

# **American Printing House for the Blind Desktop Tablet Magnifier**

**Request for Proposal**

**July 01, 2021**



**AMERICAN  
PRINTING  
HOUSE**

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1839 Frankfort Avenue, Louisville, KY 40206

This Request for Proposal (RFP) is to help the American Printing House for the Blind (APH) seek a potential partner to provide a Desktop Tablet Magnifier to be sold by APH that meets the unique learning needs of our target customers. APH will consider all proposals for existing, modified, or new devices, with the goal of making an affordable, effective, quality device available to customers on or before December 01, 2023. This RFP does not guarantee that a contract award will be made.

## Overview of American Printing House for the Blind (APH)

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The American Printing House for the Blind (APH) is a private, nonprofit 501(c)(3) corporation that has served our nation's citizens who are blind and visually impaired for over 160 years. Founded in 1858, APH is the oldest company in the U.S. dedicated to creating products for people who are blind and visually impaired and is the largest organization of its kind in the world. APH has a wide range of products and services such as educational materials, software, braille, large print, digital textbooks, and accessible tests. In addition, APH is viewed as a valuable source of information throughout the industry.

The mission of the American Printing House for the Blind is to promote the independence of people who are blind and visually impaired by providing specialized materials, products, and services needed for education and life. Much of APH's mandate is derived from the Federal Act to Promote the Education of the Blind of 1879. Through the Act, we work to level the learning playing field by providing technology and products that open the doors to educational success, satisfying employment, social inclusion, active citizenship, and personal well-being. Executive management recognizes that APH has an excellent growth opportunity in its domestic and international sales, and this partnership and resulting product will enhance these efforts as well.

Learn more about APH at [www.aph.org](http://www.aph.org).

## Our Audience

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APH has a very wide range of audiences for our products, services, and information. This includes students of all ages, service providers, teachers, parents and family members, professionals, adult consumers, organizations, government agencies, and employed personnel. For the purposes of this project, the target markets for the requested Desktop Tablet Magnifier are as follows:

### **Primary market: Students ages 5-18**

Primary users of the device will be low vision school-age students in public school settings, with varying degrees of technology proficiency from beginner to advanced. Teachers and teacher aides who work with these students and teach them how to use the device may also have varying degrees of technology proficiency from beginner to advanced. In addition

to low vision users, some of our primary audience will include people with multiple disabilities.

### **Secondary market: College students**

Secondary users of the Desktop Tablet Magnifier will be low vision college students (18 and older). These individuals may be recently experiencing vision loss and have a high degree of technical fluency or could be long-time magnifier users. Secondary users will also include people who require magnification for employment needs.

### **Tertiary market: Adults using the tablet magnifier for learning and career needs**

Tertiary users include adults experiencing vision loss later in life and require assistance with home and lifestyle needs. It is likely that these users will have recently lost their vision as adults and are potentially losing vision rapidly. These individuals would have varying familiarity with technology but require magnification support for viewing and editing documents and learning new skills.

Purchasers of the Desktop Tablet Magnifier are often not the market end users and may include schools, instructional materials centers, non-profit organizations, and ex-officio trustees as well as disability offices and vocational rehabilitation programs.

## **The APH Low Vision Roadmap**

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APH is pioneering a Low Vision Roadmap built on the philosophy that accessible technology is not one-size-fits-all. We are committed to serving users from all aspects of life. To fulfill the diverse requirements of a modern userbase, we are developing an array of cutting-edge tools, from spot reading solutions to comprehensive learning management systems. Our products will be more accessible and inclusive than ever before, targeting users of all ages and catering to the needs of both low vision users and those with multiple disabilities.

The American Printing House for the Blind supports the creation of a global low vision technology community where companies, agencies, and educators work together to provide students and adults with quality low vision magnification products that meet and anticipate their needs, are affordable, and employ technology and innovation to improve the likelihood of school, college, work, and lifetime success.

The roadmap for the future of low vision technology seeks to provide our customers with a user experience that is customized, anticipates their current and future needs, meets their present and future learning goals, and considerably improves quality of life.

## **APH Low Vision Impacts**

- Positively impact overall student educational performance in the classroom
- Improve student access and mainstream technology skills

- Improve timeliness and quality of student low vision assessment
- Improve teacher low vision understanding and access technology skills
- Engage more students with multiple disabilities in utilizing low vision technology
- Advance low vision magnification technology
- Influence pricing in the low vision market
- Influence innovation in the design of new low vision tools
- Develop a low vision platform that can seamlessly integrate with the online virtual tools used today and in the future
- Contribute to improved education, employment, and independent living outcomes

## **Educational Impacts**

- A student's low vision device, while providing essential magnification, should also teach valuable transferable skills in using many aspects of access and mainstream technology, giving them tools and skills they need to be successful in college and employment.
- A student's low vision device, by utilizing cutting-edge technology, should also be able to collect, analyze, and report data about the student's visual acuity changes, providing the teacher or professional with timely essential assessment information that allows for technology plan adjustments before there is learning interruption.
- A student's low vision device should utilize technology to customize the magnification and learning experience to their visual condition, providing use that is efficient, comfortable, and intuitive.
- A student's low vision technology device must provide a range of features that are useful for K-12 and college students, and provide included access for students with multiple disabilities. Support tools and training for students are a necessity.
- A student's low vision device, while containing a myriad of complex features to meet individual needs, must be simple enough for teachers new to low vision and low vision access technology to understand and explain. On-demand and on-device training are essential.

## **Employment Impacts**

Adults in vocational rehabilitation programs and students in transition programs must have access to the most sophisticated low vision magnification technology tools available, allowing them to be as efficient in the workplace as their future and present colleagues. Adults with low vision seeking employment must be able to demonstrate to potential employers their ability to complete the work required for the job through the ease of use of the advanced low vision magnification technology. Customization options for ease of job performance is essential. Support tools and training for adult consumers are a necessity, as well as on-demand and on-device training.

## Independent Living Impacts

Adults using low vision technology for independent living should have a variety of options to customize their experience to meet their unique and active lifestyles. This includes personalized management of the technology experience, portability, and adaptations for physical needs, as well as other identified needs.

## Long-Term Goal

The long-term goal of this road map is to create a portfolio of diverse magnification tools that are flexible and simple enough to be used by anyone. This road map ultimately culminates in the ideal wearable for hands-free dynamic magnification access.

## Proposal Requirements and Preferences

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APH is committed to providing our customers with choices in low vision technology to meet individual needs, challenges, and desires. We seek out partners who share our conviction that technology is a tool for empowering individuals to meet their potential in the classroom and beyond. As such, these specifications are meant to illustrate the Desktop Tablet Magnifier product vision, but we welcome creative solutions for realizing this vision. A successful proposal will prove an understanding of the problems faced by low vision users and offer innovative solutions to overcome them.

### General Requirements

- An MSRP of \$3,800 or less; preferably less
- Minimum 1-year manufacturer warranty and ongoing maintenance commitment
- Ideal weight of 10 lbs. or less combined for stand and tablet

### Specifications

#### Tablet

##### *Specs*

- Quad core processor minimum
- 8GB DDR4 RAM minimum
- 64GB internal SSD storage minimum
- Expandable storage with USB-C external drive
- Battery life of at least 8 hours of standard use

##### *Front interface*

- Screen
  - At least 12" screen size
  - 16:9 aspect ratio
  - 1920x1080 resolution (Full HD)
  - LED backlit IPS panel preferred for wide-angle viewing
  - Adjustable backlight brightness

- Touch Screen
- Navigation buttons
  - Home button
    - Ability to return to default app carousel in “Basic Mode”
    - Ability to exit “Basic Mode” to “Advanced Mode” Windows Desktop
    - Ability to call on custom voice assistant interface (detailed in “Support” section)

**For example:**

**While in Basic Mode** – Single press returns Home to default app carousel view within sandbox software environment; long press launches custom voice assistant interface.

**While in Advanced Mode** – Single press returns user to Windows Desktop; double press opens the Win + Tab app switcher; long press launches custom voice assistant interface.

- Distance/Self-view and Document camera buttons
  - Ability to quickly navigate to active use of either the document or distance camera
- Zoom in/out buttons
  - Ability to adjust current magnifier view zoom ratio quickly or slowly for efficiency and accuracy
  - Ability to see and hear current magnification level as user increases or decreases magnification

**For example:** Single press increments 1x zoom; long press increments 5x zoom.

- Capture button
  - Ability to copy or capture current view of document or distance camera

**For example:** Short press of capture button copies current camera view to clipboard; long press captures current camera view as an image file and saves to device in user-selected default location.

## **Side interface**

- System Control Buttons
  - Power Button
    - Ability to sleep or power off device

**For example:** Short press puts device to sleep; long press powers off device.

- Volume up/down buttons
- Connectivity
  - 1x 3.5mm audio input



- 1x USB-C connection separate from stand dock data connection (detailed in “Stand” section). Can be used for charging and external data storage management.
- 1x HDMI 2.0 connection

**Note:** Button locations are recommendations and not requirements.

## Stand

Tablet and stand integrated functionality will play a major role in the overall vision of the Desktop Tablet Magnifier. A successful proposal will demonstrate innovative design decisions for synergizing the tablet and stand to create a cohesive and compelling primary docked use case.

### **Stand requisites**

- Tablet connection to stand required
  - Easy-to-use docking mechanism to tablet tray
  - Built-in data connection to stand while docked, preferably USB-C with internal USB hub connection to integrated peripheral devices
  - Ability to charge tablet and distance camera while docked required

**Note:** Wired docking mechanism is envisioned, however if a wireless docking mechanism can accomplish the same goals without sacrificing performance or challenging user experience, this could be considered.

- Collapsible for travel while docked
  - Foldable design to collapse down to nearly the size of the tablet
  - Durable construction, preferably aluminum to maintain low weight
  - Folds around the tablet to protect screen during travel
  - Built-in carrying handle
- Adjustable tablet tray dock angle of up to 90 degrees horizontal to vertical orientation
- Adjustable stand height
  - Must be able to be raised and lowered to accommodate students of a wide range of heights and ages comfortably and ergonomically
  - Should include a locking point at a height of 30 centimeters or optimal distance from document camera to document tray for best full-page OCR capture distance
- 180-degree horizontal swivel base to accommodate a multitude of viewing angles
  - Locking mechanism required
- Document tray optimized for standard-sized 8.5” x 11” documents and textbooks but able to accommodate documents and books up to 20” wide and 12” tall. Expanding width mechanism is an option to meet this requirement.
- Built-in LED lighting for illuminating document tray
- Built-in stereo speakers preferred
- Integrated keyboard and trackpad that connect to tablet when docked located at the front of the document tray, preferably with aluminum construction to match the stand design. Ability to fold into document tray for protection and storage

during travel preferred. Wireless keyboard and trackpad options could be considered, but storage and integration into the system is necessary.

- Keyboard
  - Should have lettering that is easy to read for low vision users
  - Should include navigation, multimedia, and magnification keys tailored to power users
- Trackpad
  - Should serve as primary control for most on-screen navigation while docked
  - Should include typical [Windows gesture commands](#)
  - Should have gestures specific to magnifier functionality

**For example:**

- Pinch in and out to zoom
- Double tap to copy to clipboard
- Long press to capture image

## **Magnifiers/Cameras**

Magnifiers enable the Desktop Tablet Magnifier to achieve two essential outcomes—immediacy of information and a connected classroom. To meet these outcomes, the magnifiers must be multi-faceted enough to anticipate challenges, powerful enough to support users with varying needs, and intuitive enough for users of all levels to operate while consistently providing high-quality images.

### ***Document Magnifier***

- Digital camera integrated into tablet
- 12 megapixels
- Live mode
  - Crisp, clear image magnification up to 60x preferred
  - Ability to automatically go into signature mode when detecting a user's hand preferred; ability to manually set focus when handwriting during magnification required
- Captured Mode
  - Crisp, clear image magnification up to 80x

### ***Distance and Self-View Magnifier***

- Design built into tablet stand with wired data connection to tablet while docked
- Analog SLR camera lens
- 16 megapixels
- Live mode
  - Crisp, clear image magnification up to 60x
- Captured Mode
  - Crisp, clear image magnification up to 80x
- 270-degree vertical swivel required



- Two modes based on orientation with tactile feedback when switching between modes preferred
  - Distance view
    - Opens conversion lens
    - Magnification ratio is minimized
  - Self-view
    - Camera switches automatically to natural color mode
    - Magnification range is minimized

## Optical Character Recognition (OCR)

- On-device OCR required
- Ability to select and toggle on cloud-based OCR API(s)
- Document and distance OCR required
- Full-page OCR required for both cameras
- Multiple Language Support
  - English
  - Spanish
  - French
  - German
  - Arabic
  - Hindi
  - Chinese
  - Japanese

## Offline OCR

- Default OCR for standard use
- Engine pre-installed on device
- Must not require active internet connection
- Minimum of 97% accuracy required
- Processing time of 2 seconds or less

## Online OCR API

- Available when connected to internet
- Requires privacy notice acceptance to access for each unique Wi-Fi connection
- Minimum of 99% accuracy required
- Processing time of 4 seconds or less

## Operating System

- Windows 10 OS
  - **Basic Mode:** Sandbox software that creates a reduced-scope environment for users. Within the software, the user has access to educational software and magnifier functionality only.

- **Exam Mode:** Within Basic Mode, a teacher should be able to set up Exam mode where they can choose which apps the student will have access to from within Basic Mode. Returning to Basic or Advanced Mode will require a PIN number set up by the teacher.
- **Advanced Mode:** Open Windows experience for advanced users with supportive low vision software pre-installed.

## Software

The goal of the Desktop Tablet Magnifier is to offer a connected classroom experience in both in-person and distance learning scenarios. As such, a curated pre-installation of educational software lays a foundation of immediate value for classroom users and a more simplified out-of-the-box experience.

### Software requisites

- Sandbox software to be used as “Basic Mode” for the device
  - Should have a simple set of apps including all software discussed in this section
  - Able to access files from Windows File Explorer to be read and edited
  - In the settings menu, teachers and students should be able to select which apps will appear in Basic Mode organized by software category (e.g., Cloud storage, virtual meeting, classroom management, etc.).
- ZoomText required for Basic and Advanced modes and enabled on system startup. Settings and gesture commands should carry over between different modes and be applied to apps opened in Basic Mode.
- Backup document editing software required in the case that users do not have access to a mainstream software subscription.
- Cloud-based file transfer software
  - Ability to quickly transfer files between classroom devices such as Chromebooks or iPads

**For example:** Dropbox, Google Drive, AirDroid, DirectShare.io

- eBook Reader and PDF software
  - Ability to manage eBook collection on device storage
  - Ability to manage eBook collection from online libraries such as bookshare.org, Learning Ally, and National Library Service
  - Ability to integrate into international library APIs. For example: Royal National Institute of Blind People, National Library Board, etc.
  - Supports MOBI, EPUB, PDF
  - Supports table of contents, bookmarks, highlights, comments/notes
  - Supports navigation by page, chapter, section, etc.
  - Supports read-aloud

**For example:** See [Bookshare Member Preferred Tools](#).

- Graphing Calculator

- Desmos API web app, preferably with an Electron or Node Webkit based GUI for Desktop use
- Learning management systems (LMS)
  - Multiple LMS options preinstalled or bookmarked for easy access based on school preference

**For example:** Google Classroom, Canvas, Blackboard Learn, and so on.

- Video conferencing and virtual classroom software pre-installed
  - Zoom
  - Google Meet
  - Microsoft Teams
  - Skype
- Video playback software
  - Ability to adjust brightness and contrast for video playback
  - Ability to zoom in and out during video playback

**For example:** VLC Player with “Interactive Zoom” Adjustment and Effect pre-enabled.

- Web Browsers
  - Google Chrome
  - Microsoft Edge
  - Mozilla Firefox
- Programming IDE
  - Visual Studio Code
    - Extensions pre-installed to support early programming learners
    - Settings JSON file updated to optimize settings for low vision users using [Microsoft Accessibility Docs](#)

## Support

- A first run training tutorial interface should be included on startup in Basic mode to guide users through features of the device including:
  - Settings Menu tour and setup wizard:
    - How to set default software in Basic Mode
    - How to select which software is available during Exam Mode
    - Prompt to set up default accounts including cloud storage, email, classroom management, and so on
    - Prompt to set up default Bluetooth and Wi-Fi connections
    - Predictive AI font software assessment
    - Other “how tos” or “prompts” in Settings Menu tour and setup wizard as identified/needed
  - How to switch between magnifiers
  - How to control magnifiers including:
    - How to zoom in/out
    - How to copy and capture current view

- How to access saved captures
  - How to OCR captures
- How to enable/disable Exam Mode
- How to switch to Advanced Mode
- The first time switching to Advanced mode should prompt the user with a notification explaining what Advanced Mode is for and how they are able to return to Basic Mode.
- User Manual available digitally on device.
- An in-house voice assistant application that can be accessed by holding down the home button can serve as a secondary conversational user manual interface.
  - Quickly provides a vocal reference for gestures, key commands, and so on.
  - Provides a “What’s new?” conversation track for explaining updates and feature changes.
  - Provides general information based on different keyword utterances. For example, if a user utterance contains the word “Document OCR”, it will quote the user manual section pertaining to document OCR.

## Settings

- Wi-Fi 5 (802.11ac) or Wi-Fi 6 (802.11ax)
- Bluetooth 5.0
- Settings adaptations for students with multiple disabilities
  - Should include features that make the Remote Desktop Magnifier accessible for students with multiple disabilities

### For example:

- A single hand mode for touch screen which optimizes touch screen operation for use by one hand.
- Switch device access for students unable to operate a keyboard and trackpad.

## Included Accessories

- User Manual (Print)
- Stylus
- USB-C charging cable
- Carrying case
- Screen protector

## Miscellaneous

- Ongoing background assessment and usage analytics
  - Magnifier zoom level preference
  - Contrast mode choice
  - Font choice
  - Counter of unique application opens
  - Basic vs. Advanced Mode usage

- Number of uses in individual camera modes
- Keyboard/trackpad usage metric
- OCR usage metrics
- Other assessment and usage analytics as identified/needed
- Customized, personalized, and predictive font choices
  - Using a specialized toolset, user will be able to customize their font
  - Device will accommodate importing a custom font by APH designed for low vision users across all aspects of the device in both basic and advanced mode
  - Could accommodate predictive AI font software with integration into startup wizard
- Remote support tool
  - Through the settings menu, students and teachers should have the ability to receive technical support for their device with APH customer support or a vendor support representative.
  - Remote Desktop software (e.g., TeamViewer) should allow support staff to operate the unit and address any problems the user is facing on their device with permission.
- Minimum of 25 contrasting color modes
- Ability to connect to Smart Boards

## Sample Use Cases

Please note that these use cases are based on an ideal vision of a Desktop Tablet Magnifier. We recognize that all the features presented may not be incorporated in the first version. Nevertheless, we are committed to working toward this vision and are open to ideas and approaches to solving these problems and more.

### Scenario 1:

Sarah, an 8th-grade low vision student is working at a single standard-size desk. The teacher is displaying and discussing a geometric shape on a whiteboard and asking for student participation. Sarah attends a public middle school and changes classrooms a couple of times a day.

Possible user-device actions:

- 1) Sarah swivels the base 45 degrees to get the appropriate viewing angle from her seat.
- 2) Sarah utilizes the distance camera to view the geometric shape with magnification to participate in the discussion.
- 3) Sarah short presses the camera button to copy her current distance view to the clipboard. Sarah presses the home button to return to Windows and pastes the image into a note taking application and annotates it using a stylus.
- 4) Sarah long presses the camera button to capture a magnified image of the whiteboard. The image is saved to internal or external storage based on user preference to review concepts later.

- 5) Sarah powers down and folds her device after class and places it in a traveling pouch to travel to 3<sup>rd</sup> period Math.

## Scenario 2:

Jay, a 3rd-grade low vision student is distance learning every other week. From home, Jay is reading *Charlotte's Web* aloud with his English teacher and classmates and answering reading comprehension questions as homework.

Possible user-device actions:

- 1) Jay uses the self-view camera mode to participate in the virtual classroom on Zoom.
- 2) Jay, when called on to read a paragraph aloud, presses the document view camera button or performs a three-finger swipe to switch to his document camera and reads the text using his preferred default document magnification settings.
- 3) Jay, when asked to identify Charlotte the spider on the page, freely moves the book in the document tray to locate the image and zoom in. The stand does not interfere with the movement of the book.
- 4) Jay is given a set of vocabulary words to learn based on their context in the novel. He changes the default camera save folder to a new folder titled "English Vocab." He zooms in on the passages where the vocabulary words occur and long presses the camera button. After capturing the magnified passages, he uses the built-in OCR to hear the passages read aloud.
- 5) Jay is given a worksheet to print for homework containing reading comprehension questions. Using the built-in eBook reader software, Jay uses the document magnification to write in answers as he reads the magnified text and searches for keywords in the text, effortlessly switching between applications using gestures.
- 6) Jay scans his worksheet to save as a PDF and turns it in via document sharing with his teacher on Google Classroom.

## Scenario 3:

Kayla, a college freshman Biology major is performing field research for her Biology 201 class at a local arboretum.

Possible user-device actions:

- 1) Kayla brings her tablet magnifier undocked to the arboretum to magnify the species labels for plants and flowers and collects photographs in a folder entitled "Biology Field Research, April 2021." She uses the touch screen to navigate to this folder and check her photographs.
- 2) At home, Kayla docks her tablet magnifier in the stand to connect the built-in keyboard and trackpad.
- 3) Kayla types her findings and inserts her photography into her essay. She uses a pinch gesture on the trackpad to quickly zoom in and out of the document as she writes.
- 4) Kayla saves her field research folder to a cloud storage folder to return to later.

## Scenario 4:

Janet, an elderly woman, is experiencing vision loss late in life. She has familiarity with Windows OS but needs magnification assistance when performing daily tasks.

Possible user-device interactions:

- 1) Janet receives a letter from her insurance agency to be signed. She places it under the document magnification camera and takes a picture of the letter.
- 2) Using the 3.5mm headphone jack and a set of headphones, Janet listens to the contents of the letter read to her with OCR to prevent eye fatigue.
- 3) Janet uses the document magnification to precisely sign her name and date the document.
- 4) Janet photographs the document, saves it as a PDF, and emails it to her insurance agent.

## Scenario 5:

Mark, a 3<sup>rd</sup>-grade low vision student using the Desktop Tablet Magnifier, is regularly checked for changes in visual acuity.

Possible user-device actions:

- 1) Based on information provided by a vision specialist, Mark's teacher loads a user profile targeting his needs via USB-C.
- 2) Mark's teacher receives regular emails (or upon request) that offer usage analytics such as primary contrast mode choices, magnification level, font choice, and change over time.
- 3) Mark's teacher provides usage analytics to vision specialists to show changes in usage that may indicate a need for a low vision assessment prior to typical annual schedule.

## Scenario 6:

Jamal, a 5<sup>th</sup>-grade student, recently received his Desktop Tablet Magnifier unit in the mail. His teacher, Samantha, is setting up the device for use.

Possible user-device interactions:

- 1) Samantha goes through the interactive tutorial that showcases Basic Mode functionality with Jamal so they both understand how the device works. She explains the concepts, and they practice general operation together.
- 2) Samantha helps Jamal enter in his account information for Zoom and Canvas and deselects other video conferencing and classroom management software from the settings menu.
- 3) Samantha sets up a PIN number for exam mode and selects which apps will be available in exam mode.

## Scenario 7:

Louis, a 4<sup>th</sup> grade student with severe physical limitations uses the Desktop Tablet Magnifier in conjunction with physical switch access

Possible user-device interactions

1. Using a switch interface, micro light switches, and macro keys, Louis zooms in and out on illustrations and text in a children's book as his parent orients the text in the document tray.
2. Using a gumball switch and joystick, Louis browses apps within the basic mode user interface and selects an ebook reader software.
3. Using a joystick, Louis navigates and enjoys the ebook.

## A Note on the Future of Low Vision Technology

APH will soon be seeking a partner to develop a Stationary Desktop Magnifier. Based on a successful development cycle, further partnership in the development of the Stationary Desktop Magnifier following the Desktop Tablet Magnifier could be an option.

## Responses

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## Questions and Proposals

Questions may be submitted to Greg Stilson at [gstilson@aph.org](mailto:gstilson@aph.org) and Chris Prentice at [cprentice@aph.org](mailto:cprentice@aph.org). Questions and answers will be made public on [the APH Business Opportunities webpage](#). Clarification questions by respondents will be posted anonymously on [aph.org/business-opportunities/](http://aph.org/business-opportunities/). **All clarification questions must be submitted by August 2, 2021.**

APH is looking for detailed proposals of how a respondent would accomplish the goals set forth and prove a willingness to innovate and push magnification technology to new heights. **Written proposals must be submitted by the close of business on September 13, 2021.** No other written proposals will be accepted after this date.

Submit your informational proposal to both: Greg Stilson at [gstilson@aph.org](mailto:gstilson@aph.org) and Chris Prentice at [cprentice@aph.org](mailto:cprentice@aph.org).

Response expectations include:

- Company overview
- Manufacturing process
- How your company would accomplish the goals set forth
- Any omissions made in this RFP



- Additional innovations
- Business terms

**Note:** A successful proposal will not limit its scope to meet the outlined specifications and expectations above but will iterate on these foundational guidelines to prove thoughtful consideration of the difficulties faced by low vision users and offer innovative technological solutions.

## Presentations

At the conclusion of the RFP written proposal process, respondents will be selected based on the quality of their proposal and invited to provide further details of their vision via a presentation.

Presentation dates and times may be arranged either virtually or in-person.

Arrangements may need to be made to ship APH staff any technology a respondent feels would supplement their presentation. Accommodations will need to be made to ensure technology arrives prior to the presentation date.

At the conclusion of the presentation process, APH will provide feedback to the respondents on their presentations and technology. If there is mutual interest in pursuing a potential business partnership, those possibilities and next steps will be discussed at this time.

## Estimated Timeline

June 30	RFP issued
August 2	Respondent questions due to APH (Greg Stilson and Chris Prentice)
August 16	Answers to questions sent to respondents and posted on APH website
September 13	Written informational proposal due to APH (Greg Stilson and Chris Prentice)
Oct. 18 – Nov. 5	Vendor and technology presentations/demonstrations
November 22	Response from APH

**Any business partnerships which may result from this RFI or an eventual request for quotation, are subject to negotiation and legal review.**



APH looks forward to the opportunity to partner on this incredibly innovative endeavor. Answers to the questions below are appreciated, and APH thanks you for your time and efforts in responding to this RFP. Any responses are not legally binding.

