



New Hampshire

# Department of Education

Bureau of Student Support  
101 Pleasant Street  
Concord, New Hampshire 03301

October 22, 2020

## REQUEST FOR PROPOSALS

RFP #SPED-2020-03

### New Hampshire Assistive Technology (AT) Connect

#### EXECUTIVE SUMMARY

The New Hampshire State Department of Education, Bureau of Student Support, is seeking proposals from individuals, agencies, or organizations (hereafter referred to as applicant(s)) to expand the state-wide Assistive Technology (AT) model using training, coaching and/or mentoring methodologies to build and sustain evidence based practices with Assistive Technology supports, services and provisions within the Universal Design Framework for student with disabilities to support personalized learning.

The Department expects to award a two-year contract effective upon Governor & Council approval, to the successful applicant. Unless there is a change in the plan requirements and/or services to be delivered, the cost for the contract shall not exceed the amount of \$150,000.00 annually, or \$300,000.00 total for the two-year contract period. Based on the performance and identified ongoing need, the Department reserves the right to renew the contract for an additional two (2) fiscal years, not to exceed \$150,000.00 annually or \$300,000.00 for the additional two (2) fiscal years.

All advisory committees are encouraged to distribute this Request for Proposals (RFP) to any/all qualified individuals/organizations.

#### SCHEDULE

The following table provides a Schedule of Events for this RFP through contract finalization and approval. The Department of Education reserves the right to amend this Schedule at its sole discretion and at any time through a published Addendum.

<i>Event</i>	<i>Date</i>	<i>Local Time</i>
RFP Released to Proposers (Advertisement)	10/22/2020	
Proposer Inquiry Period Ends	11/2/2020	4:00pm
Proposers Submit Proposals	12/4/2020	4:00pm
Estimate Timeframe for Proposer Oral Presentation and Interview (if applicable)	Week of 12/28/2020	
Estimated Notification of Selection and Begin Contract Negotiations	1/11/2021	

## **DESCRIPTION OF THE DEPARTMENT OF EDUCATION, BUREAU OF STUDENT SUPPORT**

The Bureau of Student Support is charged with providing oversight and implementation of federal and state laws that ensure a free appropriate public education for all children and youth with disabilities in New Hampshire. Given this charge, the Mission is to improve educational outcomes for children and youth with disabilities by providing and promoting leadership, technical assistance and collaboration statewide. Through close coordination with the Department's general curriculum and instruction activities to promote personalized learning and literacy for all, the Bureau of Student Support guides and directs a comprehensive array of statewide educational initiatives.

Priorities to be addressed within the applicant's proposal:

**Priority 1:** Expand the statewide Assistive Technology model using training, coaching, and/or mentoring methodologies to build and sustain evidence-based practices with Assistive Technology supports, services, and provisions within the Universal Design Framework for students with disabilities, including those with significant challenges to support personalized learning and literacy for all.

**Priority 2:** Continue the development of a statewide model that building the capacity to disseminate and implement assistive supports, services and training.

**Priority 3:** Coordinate the distribution of resources and information to schools, families, students and other stakeholders regarding assistive technology processes, supports, and services. The resources and information must support the "Quality Indicators for Assistive Technology, Comprehensive Guide to Assistive Technology Services.

The Quality Indicator Areas include:

- Consideration of Assistive Technology Needs
- Assessment of Assistive Technology Needs
- Including Assistive Technology in the IEP
- Assistive Technology Implementation
- Assistive Technology Transition
- Professional Development and Training in Assistive Technology
- Administrative Support of Assistive Technology Services

**Priority 4:** Work collaboratively the NHAT collaborators across New Hampshire, develop and maintain a central Assistive Technology resource website available for all New Hampshire stakeholders.

### **Goals of the New Hampshire Assistive Technology (AT) Connection**

- Provide a systematic infrastructure in order to build state and local capacity to improve educational results for students with disabilities across New Hampshire through the use of Assistive Technology to promote and advance personalized learning and literacy skills for all.
- Provide technical assistance of a specialized nature to the Department so that districts may effectively and efficiently identify, clarify and address responsibilities under State and federal special education laws.
- Expose New Hampshire educators to a hybrid learning experience that utilizes a research-based system of quality indicators to promote effective, efficient Assistive Technology services for students with significant disabilities. (Quality Indicators for AT Consideration; Assessment; Inclusion in IEP; Implementation; Evaluation of Effectiveness; Transition; Professional Development and Training; and, Administrative Support).
- Promote infrastructure development, compliance and implementation with fidelity of evidence-based practices, through the five phases of implementation science (Exploration, Preparation, Integration, Scale and Optimization) in order to improve results for all students, including students with significant disabilities, who need Assistive Technology devices and services in order to be successful.
- Understand State and Federal laws pertaining to Assistive Technology, including considering and evaluating the need for AT devices and services, legal obligations for ensuring access to the general curriculum, and providing accessible educational materials as defined by IDEA, Sections 504 and 508; Web Content Accessibility Guidelines 2, Level AA (WCAG2.0AA) and both the National

Education Technology Plan of 2010 and the 2017 update (released January 2017); Education Technology Developer's Guide of 2015.

- For educators, families, and other stakeholders, demonstrate a practical understanding of AT, UDL and their respective Frameworks, Guidelines and Resources including SETT Framework, QIAT Indicators, AT in the IEP, UDL Lesson-Builder, including Tools & Strategies for evaluation of the needs of students with significant disabilities.
- Partner with the New Hampshire Parent Information to create an Assistive Technology Connect Family Training Series component based on the Dual Capacity Framework.
- Emphasize in all aspects of the proposal the support to promote personalized learning and literacy for all.
- Demonstrate ability to access, create and use the Accessible Educational Materials services provided privately and through state and federal funding for students with print-based disabilities including: NIMAS, Library, Bookshare, Learning Ally, Open Education Resources (OER), Accessible Book Collection, AEM Center, captioning tools, image descriptions, document formatting, audio files etc.
- Develop plans for next steps in the implementation of Assistive Technology in the classroom/school/district, including Student Assessment, Technology Implementation, Identification of available resources, plans for Professional Development and ongoing Dissemination of Information.

## **1.0 MINIMUM REQUIREMENTS**

- 1.1 Demonstrate capacity and willingness to participate in activities to improve assistive technology supports, services, and provisions for all students in New Hampshire with disabilities, including those with significant disabilities to improve personalized learning and literacy for all.
- 1.2 Demonstrate ability to develop and provide a family training series based on the Dual-Capacity Framework.
- 1.3 Demonstrate effort how NH AT Connect will help transform New Hampshire's education system into a learner-centered ecosystem based on a foundational commitment to family engagement/voice and personalized learning to ensure that every student/learner can reach his or her fullest potential and success by supporting accessibility for all.
- 1.4 Demonstrate a clear and deep understanding of how Assistive Technology supports personalized learning, with an unobstructed vision of transitioning away from seat-time in favor of mastery, such that every student is able to reach his or her highest potential through the accessibility lens.
- 1.5 Show evidence of the ability to work with representatives from State agencies, partner organizations, school districts, OSEP funded TA Centers, and other stakeholders.
- 1.6 Provide examples of effective communication mode skills (oral; audio, and written) in varied environments that support accessibility and equity for all.
- 1.7 Expertise in facilitation and the provision of professional development, technical assistance, as well as coaching/mentoring supports based on adult learning methods and strategies.
- 1.8 Knowledge of evidenced-based practices, including, Universal Design for Learning, aligned with "Quality Indicators for Assistive Technology, A Comprehensive Guide to Assistive Technology Services."
- 1.9 Knowledge and skill to design communications and presentations in varied environments including remote, face to face and hybrid models of design with live and on demand options.
- 1.10 Knowledge and skill to create all materials in accessible formats.
- 1.11 Demonstrate knowledge about assistive technology in content areas including Vision and Hearing Technologies; Education and Learning; Augmentative and Alternative Communication (AAC), and Assistive Technology for Physical Access and Participation.
- 1.12 Demonstrate knowledge and skills in resources to support students who need accessible materials and technologies specifically while learning remotely.
- 1.13 Demonstrate fiscal management capacity including the requesting of funds from the Department as well as oversight and dissemination of resources (fiscal and other) to project participants (including staff).

## **2.0 SERVICES TO BE PROVIDED**

Design, coordinate, and implement the **New Hampshire Assistive Technology Connect (NH AT Connect)**, which expands the current New Hampshire Assistive Technology in Education to a model that builds bridges between the work of the New Hampshire Technology in Education; New Hampshire Universal Design for Learning Innovation Network; the National AEM Center Technical Assistance Project in New Hampshire; and the New Hampshire Center for Authentic Family Voice, to build Assistive Technology teams to have the capacity that provides a highly effective approach customized model to provide training for educators, families, and education stakeholders to sustain a model for implementing research-based practices in their work with assistive technology supports and services for students with disabilities to promote literacy and personalized learning.

- 2.1 Design and coordinate technical assistance and professional development opportunities component that incorporates researched-based practices and resources in conjunction with participating districts and private providers to be able to train other interested districts, private providers and parents around the State in implementing researched-based practices in the field of assistive technology supports, and services to students with disabilities, including those with significant challenges. Opportunities will consist of remote full day training events, virtual coaching sessions and webinar based learning experiences (hosted by project managers and nationally recognized Assistive Technology experts). In addition, Project Managers will lead participating teams in the process of developing their Professional Learning Networks (PLNs) through the use of Twitter social media chats designed to facilitate a shared AT community both within New Hampshire and with educators from around the world who have an interest in Assistive Technology.
- 2.2 Create a statewide network that connects a cohort in each of the five regional groups. These regional groups will follow the NHDOE SAU regions: North Country, Lakes, South East, South Central and South West. Teams (2-3 members from the same school) will be trained regionally throughout the course of a school year in effective Assistive Technology service delivery, using the Quality Indicators for Assistive Technology and the SETT Framework as a foundation for skill development. Project Managers anticipate training up to 35 teams each project year (up to seven teams per region).
- 2.3 Coordinate with the New Hampshire Department of Education and partner with the NH Parent Information Center to design a Family Training module based on the Dual Capacity Network and conduct one (1) statewide and five (5) regional hybrid events called the NH AT Connect Family Voice Training Series. This NH AT Connect Family Voice Training Series will be part of the NH AT Connect Resource Website.
- 2.4 Build independence across the State by providing AT Teams from the original two-year Assistive Technology project a leadership series to develop independence by building ongoing support throughout this new project through semiannual virtual coaching sessions and model participation in virtual learning experiences, such as five (5) AT expert webinars, five (5) AT Tool Time webinars, and two (2) virtual AT Conferences.
- 2.5 Participate in the AEM Cohort. Leadership Team will meet bi-monthly virtually with the Leadership Teams from the other six (6) AEM States to exchange resources, share findings, and solve common z problems. An AEM Center TA Specialist will facilitate these video conferences.
- 2.6 Provide a training module that provides information to students, families and educators the importance of using the SETT Framework to connect Assistive Technology to improve opportunities in every learning environment including virtual and hybrid models.

2.7 Coordinate the distribution of resources and information to schools, families, students and other stakeholders regarding assistive technology processes, supports, and services. The resources and information must support the "Quality Indicators for Assistive Technology, Comprehensive Guide to Assistive Technology Services."

The Quality Indicator Areas include:

- Consideration of Assistive Technology Needs;
- Assessment of Assistive Technology Needs;
- Including Assistive Technology in the IEP;
- Assistive Technology Implementation;
- Assistive Technology Transition;
- Professional Development and Training in Assistive Technology, and
- Administrative Support of Assistive Technology Services.

2.7.1 Curate collection of accessible video shorts from participating teams that can be used publicly to highlight the application of assistive technologies for students with significant disabilities.

2.8 Develop a network model connecting with NHAT collaborators from across New Hampshire, develop and maintain a central AT Connects resource website available for all New Hampshire stakeholders.

2.8.1 Assist in coordinated training strategies for personnel preparation, professional development and system development of certified personnel regarding assistive technology services in education, including students with significant challenges.

2.8.2 Learning facilitators will guide the teams in implementing the SETT framework for the Assistive Technology consideration, trial, acquisition, and implementation process for addressing individual student AT needs.

2.9 Participate in Department meetings periodically to share information as required; and attend other assigned meetings that support the Department's initiatives, including collaborating with the UDL Initiative led by CAST, and other statewide resources, and Special Education regional groups, to provide effective support to New Hampshire educators and other stakeholders.

2.10 Provide evaluation at each level of technical assistance and professional development to assess the impact on local systems and changes in practice resulting in improved outcomes and compliance as well as building sustainability and capacity. Evaluation reports, to include a mid-year and annual report will be submitted to the Department.

2.11 Submit annually the NH AT Connect Statewide Report that uses data including formative and summative feedback of all services and activities completed to provide the New Hampshire Department of Education substantive information that evidences strengths and continued needs and includes improvement model to sustain the work.

### **3.0 Reporting**

The successful individual/organization shall provide the Department reports that detail the technical assistance activities provided and the data documenting the results of these activities. The Bureau Administrator may require one, or more, of the following reports:

**3.1 Monthly Reporting:** Reports to be submitted with each invoice requesting payment will outline activities conducted and how the project met the purpose and priorities of the project.

**3.2 Annual Report:** Report detailing the accomplishments and challenges of the project, based on the evaluation of the project, within 30 days of the end of each project year. The first report will include strategies for improvement. The final report will include a comprehensive overview of the entire project. The Annual Report will be posted on the NHDOE website.

#### **4.0 CONFLICTS OF INTEREST**

The successful individual(s)/organization will inform the Department of any conflicts of interest (appearance of, or actual) prior to accepting the contract or while engaged in the contract.

#### **5.0 PROPOSAL INQUIRIES**

All inquiries concerning this RFP, including but not limited to, requests for clarifications, questions, and any changes to the RFP, shall be submitted via e-mail to the following RFP designated Points of Contact:

To: [Barbara.Dauphinais@doe.nh.gov](mailto:Barbara.Dauphinais@doe.nh.gov)

Cc: [Mary.Lane@doe.nh.gov](mailto:Mary.Lane@doe.nh.gov)

Inquiries must be received by the Department of Education RFP Points of Contact no later than the conclusion of the Proposer Inquiry Period (see Schedule of Events section, herein); Inquiries received later than the conclusion of the Proposer Inquire Period shall not be considered properly submitted and may not be considered.

The Department of Education intends to issue official responses to properly submitted inquiries received by the deadline, in writing, if they are determined to be vital to the competitive bidding process, within five (5) working days after the deadline. The Department may consolidate and/or paraphrase questions for sufficiency and clarity. The Department may at its discretion, amend this RFP on its own initiative or in response to issues raised by inquires, as it deems appropriate. Vendors shall be responsible for reviewing the most updated information related to this RFP before submitting a proposal.

#### **6.0 LIMITATIONS ON AMOUNT AND CONTRACT PERIOD**

The Department expects to award a two-year contract effective upon Governor & Council approval, to the successful applicant. Unless there is a change in the plan requirements and/or services to be delivered, the cost for the contract shall not exceed the amount of \$150,000.00 annually, or \$300,000.00 total for the two-year contract period. Based on the performance and identified ongoing need, the Department reserves the right to renew the contract for an additional two (2) fiscal years, not to exceed \$150,000.00 annually or \$300,000.00 for the additional two (2) fiscal years.

Funding for *New Hampshire Universal Design for Learning Scholar* is 100% federal funds under State Grant-B, Individuals with Disabilities Education Act, CFDA #82.027.

#### **7.0 TERMS AND CONDITIONS**

- 7.1 The Department shall not be responsible for or pay any costs incurred by the bidder in the preparation of the proposal submitted in response to this RFP.
- 7.2 The Department reserves the right to seek clarification of any information contained in a proposal submitted in response to this RFP.
- 7.3 The Department reserves the right to reject any and all proposals submitted in response to this RFP. In addition, the distribution of this RFP shall not commit the State to issue a contract.
- 7.4 If the Department chooses to award a contract in response to this RFP, the successful bidder shall be notified by letter. The Department shall then develop a contract for Governor and Council approval. The contract shall incorporate, by reference, all provisions of this RFP and the successful bidder's proposal. In preparing a contract with the successful bidder, the Department reserves the right to clarify any terms and conditions contained in the proposal.
- 7.5 Public announcements or news releases pertaining to the award of a contract shall not be made until approved by the Governor and Council.
- 7.6 The Department shall not be responsible for any work performed by the successful bidder prior to the effective date of a contract approved by Governor and Council.
- 7.7 All obligations of the Department, including the continuance of payments under an approved contract shall be contingent upon the availability and continued appropriation of State, federal or other funds and in no event shall the Department be liable for any payments in excess of such available appropriated funds. In the event of a reduction or termination of those funds, the Department shall have the right to withhold payment until such funds become available, if ever,

and shall have the right to terminate or amend the contract immediately upon giving the contractor notice of such termination or amendment.

7.8 When delivering services under an approved contract, the contractor shall work under the broad supervision of the Department Contracting Officer for this project.

7.9 Unless otherwise deleted or modified by mutual agreement between the Department and the contractor, all general provisions contained within the Form P-37 (see **Attachment A**) shall be incorporated into the contract.

7.10 The Department expects to award a contract to the successful bidder. Unless there is a change in the program requirements and/or services to be delivered, the cost for this contract shall not exceed the amount bid in response to the **Services to be Provided** section of this RFP. The maximum contracted cost that will occur shall not exceed the amount bid in response to the **Services to be Provided** section of this RFP.

The successful bidder will be required to provide the Department with the following information:

- A recent financial statement, and
- A Certificate of Good Standing from the Secretary of State's Office

In addition, the successful bidder will need to submit a Certificate of Authority authorizing the company to do business with the State of New Hampshire, Department of Education at the time the contract is signed.

7.11 **"Any information submitted as part of a bid in response to this request for proposal (RFP) (or request for bid (RFP) or request for information (RFI) may be subject to public disclosure under RSA 91-A. In addition, in accordance with RSA 9-F:1, any contract entered into as a result of this RFP (RFI, or RFB) will be made accessible to the public online via the website Transparent NH (<http://www.nh.gov/transparentnh/>). Accordingly, business financial information and proprietary information such as trade secrets, business and financials models and forecasts, and proprietary formulas may be exempt from public disclosure under RSA 91-A:5, IV. If you believe any information being submitted in response to a request for proposal, bid or information should be kept confidential as financial or proprietary information, you must specifically identify that information in a letter to the agency."**

7.12 Audit

§200.501 Audit Requirements

(a) *Audit required.* A non-Federal entity that expends \$750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single or program-specific audit conducted for that year in accordance with the provisions of this part.

(b) *Single audit.* A non-Federal entity that expends \$750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with §200.514 Scope of Audit except when it elects to have a program-specific audit conducted in accordance with paragraph (c) of this section.

(c) *Program-specific audit election.* When an auditee expends Federal awards under only one Federal program (excluding R&D) and the Federal program's statutes, regulations, or the terms and conditions of the Federal award do not require a financial statement audit of the auditee, the auditee may elect to have a program-specific audit conducted in accordance with §200.507 Program-specific Audits. A program-specific Audit may not be elected for R&D unless all of the Federal awards expended were received from the same Federal agency, or the same Federal agency and the same pass-through entity, and that Federal agency, or pass-through entity in the case of a subrecipient, approves in advance a program-specific audit.

(d) *Exemption when Federal awards expended are less than \$750,000.* A non-Federal entity that expends less than \$750,000 during the non-Federal entity's fiscal year in Federal awards is exempt from Federal audit requirements for that year, except as noted in §200.503 Relation to other audit requirements, but records must be available for review or audit by appropriate officials of the Federal agency, pass-through entity, and Government Accountability Office (GAO).

(e) *Federally Funded Research and Development Centers (FFRDC).* Management of an auditee that owns or operates a FFRDC may elect to treat the FFRDC as a separate entity for purposes of this part.

(f) *Subrecipients and Contractors.* An auditee may simultaneously be a recipient, a subrecipient, and a contractor. Federal awards expended as a recipient or a subrecipient are subject to audit under this part. The payments received for goods or services provided as a contractor are not Federal awards. Section §200.330 Subrecipient and contractor determinations sets forth the considerations in determining whether payments constitute a Federal award or a payment for goods or services provided as a contractor.

(g) *Compliance responsibility for contractors.* In most cases, the auditee's compliance responsibility for contractors is only to ensure that the procurement, receipt, and payment for goods and services comply with Federal statutes, regulations, and the terms and conditions of Federal awards. Federal award compliance requirements normally do not pass through to contractors. However, the auditee is responsible for ensuring compliance for procurement transactions which are structured such that the contractor is responsible for program compliance or the contractor's records must be reviewed to determine program compliance. Also, when these procurement transactions relate to a major program, the scope of the audit must include determining whether these transactions are in compliance with Federal statutes, regulations, and the terms and conditions of Federal awards.

(h) *For-profit subrecipient.* Since this part does not apply to for-profit subrecipients, the pass-through entity is responsible for establishing requirements, as necessary, to ensure compliance by for-profit subrecipients. The agreement with the for-profit subrecipient must describe applicable compliance requirements and the for-profit subrecipient's compliance responsibility. Methods to ensure compliance for Federal awards made to for-profit subrecipients may include pre-award audits, monitoring during the agreement, and post-award audits. See also §200.331 Requirements for Pass-Through Entities.

[78 FR 78608, Dec. 26, 2013, as amended [at 79 FR 75887, Dec. 19, 2014]

#### 7.13 Debarment and Suspension

Organization/Individual submitting a proposal will comply with the provision of the US Code of Federal Regulations 34 CFR 364 and the following US Circular if applicable: Office of Management and Budget (OBM) Circular A-110 "Uniform Administrative Non-Profit Organizations. The bidder/offer or certifies, by submission of this proposal or acceptance of this contract, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency. It further agrees by submitting this proposal that it will include this clause without modification in all lower tier transactions, solicitations, proposals, contracts, and subcontracts. Where the bidder/offer or/contractor or any lower their participant is unable to certify to this statement, it shall attach an explanation to this solicitation/proposal.

#### 7.14 Copyrights

The Department reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Department of Education purposes:

- (a) The copyright in any work developed under a grant, subgrant, or contract under a grant or contract under a grant or subgrant; and
- (b) Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.

### **8.0 Application Procedures**

8.1 An original and four (4) identical hard copies of a formal proposal must be received at the Department no later than the time and date specified in the Schedule section, herein. Proposals received after the deadline will not be considered for review. Each application shall include a narrative or other directly relevant materials as needed to address the areas described in 1.0 and 2.0 of this RFP. The original documents must be submitted unbound and in such a manner as to facilitate photocopying. The maximum number of points that can be awarded for each area during the rating and selection process is shown below.

8.2 Each bidder shall submit, along with the formal proposal, a completed/signed "Alternate W-9 Form" (see **Attachment B**).



8.3 Each bidder shall submit, along with the formal proposal, a completed/signed "Cover Page" (see **Attachment C**).

8.4 Submitted proposals will be evaluated to determine if the candidate meets or exceeds the Minimum Requirements (1.0) and has the ability to accomplish the Services to be Provided (2.0). This evaluation will be based on the candidate's ability to provide evidence of the following criteria:

8.4.1 Significance of Proposal – Description of applicant's abilities to meet or exceed the Minimum Requirements (1.0) including a description of their work experience and educational background in providing technical assistance and support for program improvement in educational settings to support personalized learning and literacy. This will include a review of the letter of interest, letters of recommendation and resume(s). (40 pts)

8.4.2 Quality of Services to be Provided – the applicant's ability to accomplish the Services to be Provided (1.0) as evidenced through the documentation submitted, including any products that may demonstrate their level of expertise and experience:

8.4.2.1 Technical Skill, including, but not limited to, facilitation, collaboration, accessibility presentations, report writing, and product development (30 pts); and

8.4.2.2 Content Knowledge, including but not limited, to state and federal laws regarding Ed 306.27 to support a personalized mastery based approach to literacy and learning; Assistive Technology in IDEA; National Instructional Materials Accessibility Standard (NIMAS), and the Principles of Universal Design for Learning (UDL) as a framework, the New Hampshire Universal Design for Learning State Plan and Network, and other areas of specialized knowledge that supports the accomplishment of the Services to be Provided (30 pts).

## **9.0 PROPOSAL SUBMISSION, DEADLINE, AND LOCATION INSTRUCTIONS**

Proposals submitted in response to this RFP must be received by the Department of Education, no later than the time and date specified in the Schedule section, herein.

Proposals may be submitted by U.S. Mail Delivery Service or in person. Proposals must be addressed to:

State of New Hampshire  
Department of Education  
c/o  
Barbara Dauphinais  
Bureau of Student Support  
101 Pleasant Street  
Concord, New Hampshire 03301

Proposals must be clearly marked as follows:

State of New Hampshire  
RESPONSE TO RFP #SPED-2020-03  
New Hampshire Assistive Technology (AT) Connect

## **10.0 EVALUATION OF PROPOSALS**

All proposals will be reviewed and rated by an evaluation team. Each proposal will be rated in accordance with the requirements established in this RFP. The maximum number of points for each of the required elements are identified in subsection 8.0 above. The Department shall be under no obligation to contact bidders for clarification of their proposals, but it shall reserve the right to do so at any time prior to the award of contract(s).

The applicant submitting the proposal that receives the highest average scores may be selected for an interview. The interview will be conducted by the evaluation team who will develop structured questions and scoring criteria that will clarify the applicant's ability to fulfill this RFP.

If the Department chooses to award a contract relative to this RFP, it shall be to the responsive and responsible applicant that receives the highest total rating as a result of the proposal evaluation and interview process.

#### **11.0 Post Submission Deadline**

After the submission deadline, the Department will post on its website the number of proposals that it received from vendors.

After the Department's review and selection of a vendor, it will post all vendor names and their rank or score five days prior to submission of the Governor and Council contract packet to the Department of Administrative Services.

A vendor questioning the Department's identification of the selected vendor may request that the Department review its selection process. The request shall be in writing and be submitted to the Department within five (5) business days of the posting of the bid results, rank or score.

The Department has five (5) business days to review the request and issue a written response either affirming its initial selection of a vendor or cancelling the RFP. No hearing shall be held as part of the review. The outcome of the Department's review is not subject to appeal.

Enclosures:

Attachment A: P-37 Contract Form

Attachment B: Alt W-9 Form

Attachment C: Cover Page