Alabama Port Authority

Amendment to RFP – Port Development Program Leadership Development Series

Project Name Port Development Program Leadership Development Series RFP
RFP No. APA-2026-HR-PDP-001
Task No. Amendment No. 1
To: Prospective Offerors
Date: October 29, 2026

The following addresses questions received from prospective Offerors regarding this RFP. Per APA policy, written amendments addressing questions of a substantive nature are distributed to all invited firms. Similar questions received from multiple Offerors have been consolidated. The solicitation is hereby supplemented as follows:

#	Question	APA Response
Relevant Experience and References (Section 4.4, Factor 1; Section 9.0; Attachment 2)		
1	Experience gained at prior organizations and by newly established firms: (a) May qualifying experience include leadership-development programs personally designed and/or delivered by the proposed lead facilitator, backup facilitator, or an identified subcontractor while employed by a previous organization, provided the individual's role, responsibilities, dates, scope, relevance, and the original organization are clearly documented? (b) Must the Offeror itself have three (3) recent comparable multi-session leadership-development engagements, or may a newly established firm satisfy the requirement through the documented experience and references of its proposed lead facilitator and an identified subcontractor? If permitted, what documentation and level of participation are required?	(a) Yes, for evaluation of the individual facilitator or identified subcontractor. Attachment 2 expressly allows experience with a current or previous firm. Identify the organization, client or program sponsor, dates, number of sessions, scope, and the individual's actual responsibilities. Clearly distinguish individual experience from work undertaken by the Offeror. (b) The Offeror must meet the requirements in Section 9.0, including experience designing and delivering multi-session leadership-development programs and at least three comparable recent client engagements. A newly established firm is not exempt. Prior-employer experience of proposed personnel, or the experience of a subcontractor alone, does not replace the Offeror's required record of comparable engagements and client references. Those individual qualifications will be evaluated separately.

#	Question	APA Response
2	Client references (Section 9.0): (a) If experience gained by a proposed facilitator at a prior organization qualifies as relevant experience, may a former executive, HR/L&D leader, or other organizational leader with direct knowledge of that work serve as a reference, or must all three (3) references represent external clients contracted directly by the Offeror? (b) Do the five (5) year and multi-session criteria apply to each of the three (3) required reference engagements?	(a) A current or former executive, HR/L&D leader, or other client representative may serve as a reference if that person has direct knowledge of the cited work and can verify its scope and results. References for a facilitator's work at a previous employer may support that individual's qualifications. They do not replace the Offeror's required references for at least three comparable engagements undertaken by the Offeror. (b) Yes. Each of the three required qualifying engagements must be a comparable leadership-development program that included more than one session and was delivered within the past five years. Provide dates, scope, the number of sessions, and reference contact information.
3	Qualifying engagements: (a) May a structured, multi-session leadership-development program delivered individually to multiple leaders within an organization qualify as a relevant engagement, where each participant followed an intentional development plan over an extended period? (b) Are standalone leadership workshops considered supplemental experience only, rather than qualifying comparable engagements? (c) Are faith-based programs eligible for consideration when the actual content and format demonstrate relevant leadership development?	(a) Such work may qualify if it was a structured leadership-development program with a defined curriculum, multiple sessions, practical application, and documented learning objectives comparable to this requirement. Describe the program design, delivery, participants, and outcomes. An accumulation of unrelated coaching sessions does not establish a comparable engagement. APA will evaluate comparability based on the documented work. (b) Yes. Standalone workshops bay be included as supplemental evidence of expertise but do not satisfy the required multi-session engagement criteria. (c) The organizational setting alone does not determine eligibility. The actual leadership content, format, and scope must meet the same comparable criteria. The proposed curriculum for APA should be appropriate for a professional public-agency and for employees of different backgrounds.
4	Should Attachment 2 – Relevant Experience Form project examples be provided separately for the lead facilitator and the backup facilitator, and do those forms count toward the Factor 1 ten (10) page limit?	Yes. Submit a separate Attachment 2 for the lead facilitator and the backup facilitator. Both forms and any continuation pages count toward the ten-page Factor 1 limit. Meet the project requirements in Attachment 2 and the maximum of five recent relevant engagements under Factor 1. Shared project examples may be cross-referenced, but each facilitator's responsibilities and dates must be clear. Do not submit duplicate narratives merely to repeat the same project.

#	Question	APA Response
5	Factor 1 engagement and reference details: (a) Is the five (5) year window for relevant engagements measured from the RFP issue date (October 1, 2026) or from the proposal due date? (b) Must a relevant engagement meet a minimum number of sessions, instructional hours, or participants? Do cohort-style programs with fewer than ten participants qualify, and is there a preferred group size for reference engagements? (c) Will APA contact the references provided? (d) Which qualifications or elements of the proposed approach will receive the greatest consideration under Factors 1 and 2?	(a) RFP issue date (b) More than one session is required. No minimum hours or participant count is specified; experience with very small cohorts is particularly relevant. (c) APA may contact references during evaluation. (d) Factor 1 emphasizes comparable program experience and delivery to very small groups. Factor 2 emphasizes a coherent six-area curriculum, interactive instruction, Port customization, and workplace application.
Facilitators (Section 4.4, Factor 3; Section 9.0)		
6	May the required backup facilitator be an independent contractor or subcontractor to the Offeror (including one retained specifically for contingency coverage) rather than an employee of the Offeror, provided the individual is identified in the proposal, the individual's qualifications are included, and all subcontractor disclosure requirements are satisfied?	Yes. The backup facilitator may be an independent contractor or subcontractor, provided the proposal identifies the individual, documents the required qualifications and availability, includes Attachment 2, and discloses the arrangement. Subcontracting and facilitator substitutions remain subject to APA's written approval under the contract. The Offeror remains responsible for performance and continuity throughout the engagement.
7	Does APA expect the backup facilitator to participate in program activities during normal delivery, or primarily to remain available to provide approved continuity if the lead facilitator becomes unavailable?	The backup facilitator is intended to provide continuity if the lead facilitator should become unavailable. A co-facilitation or attendance by the backup at every class is not required. The Offeror should explain how the backup will remain available and sufficiently familiar with the curriculum and current cohort to assume delivery without reducing the quality of the content. Any planned routine participation and it's cost should be identified in the proposal.

#	Question	APA Response
8	Facilitator team structure and qualifications: (a) Are two named facilitators mandatory, or is a single lead facilitator with a named backup arrangement acceptable? (b) Would APA consider two co-lead facilitators who share responsibility for the series and either co-facilitate or alternate leading sessions based on their areas of expertise? (c) Must the backup facilitator meet the same experience standard as the lead facilitator, or may the backup have different credentials? (d) May the Offeror's principal serve as both program manager and backup facilitator? (e) Are certificate or executive-education programs completed by the facilitators considered qualifications, and is a doctoral degree or other specific academic credential preferred or required?	(a) Identify a lead facilitator and a qualified, named backup. Routine co-facilitation is not required. (b) Yes, provided a primary lead, session responsibilities, continuity, and backup coverage are clearly identified. (c) Credentials need not to be identical, but the backup must meet applicable requirements and be qualified for the assigned delivery. (d) Yes, if qualified and available for both roles. (e) Relevant certificates and executive education may be included. No doctoral degree or specific academic credential is required.
9	Backup approval and facilitator substitution (Section 9.0): (a) Will the backup facilitator named and approved in the proposal be considered pre-approved to deliver sessions if the lead facilitator is unavailable? (b) After award, what approval process, notice period, and timeline apply to any other facilitator substitution?	(a) Use of an APA-approved backup must be coordinated with APA with advance written notice. (b) Request prior written approval as soon as the need is known, providing qualifications and a transition plan. No fixed approval turnaround is specified.
10	Subcontracted delivery: (a) May the lead facilitator be a subcontractor, or must the lead be an employee or principal of the Offeror? (b) May a qualified subcontracted facilitator deliver some or all of the six classes, with the Offeror retaining responsibility for program design, management, quality assurance, and contractual performance? Is there a limit on the share of work a subcontractor may perform? (c) Are prime contractor/subcontractor partnerships permitted, will the qualifications and experience of both organizations be considered in evaluation, and does APA have expectations for the division of responsibilities, particularly program management and client communication?	(a) A disclosed subcontractor may serve as lead facilitator, subject to APA approval. (b) Yes, subject to approval and qualified, consistent delivery. No subcontracting percentage cap is stated; the Offeror remains fully responsible. (c) Yes. Relevant team qualifications will be reviewed but the Offeror must meet section 9.0 and remain accountable for program management, communication and contract performance.

#	Question	APA Response
11	Subcontractor approval and documentation (Attachment 5, Sections 6.2 and 20): (a) Does identifying a subcontractor in the proposal, with the required qualifications documentation, satisfy the proposal-stage requirement? Does APA's written consent to subcontract occur before or after award? (b) Is a letter of commitment from the subcontractor sufficient at the proposal stage, or must a copy of the subcontract be provided? (c) What documents does APA require from an approved subcontractor (e.g., insurance, State of Alabama Disclosure Statement, Beason-Hammon certificate, E-Verify)? Must the subcontractor carry its own $1,000,000 Professional Liability coverage, or may the Offeror's policy cover the subcontractor? (d) Does APA place any requirements on how or when a subcontractor is paid?	(a) Yes, after (b) Yes, submit with proposal (c) Yes (d) No
Training Location, Facilities, and Site Access (Section 3.3; Exhibit A)		
12	Where will the six (6) in-person classes be held? Will they be conducted at an APA facility, and will all sessions be delivered at the same location in Mobile, Alabama, or could sessions occur at multiple APA facilities?	The six classes are planned for APA's administrative buildings in Mobile, Alabama, in non-TWIC areas. APA may use more than one suitable location based on availability and program needs. Specific locations, rooms, and dates will be confirmed during post-award planning. Offerors should identify their room requirements.
13	Will the lead and backup facilitators be required to obtain a Transportation Worker Identification Credential (TWIC), an APA access badge, and/or a vehicle decal, or to complete Security Awareness Training, for this engagement? Or will the classes take place in an administrative or training facility where these are not required, with the requirements applying only if other program activities require access to restricted terminal areas?	The six classes will be conducted in non-TWIC areas. Lead and backup facilitators will not be required to obtain a TWIC for this engagement. If an approved program activity requires entry into a restricted facility, APA will arrange an APA-approved TWIC escort; facilitators will not need to obtain a TWIC for that escorted visit. Visitor check-in, identification, any required temporary badges, and applicable security instructions remain in effect. APA will communicate any vehicle-entry or security-orientation procedures before scheduled visits. For this engagement, these arrangements supersede any contrary TWIC requirement in RFP Section 3.3 or Attachment 5, Section 9.2. They do not authorize unescorted access to restricted areas.

#	Question	APA Response
14	Training room and equipment: (a) Will APA provide the training room and standard audiovisual/technology resources for each session (e.g., display or projector, internet access, flip charts, and related meeting-room equipment), or should Offerors include the cost of securing an outside training facility and related technology in their proposed pricing? (b) Will APA provide an accessible classroom and a private space for confidential individual debriefs?	(a) APA intends to provide the training room and standard meeting-room resources, including a display or projector and internet access. Offerors should identify all required equipment and supplies, distinguish standard room resources from specialized items, and include provider-supplied materials and specialized equipment in their prices. Do not include an outside facility rental in the base price. Room arrangements and equipment availability will be confirmed during planning. (b) APA intends to provide an accessible classroom and a suitable private space for confidential individual debriefs. Identify accessibility, room, technology, and scheduling needs in the proposal so these arrangements can be confirmed before delivery.
15	Class-day logistics: (a) What class-day start and end times does APA expect, considering Port work schedules? (b) Will APA provide lunch on class days, or should meals be included in the Offeror's pricing? (c) Will APA provide printing of participant materials, or should printing be included in the base series price? (d) What room configuration (tables, seating arrangement) will be available?	(a) Plan for weekday daytime delivery, allowing six instructional plus lunch and breaks. Exact times will be agreed upon during planning. (b) Participant meal arrangements will be confirmed during planning. Do not include participant catering; include facilitator meals in travel costs. (c) Include printing and participant materials in the base price. (d) APA will coordinate as suitable room setup. Identify preferred seating and equipment in the proposal.

#	Question	APA Response
Participants and Program Outcomes (Section 2.0; Exhibit A)		
16	To the extent APA can share this information prior to award, what are the anticipated organizational levels, functional areas, supervisory experience, current leadership responsibilities, and mix of operational and administrative responsibilities of the three (3) to four (4) Port Development Program participants?	Participants have not yet been selected. The planned cohort consists of three "high potential" employees, with a possible fourth participant, drawn from eligible areas across APA. Applicants must have at least one year of Port service, satisfactory or higher performance, and good standing. A current supervisory title is not required. The cohort may include employees with technical, professional, administrative, or operational responsibilities and different levels of supervisory experience. No particular department, leadership level, or operational/administrative proportion is guaranteed. Proposals should support employees preparing for broader responsibility and include leadership through influence as well as formal people leadership.
17	Which two or three changes in participants' everyday leadership would make this cohort especially successful? Are there particular situations APA wants participants better equipped to handle?	APA would consider the cohort successful fi participants demonstrated observable improvement in the following everyday behaviors: 1. Communicate clearly and professionally across departments and levels, listen carefully, handle difficult conversations constructively, and present recommendations with confidence. 2. Take Ownership of commitments and outcomes, give and receive useful feedback, and help other contribute while respecting the limits of their own authority. 3. Make sound decisions with a company-wide perspective, considering effects on operations, people, safety, finances, and customers rather than only their immediate work area/department. Relevancy practice situations include coordinating a task across departments, addressing disagreement, clarifying responsibilities, adapting when change happens, and presenting a supported recommendation to leadership. Evaluation should us realistic examples of applied learning appropriate to a cohort of three to four people.

#	Question	APA Response
18	Participant selection and fourth participant timing: (a) Will participants be confirmed before the initial planning meeting, and will APA share whether any participants report to one another? (b) When will APA confirm whether a fourth participant will be added (e.g., before Class 1), and could a fourth seat be added at any point during the eighteen (18) month program? (c) Will participants complete Supervisor Foundations or similar APA training before Class 1?	(a) APA will share participant information and relevant reporting relationships once selection is complete. Planning may begin before selections are final. (b) Any fourth participant is expected to be confirmed before Class 1 through the initial selection process. The program is not intended for rolling admission. (c) Current people leaders must complete supervisor foundations coursework to be nominated. Other participants may not have attended; do not assume a common training background.
19	Cohort size: (a) Can APA provide context on the decision to structure the program around three (3) to four (4) participants, and what APA hopes the small cohort size will enable? (b) Would APA consider including additional Port employees (e.g., recent promotions or promotion candidates) in selected interactive exercises or full sessions, provided this does not increase cost beyond materials and logistics?	(a) The small cohort supports individual attention, candid feedback, close working relationships and practical leadership experience alongside regular job responsibilities. (b) Possibly
20	Supervisor and manager involvement: (a) Will participants' supervisors or managers attend or observe any portion of the six classes, or is manager engagement limited to the optional briefing in Table C, Item 14? (b) What participant-level information, if any, should the Contractor share with participants' supervisors or mentors? (c) For Table C, Item 14 (manager orientation or briefing), who is the intended audience, what format and duration does APA envision, and does APA anticipate ordering it?	(a) Regular supervisor or manager attendance is not planned. Any provider-led manager briefing would be a separately authorized optional service. (b) Share attendance, completion and agreed development actions through the APA program representative. Protect confidential assessment and debrief information as previously clarified. (c) The audience is participants' managers and designated program leaders. Propose the format, duration, and scope; ordering is not guaranteed.

#	Question	APA Response
Schedule, Delivery, and Curriculum (Section 4.4, Factor 2; Exhibit A)		
21	Program schedule and alignment: (a) Does APA anticipate the six (6) sessions occurring approximately quarterly throughout the eighteen (18) month program, or does APA have another preferred cadence or tentative schedule? What scheduling flexibility should Offerors account for? (b) Are there established timing milestones for mentoring, rotations, or the capstone that APA would like the sessions to align with, and what coordination with mentors or rotation hosts should Offerors include?	(a) A quarterly delivery is a reasonable planning assumption for the six classes across the eighteen-month program, anticipated for January 2027 through June 2028. The final schedule will be developed after award. Offerors should recommend a coherent sequence and allow flexibility for operational demands and participant work schedules, and other program activities. (b) The program includes initial assessment and development planning, monthly APA-managed mentoring, approved rotations and shadowing and a team capstone culminating in an executive presentation. Early classes should establish self-awareness and communication skills; later classes should support teamwork, change, and broader organizational judgment. Detailed rotation and capstone dates have not been finalized. Coordinate alignment through the APA Program Representative; mentor management, rotations, hosting, and capstone supervision are outside the base scope.
22	For purposes of scope and firm-fixed pricing, how many instructional hours does APA consider a full-day leadership-development class?	For consistent base pricing, assume six hours of instructional time per class, excluding lunch and breaks, for thirty-six instructional hours across the six-class series. The scheduled day should allow appropriate breaks and time for interactive practice. State the proposed daily schedule and instructional hours in the technical proposal.

#	Question	APA Response
23	Curriculum customization: (a) Following award, will the selected provider have an opportunity to conduct discovery with APA Human Resources, program leadership, and/or other designated stakeholders so that scenarios, case studies, and exercises reflect APA's operational, administrative, and cross-functional environment? (b) What existing materials, Port-approved examples, or staff input will be available to support customization? Are there lessons learned from previous cohorts?	(a) Yes. The initial planning and customization work will include discovery with APA Human Resources, program leadership, and designated stakeholders, coordinated by the APA Program Representative. Include the work in this base price. (b) APA can provide approved program descriptions, the development and competency framework, Core Values, mentor and immersion guidance, capstone expectations, and appropriate staff input. Scenarios should reflect operational and administrative work, cross-functional dependencies, and practical leadership decisions. Only Port-approved or de-identified information may be used. This is the initial PDP cohort in this format; completed-cohort lessons learned are not yet available. Relevant feedback from prior employee-development training may inform customization where appropriate.
24	Beyond the six (6) classes, assessment debriefs, midpoint check-in, and reasonable follow-up activities, does APA require any recurring provider-led contact with participants in the base scope? If so, please specify individual versus cohort contact, frequency, approximate duration, and whether it is distinct from the optional coaching and follow-up sessions in Exhibit A, Table C. (The Offeror understands that APA manages the monthly mentor meetings.)	No standing schedule of recurring provider-let individual coaching or cohort meetings are required beyond the stated base deliverables. The base series must include useful and manageable application activities and reasonable follow-up connected to the six classes. Describe the nature, expected frequency, and approximate time commitment of that support and include it in the base price. APA manages monthly mentor meetings and program progress reporting. Additional coaching or follow-up sessions must be separately priced in Table C and require APA authorization.

#	Question	APA Response
25	Virtual and ancillary delivery formats (Section 2.0; Exhibit A, Sections 2 and 7): (a) Does the prohibition on virtual training also apply to optional individual coaching, individual assessment debriefs, and follow-up sessions? (b) Are brief written application exchanges between classes permitted? (c) May the initial planning meeting and midpoint administrative check-in be conducted by telephone/video, or does either require a separate on-site visit?	(a) The in-person expectation applies to participant-facing instruction, including the six classes, individual assessment debriefs, optional individual coaching and optional follow-up training sessions. Price live services for in-person delivery. Where practical, debriefs and optional services may be scheduled with a class visit. (b) Yes. Brief written exchanges, reflection prompts, application assignments, and feedback between classes are permitted. These activities should be manageable and support during the in-person instruction. (c) The initial planning meeting and an administrative midpoint check-in may be conducted by telephone or video call with APA agreement. A separate on-site visit is not required solely for those administrative meetings. Any midpoint activity that includes participant instruction must follow the in-person delivery requirement.

#	Question	APA Response
26	Assessments: (a) Does APA currently use or prefer any leadership or behavioral assessment instrument for employee development? (b) How should Offerors distinguish assessments and confidential debriefs included in the base series from optional multi-rater feedback? (c) Which assessment results should be shared with APA, and which should be kept confidential?	(a) APA uses DISC for developmental self-awareness and communication, and the PDP includes DISC activities at the beginning of the program. Offerors may recommend appropriate assessment and should explain how it complements the planned baseline without unnecessary duplication. Identify the instrument, purpose, certifications, administration, debrief approach and licensing costs. APA is not specifying a proprietary assessment vendor. (b) Any assessment recommended as part of the base series, its licenses for three participants and confidential individual debrief must be included in Table A, item 8. Optional multi-rater feedback with is administration and debrief scope clearly described. Do not charge for the same assessment or debrief in both the bases series and an option. (c) APA should receive attendance, completion, relevant application evidence, and program improvement findings. Personal assessment reports, raw responses, and confidential debrief content should be protected and excluded from routine administrative reporting. Any sharing of individual results must follow participant authorization and applicable requirements. Avoid reporting themes that identify an individual in this small cohort. Describe access, secure handling, and retention arrangement before assessment administration.
27	If APA exercises the optional future-cohort provision, does APA anticipate the future cohort receiving substantially the same six-session curriculum, subject to reasonable updates and customization based on lessons learned from the initial cohort?	Yes. If APA orders future-cohort delivery, it anticipates substantially the same six-area framework, with reasonable updates and customization informed by the initial cohort, participant needs, and Port priorities. State the cohort size, services, travel assumptions, and price-validity period included in Table C, Item 16. A future cohort is optional and is not guaranteed by this solicitation.

#	Question	APA Response
28	Scheduling details: (a) Is January 2027 a firm target for the first class, or will the start date be set at the initial planning meeting? May the schedule be proposed to begin after mid-February 2027? (b) Does APA have preferred months or days of the week (weekdays only?), or blackout periods such as the summer economic-development intensive, peak operations, or holidays? Can APA share anticipated dates for the summer intensive, rotation blocks, and capstone milestones? (c) Do participants work standard schedules, rotating shifts, or on-call assignments? (d) Will all six class dates be finalized at the initial planning meeting or set progressively? How much advance notice does APA expect when setting dates, and how flexible are dates once set? (e) May classes be grouped or scheduled on consecutive days to reduce travel costs, provided the schedule supports the learning objectives?	(a) January 2027 is the target program launch. Class dates will be agreed after award. Identify any proposed start after mid-February and how all six classes will fit the program. (b) Weekdays are preferred. Blackout dates and other program milestones will be confirmed during planning. (c) Schedules may very by selected participant. APA will coordinate availability and work coverage. (d) Develop a working calendar for all six classes at the initial meeting. Changes require coordination with APA; state any required scheduling lead time. (e) Space classes to support application between sessions. Any grouping requires APA approval and a clear instructional justification.
29	Class length and instructional format: (a) The RFP states a preference for one full day per class. Would APA accept shorter classes or a class split into two half-day in-person sessions, provided six in-person classes are delivered and the learning objectives are met? (b) If an alternative class length is proposed, how should it be reflected in the Table A per-class pricing (Items 2–7)? (c) Given the small cohort, is APA open to a more personalized, coaching-oriented instructional approach using facilitated discussion, individual exercises, and practical application rather than traditional classroom activities?	(a) Use the previously clarified full-day format of six instructional hours per class for the base proposal. (b) Table A must price the required base scope. Identify any alternative format and associated price separately for APA consideration. (c) Yes, provided the approach remains structured, interactive cohort instruction addressing all six areas of development.
30	May the final summary review meeting be conducted by telephone/video, consistent with the planning meeting and midpoint check-in?	Yes, if the meeting is administrative. Participant instruction must remain in person.
31	Curriculum scope and Port-specific content: (a) Exhibit A, Section 6 reserves instruction on Port operations, finance, and policy to APA. For Class 6 (Lead the Organization), is the intent for participants to learn that business content, or to focus on how a leader operates across the organization (stakeholder management and leading up, down, and laterally)? (b) To what extent may the proposed curriculum and class sequence be revised after award in consultation with APA, and would such revisions require a contract modification? (c) What process and turnaround time apply to APA review and approval of Port-specific scenarios and de-identified operational information, and through whom will that information be provided?	(a) Focus on leadership across functions, strategic judgement, and stakeholder relationships, APA provides Port-specific technical and business instruction. (b) Curriculum and sequence may be refined with PAA within the awarded scope. Changes affecting price, scope, or contract term require a written contract modification. (c) Route proposed content through the APA Program Representative before use. Agree review deadlines during planning and allow review time in the work plan.

#	Question	APA Response
32	Assessment requirements and administration: (a) Is a formal assessment required, or is it at the Offeror's discretion? Would a self-reflection questionnaire with a private individual debrief be acceptable in place of a commercial assessment? If an Offeror proposes no assessment, will that affect the Factor 2 evaluation? (b) Does APA prefer that assessments be included in the base series or priced only as optional services? Is there a minimum number of assessments or debriefs per participant? (c) If an instrument requires certification to administer, must the certification be held by the proposed facilitators themselves? (d) Should assessments be administered as pre-work before the first class, and is there a preferred administration window?	(a) No commercial instrument is required. Self-reflection questionnaires may be proposed; justify the approach for Factor 2 evaluation. Planned DISC activities remain part of the PDP (b) Include recommended base assessments and individual debriefs in Table A, Item 8. Proce optional multi-rater feedback in Table C, Item 12. No additional minimum is specified. (c) The person administering or interpreting an instrument must hold its required certification. Identify that person and any subcontracting arrangement. (d) Initial assessments should inform Class 1. Confirm pre-work and administration dates during planning.
33	Attendance, completion, and makeup sessions: (a) How does APA define successful completion of the series? (b) If a participant misses a class, does APA expect an individual makeup arrangement, a rescheduled session, or another approach? (c) Are makeup sessions expected to be delivered within the firm-fixed price, or under the commercial terms proposed in Table D?	(a) Participation in all six classes and completion of required assessment and application activities, including approved makeups where needed. (b) Notify the APA Program Representative and agree an appropriate makeup or rescheduling arrangement that preserves the learning objectives. (c) Disclose makeup and rescheduling terms and any costs in Table D. Additional charges require APA authorization.
34	Is there a specific accessibility standard expected for participant materials and instruction (e.g., WCAG 2.1 AA or Section 508)?	The RFP does not name a specific technical standard.
Pricing and Optional Services (Exhibit A, Section 8 – Pricing Schedule)		
35	Has APA established a planning budget, target investment range, anticipated budget range, or not-to-exceed amount for the base six-class Leadership Development Series?	APA is not publishing a budget, target investment range, or not-to-exceed amount for this solicitation. Offerors should propose their best firm-fixed pricing for the complete scope and separately identify all required cost elements. Selection will consider overall best value; the combined non-price factors are significantly more important than price, as stated in Section 4.4.

#	Question	APA Response
36	If the proposed assessment carries a per-participant license cost, should the incremental assessment cost for a possible fourth (4th) participant be included in Table B as part of the Fourth Participant Adjustment?	Yes. Table B must include the full incremental cost of adding a fourth participant, including any additional assessment license, individual debrief, participant materials and other applicable base-series costs. Enter $0 if there is no change. Explain the components of the adjustment; do not defer a known per-participant cast to a later charge.
37	Optional services (Table C): (a) Should live optional services be priced as separate on-site visits, as co-scheduled with the six (6) classes, or both? (b) Should optional services be priced with the proposal, or at a later time following selection?	(a) State the delivery and travel assumptions for each optional service. Where pricing differs, separately identify the all-inclusive price when co-scheduled with a class visit. Define each unit, including session duration and participants covered. Do not duplicate travel costs already included for the scheduled classes. (b) Price optional services with the proposal in Table C, as required by the RFP. Identify any limitations and the pricing validity period. Optional services will be purchased only if separately authorized by APA; they are not included in the base series or guaranteed.
38	How should proposed cancellation and rescheduling fees (Table D) align with the standard termination provisions of the General Contract Terms and Conditions?	Disclose proposed cancellation and rescheduling fees, notice periods, triggers, and makeup-session terms in Table D. These commercial terms must be consistent with the General Contract Terms and Conditions and may not limit APA's termination rights. Section 10.2 permits termination without cause on at least ten days' written notice, with payment for services rendered and reimbursement of authorized expenses incurred before termination.
39	For Table A, Item 9, should travel be priced as one fixed amount for the full series or itemized per class?	Enter one firm-fixed total for full-series travel in Table A, Item 9, supported by a per-class breakdown. Travel will not be reimbursed separately.

#	Question	APA Response
40	Optional service quantities and definitions (Table C): (a) Does APA anticipate ordering any optional services for the first cohort, and are there estimated quantities (e.g., number of coaching sessions per participant or multi-rater administrations) to inform unit pricing? (b) What session duration does APA envision for Item 11 (individual coaching), and what format and duration for Item 13 (capstone presentation practice)? (c) Should proposals include a brief description of how each optional service would be delivered, in addition to the Table C unit prices? (d) For Item 16 (future cohort), is there an anticipated timeframe for a future cohort, and should curriculum updates recommended in the final summary be included in the Item 16 price or priced separately?	(a) No quantities are committed. Price each optional service by the specified unit. (b) No duration is prescribed. State the duration and scope of coaching and capstone practice; live participant services remain in person. (c) Yes. Include a brief delivery description with each optional price. (d) No future-cohort start date is established. Include reasonable curriculum updates in Item 16 and state pricing validity and assumptions.
41	Price evaluation (Section 7.0): (a) Please confirm that optional services are evaluated separately from base series pricing. (b) Is Table E (alternate open-enrollment pricing) evaluated or informational only? If an Offeror declines to price it, does that affect scoring?	(a) The total evaluated price is Table A plus Table B. Optional prices are reviewed separately for fairness and reasonableness. (b) No.
42	Payment terms (Exhibit A, Section 9; Attachment 5): (a) What are APA's payment terms and invoice submission procedures? Does the Exhibit A, Section 9 Net 30 upon acceptance provision govern over any differing terms in Attachment 5? (b) May the Contractor invoice per class or milestone as each is completed, and is there any retainage or holdback? Is there flexibility to negotiate payment milestones? (c) Does APA permit any advance or deposit payment?	(a) Net 30. (b) Yes. (c) Will be paid per class or milestone.

#	Question	APA Response
Intellectual Property and Materials Licensing (Exhibit A, Table C)		
43	Optional Service Item 17, “Internal APA use of participant materials or customized work”: (a) Does APA anticipate participant access and internal reference use only, or does APA anticipate internal facilitation, reproduction, modification, or reuse of the curriculum? (b) What users, duration, adaptation rights, and future-cohort uses should the license cover?	(a) The base price should include participant access to the supplied materials for personal reference use. Optional Item 17 is intended to address broader APA-customized work, including internal reference, reasonable reproduction, and use in the APA-led development activities. Identify whether internal facilitation and adaption are permitted and which content requires separate authorization. (b) The requested license should cover APA employees and designated internal facilitators, continued internal use and use with future APA cohorts. State the duration, permitted reproduction, rights to adapt APA-customized work, any restrictions and any recurring fees. APA prefers ongoing internal use without recurring license charges. Clearly distinguish this license from provider-led future-cohort delivery under Item 16 and from any third-party assessment or instructor-certification requirements.
44	Regarding customized materials and the optional licensing provision in Exhibit A, can APA confirm that a provider’s pre-existing proprietary frameworks, methodologies, models, assessments, and training materials remain the intellectual property of the provider unless separately licensed to APA?	The provider’s pre-existing proprietary frameworks, methods, models, assessments, and materials remain the property of the provider or their respective owners. Identify such content and the usage rights included in the base price or offered under the optional license. The agreement must also identify right s in APA-customized deliverables and any limitations on internal reuse. This does not transfer the ownership of APA information or relieve the provider of its obligations to deliver work and protect APA confidential information.
45	Does APA expect ownership of APA-customized materials, or is a non-exclusive internal-use license acceptable? How does the Table C, Item 17 license relate to the Attachment 5, Section 10.4(a) requirement to deliver paid work product at contract end?	APA does not require ownership of the Offeror’s materials. A non-exclusive license for internal APA use is acceptable, provided it covers the users and uses described in the response to Question 43(b). As stated in Question 43, APA prefers ongoing internal use without recurring license charges

#	Question	APA Response
Insurance and Administrative Requirements (Section 4.2; Attachment 5)		
46	Insurance: (a) The General Contract Terms and Conditions require Professional Liability (Errors & Omissions) coverage of $1,000,000 per occurrence. At what stage must evidence of this coverage be provided: with the proposal, following the Notice of Intent to Award, prior to contract execution, or before services begin? (b) Are any other insurance coverages required for this engagement?	(a) Prior to contract execution. (b) No.
47	Volume I documentation: (a) Can APA provide the required State of Alabama Disclosure Statement or its official link? (b) What financial documentation is acceptable for a newly established firm without a full year of operating history?	(a) Yes, will forward via email. (b) A newly established firm may submit its most recent Balance Sheet and Income Statement covering the period since formation, and internally prepared statements are acceptable if a Principal Officer certifies them. If the statements are more than sixty (60) days old, attach a certification of current financial status as required by Section 4.2.
48	Must APA be named as an additional insured?	
49	Volume I forms and documentation (Section 4.2): (a) Is there a template for the Representations and Certifications listed in Volume I, or what representations and certifications should Offerors include? (b) Is the witness signature on the Beason-Hammon Certificate of Compliance sufficient, or is notarization required? Must the State of Alabama Disclosure Statement or the certification of current financial status be notarized? (c) Should the Offeror sign the Professional Services Contract signature page (RFP page 29) with the proposal, or only at contract execution? (d) Must the Offeror's Unique Entity ID (UEI) on Attachment 3 be issued by the proposal due date, or may it be provided after submission but before award? (e) Does APA require a bank reference or statement of financial capability? (f) Is there a required form or format for the client reference list, and should it appear in Volume I only or in both volumes?	(a) No. (b) Yes to both. (c) Sign with proposal. (d) Provide with proposal. (e) No. (f) No.

#	Question	APA Response
Eligibility and Authorization to Transact Business (Sections 3.3 and 9.0)		
50	Out-of-state Offerors: (a) May out-of-state firms (e.g., California- or Georgia-based) submit proposals and deliver the in-person classes in Mobile? (b) Is foreign entity registration (e.g., foreign LLC) with the Alabama Secretary of State sufficient to meet the authorization requirement? (c) Must registration be completed at proposal submission, prior to award, or prior to contract execution, and when must proof be provided? Is there any alternative means of meeting this requirement for an engagement of this size?	(a) Yes. (b) Yes. (c) At proposal submission.
51	Non-U.S. Offerors: (a) May a company incorporated outside the U.S. (e.g., Canada) submit a proposal directly, or with a disclosed U.S. delivery partner, provided required Alabama registrations are completed before award? (b) What E-Verify, Beason-Hammon, or related compliance requirements apply to a company that does not currently employ U.S.-based personnel? (c) Are there specific requirements for non-U.S.-based facilitators delivering in-person training under this contract? (d) Are financial statements prepared under non-U.S. (e.g., Canadian) accounting standards acceptable? Are there insurance endorsements or vendor documentation requirements specific to international suppliers?	(a) Yes. (b) All Offerors must submit the Beason-Hammon Certificate of Compliance required by Section 3.3. The certificate's E-Verify enrollment provision applies unless the Offeror is not eligible to enroll under E-Verify program rules. Offerors should complete the certificate accordingly. (c) No, APA-specific requirements beyond those that apply to all facilitators. The Offeror is solely responsible for ensuring its personnel are legally authorized to perform services in the United States. (d) Financial statements prepared under non-U.S. accounting standards are acceptable if provided in English with amounts stated in or converted to U.S. dollars. No additional insurance requirements apply beyond those in Question 46; coverage must be valid for services performed in the United States. Foreign vendors will be required to provide applicable IRS tax documentation (e.g., Form W-8BEN-E) before payment
Proposal Format and Submission (Sections 4.3, 5.0, and 7.0)		
52	Page limits and formatting: (a) Do a cover letter or cover page, table of contents, and section dividers count toward the Volume II page limits? (b) Do facilitator resumes and the client reference list count toward the Volume II page limits? (c) Are there font size, margin, or line spacing requirements?	(a) No. (b) No. (c) No.

#	Question	APA Response
53	Submission and evaluation logistics: (a) Is there a maximum email attachment size? If a volume exceeds it, may it be sent in multiple emails? (b) If an Offeror submits before the deadline and APA later issues an amendment, should the Offeror submit a signed acknowledgment only, or a complete revised proposal? (c) If oral presentations are requested, will they be in person or virtual, and in what date window?	(a) No; yes. (b) Acknowledge amendment and complete revision without adjusting price. (c) Depends on location of firm; during review window.

NOTE: All other terms and conditions of this RFP remain unchanged.

E-mail your proposal to: ProcurementandContracting@alports.com