

STATE OF MAINE
DEPARTMENT OF EDUCATION
Maine Learning Technology Initiative

Maine Learning Technology Initiative
Alternative Equivalent Value Application

Application Coordinator:

Jeff Mao
Department of Education
23 State House Station
Augusta, ME 04333-0023

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Applications Due: No due date. Applications will be reviewed upon receipt.

Submit to:

Jeff Mao
Department of Education
23 State House Station
Augusta, ME 04333-0023
ATTN: AEV APPLICATION

Or via email in an electronic, searchable format (ie Word, PDF, Pages)

State of Maine - Department of Education

Maine Learning Technology Initiative Alternative Equivalent Value Application

PART I INTRODUCTION

A. Purpose and Background

The Department of Education (“Department”) is accepting applications to provide one-to-one wireless classroom solutions as defined in this application document. This document provides instructions for submitting applications, the procedure and criteria by which the SAU will be evaluated, and the contractual terms which will govern the relationship between the State of Maine (“State”) and the SAU.

The Maine Learning Technology Initiative (MLTI) has provided one-to-one wireless classroom solutions to Maine public middle schools since 2002. As part of this program, schools are provided personal digital computing devices for each student and teacher at a participating school. MLTI has already completed and awarded an RFP (see RFP# 201210412, <http://www.maine.gov/mlti/rfp/>) for vendor-provided solutions. These solutions are provided by the Department to schools, and are managed by the Department in coordination with the vendor and the schools. As part of the MLTI, schools also have the option to design and deploy a one-to-one wireless classroom solution independent of the Department and receive funding up to support that implementation not to exceed the cost of the Department sponsored program. This application describes the requirements for Maine public middle schools and high schools to receive financial support from the Department to implement an alternative and equivalent one-to-one wireless classroom solution of its own design.

B. General Provisions

1. Issuance of this application does not commit the Department to issue an approval or to pay expenses incurred by a SAU in the preparation of a response to this application.
2. All proposals should adhere to the instructions and format requirements outlined in this application and all written supplements and amendments (such as the Summary of Questions and Answers posted to <http://www.maine.gov/mlti/deployment/aev/>), issued by the Department. Proposals are to follow the format and respond to all questions and instructions specified below in the “Application Submission Requirements and Evaluation” section of this application.
3. SAUs shall take careful note that in evaluating a proposal submitted in response to this application, the Department will consider materials provided in the proposal and information obtained through interviews/presentations (if any). The Department also reserves the right to consider other reliable references and publicly available information available in evaluating a SAU’s proposal. The proposal shall be signed by the superintendent of the SAU with the approval of its school board.
4. The application and the SAU’s proposal, including all appendices or attachments, will be incorporated in the final contract.
5. All submissions in response to this application will be considered a public record available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA) (1 M.R.S. §§ 401 *et seq.*). If a SAU submits materials that it claims are confidential because they are not “public records” pursuant to FOAA, the Bidder must (1) conspicuously and precisely designate those particular portions of its materials as “confidential” and (2) provide the specific statutory or other legal basis that excepts the designated materials from FOAA’s definition of “public record.” (*See* 1 M.R.S. § 402; <http://www.maine.gov/foaa/law/exceptions.htm>.) A SAU’s confidential designation does not ensure nondisclosure of the material; the State shall determine whether submitted materials are “public records.”

6. The Department, at its sole discretion, reserves the right to recognize and waive minor informalities and irregularities found in proposals received in response to this application.
7. All applicable laws, whether or not herein contained, shall be included by this reference. It shall be SAU's responsibility to determine the applicability and requirements of any such laws and to abide by them.
8. If a SAU cannot provide something as described in the Scope of Services section of this application, then that SAU may propose something that is functionally equivalent, and provide an explanation of that equivalency. Functional equivalency will ultimately be determined by the Department.

C. Eligibility to Submit Applications

School administrative units that include public schools serving grades 7-12 which currently meet the basic school approval standards of M.R.S.A. Title 20-A, reg. Chapter 125, and all others rules established by the Commissioner of the Department of Education.

D. Contract Term

The Department is seeking a cost-efficient proposal to provide services, as defined in this application, for the anticipated contract period defined in the table below. Please note that the dates below are estimated and may be adjusted as necessary in order to comply with all procedural requirements associated with this application and the contracting process. The actual contract start date will be established by a completed and approved contract.

Contract Renewal: Following the initial term of the contract, the Department may opt to renew the contract for four renewal periods of one year each, subject to continued availability of funding and satisfactory performance.

The term of the anticipated contract, resulting from this application, is defined as follows:

Period	Start Date	End Date
Initial Period of Performance	August 1, 2013	June 30, 2017
Renewal Period #1	July 1, 2017	June 30, 2018
Renewal Period #2	July 1, 2018	June 30, 2019
Renewal Period #3	July 1, 2019	June 30, 2020
Renewal Period #4	July 1, 2020	June 30, 2021

PART II AEV REQUIREMENTS

1. Eligibility

School administrative units that include public schools serving grades 7-12 which currently meet the basic school approval standards of M.R.S.A. Title 20-A, reg. Chapter 125, and all others rules established by the Commissioner of the Department of Education. The SAU must state its understanding of this requirement and enter its Maine Education Data Management System (MEDMS) SAU ID (<http://maine.gov/education/medms/IDfiles/SAU/sau09.htm>).

MEDMS SAU ID: _____

_____ (check) Yes, the SAU is an approved Maine public school administrative unit as described above.

_____ (check) No, the SAU is not an approved Maine public school administrative unit as described above.

2. Professional Development Services

The SAU must detail in their proposal how it will provide Professional Development support to its educators, technology support staff, and leaders as described in Section 2

2.1. Professional Development Goals and Evaluation

The SAU must establish goals for each participant group (educator, technology, leadership) to guide the design and implementation of its professional development plan. Additionally, the SAU must implement a program of evaluation that provides the SAU data to help it understand better the satisfaction, quality and effectiveness of its professional development opportunities and plan.

2.2. Educator Professional Development

The SAU must describe how it plans to provide professional development for educators to support instructional change that integrates the technology and supports a student-centered learning environment. The plans should include a process of evaluation of the professional development that will help inform future professional development opportunities provided by the SAU for its faculty. The SAU plan should include details about the first year only. The Department will require a new annual plan each year based on the needs, experiences and progress of the SAU to date as well as summary report on the previous year's professional development plans. The goal is for both the SAU to develop a plan that is dynamic and responsive to its own needs as well as to help inform the State and other SAUs about both successes and challenges.

Professional development opportunities for faculty provided through the SAU's plan may be self-directed and implemented or provided through other means or a combination of both.

2.3. Technology Staff Professional Development

The Department recognizes that the SAU will likely not host self-directed professional development activities for technology staff in the same manner as the MLTI has done for technology staff statewide. However, the SAU must describe how it will support its technology staff's ongoing learning and professional growth. This is particularly important as too often technology staff are looked to for help and support, but often it is not always institutionalized that the technology staff also need support and professional growth opportunities.

2.4. Leadership Professional Development

The SAU must describe how it will provide professional growth and learning opportunities for administrators that support their needs as leaders in a technology rich environment. Content should be

organized around the critical success factors that help schools create a more student-centered learning environment.

Professional development opportunities for leadership provided through the SAU's plan may be self-directed and implemented or provided through other means or a combination of both.

3. Support Services

The SAU must detail in their proposal how it will provide support services as described in Section 3.

3.1. Technical Support

The Department recognizes that SAUs already provide just-in-time support for technology to students and teachers in schools. The SAU should detail how those support personnel and structures will adequately provide support for all users of the devices. The Department does not expect SAUs to staff a Help Desk operation as substantial as the MLTI 1-800 Help Desk, but SAUs should recognize the increased support requirements of a 1:1 program, and recognize that needs fulfilled by the Help Desk, and how it plans to accommodate those needs locally.

In addition, the SAU should describe how it will support the ongoing availability of a wireless network that provides students and teachers connectivity to the school's network and Internet connection.

3.2. Device Repairs

The SAU must ensure that the devices are covered by a manufacturer's extended warranty to support the devices for the term of the Agreement. In addition, if not specifically provided through the extended warranty, the SAU should describe how it plans to provide and manage both warranty and out-of-warranty device repairs.

The SAU should describe its plan for providing access to a device while a device is being repaired.

3.3. Damage, Loss and Replacements

SAUs must anticipate accidental damage and theft. Ideally, while not frequent, devices are damaged and stolen on occasion, and the SAU must plan for this occurrence to both provide a replacement device as well as to mitigate the financial impact on individual users and the SAU. The SAU should describe its plan to recognize damage and loss implications.

3.4. Asset Management

SAUs must maintain accurate asset records of all devices and equipment purchased with funds provided through the MLTI AEV program. The SAU should describe its plan to maintain asset records.

4. Device and Software

The SAU must detail in their proposal the specifications and functional capacities of its device and software in accordance with the requirements as described in Section 4. The SAU must provide devices to all eligible students and staff (see **Part VII, Appendix B – Eligibility Guidelines**)

4.1. Device Requirements

4.1.1. Smarter Balanced Assessment Consortia Compliance

The SAU must describe how its solution meets, and ideally exceed the Hardware Purchasing Guidelines published by the Smarter Balanced Assessment Consortia (SBAC). These published guidelines may be found at:

<http://www.smarterbalanced.org/smarter-balanced-assessments/technology/>

4.1.2. Device Connectivity

The device will be able to connect to the WiFi network and also be able to also access the school's pre-existing local network, and the Internet, wirelessly (via WiFi) within the school, home or other area outside the school.

4.1.3. Device Portability

The device will be able to be carried conveniently and easily by students and teachers - either via a provided carrying case or some built-in carrying ability. The portable computing device shall be lightweight. In general, the lighter the better.

4.1.4. Device Durability

The portable computing device must be highly durable and withstand reasonable and normal daily use by middle and high school students. It is desirable that the device shall be durable enough to withstand occasional mishaps, and resist hazards such as dust, dirt and spills – and still function. It shall also have parts that cannot be easily removed, tampered with, or broken.

In order to provide necessary protection for the device during normal transport, the school should consider including an appropriate carry case. Ideally the case would allow you to easily label cases for easy identification (i.e. “All black bags look alike”).

4.1.5. Device Power

The portable computing device will have a battery capacity that will allow the device to be used throughout a standard school day without being recharged. The battery will need to have the ability to be recharged by the student at home or elsewhere or through a type of multi-unit re-charger at the school, and will need to be able to be recharged overnight or sooner. The device shall also be able to be powered by a standard electrical plug.

Battery replacements and proper recycling of spent batteries will be done within the per seat cost and in such a way that does not impact teaching and learning. The SAU must describe its plan for providing replacement batteries and for recycling spent batteries for the term of the agreement.

4.1.6. Keyboard

The portable computing device will have an appropriately sized keyboard function that facilitates text input, integrated into the device, into the carrying case, or some other effective method. While an ideal solution would include a standard-size keyboard, it is recognized that a smaller size may be necessary. Nonetheless, the Department seeks a keyboard interface of sufficient size and ease of use for students and teachers to be able to do their work effectively and efficiently without discomfort. Remember that in order for the solution to be complaint with the Section 4.1.1, a mechanic keyboard is required during SBAC testing for both the ELA and Mathematics tests.

4.1.7. Screen

The portable computing device will have a color screen of sufficient size with good resolution. While the Department will not mandate a screen size, the solution should take into account ease of use and functionality (as described below in Section 4.2, Software and Function as well as any requirements defined in Section 4.1.1, Assessment Compatibility). In general, the higher the resolution the better. The SAU should keep in mind portability, size, and weight.

4.1.8. Mouse/Pointing Function

The portable computing device will have a mouse/pointing capability that provides pointing functions and is easy to use. It is preferable for pointing functions to be integrated into the device (e.g. trackpad, track point, touch screen, etc.) and not rely on a separate attachment.

4.1.9. Audio

The portable computing device will have built-in audio capabilities, including speakers for personal use and an audio-out capability that accepts standard 1/8" audio connectors for headphones or speakers. It should also include an integrated microphone and audio-in capacity.

4.1.10. Camera

The portable computing device will have an integrated, built-in camera capable of capturing/recording image files and video.

4.1.11. Size

The portable computing device will fit on school desks in use in the school and be easily carried by an adolescent-aged student.

4.1.12. Ports

The device should ideally have additional ports/capacity for attachment of external devices. In addition, the device will be capable of connecting to standard video output devices such as digital projectors or monitors.

4.1.13. Accessibility

It is the intent to utilize hardware and software that provide the highest degree of accessibility to all users, including users who may have an impairment that interferes with the use of the device. The solution will have the capacity to interface with peripherals, software and assistive technologies used by students, teachers and others with visual, hearing, mobility, communication and/or cognitive impairments. To the highest degree possible, devices should conform to the ISPB-approved Computer Application Program Accessibility Standard that can be found at:

http://www.maine.gov/oit/accessibility/software_policy.htm

There must not be a need for complex and expensive adaptation and/or specialized design later to meet the needs of users. The design should communicate necessary information in as many different forms as possible (e.g., verbal, auditory, tactile, pictorial) to accommodate needs. It should be of appropriate size and should be operable in at least one mode for those with limited hand, arm, leg or trunk strength, flexibility and range of motion. Space should be provided for approach, reach, manipulation and use regardless of a user's body size, posture or mobility.

4.1.14. Disposal

The SAU will ensure that no devices or materials included in its solution are disposed of improperly. The SAU will ensure that associated hazardous constituents are kept out of solid waste and wastewater. Examples of possible hazardous constituents are: printed circuit boards, lithium batteries, and mercury-containing lamps for screen illumination. It is desirable that the device is highly recyclable. The Department recognizes that eventually, the devices will be retired from use and wants to minimize the environmental impact of the equipment deployed as part of the solution.

4.2. Software and Function

4.2.1. Applications

The MLTI has adopted and promoted two models to guide teacher practice and the integration of technology into instruction and learning. These models are Technological, Pedagogical, Content Knowledge (TPCK) by Drs. Punya Mischra and Matthew Koehler (<http://www.tpck.org>) and Substitution, Augmentation, Modification, Redefinition (SAMR) by Dr. Ruben Puentedura (<http://www.mlti.org/samr> and <http://www.hippasus.com/rpweblog/>). SAUs must describe the tools and functionalities included in the solution and their anticipated use in light of these models.

The solution must, at a minimum, provide the students and teachers with software to facilitate the following functions to support educational needs:

- 4.2.1.1. Writing (e.g., word processing, journaling, communications, editing and revision, sharing, etc.)
- 4.2.1.2. Reading (e.g., annotating, excerpting, sharing, determining complexity, etc.)
- 4.2.1.3. Data analysis and modeling (e.g., spreadsheet, graphing and charting, GIS, predict and explain, etc.)
- 4.2.1.4. Computational thinking (e.g., analyzing and organizing data, data modeling and simulations, programming, etc.)
- 4.2.1.5. Presentations and publishing (e.g., slide shows, web authoring, speaking/narrating text, providing feedback, etc.)
- 4.2.1.6. Multimedia creation (e.g., creation and manipulation of digital images, audio, video, etc.)
- 4.2.1.7. Information management (e.g., database, concept mapping, etc.)
- 4.2.1.8. Research (e.g., Internet browsing with the ability to access and utilize common multimedia and interactive content like streaming audio/video, javascripting, java applets, HTML5, Flash, etc.).
- 4.2.1.9. Communication and collaboration (e.g. sharing data, asynchronous and synchronous text-based communications, video/audio chat, etc.)

The SAU must describe the applications included in its solution including how it envisions those tools supporting the functional needs described in this section.

5. Network and Device Connectivity

The SAU must detail in their proposal the specifications and functional capacities of its device and software in accordance with the requirements as described in Section 5.

5.1. Network Services Access

The device must be able to connect to network file servers using common networking protocols (e.g., smb, afp, nfs, ftp, etc.). The device must be able to utilize common peripherals for input and output (e.g., networked and stand-alone printers, digital cameras, digital video cameras, scanners, etc).

5.2. Distance and Online Learning

The portable computing device must be able support common learning management systems (i.e. Moodle, Blackboard, Studywiz, etc.) to facilitate distance and online learning. In addition, the portable computing device must be compatible with common online content providers (i.e. oercommons.org, cnx.org, khanacademy.org, ck12.org, iTunes U, etc.).

5.3. Stand-alone

The portable computing device must be able to function in a stand-alone mode sufficient to enable the user to perform basic functions (e.g., writing, data analysis, multimedia, information management) without requiring network access. The SAU must describe the differences, if any, in the function of the device when it is network-connected versus in stand-alone mode. SAUs should consider that many families do not have broadband Internet access at home.

5.4. Operating System

The SAU must include current and upgraded versions of the core operating system software through the term of the agreement in order to maintain usability with upgrades and enhancements to educationally relevant software. The SAU should consider a device which will not require hardware upgrades in order to reasonably keep up with possible future software upgrades (e.g., initial delivery should include adequate memory, storage, and processing power for typical upgrade cycles given the term of the

agreement) or the SAU should include a description of how it plans to upgrade the equipment through the term of the project (four (4) years -- 2013-14 school year to 2016-17 school year) to maintain adequate functionality.

6. Wireless Network

The SAU must detail in their proposal the specifications and functional capacities of its wireless network in accordance with the requirements as described in Section 6.

6.1. Wireless Coverage

The coverage must ensure that all necessary instructional and administrative areas can function wirelessly. Eligible students and teachers will remain connected to the school's wireless LAN as they move around within the various rooms and areas. The SAU will ensure access to the school's wireless network from all eligible instructional areas as well as core administrative areas including academic classrooms for all content areas, frequently used study areas, media centers, assembly spaces, library, performance theater, and administrative offices.

6.2. Wireless Bandwidth

For the wireless solution to be effective, sufficient and necessary bandwidth must be included. The solution must not only include sufficient aggregate bandwidth but must also be capable of being customized for varying needs within a school. The SAU must describe its strategy for providing sufficient bandwidth in the school environment, including how it intends to support the densities represented by classrooms of students, and the roaming nature of students (i.e. students change locations throughout the day).

6.3. Support and Maintenance

The SAU must describe its plans to provide adequate technical support and maintenance of the wireless infrastructure to ensure the network is available for use by students and teachers. The SAU should include in its plan manufacturer's warranty or equivalent in the event of equipment failure. The goal is to avoid significant downtime as a result of either configuration failure or physical hardware/cabling failure.

7. Budget and Reporting

7.1. Budget

The SAU must submit as part of this proposal an initial budget that details expenses related to its plan for implementing a 1:1 program. Expenses related to pre-existing resources must include notes that explain why the pre-existing expense should be considered part of this implementation (ie, schools often have pre-existing technology integrator staff positions that support MLTI. The AEV program is not intended to offset the cost of these positions since the positions were already a local cost and one associated to supporting MLTI in general). The budget should include planned expenses for the first year and projections for years 2-4. The budget must include the SAUs seat count for participating students and eligible teachers. Annually, the SAU will submit updated budgets to make any necessary adjustments to each year's budget including adjusted seat counts as the SAU makes mid-course adjustments or corrections. Each year's annual seat count will be used to calculate AEV reimbursement maximums.

7.2. Quarterly Reports

MLTI requires its primary and secondary solutions providers to provide detailed monthly reports in order to document progress against performance indicators in the MLTI contract (resulting from RFP #201210412). The Department recognizes that this level of reporting would be onerous for schools, but is requiring that SAUs submit to the Department a quarterly report that includes the following information:

- Expenses incurred during the quarter as they relate to the budget submitted (above).
- Professional Development details including numbers of opportunities offered, brief descriptions of each opportunity, type and duration, number of participants, and aggregated data from the SAU's professional development evaluation program.
- Device repair data that includes the number of warranty repairs, the number of non-warranty repairs, the cost of each non-warranty repair, number of devices that required replacement, reasons for replacements (ie theft, damage, vandalism), and the number of network outages and approximate durations. The Department will work with SAUs to develop a common template for reporting to simplify the reporting requirements.

The SAU must comply with the requirements as set forth in Section 7.2:

_____ (check) Yes, the SAU has read understood, and will comply with Section 7.2.

_____ (check) No, the SAU has read understood, and will not comply with Section 7.2.

7.3. *Reimbursement*

AEV reimbursements to the SAU for costs of the AEV program will not exceed the total cost of the MLTI Primary solution for providing devices, software, wireless network, and associated services (including professional development), or up to \$286 per seat per year. Reimbursement will be done quarterly based upon approved expenses incurred and reported upon in the quarterly report (Section 7.2). Reimbursement for schools serving grades 7-8 may include seats for eligible 7-8th grade students and staff as well as wireless network infrastructure. Reimbursement for schools serving grades 9-12 may include seats for eligible staff as well as wireless infrastructure.

_____ (check) Yes, the SAU has read understood, and will comply with Section 7.3.

_____ (check) No, the SAU has read understood, and will not comply with Section 7.3.

8. Understanding and Approval

8.1. *Understanding*

The SAU understands and agrees that while the SAU is taking responsibility for its MLTI implementation by electing to implement an AEV program, that the SAU still understands and is agreeing to abide by the participation guidelines expected of all MLTI schools:

- SAU agrees to deploy the AEV devices in a 1:1 fashion that provides every individual student a personal digital device to support his/her individual learning needs.
- SAU agrees to host annual parent meeting(s) to orient parents on the program, goals, and expectations.
- SAU agrees to address how AEV implementation will support its school and district goals in its Board-approved technology plan.
- SAU agrees to implement and publish on its web site Board-approved policies and procedures that allow students to take the devices home to support his/her learning.
- SAU agrees to implement and publish on its web site its Board-approved Acceptable Use Policy.
- SAU agrees that any fee-based programs associated to the AEV (i.e. device protection plans) will be Board-approved and published on its web site.
- SAU agrees to provide to the Department the URLs for its Board-approved MLTI-related policies (#4-6)
- SAU agrees to implement a Digital Citizenship and Internet Safety programs (i.e. Common Sense

Media).

- SAU agrees that Principals and/or Superintendents will participate in annual Department-sponsored professional development.
- SAU agrees to support teacher participation in ongoing Professional Development.
- SAU agrees to take part in studies, surveys, etc. related to the MLTI.
- SAU agrees that it will not install unlicensed software.
- SAU agrees to include the AEV equipment on its building catastrophic loss insurance plan.

By submitting a MLTI AEV Application proposal, the SAU is acknowledging it has read, understood, and will comply with *Section 8.1 Understanding*.

8.2. Approval

If the SAU's application for the AEV program is approved, the SAU and the Department will enter into an Agreement that outlines the deliverables (the AEV proposal) and budget (as approved). The Department and the SAU may negotiate minor changes that are mutually agreeable to both parties to be incorporated into the final contract.

If the SAU's application for the AEV program is not approved, the Department will work with the SAU to identify those aspects of the application that did not satisfactorily meet the requirements. The SAU may resubmit the application at any time.

See **PART VI CONTRACT ADMINISTRATION AND CONDITIONS**.

PART III KEY APPLICATION EVENTS

A. Timeline of Key Application Events

Event Name	Event Date and Time
Due Date for Receipt of Applications	No Due Date, applications will be reviewed upon receipt
Estimated Contract Start Date (subject to change)	August 1, 2013 assuming applications are received and approved in a reasonable time frame.

B. Questions

1. General Instructions

- a. It is the responsibility of each Bidder to examine the entire application and to seek clarification in writing if the SAU does not understand any information or instructions.
- b. Questions regarding the application must be submitted in writing and to the Application Coordinator listed on the cover page of this Application.
- c. Questions must be submitted by e-mail to jeff.mao@maine.gov.
- d. Include “AEV Question” in the Subject header of any submitted questions. Be sure to refer to the page number and paragraph within this Application relevant to the question presented for clarification, if applicable.

2. Summary of Questions and Answers

Responses to all substantive and relevant questions will be compiled in writing and posted to the <http://www.maine.gov/mlti/deployment/aev/>. Only those answers issued in writing by the Application Coordinator will be considered binding. The Department reserves the right to answer or not answer any question received.

C. Submitting the Proposals to the Application

1. **Proposals due:** Proposals may be submitted at any time. There is no deadline for the proposal. However, SAUs should recognize that approval of proposals and subsequent distribution of funds will only occur after a contract has been executed, and only for approved work, equipment, and services related to that contract. Costs associated with work, equipment, or services incurred prior to an executed contract are not eligible for reimbursement from the MLTI AEV program.

2. Mailing/Delivery Instructions

Applications may be submitted via mail to:

Jeff Mao
Department of Education
23 State House Station
Augusta, ME 04333-0023
ATTN: AEV APPLICATION

Or via email as an attachment to:

Jeff.Mao@maine.gov, use subject header “AEV APPLICATION”

- a. Applications submitted via mail must include a digital version in a searchable format (.doc, .docx, .pdf, or .pages).
- b. Email submissions must be include the application as an attachment in a searchable format (.doc, .docx, .pdf, or .pages).

PART IV PROPOSAL SUBMISSION REQUIREMENTS

This section contains instructions for SAUs to use in preparing their applications. The SAU's proposal must follow the outline used below, including the numbering and section and sub-section headings as they appear in Part II, AEV REQUIREMENTS. Failure to use the outline specified in this section or to respond to all questions and instructions throughout this document may result in the proposal being returned unapproved to the SAU. The Department and its evaluation team for this application have sole discretion to determine whether a variance from the application specifications should result in either disqualification or the return of a proposal. Rephrasing of the content provided in this application will, at best, be considered minimally responsive. The Department seeks detailed yet succinct responses that demonstrate the SAU's experience and ability to perform the requirements specified throughout this document.

A. Proposal Format

1. For clarity, the proposal should be typed or printed. Proposals should be single-spaced with 1" margins on white 8 ½" x 11" paper using a font no smaller than 12 point Times New Roman or similar.
2. All pages should be numbered consecutively beginning with number 1 on the first page of the narrative (this does not include the cover page or table of contents pages) through to the end, including all forms and attachments. For clarity, the SAU's name should appear on every page, including Attachments. Each Attachment must reference the section or subsection number to which it corresponds.
3. SAUs are asked to be brief and to respond to each question and instruction listed in the "Proposal Submission Requirements" section of this application. Number each response in the proposal to correspond to the relevant question or instruction of the application. The proposal should be limited to a maximum total of 30 pages. Pages provided beyond the aforementioned maximum amount may not be considered during evaluation.
4. The following proposal elements, if applicable/requested, will not be counted as part of the maximum total number of pages allowed for the proposal: proposal cover page, table of contents, financial forms, any required attachments, appendices, or forms provided by the Department in the application.
5. The SAU may not provide additional attachments beyond those specified in the application for the purpose of extending their response. Any material exceeding the proposal limit may not be considered in rating the proposals. SAUs shall not include brochures or other promotional material with their proposals. Additional materials will not be considered part of the proposal and will not be evaluated.
6. Include any forms provided in the application package or reproduce those forms as closely as possible. All information should be presented in the same order and format as described in the application.
7. It is the responsibility of the SAU to provide all information requested in the application package at the time of submission. Failure to provide information requested in this application may, at the discretion of the Department's evaluation review team, result the proposal being disqualified or returned.
8. SAUs should complete and submit the proposal cover page provided in Appendix A of this application and provide it with the SAU's proposal. The cover page must be the first page of the proposal package. It is important that the cover page show the specific information requested. The proposal cover page shall be signed by the superintendent of the SAU with the approval of its school board.

B. Proposal Contents

Section I AEV REQUIREMENTS

1. AEV REQUIREMENTS

Discuss the AEV REQUIREMENTS referenced above in this application. Give particular attention to describing the methods and resources you will use and how you will accomplish the tasks involved.

Section II Cost Proposal

1. General Instructions

- a. The SAU must submit a cost proposal (see Part II, Section 7) that covers the entire period of the contract. Please use the expected contract start date of August 1, 2013 and an end date of June 30, 2017 in preparing this section.
- b. The cost proposal shall include the costs necessary for the SAU to fully comply with the contract terms and conditions and application requirements.
- c. Failure to provide the requested information may result in the exclusion of the proposal from consideration, at the discretion of the Department.
- d. No costs related to the preparation of the proposal for this application or to the negotiation of the contract with the Department may be included in the proposal. Only costs to be incurred after the contract effective date that are specifically related to the implementation or operation of contracted services may be included.

PART V PROPOSAL EVALUATION AND SELECTION

Evaluation of the submitted proposals shall be accomplished as follows:

A. Evaluation Process - General Information

1. An evaluation team, comprised of qualified reviewers, will judge the merits of the proposals received in accordance with the criteria defined in the application.
2. The goals of the evaluation process are to ensure fairness and objectivity in review of the proposals and to ensure that the SAU whose proposal is approved has fully met the requirements of the application.
3. The Department reserves the right to communicate and/or schedule interviews/presentations with SAUs if needed to obtain clarification of information contained in the proposals received, and the Department may revise the scores assigned in the initial evaluation to reflect those communications and/or interviews/presentations. The Department reserves the right to make video or audio recordings of any applicable interview/presentation process. Interviews/presentations are not required, and changes to proposals will be permitted during any interview/presentation process. Any changes must be documented in writing and submitted to the Department in a timely manner to be considered in the evaluation of a proposal.
4. Approval of a proposal is based upon the satisfactory demonstration of meeting the requirements of the AEV Requirements as described in this application package. Proposals will not be “scored” since the goal is approval, and not the selection of some but not all proposals submitted by interested SAUs.

PART VI CONTRACT ADMINISTRATION AND CONDITIONS

A. Contract Document

1. An SAU with an approved proposal will be required to execute a contract in the form of a State of Maine Agreement to Purchase Services (BP54).

The complete set of standard BP54 contract documents may be found on the Division of Purchases website at the following link: <http://www.maine.gov/purchases/info/forms/BP54.doc>

Other forms and contract documents commonly used by the State can be found on the Division of Purchases website at the following link: <http://www.maine.gov/purchases/info/forms.shtml>

2. Allocation of funds is final upon successful negotiation and execution of the contract, subject to the review and approval of the State Purchases Review Committee. Contracts are not considered fully executed and valid until approved by the State Purchases Review Committee and funds are encumbered.
3. The Department estimates having a contract in place by August 1, 2013. The State recognizes, however, that the actual contract effective date depends upon completion of the application process, date of formal approval notification, length of contract negotiation, and preparation and approval by the State Purchases Review Committee. The contract effective date may need to be adjusted, if necessary, to comply with mandated requirements.
4. In providing services and performing under the contract, the approved SAU shall act independently and not as an agent of the State of Maine.

B. Standard State Agreement Provisions

1. Agreement Administration

- a. Following the award, an Agreement Administrator from the Department will be appointed to assist with the development and administration of the contract and to act as administrator during the entire contract period. Department staff will be available after the award to consult with the approved SAU in the finalization of the contract.

2. Payments and Other Provisions

The State anticipates paying the Contractor on the basis of net 30 payment terms, upon the receipt of an accurate and acceptable invoice (see Part II, Section 7). An invoice will be considered accurate and acceptable if it contains a reference to the State of Maine contract number, contains correct information relative to the contract, and provides any required supporting documents, as applicable, and any other specific and agreed-upon requirements listed within the contract that results from this application.

PART VII LIST OF APPLICATION APPENDICES AND RELATED DOCUMENTS

1. Appendix A – MLTI AEV Proposal Cover Page
2. Appendix B – Eligibility Guidelines

PART VIII APPENDICES

Appendix A

**State of Maine
DEPARTMENT OF EDUCATION
MLTI AEV PROPOSAL COVER PAGE**

SAU Name:		
Superintendent:		
Tel:	Fax:	E-mail:
SAU Street Address:		
SAU City/State/Zip:		
<i>(provide information requested below if different from above)</i>		
Lead Point of Contact for Proposal - Name/Title:		
Tel:	Fax:	E-mail:
Street Address:		
City/State/Zip:		

- The undersigned is authorized to enter into contractual obligations on behalf of the above-named organization and with approval of its school board.

To the best of my knowledge all information provided in the enclosed proposal, both programmatic and financial, is complete and accurate at the time of submission.

Authorized Signature Date Name and Title (Typed)

Eligibility Guidelines

Students:

All full or part-time enrolled students at participating MLTI AEV public schools in grades 7-12 are eligible to receive an AEV device. Students who are partially or fully enrolled in a participating school, but receive some or all of their educational services in an alternate facility or program, should be issued a device from their enrolling school.

Neither home schooled students nor students enrolled in private/parochial schools are eligible to be issued an AEV device. In general, if a student is part-time enrolled at the school in classes where his/her peers are utilizing the AEV device, then that student should be issued a device in order to allow the student to participate fully in the classes. Being part-time enrolled at the school while also receiving instruction at home may make a student eligible for an AEV device.

Some students' specific identified needs (typically outlined in an IEP and assessed through a formal needs assessment) may preclude the use of the AEV device.

Staff:

For participating MLTI AEV public 7-12th grade schools, the SAU will provide devices to certain eligible staff, at a minimum, in each school participating school. Please review the following guidelines to determine which of your school's staff are eligible to receive an AEV device. The Department does not collect lists of eligible staff names, but participating schools should be prepared to provide that information at a later date if it becomes necessary for auditing purposes. For staff who are ineligible based on these guidelines, schools may elect to provide devices anyway. Costs associated to devices for ineligible staff will not be reimbursed through the AEV program.

- All certified teachers who teach 7th - 12th grade subjects including, but not limited to, mathematics, science, language arts, social studies, visual and performing arts, world languages, physical education, CTE teachers and/or special education teachers, are eligible to receive an AEV device.
- All certified or licensed physical therapists, occupational therapists, and speech therapists employed (not contracted) by the SAU or school and who provide services to eligible 7-12th grade students at a participating AEV school are eligible to receive a device.
- All certified 7th - 12th grade principals, CTE directors, special education directors, deans, assistant principals, assistant CTE directors, assistant deans, guidance counselors, librarians, technology integrators, and literacy specialists are eligible to receive an AEV device. Student teachers placed in a participating school in eligible roles as described in these guidelines are eligible for an AEV device.
- At the SAU level, all superintendents, assistant superintendents, and curriculum directors/coordinators are eligible to receive an AEV device.
- Each participating school may request reimbursement for one additional device for technology support staff image and configuration testing.
- Collectively across a SAU, the SAU may request one additional device per 300 devices deployed (minimum of 1) for use by technology support staff including a district Technology Director as a workstation. Devices allocated for eligible staff may not be redeployed to ineligible staff members.