability/Medical Malpractice insurance with a minimum combined single limit of ONE MILLION DOLLARS ($1,000,000) each occurrence.
A certificate of insurance acceptable to the University shall be furnished to the University prior to the commencement of Agreement as evidence that policies providing the required coverage, conditions and limits as stated within this paragraph and the above paragraphs are in full force and effect.

4.30 Additional Insurance Requirements (Handling Hazardous Wastes). Not Applicable.

4.31 Intellectual Property. It is understood and agreed that ownership of intellectual property developed as a result of fulfilling the requirements of this Request for Proposals belongs solely and exclusively to the Arizona Board of Regents on behalf of the University of Arizona. Documents/drawings used in this proposal belong to the Arizona Board of Regents on behalf of the University of Arizona and/or are being used with permission. Intellectual property as used herein, means all forms of legally protectable intellectual property, including copyrights, trademarks, inventions, patent applications, patents and mask works, drawings and/or blueprints. It is also understood and agreed that anything created as a result of an award of this proposal is considered a work for hire under the U.S. copyright laws and as such, the Arizona Board of Regents on behalf of the University of Arizona will own the copyright.

4.32 Labor Disputes. Successful Vendor shall give prompt notice to the University of any actual or potential labor dispute which delays or may delay performance of the Agreement.

4.33 Laws and Regulations. Successful Vendors are solely responsible for keeping themselves fully informed of and faithfully observing all laws, ordinances, and regulations affecting the rights of their employees, and shall protect and indemnify the University, its officers and agents against any claims of liability arising from or based on any violation thereof.

4.34 No Waiver of Right by the University. No waiver by University of any breach of the provisions of the Agreement by the Successful Vendor shall in any way be construed to be a waiver of any future breach or bar the University's right to insist on strict performance of the provisions of the Agreement.

4.35 Parking. The Successful Vendor shall obtain all parking permits and/or decals that may be required while performing project work on University premises. The Successful Vendor should contact Parking and Transportation Services located at 1117 E. Sixth St., Tucson AZ 85721-0181.

4.36 Performance and / or Payment Bonds. Not Applicable.

4.37 Payment Terms. Payments by the University shall be subject to the provision of Title 35 of Arizona Revised Statutes relating to time and manner of submission of claims. The University’s obligation is payable only and solely from funds appropriated for the purpose of the Agreement. Unless otherwise stated herein, the payment terms for the Agreement are Net 30 days.


4.39 Prior Course of Dealings. No trade usage, prior course of dealing, or course of performance under other agreements shall be a part of any agreement resulting from this RFP; nor shall such trade usage, prior course of dealing, or course of performance be used in the interpretation or construction of such resulting agreement.

4.40 Referencing of Orders. For each order issued against an agreement resulting hereunder, the University intends in good faith to reference this RFP for pricing, terms and conditions, delivery location, and other particulars. However, in the event the University fails to do so, the
University’s right to such terms, conditions, and particulars shall not be affected, and no liability of any kind or amount shall accrue to the University.

4.41 Remedies and Applicable Law. The Agreement shall be governed by and construed in accordance with the laws of the State of Arizona. University and Successful Vendor shall have all remedies afforded each by said law. The venue in any action or litigation commenced to enforce the Agreement shall be instituted in the appropriate courts in Arizona.

4.42 Right of Assurance. Whenever one party to the Agreement in good faith has reason to question the other party’s intent to perform, he may demand that the other party give a written assurance of their intent to perform. In the event that a demand is made and no written assurance is given within ten calendar (10) days, the demanding party may treat this failure as an anticipatory repudiation of the Agreement.

4.43 Right of Offset. The University shall be entitled to offset against any sums due the Successful Vendor, any expenses or costs incurred by the University, or damages assessed by the University concerning the Successful Vendor’s non-conforming performance or failure to perform the Agreement, or any other debt owing the University, including expenses, costs and damages described in the termination provisions contained herein.

4.44 Termination

4.44.1 Convenience. The University reserves the right to terminate the Agreement in whole or in part at any time when in the best interests of the University without penalty or recourse. Upon receipt of the written notice, the Successful Vendor shall immediately stop all work as directed in the notice, notify all subcontractors of the effective date of the termination and minimize all further costs to the University. In the event of termination under this provision, all documents, data and reports prepared by the Successful Vendor under the Agreement shall become the property of and delivered to the University. The Successful Vendor shall be entitled to receive just and equitable compensation for work in progress, work completed and materials accepted before the effective date of termination. Such compensation shall be the Successful Vendor’s sole remedy against the University in the event of termination under this provision.

4.44.2 Default. The University reserves the right to terminate the Agreement in whole or in part due to the failure of the Successful Vendor to comply with any term or condition of the Agreement, to acquire and maintain all required insurance policies, bonds, licenses and permits, or to make satisfactory progress in performing the Agreement. The University shall provide written notice of the termination and the reasons for it to the Successful Vendor. Upon termination under this provision, all goods, materials, documents, data and reports prepared by the Successful Vendor under the Agreement shall become the property of and be delivered to the University on demand. The University may, upon termination of the Agreement, procure, on terms and in the manner that it deems appropriate, materials or services to replace those under the Agreement. The Successful Vendor shall be liable to the University for any Excess Costs incurred by the University in re-procuring the materials or services.

4.44.3 Gratuities. The University may, by written notice to the Successful Vendor, cancel the Agreement if it is discovered by the University that gratuities, in the form of entertainment, gifts or other, were offered or given by the Successful Vendor, or any agent or representative of the Successful Vendor, to any officer or employee of the University with a view toward securing an Agreement or securing favorable treatment with respect to the awarding or amending, or the making of any determinations with
respect to the performing of such Agreement. In the event the Agreement is canceled by the University pursuant to this provision, University shall be entitled, in addition to any other rights and remedies, to recover or withhold the amount of the cost incurred by Successful Vendor in providing such gratuities.

4.44.4 **Insolvency.** The University shall have the right to terminate the Agreement at any time in the event Successful Vendor files a petition in bankruptcy; or is adjudicated bankrupt; or if a petition in bankruptcy is filed against Successful Vendor and not discharged within thirty (30) days; or if Successful Vendor becomes insolvent or makes an assignment for the benefit of its creditors or an arrangement pursuant to any bankruptcy law; or if a receiver is appointed for Successful Vendor or its business.

4.44.5 **Lack of Funding.** The Agreement may be canceled without further obligation on the part of the Arizona Board of Regents and the University of Arizona in the event that sufficient appropriated funding is unavailable to assure full performance of the terms. The Successful Vendor shall be notified in writing of such non-appropriation as soon as reasonably possible. No penalty shall accrue to the Board or the University in the event this cancellation provision is exercised. This cancellation provision shall not be construed so as to permit the University to terminate the Agreement in order to acquire similar equipment, material, supplies or services from another party.

4.44.6 **Stop Work Order.** The University may at any time, by written order to the Successful Vendor, require the Successful Vendor to stop all or any part of the work called for by the Agreement for a period of ninety (90) days after the order is delivered to the Successful Vendor, and for any further period to which the parties may agree. The order shall be specifically identified as a Stop Work Order issued under this provision. Upon receipt of the order, the Successful Vendor shall immediately comply with its terms and take all reasonable steps to minimize the incidence of costs allocable to the work covered by the order during the period of work stoppage. If a Stop Work Order issued under this provision is canceled or the period of the order or any extension expires, the Successful Vendor shall resume work. The University shall make an equitable adjustment in the delivery schedule or Agreement price, or both, and the Agreement shall be amended in writing accordingly.

4.44.7 **Suspension or Debarment.** The University may by written notice to the Successful Vendor immediately terminate the Agreement if the University determines that the Successful Vendor has been debarred, suspended or otherwise lawfully prohibited from participating in any public procurement activity, including but not limited to, being disapproved as a subcontractor Vendor of any public procurement unit or other governmental body.

4.45 **Continuation of Performance through Termination.** The Successful Vendor shall continue to perform, in accordance with the requirements of Agreement, up to the date of termination, as directed in the termination notice.

4.46 **Confidentiality.** The parties shall comply with 20 USC Section 1232(g), the Buckley Amendment to the Family Educational Right and Privacy Act of 1974. Therefore, Vendor shall not be entitled to receive Employee or Student information directly from University, other than public information available in University directories which is not protected by federal or state privacy or confidentiality statutes or regulations. Vendor may solicit Employee and Student information directly from Employees and Students subject to prior disclosures by Vendor of all intended uses of such information. Regardless of the Employee or Student personal information, even if such information is publicly available via directories, Vendor shall under no
circumstances sell, duplicate, market, or give to any person or persons, entities or other companies a list or other personal information of any or all Employees or Students. All identities and personal information Employees and Students shall remain confidential. And disclosure by Vendor occurring without the express prior written consent of the Employee or Student shall result in the immediate termination of this agreement.

4.47 Data Use, Ownership, and Privacy. The terms of this section apply if Supplier receives, has access to, stores, or analyzes any UA Data (as defined below). As between the parties, UA will own, or retain all of its rights in, all data and information that UA provides to Supplier, as well as all data and information managed by Supplier on behalf of UA, including all output, reports, analyses, and other materials relating to, derived from, or generated pursuant to the Agreement, even if generated by Supplier, as well as all data obtained or extracted through UA’s or Supplier’s use of such data or information (collectively, UA Data). UA Data also includes all data and information provided directly to Supplier by UA students and employees, and includes personal data, metadata, and user content.

UA Data will be UA’s Intellectual Property and Supplier will treat it as UA Confidential Information (as defined below). Supplier will not use, access, disclose, or license, or provide to third parties, any UA Data, except: (i) to fulfill Supplier’s obligations to UA hereunder; or (ii) as authorized in writing by UA. Without limitation, Supplier will not use any UA Data, whether or not aggregated or de-identified, for product development, marketing, profiling, benchmarking, or product demonstrations, without, in each case, UA’s prior written consent. Supplier will not, directly or indirectly: (x) attempt to re-identify or de-aggregate de-identified or aggregated information; or (y) transfer de-identified and aggregated information to any third party unless that third party agrees not to attempt re-identification or de-aggregation. For UA Data to be considered de-identified, all direct and indirect personal identifiers must be removed, including names, ID numbers, dates of birth, demographic information, location information, and school information. Upon request by UA, Supplier will deliver, destroy, and/or make available to UA, any or all UA Data.

Notwithstanding the foregoing, if the Agreement allows Supplier to provide aggregated and de-identified data to third parties, then Supplier may provide such data solely to the extent allowed in the Agreement, and, unless otherwise stated herein, only if such data is aggregated with similar data of others (i.e. is not identified as UA, ABOR, or Arizona-specific).

4.48 Non-Discrimination, Affirmative Action. Contractor and subcontractor shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability.

4.49 Information Security. The Information Security and Privacy Addendum may be included as part of any resulting agreement.

5.0 SCOPE OF WORK, SPECIFICATIONS, TECHNICAL REQUIREMENTS

The Arizona Area Health Education Centers (AzAHEC) Program is calling for proposals from entities interested in administering the Regional AHEC Center in Eastern Arizona inclusive of Gila, Graham, Greenlee, and Pinal Counties (areas denoted in pink on map).
5.1 **Introduction:** AzAHEC is a partially federally-funded initiative that aims to: (1) educate and train individuals to become culturally competent primary care health professionals who will provide health care in underserved and rural areas; (2) increase the number and variety of primary care health professionals who provide care to underserved and rural populations in Health Professional Shortage Areas (HPSAs) and other medically underserved areas; and (3) recruit into health careers individuals from underrepresented, disadvantaged or rural backgrounds. The successful applicant will join other AzAHEC regional centers in serving all 15 Arizona counties in developing new and enhancing existing programs while furthering state, higher education and community interests addressing health care workforce opportunities.

This proposal guidance provides a framework for the applicant to develop its scope of work and for the submission of the proposal. The proposal must reflect the University of Arizona AHEC Program (AzAHEC) mission, the state-legislated goals for AzAHEC, and federal requirements for AHEC Programs. The Scope of Work must address the metrics and budget of the initial project period of September 1, 2021 through August 31, 2022 and is detailed in Attachment A.

Fundamentally, AzAHEC Regional Centers coordinate and facilitate the training of health professions students, primary care residents and health care providers; and introduce high school and undergraduate level students (i.e., grades 9-16) to health careers via health career fairs, internships and other hands-on experiences. Regional AHEC Centers and their partners develop community-based training service deliver sites in rural, underserved and other areas in the service region. They also offer practice support and continuing education opportunities as described under federal and state requirements as listed above.
Applicants must emphasize their ability and prior experience to facilitate and conduct community-based experiential training. Successful applicants shall demonstrate ability to rapidly implement community-based experiential training in rural and underserved areas through field placements and clinical rotations for health professions students.

AzAHEC emphasizes collaborative arrangements formed between the AzAHEC Regional Centers, and local primary care practice sites such as federally qualified health centers, federally designated rural health centers, and community health centers to improve community-based experiential interprofessional training and competencies for health profession students and residents. These collaborative arrangements must be reflected in the proposal.

5.2 Arizona AHEC Overview. Arizona AHEC Program mission statement and structure are relevant factors in the preparation of the proposal:

5.2.1 AzAHEC Mission Statement: To enhance access to quality health care, particularly primary and preventive care, by improving the supply and distribution of healthcare professionals through academic-community educational arrangements in rural and urban medically underserved areas.

5.2.2 AzAHEC Structure: The University of Arizona in Tucson administers the AzAHEC Program and has formal contracts with the AzAHEC Regional Centers. The AzAHEC Program and Regional Centers carry out the mission, goals, objectives and work plan by creating, coordinating and implementing a scope of work designed to address the health professions education and training needs within each Regional Center service area. AzAHEC is housed in the UArizona Health Sciences (UAHS) Office of the Senior Vice President as a Sponsored Project. Arizona’s only academic health sciences center, UAHS is based on the campus of the UArizona in Tucson and maintains a strong presence on the Phoenix Biomedical Campus in downtown Phoenix. The Arizona AHEC Director consults regularly with an Arizona AHEC Advisory Commission, whose appointed members represents health educators, health professionals and community members inclusive of representatives of each regional AHEC.

AzAHEC supports academic health science student clinical rotations through a Rural Health Professions Program (RHPP) at the three public colleges under the Arizona Board of Regents—Arizona State University (ASU), Northern Arizona University (NAU) and UArizona in nine colleges as follows:

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<td>ASU</td>
<td>Edson College of Nursing &amp; Health Innovation</td>
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5.3 Statutory Requirements
AHEC Regional Center contracts are supported by federal Point of Service and Maintenance (PSOM) AHEC funding and state lottery AHEC funding. The current grant period is September
The AzAHEC Program is currently in the fourth year of the grant. Both state and federal AHEC requirements and objectives serve as the framework all AHEC Regional Center contract work plans.

5.3.1 Arizona Statutes for the Arizona AHEC Program including Arizona area health education system; centers; governing boards; duties are enacted in Arizona Revised Statutes (ARS) §§ 15-1643, 15-1644, 15-145, and 5-572 (C). Highlights relevant to this application follow:

5.3.1.1 Each center shall conduct:
  5.3.1.1.1 Physician and other health professional education programs that consist of any of the following:
    5.3.1.1.1.1 An undergraduate clinical training program.
    5.3.1.1.1.2 A graduate program.
    5.3.1.1.1.3 Postgraduate continuing education.
  5.3.1.1.2 Programs to recruit and retain minority students in health professions.
  5.3.1.1.3 Continuing education programs for health professionals.

5.4 Federal AHEC Requirements. Area Health Education Center (AHEC) programs are authorized under Title VII, Section 751 of the Public Health Service Act (42 U.S.C. 294a), as amended by Sec. 5403 of the Patient Protection and Affordable Care Act, Public Law 111-148. The purpose of the federal AHEC Program is to develop and enhance education and training networks within communities, academic institutions, and community-based organizations. In turn, these networks support HRSA’s Bureau of Health Workforce (BHW) strategic priorities to increase diversity among health professionals, broaden the distribution of the health workforce, enhance health care quality, and improve health care delivery to rural and underserved areas and populations. The federal definitions of the Area Health Education Center Program and Area Health Education Center are:

5.4.1 “Area Health Education Center Program” – a cooperative agreement program consisting of an entity that has receives an award from Health Resources and Services Administration (HRSA) under PHS Act section 751(a)(1) or section 751(a)(2).

5.4.2 “Area Health Education Center” – a public or nonprofit private organization that has a cooperative agreement or contract in effect with an entity that has received an award from HRSA under PHS Act section 751(a)(1) or section 751(a)(2). Such organizations may include hospitals, health organizations with accredited primary care training programs, accredited physician assistant educational programs associated with a college or university, and universities or colleges not operating a school of medicine or osteopathic medicine.

Federal program goals of BHW are to improve the health of underserved and vulnerable populations by strengthening the health workforce and connecting skilled professionals to communities in need. In FY 2017, the federal AHEC Program funding was aligned with HRSA/BHW’s strategic priorities and the federal AHEC Program supports and requires activities related to the following three (3) overarching goals:

5.4.2.1 Diversity: Preparing a diverse, culturally competent primary care workforce representative of the communities we serve;

5.4.2.2 Distribution: Improving workforce distribution throughout the nation, particularly among rural and underserved areas and populations; and

5.4.2.3 Practice Transformation: Developing and maintaining a health care workforce that is prepared to deliver high quality care in a transforming health care delivery system with an emphasis on rural and underserved areas and communities.
The federal AHEC program is structured in two phases: AHEC Infrastructure Development (ID) and AHEC Point of Service Maintenance and Enhancement (POSME). Both phases are designed to increase the number of students in the health professions who will pursue careers in primary care and are prepared to practice in rural and underserved areas and populations. The Arizona AHEC program is POSME with an emphasis on maintaining and improving the effectiveness of the established AHEC program(s) based on community needs. AHEC Program award recipients’ contract with regional centers coordinates and facilitates workforce education and training projects, especially the specialized training of health professions students and health care providers. Program activities under the federal award include the following:

5.4.2.3.1 **Educational and Training Activities**—A critical and mandatory component of the federal AHEC Program is the provision of educational and training activities including:

5.4.2.3.1.1 **AHEC Scholars Program:** Recipients must support the development and implementation of longitudinal, interdisciplinary program curricula that implements a defined set of clinical, didactic, and community-based training activities in rural and/or underserved areas for a cohort of health professions students.

5.4.2.3.1.2 Each AzAHEC regional center must collaborate with the Rural Health Professions Programs (RHPP) of UArizona, ASU, and NAU to support a minimum of 15 new AHEC Scholars per center per year. AHEC Scholars receive a stipend up to $2,000 distributed by regional centers and this should be reflected in the center budget.

5.4.2.3.2 **Community-based Experiential Training:** Each AzAHEC Regional Center must support community-based experiential training in rural and underserved areas through field placements and clinical rotations for health professions students outside of the AHEC Scholars Program. Training experiences must be team-based and include a formal, didactic component addressing one or more of the Core Topic Areas.

5.4.2.3.3 **Core Topic Areas:** Proposals must incorporate all educational and training activities in support of the following six (6) Core Topic Areas (Youth Pipeline activities are exempt from these requirements):

5.4.2.3.3.1 **Interprofessional Education** (also known as interdisciplinary training), which supports a coordinated, patient-centered model of health care that involves an understanding of the contributions of multiple health care professionals;

5.4.2.3.3.2 **Behavioral Health Integration** which promotes the development of integrated primary and behavioral health services to better address the needs of individuals with mental health and substance use conditions;

5.4.2.3.3.3 **Social Determinants of Health** includes five key areas and their impact on health:

5.4.2.3.3.3.1 **Economic Stability,**
5.4.2.3.3.3.2 **Education,**
5.4.2.3.3.3.3 **Social and Community Context,**
5.4.2.3.3.3.4 **Health and Health Care,** and
5.4.2.3.3.3.5 **Neighborhood and Built Environment**
5.4.2.3.3.4 Cultural Competency which seeks to improve individual health and build healthy communities by training health care providers to recognize and address the unique culture, language and health literacy of diverse consumers and communities (e.g., National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care);

5.4.2.3.3.5 Practice Transformation which seeks to fully support quality improvement and patient- centered care through goal-setting, leadership, practice facilitation, workflow changes, measuring outcomes, and adapting organizational tools and processes to support new team- based models of care delivery; and

5.4.2.3.3.6 Current and emerging health issues (e.g., COVID-19, pandemic influenza, opioid abuse, geographically relevant health issues, etc.).

5.4.2.3.3.7 Pipeline Activities: Applicants must provide recruitment, training, interactive, and/or didactic activities developed for high school and undergraduate students (grades 9-16). Activities must focus on exposing youth to health careers, including public health. No more than 10% of federal funds may be allocated for 9-16 grade high school activities.

5.4.2.3.3.8 Continuing Education: Recipients must support didactic and experiential training activities focused on the Core Topic Areas developed for currently practicing health professionals. No more than 10% of federal funds may be allocated for continuing education activities.

5.5 Strategic Partnership Activities Effective partnerships that engage key stakeholders (e.g., federal, state, local, and national organizations) are important to implementing, advancing, and sustaining the work of the AHEC Program. Partners help to ensure the relevancy, coordination and timeliness of the education and training provided. Work plans must include evidence of capacity to support community-based experiential and clinical training with an emphasis on primary care. Work plans must specifically demonstrate clinical placement plans for UArizona medical students (Tucson and Phoenix) to meet federal requirements shown below:

5.5.1 Rural Health Professions Program (RHPP) Student Community based Experiential Training.

5.5.1.1 Medical Student Education: As the recipient of the federal AHEC award, UArizona is required to conduct at least 10% of medical student education weeks at community-based sites away from the main teaching facility. Applicant must describe their experience with and ability to facilitate medical student education. Applicants must describe how they will conduct medical student training and how they will facilitate medical student community-based clinical training that are removed from the primary teaching facility of the contracting institution for awardees that operate a school of medicine or osteopathic medicine. Only medical students from the UArizona College of Medicine-Phoenix and UArizona College of Medicine-Tucson may fulfill this requirement. Medical student trainees from other medical schools will not meet UArizona’s training requirements. An overview follows of how these hours could be accommodated at each center:

5.5.1.1.1 UACOM-Tucson reported 6771 40-hour weeks for a total of 270,840 hours of student rotations within its total required curriculum. Ten percent (10%) results in 27,084 required hours of AzAHEC sponsored
student education for the UCOM-T Tucson. This is a minimum of 5416 rotation hours annually that each regional center should be prepared to provide within their region for UCOM-T students. This must be accomplished through a collaboration with the UCOM RHPP and consistent with course requirements for UCOM students. Each proposal should make a determination of the number of students required to accommodate these total hours.

5.5.1.1.2 UCOM-Phoenix reported 4586 40-hour weeks for a total of 183,440 hours of student rotations within its total required curriculum. Ten percent (10%) results in 18,344 required hours of AHEC sponsored student education for the UCOM-Phoenix. This is a minimum of 3669 rotation hours annually that each regional center should be prepared to provide within their region for UCOM-Phoenix students. Each proposal should make a determination of the number of students required to accommodate these total hours.

5.5.1.2 Other Rural Health Professions Program (RHPP) Student Education. In addition to medical student education at UArizona, regional centers shall also collaborate with Rural Health Professions Programs at UArizona, Northern Arizona University, and Arizona State University to provide community-based experiential training as described in section 5.2.2.

5.6 Other Federal Program Activity Requirements. Other federal program activity requirements that must be shown in the work plan include the following:

5.6.1 Develop and implement strategies, in coordination with the 10 applicable one-stop delivery system under section 134(c) of the Workforce Investment Act of 1998, to recruit individuals from underrepresented, disadvantaged or rural backgrounds into health professions and support such individuals in attaining such careers.

5.6.2 Develop and implement strategies to foster and provide community-based training and education to individuals seeking careers in health professions within underserved areas for the purpose of developing and maintaining a diverse health care workforce that is prepared to deliver high-quality care, with an emphasis on primary care, in underserved areas or for health disparity populations, in collaboration with other federal and state health care workforce development programs, the state workforce agency, and local workforce investment boards, and in health care safety net sites.

5.6.3 Prepare individuals to provide health services to underserved areas and health disparity populations through field placements or preceptorships in conjunction with community-based organizations, accredited primary care residency training programs, federally qualified health centers, rural health clinics, public health departments, or other appropriate facilities.

5.6.4 Conduct and participate in interdisciplinary training that includes physicians, physician assistants, nurse practitioners, nurse midwives, dentists, psychologists, pharmacists, optometrists, community health workers, public and allied health professionals, or other health professionals, as practicable.

5.6.5 Deliver or facilitate continuing education and information dissemination programs for health care professionals, with an emphasis on individuals providing care in underserved areas and for health disparity populations.

5.6.6 Propose and implement effective program and outcomes measurement and evaluation strategies.

5.6.7 Establish a youth public health program to expose and recruit high school students into health careers, with a focus on careers in public health.

5.6.8 Data supporting each of these activities must be entered by the successful applicant into the shared AHEC data base, Salesforce, within the time frame specified in the awarded contract.
5.7 **Program Evaluation.** To quantify the impact of the award investment, each regional AHEC center must collaborate with the AzAHEC program office and implement the comprehensive outcome focused evaluation plan of all AHEC Program activities. Each center will work with the AzAHEC Program Office to implement necessary evaluation tools as required for HRSA reporting purposes. The proposal should indicate agreement with this requirement.

5.8 **Professional Education and Support.** Applicant shall sponsor continuing education and information dissemination programs and client service support for physicians, physician assistants, nurse practitioners, nurse midwives, dentists, psychologists, pharmacists, optometrists, community health workers, public and allied health professionals, or other health professionals with emphasis on primary care and interprofessional collaboration, serving underserved and health disparity populations. Applicants must describe their professional education plan and specify by name the nationally-recognized agencies (e.g., American Association of Family Physicians; American Nurses Association) who are anticipated to provide continuing education credits.

5.9 **AHEC Scholars Program.** Applicant shall work with the AzAHEC Program Office, the Rural Health Professions Program (RHPP) Directors, AHEC Scholars Program faculty mentors, academic and clinical partners, and other key stakeholders to implement the Arizona AHEC Scholars Program. This is a longitudinal, interdisciplinary program that admits students from the RHPP programs at UArizona (i.e., Colleges of Medicine (Tucson and Phoenix), College of Nursing, the College of Pharmacy, College of Public Health); Arizona State University (i.e., College of Nursing); and Northern Arizona University (i.e., College of Nursing, Physician Assistant Program, and Physical Therapy Program. The AHEC Scholars Handbook is shown on EXHIBIT TWO and describes the expectations for students in rural and/or underserved areas. Applicants must describe their plan for integrating AHEC Scholars into their regional training area.

5.10 **CENTER ORGANIZATIONAL STRUCTURE**

501(c)(3) Status/Hosted Organizations

The applicant agency must be an independent 501(c)(3) non-profit or a subunit within a parent 501(c)(3). This status must be evidenced with a copy of the organization’s IRS Form 990 as part of the initial application and with each annual Scope of Work.

5.10.1 Applicant must:

5.10.1.1 Provide leadership for establishing regional collaborations on health professions workforce issues and the development of health professions training opportunities.

5.10.1.2 Provide assistance in seeking regional financial support to achieve AzAHEC Program objectives.

5.10.1.3 Provide interprofessional health professions training opportunities for health professions students.

5.10.1.4 Provide ongoing guidance and support in building health professions education networks for student training and delivery of health professional educational opportunities.

5.10.1.5 Contribute space, personnel, monetary and other resources as necessary to support AzAHEC Program mission and goals.

5.10.1.6 Have an Advisory Board comprised of not fewer than ten people and not more than twenty people. Board membership shall consist of health care providers and consumers and shall reflect the ethnic representation of the center’s geographic area and will include at least one-third community and/or consumer representation. Board members are not eligible to receive compensation or reimbursement of expenses. Constitutional bylaws and governing procedures for the board should be developed within the region to reflect the interests of the region being served. If the applicant organization
has an established Advisory Board or Board of Directors, the existing board may serve as the AHEC Center Advisory Board. The Chair (or equivalent) of the Center Advisory Board serves on the AzAHEC Commission and must be present at quarterly commission meetings to establish a quorum.

5.11 ADMINISTRATIVE GUIDANCE AND SPECIAL CONSIDERATION
The following Administrative Guidance is intended to enhance on-going or new AHEC Programs:

5.11.1 Applicants should provide a response to Bureau Initiatives specific to developing linkages to Historically Black Colleges and Universities, Hispanic Serving Institutions, and/or Tribal Colleges and Universities and improving the quality of life for African Americans, Latinos, Asian Americans and Pacific Islanders, and American Indians and Alaska Natives as strategies to obtain highly qualified, culturally competent, underrepresented health care professionals who will work in medically underserved areas.

5.11.2 Applicants may identify and select a collaborative partner for the activities listed above.

5.12 SPECIAL CONSIDERATION: Special consideration will be given to applicant organizations that:

5.12.1 provide primary care services and are implementation-ready to train medical and other health professions students, and/or

5.12.2 are ready to train health professions students (undergraduate, graduate and postgraduate, ready to implement health professions preparation programs for grades 9-12 (i.e., high school and undergraduate level) students, and ready to provide continuing professional development for practicing providers.

5.13 OVERVIEW OF PROPOSALS
Proposals must include the following sections:

5.13.1 Executive Summary
5.13.2 Regional Needs Assessment
5.13.3 AHEC Program Required Activities
5.13.4 Leadership
5.13.5 Administrative Infrastructure
5.13.6 Current Year Scope of Work
5.13.7 Budget Worksheet and Justification
5.13.8 Partners
5.13.9 Letters of Support (excluded from the total page count)

The detailed requirements for each of the above-mentioned sections are outlined in Section M of this document.

5.14 PROPOSAL FORMATTING
Proposals must include the sections listed above as subject headings. Proposals are limited to 25 pages and must:

5.14.1 be typed on standard letter sized paper (8.5”x 11”);
5.14.2 be typed in 12-point font with one-inch margins;
5.14.3 include the applicant’s name or name of organization and page number on each page.
5.14.4 Narrative must be submitted in Word or PDF format
5.14.5 Budget and Scope of Work (e.g. Attachment A) must be submitted in Excel format.
5.14.6 Center Director’s CV/Resume, Form 990, Audit and Letters of Support are excluded from the total page count.

5.15 REQUIRED COMPONENTS OF THE PROPOSAL
5.15.1 Executive Summary: The Executive Summary must include:

5.15.1.1 Applicant organization’s name, address, federal employer ID, telephone number and website address (if available). If a subunit of a larger organization, this section must include this information.

5.15.1.2 Name of the applicant organization’s proposed Director

5.15.1.3 Name of other key contacts, title, address, telephone number and email address.

5.15.1.4 Brief mission of organization, year established, years at present community location, and how the organization will enhance or support the mission of AzAHEC.

5.15.1.5 Benefits/advantages/value of an AHEC Center in the proposed location;

5.15.1.6 Summary explaining the capacity of the applicant to conduct community-based experiential training including the community-based clinical training of medical students, nursing, pharmacy, public health and other health professions students;

5.15.1.7 Summary explaining how the proposed center will be successful in meeting the AHEC Program Required Activities and Core AHEC Activities based on the applicant’s Regional Needs Assessment;

5.15.1.8 Summary of the applicant’s sustainability plan and resources in addition to the federal award.

5.15.2 Regional Needs Assessment: Proposals must include a needs assessment of the region addressed by this proposal and how the proposed Center will address those needs. Proposals should identify, and reference source(s) used in the needs assessment and the sources should be relevant and timely, Publicly-available data may be used for this assessment.

5.15.3 AHEC Required Program Activities: The narrative proposal must include a detailed plan to address the AHEC Program Required Activities (1-7 below) within the Core AHEC Activities of:

5.15.3.1 AHEC Pipeline Activities;

5.15.3.2 Community-Based Experiential Training;

5.15.3.3 Professional Education and Support;

5.15.3.4 Program Evaluation;

5.15.3.5 AHEC Scholars Program.

5.15.3.5.1 The plan should be relevant to the needs assessment as well as congruent with guidelines of the current Scope of Work (SOW) for applicant:

5.15.3.5.1.1 recruit individuals from underrepresented, disadvantaged or rural backgrounds into health professions;

5.15.3.5.1.2 provide community-based training and education to individuals seeking careers in health professions;

5.15.3.5.1.3 prepare individuals to provide health services more effectively to underserved areas through field placements or preceptorships in conjunction with community-based organizations, accredited primary care residency training programs, FQHCs, rural health clinics, public health departments, or other appropriate facilities; conduct and participate in interdisciplinary/interprofessional training that emphasizes primary care and involves physicians, physician assistants, nurse practitioners, nurse midwives, dentists, psychologists, pharmacists, optometrists, community health workers, public and allied health professionals, or other health professionals as practicable;
5.15.3.5.1.4 deliver or facilitate continuing education and information dissemination programs for health care professionals, with an emphasis on individuals providing care in underserved areas and for health disparity populations;

5.15.3.5.1.5 propose and implement effective program and outcomes measurement and evaluation strategies; and

5.15.3.5.1.6 establish a youth public health program to expose and recruit high school students into public health.

5.15.4 Leadership: Each AHEC Center must have a Director who spends a minimum of 75% time on AHEC related activities. This effort must be reflected in the leadership narrative and budget narrative. The leadership narrative must indicate if the AHEC Center Director will be a new-hire or if an existing employee will perform the duties of the AHEC Center Director. The proposal must include the proposed Director's resume and evidence that the proposed Director has appropriate education and direct experience (The Center Director's resume will not be counted in the page total.) A list of the entity’s board of directors, including relevant affiliations and terms of service, should be included. Relevant information on other key personnel may also be included.

5.15.5 Administrative Infrastructure: Applicant must describe the current or proposed reporting systems and may provide sample and redacted reports as applicable:

5.15.5.1 Applicant must identify and describe the accounting system for project-specific invoicing and financial reporting to funding sources. This project requires applicant to generate monthly invoicing in comparison to budgeted line-items, including accounting system-generated supporting documentation. Applicant must provide most recent fiscal year’s Internal Revenue Service Form 990 and, if available, most recent annual audit completed by an external auditor.

5.15.5.2 Applicant must identify and describe the data entry system for data reporting to funding sources. This project requires applicant to input trainee information accurately and consistently, inclusive of demographics and clinical hours, into a shared database and to be responsive to requests for clarification. Regular data entry and monitoring of data in comparison to metrics reflected in scope of work by applicant is necessary to ensure accurate reporting.

5.15.5.3 Applicant must have a documented history of narrative reporting as required by funding sources.

5.15.6 Current Year Scope of Work.
Arizona AHEC utilizes a performance-based funding model that incorporates major metrics anticipated to identify the budget awarded. ATTACHMENT A details this methodology and provides documents for applicant’s completion of this effort. The proposal must include completion of the following worksheets on ATTACHMENT A for the FY 2021-22 scope of work:

5.15.6.1 CBET Schedule
5.15.6.2 Performance Schedule

Based on the input of this information, AzAHEC will generate EXHIBIT ONE, which will become part of the awarded contract. EXHIBIT ONE provides definitions of required reporting components referenced throughout this RFP.

5.15.7 Budget Worksheet and Budget Justification
Arizona AHEC utilizes a performance-based funding model that incorporates major metrics anticipated to identify the budget awarded. ATTACHMENT A details this methodology and provides documents for completion of this effort. The proposal must include completion of the following worksheets on ATTACHMENT A for the FY 2021-22 Budget and Budget Justification

5.15.7.1 Budget Worksheet
5.15.7.2 Budget Justification
Applicant must provide a narrative that explains the use of federal and non-federal support and how each item will support the achievement of proposed objectives in the application. Definitions of example categories can be found in EXHIBIT TWO.

5.15.8 Partners:
Applicant must provide the following information for each collaborative partner identified in the proposal:
5.15.8.1 Partner business name, address, telephone number and web site address (if available).
5.15.8.2 Key contact name, title, address, telephone number and email address.
5.15.8.3 Brief mission of organization, year established, and how the organization will enhance or support the proposed AHEC Center, including plans of the collaborative partner to provide community-based clinical education.

5.15.9 Letters of Support
5.15.9.1 Applicant must provide letters of support from collaborative partners listed in the proposal and may provide letters of support from any other key stakeholders on the local, regional or state level who endorse the applicant’s proposal. Letters from collaborative partners must detail the support that will be provided. For example, if the collaborative partner will provide community-based clinical education for medical students and other primary care students, the letter should indicate agreement to do so. (Letters of Support are excluded from total page count):

5.16 Term of Agreement. The Federal portion of this contract runs 9/1/2021 through 8/31/2022 to renew on 9/1/2022 through 8/31/2023 (assuming UArizona receipt of funds through federal competing continuation, there is the option to renew for three (3) additional one (1) year terms upon mutual agreement of both parties). The State funded contract runs 9/1/2021 to 8/31/2022. Each renewal will incorporate a Scope of Work for that one-year period.

5.17 Detailed Pricing. Proposal should be priced as detailed in the attached “Scope of Work” whereby the anticipated activities are associated with the awarded amount. Selected proposals award will not exceed $612,000 and may be lower.

6.0 CERTIFICATIONS AND FORMS (Vendor to complete and return with proposal)

6.1 Certification of Proposal

6.2 Legal Workers Certification (Required for all Contracts for: Services; Construction or Maintenance of Structure, Building or Transportation Facility; or Improvements to Real Property costing $100K and over)

6.3 Certification Regarding Debarment, Suspension, Proposed Debarment and other Responsibility Matters (Mar 1996 as amended) (Applicable to Federal Grants and Contracts >$30k)

6.4 Certification and Disclosure Regarding Payments to Influence Certain Federal Transactions (Apr 1991 as amended) (Applicable to Federal Grants and Contracts >$150k)

6.5 AHEC Scholars Handbook
6.1. **Certification of Proposal** (vendor to complete and return with proposal)

**Explanation.** This certification attests to the vendor’s awareness and agreement to the content of this RFP and all accompanying provisions contained herein.

**Action.** Vendor is to ensure that the following certificate is duly completed and correctly executed by an authorized officer of your company.

This proposal is submitted in response to Request for Proposals # L192112 issued by the University of Arizona. The undersigned, as a duly authorized officer, hereby certifies that ___________________________ (Vendor Name), located at ___________________________ (address), agrees to be bound by the content of this proposal and agrees to comply with the terms, conditions and provisions of the referenced Request for Proposals (RFP) and any addenda thereto in the event of an award. Exceptions are to be noted as stated in the RFP. The proposal shall remain in effect for a period of ninety-(90) calendar days as of the Due Date for responses to the RFP.

The undersigned certifies that to the best of his/her knowledge: (check one)

- [ ] There is no officer or employee of the University of Arizona who has, or whose relative has, a substantial interest in any Contract award subsequent to this proposal.
- [ ] The names of any and all public officers or employees of the University of Arizona who have, or who’s relative has, a substantial interest in any Contract award subsequent to this proposal are identified by name as part of this submittal.

The undersigned further certifies that their firm (check one) [ ] IS or [ ] IS NOT currently debarred, suspended, or proposed for debarment by any federal entity. The undersigned agrees to notify the University of any change in this status, should one occur, until such time as an award has been made under this procurement action.

In accordance with **Purchasing Policy 4.3** – Small Business Utilization Program, the Undersigned further certifies that your business (check the appropriate areas) [ ] does or [ ] does not meet the Federal (S.B.A.) Small Business definition (FAR 19.001) and size standards (FAR 19.102). If it does, please “CHECK” one of the following: [ ] Small Business [ ] Small Disadvantaged [ ] Small Business Women-Owned [ ] Women-Owned Disadvantaged [ ] Veteran owned [ ] HUB Zone [ ] Disabled Veteran Owned [ ] Alaska Native Corp. [ ] Historically Black Colleges and Universities and Minority Institutions

**Arizona Small Business** (has less than 100 fulltime employees, including employees employed in any subsidiary or affiliated corporation) please “CHECK one of the following: [ ] AZ. Small Business [ ] AZ. Women Owned [ ] AZ Disadvantaged [ ] AZ Disadvantaged Women-owned.

The undersigned further certifies that as a duly authorized officer, is authorized to negotiate in good faith on behalf of this firm for purposes of this Request for Proposals.

Name: ___________________________ Title: ___________________________

Signature: ________________________ Date: ________ Email: __________

Telephone #: __________ Facsimile #: __________ F.E.I.N: ___________
6.2. LEGAL WORKER CERTIFICATION

Required for all Contracts for: Services; Construction or Maintenance of any Structure, Building or Transportation Facility; or Improvements to Real Property costing $100K and over.

Date: _____________________

Procurement and Contracting Services
University of Arizona
PO Box 210300 Tucson, AZ 85721-0300

As required by Arizona Revised Statutes §41-4401 the University is prohibited after September 30, 2008 from awarding a contract to any contractor who fails, or whose subcontractors fail, to comply with Arizona Revised Statutes § 23-214-A. The undersigned entity warrants that it complies fully with all federal immigration laws and regulations that relate to its employees, that it shall verify, through the employment verification pilot program as jointly administered by the U.S. Department of Homeland Security and the Social Security Administration or any of its successor programs, the employment eligibility of each employee hired after December 31, 2007, and that it shall require its subcontractors to provide the same warranties to the below entity.

The undersigned acknowledges that a breach of this warranty by the below entity or by any subcontractor(s) under any Contract resulting from this solicitation shall be deemed a material breach of the Contract and is grounds for penalties, including termination of the Contract by the University. The University retains the right to inspect the records of the below entity, subcontractor(s) and employee(s) who perform work under the Contract, and to conduct random verification of the employment records of the below entity and any subcontractor(s) who perform work under the Contract, to ensure that the below entity and each subcontractor is complying with the warranties set forth above. Contractor shall be responsible for all costs associated with compliance with such programs.

________________________________  ________________________________
(Firm)       (Address)

________________________________  ________________________________
(Signature Required)       (Phone)

________________________________  ________________________________
(Print Name)      (Fax)

________________________________  ________________________________
(Print Title)      (Federal Taxpayer ID Number)

(November 3, 2009)
6.3. CERTIFICATION REGARDING DEBARMENT SUSPENSION, PROPOSED DEBARMENT AND OTHER RESPONSIBILITY MATTERS (MAR 1996)

In accordance with FAR 52.209.5, complete the following certification regarding debarment suspension, proposed debarment and other responsibility matters and return the completed certification with your solicitation response. (Applicable to Federal Contracts and Grants >$30k)

(a) Certification Regarding Debarment Suspension, Proposed Debarment, and Other Responsibility Matters (Mar 1996 as amended)

(1) The Offeror certifies, to the best of its knowledge and belief, that

   (i) The Offeror and/or any of its Principals

   (A) Are [ ] Are Not [ ] presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency,

   (B) Have [ ] Have Not [ ], within a three-year period preceding this offer, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, state, or local) contract or subcontract, violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and

   (C) Are [ ] Are Not [ ] presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated in subdivision (a)(1)(i)(B) of this provision.

   (ii) The Offeror Has [ ] Has Not [ ], within a three-year period preceding this offer, had one or more contracts terminated for default by any Federal agency.

(2) “Principals”, for the purposes of this certification, means officers; directors, owners, partners; and, persons having primary management or supervisory responsibilities within a business entity (e.g., general manager; plant manager; head of a subsidiary, division, or business segment and similar positions). This Certification Concerns a Matter Within the Jurisdiction of an Agency of the United States and the Making of a False, Fictitious, or Fraudulent Certification May Render the Maker Subject to Prosecution Under Section 1001, Title 18, United States Code.

(b) The Offeror shall provide immediate written notice to the Contracting Officer if, at any time prior to contract award, the Offeror learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

(c) A certification that any of the items in paragraph (a) of this provision exists will not necessarily result in withholding of an award under this solicitation. However, the certification will be considered in connection with a determination of the Offeror’s responsibility. Failure of the Offeror to furnish a certification or provide such additional information as requested by the Contracting Officer may render the Offeror nonresponsible.

(d) Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render, in good faith, the certification required by paragraph (a) of this provision. The knowledge and information of an Offeror is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

(e) The certification in paragraph (a) of this provision is a material representation of fact upon which reliance was placed when making award. If it is later determined that the Offeror knowingly rendered an erroneous certification, in addition to other remedies available to the Government the Contracting Officer may terminate the contract resulting from this solicitation for default. (End of Provision)

__________________________________________  ______________________________________
(NAME OF FIRM)      (ADDRESS, CITY, STATE, ZIP)

__________________________________________
(SIGNATURE)   (DATE)   (PRINT OR TYPE - NAME AND TITLE)
6.4. CERTIFICATION AND DISCLOSURE REGARDING PAYMENTS TO INFLUENCE CERTAIN FEDERAL TRANSACTIONS (APR 1991 as amended)

In accordance with FAR 52.203-11 and FAR 52.203-12 entitled "Limitation on Payments to Influence Certain Federal Transactions (Jun 1997 as amended), the following certification and disclosure regarding these FAR provisions are hereby incorporated and made a part of this bid/proposal solicitation requirement. (Applicable to Federal Grants and Contracts >$150k)

(a) The definitions and prohibitions contained in the clause, at FAR 52.203.12, Limitation on Payments to Influence Certain Federal Transactions, included in this solicitation, are hereby incorporated by reference in paragraph (b) of this certification.

(b) The Offeror, by signing its offer, hereby certifies to the best of his or her knowledge and belief that on or after December 23, 1989

(1) No Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress on his or her behalf in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement;

(2) If any funds other than Federal appropriated funds (including profit or fee received under a covered Federal transaction) have been paid, or will be paid, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress on his or her behalf in connection with this solicitation, the Offeror shall complete and submit, with its offer, OMB standard form LLL, Disclosure of Lobbying Activities, to the Contracting Officer; and

(3) He or she will include the language of this certification in all subcontract awards at any tier and require that all recipients of subcontract awards in excess of $100,000 shall certify and disclose accordingly

(c) Submission of this certification and disclosure is a prerequisite for making or entering into this contract imposed by section 1352, title 31, United States Code. Any person who makes expenditure prohibited under this provision or who fails to file or amend the disclosure form to be filed or amended by this provision, shall be subject to a civil penalty of not less than $10,000, and not more than $100,000, for each such failure.

_____________________________________  ________________________________
(NAME OF FIRM)       (STREET ADDRESS)

_____________________________________  ________________________________
(SIGNATURE)       (MAILING ADDRESS)

_____________________________________  ________________________________
(TYPED OR PRINTED NAME    (CITY, STATE, ZIP)

_____________________
(DATE)
AHEC Scholars Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents, Conceptual Model – Social Determinants of Health</td>
<td>2</td>
</tr>
<tr>
<td>Introduction – AzAHEC Program Office, Regional Centers, RHPPs</td>
<td>3</td>
</tr>
<tr>
<td>AHEC Scholars, Progressive Learning</td>
<td>4</td>
</tr>
<tr>
<td><strong>Year 1:</strong> Introduction to Community-based Experiential Interprofessional Learning</td>
<td>5</td>
</tr>
<tr>
<td>Windshield Learning, Reflective Journaling</td>
<td>6</td>
</tr>
<tr>
<td>Immersion in Community-based Interprofessional Experiential Learning</td>
<td>7</td>
</tr>
<tr>
<td>Conducting a Community Assessment and Reporting Guidelines</td>
<td>7</td>
</tr>
<tr>
<td>Community Assessment Written Report - Suggested Format</td>
<td>8</td>
</tr>
<tr>
<td><strong>Year 1+2:</strong> Annual Interprofessional Rural Health Professions Conference, Poster</td>
<td>8</td>
</tr>
<tr>
<td><strong>Year 2:</strong> Integration in Community-Based Interprofessional Experiential Learning</td>
<td>9</td>
</tr>
<tr>
<td>Scholarly Report Guidelines</td>
<td>9</td>
</tr>
<tr>
<td>Informed Dissemination Community-based Interprofessional Learning</td>
<td>9</td>
</tr>
<tr>
<td>Regional Center Immersion Experiences</td>
<td>12</td>
</tr>
<tr>
<td>Travel Process</td>
<td>13</td>
</tr>
<tr>
<td>Faculty Mentor Roles and Responsibilities</td>
<td>15</td>
</tr>
<tr>
<td>Program Change for AHEC Scholars</td>
<td>16</td>
</tr>
<tr>
<td>ASP Leadership Contact Information</td>
<td></td>
</tr>
</tbody>
</table>

The Arizona Area Health Education Center (AzAHEC)

AHEC Scholars Handbook

Introduction. The AHEC Scholars Program (ASP) is an innovative two-year community-based interprofessional and experiential training program in Arizona’s rural and underserved areas. The AzAHEC Program Office at the University of Arizona Tucson (since 1984) collaborates on the ASP with five AHEC Regional Centers, the Rural Health Professions Program (RHPP est. 1997) at eight health professions Arizona Board of Regents colleges based at Arizona State University (ASU), Northern Arizona University (NAU) and The University of Arizona (UA) in Phoenix, Flagstaff, Tucson and throughout Arizona.

Table 1. AzAHEC Regional Center Directors & Coordinators, AHEC Scholar Faculty Mentors

<table>
<thead>
<tr>
<th>AzAHEC Regional Center</th>
<th>City</th>
<th>Regional Center Director</th>
<th>Regional Center Coordinator</th>
<th>Faculty Mentor 2019-2021</th>
<th>Faculty Mentor 2020-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CAAHEC</td>
<td>Phoenix</td>
<td>Sean Clendaniel</td>
<td>Lourdes Montez</td>
<td>Carol Moffett &amp; Elias Villarreal</td>
<td>Debra Ilichak</td>
</tr>
<tr>
<td>2. EAHEC</td>
<td>Globe</td>
<td>Jeri Byrne</td>
<td></td>
<td>Judy Hunt</td>
<td>Nicole Ferschke</td>
</tr>
<tr>
<td>3. NAHEC</td>
<td>Flagstaff</td>
<td>Marica Martinic</td>
<td>Courtney Madsen</td>
<td>Theresa Allison</td>
<td>Bridget Wicks</td>
</tr>
<tr>
<td>4. SEAHEC</td>
<td>Nogales</td>
<td>Gail Emrick</td>
<td>Erin Sol</td>
<td>Renee Gregg &amp; Marc Verhougstraete</td>
<td>Amy Devine &amp; Marc Verhougstraete</td>
</tr>
<tr>
<td>5. WAHEC</td>
<td>Yuma</td>
<td>Joena Ezroj</td>
<td>Claudia Gonzalez</td>
<td>Jake Schwarz</td>
<td>Jacob Gubler</td>
</tr>
</tbody>
</table>

Table 2. AzAHEC Rural Health Professions Programs RHPP Colleges, Directors & Coordinators (Colleges of Nursing, Medicine, Pharmacy, and Public Health)

<table>
<thead>
<tr>
<th>RHPP Program</th>
<th>RHPP Director</th>
<th>RHPP Program Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ASU CON</td>
<td>Diane Nuñez DNP, RN</td>
<td></td>
</tr>
<tr>
<td>2. NAU CON</td>
<td>Shelley Vaughn, DNP</td>
<td></td>
</tr>
<tr>
<td>3. NAU PA</td>
<td>Elias Villarreal, Jr., MPAS, DMS, PA-C, DFAAPA</td>
<td></td>
</tr>
<tr>
<td>4. UA COM-P</td>
<td>Jonathan Cartsonis, MD</td>
<td></td>
</tr>
<tr>
<td>5. UA COM-T</td>
<td>Carlos Gonzales, MD</td>
<td></td>
</tr>
<tr>
<td>6. UA CON</td>
<td>Christy Pacheco, DNP, FNP</td>
<td></td>
</tr>
<tr>
<td>7. UA COP</td>
<td>Elizabeth Hall-Lipsy JD, MPH</td>
<td></td>
</tr>
<tr>
<td>8. UA COPH</td>
<td>Marc Verhougstraete, PhD</td>
<td>Jen Peters</td>
</tr>
</tbody>
</table>

Each RHPP recruits, selects and evaluates their AHEC Scholars and Mentors. Enrolled students in the seven colleges above can apply online: AzAHEC Scholars Program Application

Scholars receive a $2,000 stipend, paid by the Regional Center in two $1,000 increments over the course of the two-year AHEC Scholar program (or in four $500 increments over 2 years). The stipend helps cover living expenses while a Scholar is learning at Regional Center training sites. Students completing program requirements get a certificate of completion.

Background. The first AHEC Scholar cohort began in 2018-19 supported by federal Health Resources and Services Administration (HRSA) and state of Arizona funding. Scholars learn about rural and underserved populations through interprofessional, collaborative practice and
education. Scholars are integral team members with the AHEC Regional Center, AzAHEC Program Office, the RHPP Director and their Faculty Mentor.

Many intractable health problems – including limited access to health services and disparities in health outcomes between rural and urban populations, economic and ethnic groups, employed and unemployed, insured and uninsured - have social determinants. A new conceptual framework (Figure 1) of transformative, lifelong, community-engaged health professions learning has been proposed to effectively address the social determinants of health (SDOH). Cornerstones of the ASP include experiential and collaborative learning, an integrated health professions curriculum, and continuing professional development.

Arizona’s RHPPs provide health professional training in rural and Medically Underserved Communities (MUCs). AHEC Scholars in a RHPP learn to address the social determinants of health through interprofessional, team-based collaboration. Each participating RHPP college determines how AHEC Scholar requirements are met and work within degree requirements.

The AHEC Scholars Handbook is a culmination of the collaborative work of RHPP Directors, AHEC Scholar Faculty Mentors, AHEC Regional Directors, and feedback from student Scholars.

AHEC Scholars:

- Are assigned to an interprofessional team, a Faculty Mentor, and a Regional Center site.
- Commit to 80 hours/year for two years (didactic + community experiential learning).
- Understand that individual patients, families, communities and health providers are partners in shaping and delivering the educational experience.
- Participate in reflection, active learning and critical inquiry.
- Engage directly with patients and the community guided by their Faculty Mentor, RHPP Director, and AHEC Regional Center Director.
- Learn factors affecting the social determinants of health, cultural competency, behavioral health integration, practice transformation, and current and emerging health issues.
- Progress in learning from introductory experiences – reflective journaling; reviewing community health needs assessments and in the published literature; reviewing publicly available health information and reports; developing and administering surveys; collecting, synthesizing, and reporting data; presenting findings using contemporary data visualizations targeted to specific audiences (e.g., lay public or a professional audience); assessing the literature; and making recommendations to improve individual and community health.
- Learn how collaborative relationships, team-based care, and interprofessional approaches to problems – including community agencies, patients, and health providers – are used.

Direct patient care experiences are vetted by the RHPP Director, following their college’s protocols, policies and procedures including clinical affiliation or preceptor agreements, faculty supervision and evaluation. The AzAHEC Program Office collects preceptor and site information in the RHPP rotation reporting in Sales Force.

The AHEC Scholar Conceptual Learning Model: is based on the National Academies of Science framework for lifelong learning seen at the bottom of the Table of Contents (Page 2). Progressive learning occurs in four phases:

1) **Introduction to rural and medically underserved communities (MUCs)** - rapidly familiarizes AHEC Scholars on core concepts, vocabulary, team-based learning, collaborative practice, and being a successful Scholar. Topics include: social determinants of health, cultural
competence, behavioral health integration, practice transformation, current and emerging health issues, and required learning activities.

2) **Rural and MUC immersion** - involves direct engagement in the assigned AHEC Regional Center, including individual patients, families and communities. Scholars experience the unique characteristics of communities served by Regional Centers. These provide engagement with communities, foster team-based, collaborative interactive work to assess and work on problems identified. Scholars learn with each other and community partners, applying theoretical knowledge to assess their population of interest. Scholars spend time in their assigned communities and their team. Scholars remain with their team cohort and community over the two year program.

3) **Integration** - involves student teams working together on a hands-on scholarly project from their population of interest and assessment activities. Seminars focus on project methodologies. **AHEC Scholar Seminars for first year Scholars are held on the 4th Tuesday of the month for two hours beginning in September, led by the Faculty Mentor(s).** The seminars and scholarly project teach core competencies and sometimes influence practice location choice after graduation. Integration empowers Scholars to synthesize content, teaching, learning, and knowledge about rural and underserved areas. Outreach and community engagement prepare Scholars with practice-ready, team-based skills to effectively work in rural and medically underserved communities.

4) **Informed dissemination** - teaches skills in presenting, data visualization, writing, and disseminating information, reports, and recommendations to lay and professional audiences.

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**Rural MUC IPE Curriculum Progressive Pathway**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>Immersion</strong></td>
</tr>
<tr>
<td>Introduction to MUCs &amp; core topics on SDOH; start reflective journaling</td>
<td>Direct engagement &amp; collaborative work on community assessment</td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td><strong>Informed Dissemination</strong></td>
</tr>
<tr>
<td>Continuation of community efforts with scholarly project</td>
<td>Presentation of findings to community &amp; scholarly audiences</td>
</tr>
</tbody>
</table>

MUC: Medically Underserved Community; SDOH: Social Determinants of Health; IPE: Interprofessional Education

**Year 1: Introduction to Community-based Experiential Interprofessional Learning**

**Introduction:** AHEC Scholars are assigned to an AHEC Regional Center and team comprised of Scholars drawn from the seven RHPPs from UA Colleges of Medicine in Tucson and Phoenix, the UA Colleges of Nursing, Pharmacy, and Public Health and ASU and NAU Colleges of Nursing and NAU Physician Assistant Studies. Scholars are medical, nurse practitioner, physician assistant, pharmacy, and public health students.

Required Introduction Activities:
1. Community Orientation
2. Didactic Orientation and Monthly Seminars – 4th Tuesdays, beginning in September

Electronic connection and related materials are provided for Scholars including:
- Scholar expectations
- Introduction to interprofessional education and collaboration
- Introduction to the AHEC Regional Centers
• Introduction to the AHEC Core Topics

**Timeline:** Community orientation and immersion begins in September. Student teams spend time at their sponsoring AHEC Regional Center and in the community it serves. AHEC Scholars:

• Work with their team to conduct a windshield survey, prepare a written summary, and submit it to their faculty mentor by the end of **September**.

• Participate in local learning activities sponsored by their assigned AHEC Regional Center

• Write about experiences participating in local learning activities (reflective journaling).

**Windshield Survey Guidelines:** In collaboration with AHEC Regional Center Director, choose a community in the Center’s geographic service area within driving distance. Conduct a “windshield survey” - drive through the community and view it through the car windshield. Note the condition of the streets, houses, types and sizes of homes, businesses, evidence of home and business upkeep. Notice if homes have gardens, air conditioners, TV cable and/or cable/satellite dishes. Observe for evidence of community sanitation, schools, churches and other institutions and resources. Observe community culture as expressed by community symbols (e.g. signs that mark town limits, evidence of community centers, planned development such as main street development). Write team’s summary report **not to exceed three (3) pages.** See: https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main

**Reflective Journaling:** provides evidence of critical thinking about learning events that happen when Scholars are in the community. Scholars reflect and write about their observations, activities, engagement in continuous learning and improvement in skills and knowledge as a health care provider. Scholars should select a significant learning event and reflectively analyze what that event contributed to in their understanding and preparation to practice in or serve a rural or urban medically underserved community.


A Scholar’s reflective journaling should draw from learning experiences in the field. One journal entry per semester is expected, written and submitted as a concise write-up with:

• **Situation:** What happened and in what order? Start writing without emotions, reflection or assumptions. This does not have to be a situation that went well or as planned. Write as much as needed. Include role and the final outcome. **Affect and emotional state:** How did the situation impact you? (e.g. how it affected you personally, your emotions, what you felt, positive or negative).

• **Interpretation about what happened:** Why did it happen? What did you learn from the experience? Explain how the learning confirms or contradicts personal prior knowledge, theories, or understanding. Was it different from what you learned in class? Could the situation have been managed differently? What did you do well?

• **Decision and how practice will be changed:** What decisions were made to become a better health care provider? How could this decision impact your future practice? (e.g. what might you change, do differently, and/or do better).
Year 1: Immersion in Community-based Interprofessional Experiential Learning

Timeline: Begins in September and concludes in May of AHEC Scholar Year One. Scholars move from introduction to integration with progressive learning activities.

The AHEC Scholar second phase is immersion in an AHEC Regional Center service area. Immersion and integration are longitudinal learning experiences that follow the tenets of transformative learning and guide longitudinal community-engaged clinical immersion. Transformative learning includes experiential and collaborative learning, an integrated curriculum, and continuing professional development.

Immersion is community-engaged education where Scholars are placed. The AzAHEC Program has 37 years of strong, local and regional engagement with Arizona communities. Each AHEC Regional Center serves as a host and sponsor site for community-engaged experiential learning. Scholars co-learn with other health professionals - interprofessional and collaborative learning in and with the communities. AHEC Regional Centers provide Scholars local contextual learning about the residents and communities and the social determinants that affect health outcomes.

Immersion activities involves the following activities:
1. Reflective journaling
2. Reviewing publicly available, current community assessment(s), or conducting one
3. Identifying one challenge from the assessment that serves as a foundation for a team-based scholarly project done in Year Two
4. Attending the Interprofessional Rural Health Professions Conference

Guidelines for Conducting a Community Assessment: Scholars select a community in the AHEC Regional Center service area for the project. Each team decides and assigns the roles and responsibilities for each team member. As an example, certain team members visit the community to collect data whereas other team members conduct electronic data and literature searches (e.g., Census Bureau, peer reviewed journals) and other public health information.

Community Assessment Reporting Guidelines: is a scholarly summary of publicly available data, and one (or more) current community health needs assessment(s) written in American Psychological Association (APA) format [https://new.library.arizona.edu/research/citing/guide].

Number all pages; the title page is 1. Use references, footnotes or endnotes, following the APA format or that of a respected peer reviewed journal article. The report should be double-spaced with 12-font, and one inch document margins. The Community Assessment Report is due in April. It is a team effort; Scholars in each AHEC Regional Center submit one paper.

Team-based reports teach real world skills in collaborating to write, publish, or submit grant proposals, team-based research reports, and business plans. Scholars learn to negotiate team member responsibilities, expectations and attribution. For example, the order of authorship often relates to contribution effort.

An example of the team-writing process can be viewed online at the University of North Carolina, Chapel Hill at: https://writingcenter.unc.edu/tips-and-tools/group-writing/

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Community Assessment Written Report: (15 Pages or less not counting Title Pg, References):

Title Page (page 1)

Executive Summary (page 2): this is a one-page abstract that includes how the assessment was conducted (methods), important findings, conclusions and recommendations.

Suggested Written Report Sections:
1) Table of Contents
2) Purpose Statement and Methods
3) Assessment Data – summarize in tables, explain key findings in the text, cite sources
4) Description of the Community and Windshield Survey
5) Community Demographics, Health Status, History, Culture, Community Competence
6) Physical Environment: examples - air quality (EPA), water quality - city/well, chlorinated, fluorinated, sewage service / septic tanks, garbage pickup
7) Communication: households without telephone service, internet and/or mail delivery
8) Economics, Nutrition (e.g., fast food vs grocery stores in the community).
9) Safety, Transportation: example - households without private transportation.
10) Electrical Service: example - households without electrical power.
11) Analysis and Results of Assessment
   • Develop a rural impact profile. Identify the impact of rural on the community and describe the implications for health and health care services
   • For each subsystem, summarize the important findings and describe the implications for health and health care services in the community
12) Conclusion: Scholarly Project Problem Statement – a short statement that the team identifies as a significant problem in the community.

References: List references using APA format on a separate page, footnotes or endnotes.

Tables and graphs: Embed tables in the text, or put each table or graph after the references.

Tips for the paper’s development: Obtaining vital statistics electronically
2. See: [https://census.gov](https://census.gov). Find Arizona census data by county/community. Describe the populations characteristics for the selected county. What can be inferred about health care needs from general demographic data?

Year 1+2: Required Annual Interprofessional Rural Health Professions Conference:
AHEC Scholars attend the Annual Interprofessional Rural Health Professions Conference, held in the Spring semester (March or April). AHEC Scholar teams submit a poster and present it at the annual conference.

Poster Format:
Title: (Example) “A Community Assessment of Globe, Arizona”
Purpose: (Example) “The purpose of this presentation is to report the results of a team-based field experience in X community”
Methods: Describe the team’s approach and strategies for conducting the assessment
Findings/Outcomes: Describe the community; Summarize key rural or urban medically underserved, and concepts about the community; Summarize key health challenges that will
underpin a scholarly project (scholarly projects may also have implications for health policy); describe what the next steps are with respect to the team’s scholarly project.

**Year 2: Integration in Community-Based Interprofessional Experiential Learning**

**Timeline: AHEC Scholar Year Two (September through May).**

The AHEC Scholar third phase is integration - enhancing community-engaged experiences in rural and medically underserved communities in an AHEC Regional Center. Integration is:

1. Conducting a Scholarly Project on a health problem identified in publicly available health outcomes data, community assessment(s), using a quality improvement process.
2. Preparing a written scholarly report.
3. Reflective journaling.
4. Participating in scholarly project seminars.

**Scholarly Report Guidelines:** The Scholarly Project should be a well-written manuscript, policy brief, op-ed, frequently asked questions (FAQs), or policy leave behind (one to two pages with graphics) or combination that demonstrate team’s ability to conduct, analyze, synthesize and report on their Scholarly Project about a problem identified in the AHEC Regional Center geographic service area.

The written Scholarly Project Manuscript Narrative should be 15 pages or less (Title Page and References are not counted toward the total). Evaluation considers the importance of the topic either to the health of the community or identified by the community as high priority, the strength of the presentation, the quality of supporting data and contemporary references, the quality of writing, grammar, organization, and graphics. Teams should prepare their written Scholarly Project as if they intend to submit it to a peer reviewed journal for publication, using that format. General style guidelines are as follows:

**Style:** APA or peer reviewed journal article format.

**Length:** Scholarly Project narrative should be 15 pages or less (not counting the title page and references), 12-font (tables, graphs can use 10-font), double spaced, one inch document margins (top, sides, bottom).

**Title Page:** Follow APA Style or peer reviewed journal article format.

**Abstract:** the abstract should be 12 font, single spaced, briefly summarizing the paper in no more than 300 words. The abstract should contain the purpose, key points/findings and conclusions of the paper. Try to avoid abbreviations or references in the abstract.

**Key Words:** Identify three key words that reflect the nature of the paper. The key words can be listed after the abstract on the abstract page.

**Text, Tables, Figures, References, Appendices:** Follow APA Style

The written Scholarly Project, or other written combinations described below, are due by April 1, 2021. One team Scholarly Project written report is presented per AHEC Regional Center.

**Other combinations** (total not to exceed 15 pages): Policy Brief, Op-Ed, Media or Public Health Campaign, Fact Sheets, One to Two Page ‘Leave Behinds’ - public health advocacy on a problem identified in the AHEC Regional Center service area. These can be assigned to one or more members of each AHEC Scholar team at the AHEC Regional Center.

**YR 2: Informed Dissemination Community-based Interprofessional Experiential Learning**

The final phase is informed dissemination by the AHEC Scholar teams who present findings to professional audiences. Informed dissemination has a required oral presentation of the Scholarly Project at the Interprofessional Rural Health Professions Conference.
Team Presentation Guidelines - Interprofessional Rural Health Professions Conference:

- Prepare a PowerPoint presentation (10 slides or less) about the team’s written Scholarly Project. Submit it to the conference organizer (details to be announced). Include a Faculty Mentor email demonstrating review and approval of the presentation submission.
- The presentation should follow the format of the scholarly paper.
- Submit the PowerPoint and one page abstract from the written Scholarly Project for publication in the conference proceedings for attendees.
- Each team has 15 minutes to present and 5 minutes for questions from the audience.

Scholars Evaluation and Evidence Achieve Certificate of Completion: Evaluation is done by participation. The experiences are not graded. The program engages Scholars through immersion in a select rural or urban medically underserved community and provides skills to meaningfully work effectively with each other in communities, and impact future practice.
### 1. AHEC Scholar Year One

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Fall Year One</th>
<th>Spring Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Immersion</td>
<td>Fall Year One</td>
<td>Spring Year One</td>
</tr>
<tr>
<td>September</td>
<td>September</td>
<td>January</td>
</tr>
<tr>
<td>Community Immersion at AHEC Regional Center: 16 hrs</td>
<td>Seminar 6:00pm by a Faculty Mentor on SDOH</td>
<td>Seminar 6:00pm by a Faculty Mentor on SDOH</td>
</tr>
<tr>
<td>Activities: Windshield Survey, SDOH</td>
<td>Windshield survey completed at the immersion experience</td>
<td>Community Immersion Dates to be determined</td>
</tr>
<tr>
<td>Reflective Journaling</td>
<td>Reflective Journaling</td>
<td>Conduct Community Assessment</td>
</tr>
<tr>
<td></td>
<td>16 hours of community-based experiential work to conduct a community-assessment as arranged between the fellow teams and the regional AHEC center director</td>
<td>16 hours of continued community-based experiential work to conduct a community-assessment as arranged between the fellow teams and the regional AHEC center director.</td>
</tr>
</tbody>
</table>

### 2. Fall Year Two

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community scholarly project 24 hours; IPE Immersion rural, MUC; 16 hrs to further develop scholarly project; 6 hours online learning related to development of scholarly project (e.g. action research methods; QI methods; root cause analysis); Reflective journaling continues.</td>
<td>IPE Community Immersion rural-MUC 24 hrs; time to complete scholarly project</td>
<td>IPE Community Immersion rural-MUC 24 hrs; time to complete scholarly project</td>
<td></td>
</tr>
</tbody>
</table>

### Spring Year Two

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE Community Immersion rural-MUC 24 hrs; time to complete scholarly project</td>
<td>Giving an oral presentation seminar</td>
<td>Reflective Journaling Concludes</td>
<td>Presentation @ IPE RHPP Conference</td>
</tr>
<tr>
<td>Reflection Journaling</td>
<td>Reflective Journaling Concludes</td>
<td>12 hours</td>
<td>12 hours</td>
</tr>
</tbody>
</table>
## Table 2: Regional AHEC Center Potential Immersion Experiences

<table>
<thead>
<tr>
<th>Regional AHEC Center</th>
<th>Potential Immersion Experiences</th>
</tr>
</thead>
</table>
| **EAHEC** | - Scholars will stay at Matazal Hotel in Payson. On Saturday Scholars hear from local leaders and medical providers in a panel format on pressing current and emerging rural issues in our area, and participate in a Q & A.  
- Windshield survey Saturday; county fair Sat evening. EAHEC overview, presentation on Emotional Intelligence Sunday (1.5 hrs).  
- Resources: EAHEC will host breakfast or lunch. |
| **CAAHEC** | - CAAHEC - Scholars learn about FQHCs (Federally Qualified Community Health Centers) and the communities / populations that they serve.  
- **Day 1:** Orientation, first FQHC tour & windshield survey; facilitated discussion w staff, guests on the patients, needs and challenges in providing care. Scholars return to CAAHEC at AACHC to debrief.  
- **Day 2:** Scholars tour a 2nd FQHC & do windshield survey of that community, hear a presentation, discuss w center staff, guests on needs and in those patients.  
- Return to CAAHEC Office – debrief, discuss next steps - action plan, project assignments. |
- **Tour NCHC, Tuba City Regional Health Care Corp, Flagstaff Med Center.** Expert panel FQHC, tribal health organizations (NACA or Sacred Peaks), free clinic (Poore clinic) and hospital (FMC). Mini-health fair at Flagstaff Family Food Center, or homeless shelter. Practice transformation, standardization activity. Tour Northern AZ museum, collections, historic sites.  
- Resources: - NAHEC owns a condo where we regularly house students; it does not have capacity for 15. We arrange local housing for Scholars. |
| **SEAHEC** | - SEAHEC service learning: border health one day Nogales AZ, one day in Nogales, Sonora.  
- **Day 2 AM** - Mexico health system overview. Tour IMSS hospital and/or Centro de Salud. Preparation & training for community service learning/outreach. **Afternoon** – Nogales, Son service learning: door to door CHW education. Mosquito vector control. Eye/vision screening. Diabetes ed, debrief, guided reflections at SEAHEC.  
- Resources: - SEAHEC has housing for 15 students, 3 faculty at AMERICANA Hotel for ONE night, covers costs of two lunches, one dinner (breakfast on day 2 is included in hotel cost). |
| **Overview:** | - Yuma county – Health Care and region’s Social Determinants.  
- **Day 1** Scholars learn the RCBH Behavioral Health – Primary Care Model, Autism Resource Center, CAPAZ-MEX an RCBH Private Medical Discount Network. Overview of health disparities and area needs. Tour Cocopah reservation, Yuma Food Bank, or Yuma Regional Medical Center.  
- **Day 2** review needs assessment of Yuma County and Border Region. Tour private, state and federal hospitals. RCBH/WAHEC presents the Binational Initiatives (COBINAS).  
- Resources: Cocopah Resort is in South Yuma County. Transportation will be coordinated. |
AHEC Scholars Program Travel

- **Pre-travel Authorization**: All AHEC Scholar travel to assigned Centers will be documented and authorized in compliance with their applicable University policies. Centers, Faculty Mentors, and RHPP Directors will collaborate to ensure travel plans are determined in advance of travel and to ensure that all AHEC Scholars have completed required travel authorizations prior to beginning travel. AHEC Scholars may be asked to provide information or sign forms related to travel authorizations.

- **Accommodations**: Centers will provide accommodations while AHEC Scholars are attending an immersion weekend at the assigned Center, including meals and hotels.

- **Transportation**: AHEC Scholars will provide their own transportation or may choose to car pool with other Scholars. The methodology for receiving payment for transportation costs will be provided prior to Fall 2020 immersion weekend. The AHEC Program Office will use D2L and email to communicate with AHEC Scholars regarding transportation payments.
Faculty Mentor Roles and Responsibilities

AHEC Scholar Faculty Mentors are academicians who have a proven record of accomplishment in teaching students in rural and/or urban underserved communities or academicians with a proven record of accomplishment conducting research or academic service with rural and/or underserved communities. The role of mentor involves the following:

• Providing direct mentoring support to a team of AHEC Scholar Fellows.

• Responsible for oversight of their AHEC Scholars individual and team projects as documented in the AHEC Scholars Handbook.

• Work with the AzAHEC Program Director, Rural Health Professions Program Directors, and Regional AzAHEC Directors to document and track progress of AHEC Scholar teams.

• Responsible for evaluating successful completion of AHEC Scholar projects and assignments.

• Attending organizational and implementation meetings and events for the ASP. Faculty mentor should have a contingency plan if unable to attend meetings and events.

• At least once during the two-year appointment, each faculty mentor will prepare or develop a monthly seminar topic for AHEC Scholars based on one or more of the HRSA core topics. This may be fulfilled by identifying and coordinating with an outside presenter or by faculty mentor’s own presentation.

Qualifications

AHEC Scholar Mentors must meet the following requirements to be qualified to participate as a faculty mentor.

• Current full-time, part-time or adjunct University of Arizona, Northern Arizona University or Arizona State University faculty member (research, teaching, clinical, or administrative) who holds a Master’s degree or above.

• Have relevant expertise related to teaching, conducting research, or practicing with rural and/or urban underserved populations and/or communities.

• Have relevant academic credentials to the disciplines represented in the ASP (i.e. medical, nurse practitioner, pharmacy, physician assistant, and public health.).
AHEC Scholars Program Change Form Process

The program change form will be used when a student wants to withdraw or take a leave of absence (LOA) from the ASP. In addition to this, the same form will also be used when a student is interested in rejoining the ASP after returning from an approved absence.

AHEC Scholars fellows can access and complete the form by following instructions below and adhering to deadlines.

1. Student notifies the RHPP Director of absence/withdrawal from the program
2. RHPP Director meets with the student to discuss process and directs the student to fill out and sign the Program Change form (click on the PDF symbol at the bottom of this page and it is also located in D2L).
3. Once student fills and signs the form, RHPP Director signs the form and sends the form to Nicole Paredes at nparedes@arizona.edu not later than five business days from the date on the form.
4. AzAHEC Program Office will notify and request signatures from Faculty mentor(s) and Center Director.

FAQ:
Q: What if the student notifies the faculty mentor of a program change request before notifying the RHPP Director?
A: Faculty mentor should direct student to contact their RHPP Director to start the process of change of program form and should notify the RHPP Director of the conversation.
Q: What if the student notifies the center director of a program change request before notifying the RHPP Director?
A: Center Director should direct student to contact their RHPP Director to start the process of change of program form and should notify the RHPP Director of the conversation.

To access the change of program form, double click on the adobe icon below