Alabama Department of Education
Request For Proposals

FOR: Comprehensive Online Learning Management System

Vendor’s Name and Address:

Phone: FAX:

Contact Name, Address and Email:

Phone: FAX:

IMPORTANT: All interested vendors must be registered with the State of Alabama – Department of Finance, Division of Purchasing. Visit http://www.purchasing.state.al.us/ for additional information or call (334) 242-7250.

RETURN SEALED PROPOSAL TO:

Regular Mail
Alabama Department of Education
5351 Gordon Persons Building
P.O. Box 302101
Montgomery, AL 36130-2101

Courier
Alabama Department of Education
Technology Initiatives
50 N. Ripley Street
5351 Gordon Persons Building
Montgomery, AL 36104-3833

SIGNATURE AND NOTARIZATION REQUIRED

I HAVE READ THE ENTIRE PROPOSAL AND AGREE TO FURNISH THE PRODUCT LISTED ABOVE IF AWARDED. I HEREBY AFFIRM I HAVE NOT BEEN IN ANY AGREEMENT OR COLLUSION AMONG VENDORS IN RESTRAINT OF FREEDOM OF COMPETITION.
Vendor’s Participation Acknowledgement Form:

Complete this form and FAX to Jerome Browning at 334-353-5886.

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We have received the Request for Proposal.

**At this time it is the company's intent to:**

- [ ] Submit a Proposal
- [ ] Not Submit a Proposal

*Also, please send an email to jbrowning@alsde.edu indicating the same information requested above.*
1. Scope and Background

1.1. Statement of Purpose
The Alabama Department of Education (SDE) is seeking responses to this RFP for a turnkey comprehensive “standards based” online Learning Management Solution (LMS), including a Learning Object Repository (LOR) to be fully hosted at vendor facilities, that offers quality service at the lowest competitive cost. The length of the resulting contract for the services requested will be for a period of one (1) year with options to renew for up to two (2) additional years.

1.2. Overview of Products and Services

1.2.1. Learning Management System (LMS)
A standards-based “Learning Management System” (LMS) that includes learner tools (communication tools, productivity tools, and student involvement tools) and support tools (administration tools, course delivery tools, and curriculum design tools) that enable the delivery of online learning. All proposals will offer core features specifically related to "course development" and the capability of interfacing with student records system such as the statewide STI student management system in place. A more detailed description is offered later in this RFP.

1.2.2. Learning Object Repository (LOR)
A standards-based “Learning Object Repository” (LOR) for storage and retrieval of digital or non-digital objects that may be used for learning, education or training. A more detailed expectation is offered later in this solicitation.

1.2.3. Help Desk Services
High quality, comprehensive help desk services to support LMS and LOR system on a 24 x 7/365 basis for teachers and students. The proposals will support multiple platforms with both live phone and web-based support.

1.2.4. Hosting Services
The SDE seeks a vendor hosted service. Vendor’s hosted service shall provide all required robust hardware, bandwidth and interface tools necessary to provide quality services as requested.

1.2.5. Third Party Tools
Capability of providing various supporting tools that will enhance the value of the LMS and/or LOR. Such products may include assessment tools, management tools, and collaboration tools. Qualified Vendors are encouraged to respond in the appropriate section of this RFP. These third party tools if chosen by the SDE must be seamless in the installation process and use.

1.3. Estimated Volume
The SDE expects the initial users of the LMS to be approximately 2000 concurrent users including students, teachers and administrators with an increase of 500 -2500 additional users in each of the subsequent years of the contract providing these services for possibly 8000 users. It should be understood that the SDE cannot guarantee the number of users in any given year.
2. Time Frame and Evaluation Criteria

2.1. Estimated Time Frame

RFP Release - November 18, 2005
Vendor's Participation Acknowledgement Form Due – December 1, 2005
RFP Package Due Date – December 8, 2005 5:00 PM CST
RFP Public Opening – December 9, 2005 10:00 AM CST
Contract Award – December 19, 2005 Tentative

2.2. Evaluation Information

SDE must be confident that the awarded vendor and product will perform and meet the needs of its students, teachers and administrators. The SDE will evaluate and make an award(s) on the proposal(s) that is determined to be the best value to the students, teachers and administrators based on the criteria listed in this document.

All proposals must be complete to be considered responsive. If the proposal fails to conform to the requirements of the RFP then the SDE reserves the right to consider the proposal a non-response.

The SDE’s evaluation process will select the vendor based upon the best overall value presented in the submitted proposals. Factors considered will include, but not be limited to, conformance to RFP requirements, financial viability of company, references, and service/support capabilities (customer service support, delivery capabilities, technology capabilities and reporting) and willingness to base price on the models provided. However price will receive the highest weight in the evaluation.
3. Vendor Submission Instructions and Format

3.1. Instructions and Conditions Governing Proposal Submission

3.1.1. RFP Coordinator

Jerome Browning
Alabama Department of Education
Technology Initiatives
P.O. Box 302101
5351 Gordon Persons Building
Montgomery, AL 36130
Phone: 334-242-9594
Fax: 334-353-5886
jbrowning@alsde.edu

3.1.2. Submission Conditions

Proposals are to be submitted in the format as designated in this RFP. Failure to do so may result in disqualification.

3.1.3. Questions & Inquiries

All interested vendors should indicate their interest in responding to this RFP by registering. To register, interested vendors should complete the Vendor Participation Acknowledgment Form in Section 1 above and FAX the completed form to the RFP Coordinator (see 3.1.1). Those interested vendors who properly complete and deliver this form to the SDE will receive a link and login to a specific website via return email and FAX (if such valid information is provided). All questions and inquiries regarding this document should be submitted as they occur through the provided website. By the use of such website the questions and any responses specific to the terms and conditions, process, procedures, language, specifications and other parts of the RFP shall be made public and will be shared with other registered Vendors. Questions may be received on the website until three days before the scheduled RFP opening (after this date questions may not be answered) with final response to those date sensitive questions two days prior to RFP deadline. All questions and inquiries regarding this document should be submitted in writing to the website or via email to the RFP Coordinator listed above.

It is the responsibility of Vendors to inquire about and have clarified information, data, and the requirements of this Request for Proposal that are not understood. If use of the website or this document is unclear send all inquiries to jbrowning@alsde.edu. The SDE will not consider any verbal response or communications between interested vendors and any SDE staff or other related parties as binding. All communication concerning this RFP must be in written format by mail or email and through the RFP Coordinator listed above.

**Note:** Relevant questions and the responses will be provided to all Vendors on SDE website. SDE will not be bound by oral responses.

3.1.4. Copies of Proposal

The vendor’s response to this Request for Proposal and all attachments are to be in the form of five (5) **entire** original documents with original signature(s) and two (2) CD’s of the **entire** proposal in a digital format. The format of the response should
adhere to the instructions and format provided in this RFP. A legally authorized representative of the Vendor must sign the proposal (see cover page).

3.1.5. Delivery of Proposal

Proposals shall be addressed as stated on the cover page of this RFP in a sealed package(s). Delivery of proposal is to be made on or before RFP Due Date (see cover sheet) at the close of business.

Business hours for receipt of proposals are: 8 am – 5 pm Central. Offers shall be hand delivered, express mailed, or otherwise sent to arrive prior to closing time on the RFP Due Date. Fax, email, verbal or similar type response will not be accepted. DO NOT DELIVER PROPOSAL RESPONSES TO THE RFP COORDINATOR. See cover page for additional information concerning delivery.

3.1.6. Costs of Submission

Any and all costs incurred by the Vendor in the preparation and delivery of the submission or in anticipation of receiving a contract from the SDE are those of the Vendor and will not be reimbursed by the SDE.

3.1.7. Innovations or Creativity

Innovative ideas, new concepts, and partnership arrangements other than those presented in this document may be considered. For example, these might include unique educational features, special services, discounts, or terms and conditions specific to each Vendor. (Respond in Tab 13)

3.1.8. Value-Added Arrangements

Please indicate any other value-added arrangements, unique educational features, sponsorship arrangements, and special services, discounts or terms and conditions that could be combined with this RFP. All optional arrangements should be described separately in a standalone, clearly marked section of the response. (Respond in Tab 13)

3.1.9. Formal Presentations

As part of the evaluation process a formal presentation from selected Vendor(s) may be requested. Selected Vendor(s) should use this presentation to provide further insight regarding their proposal and to clarify any issues.

The SDE is interested in implementation and functionality of the most current released version.

Demonstration needs:
1 – Vendor’s diagram showing programmatic flow of stated features
2 – Demonstration CD - showing step by step how to perform the functions
3 – Online environment setup for evaluators to validate performance, ease of use, and true integration of the stated feature set.

3.1.10. Access for Evaluation

If requested, Vendor will provide online access to a ‘live’ installation of the products outlined in their response. Access for evaluation must be provided free of charge. The request will be reasonable but sufficient to undertake an appropriate evaluation. If a Vendor has a limit on how many may access the system, such limitations should be provided in the response.

Access should minimally include the following roles:
- Learner
3.2. Proposal Response Format

The instructions set forth in this section prescribe the format to be followed by each Vendor in the preparation and presentation of the RFP. These instructions are not intended to limit the contents of a proposal response, but rather to insure that all pertinent information essential for evaluation is included. Vendor's submissions must include a detailed table of contents of SDE’s requested information formulated in the same order as it is requested in this RFP. Each tab of the Vendor’s response should be labeled with the section header of the RFP.

Ex: Tab 1: Response to Section 5.1 - Executive Summary
   Tab 2: Response to Section 5.2 – Company Background

Accompanying materials and additional information deemed necessary to complement a Vendor’s response must be clearly labeled and included as an addendum or exhibit. Responses to this RFP should be specific providing a straight forward, complete, and concise description of the Vendor's and proposed software’s ability to meet the requirements of the RFP and the functional specifications identified. Responses indicating only that the requirement is “met by” or “provided for” without a full explanation will be considered unacceptable.

Each requirement of the RFP shall be individually addressed. Response forms provided and formats described must be used. If requested information is the same for more than one area, indicate such, but do not duplicate previously provided information.

Note: Proposals that do not adhere to the order and format requests identified could be disqualified. Please note that the “Original” RFP shall prevail.

3.2.1. Uniformity

To provide uniformity and to facilitate comparison of Proposals, all information submitted must clearly refer to the page number, section, or other identifying reference in this RFP. All information submitted must be noted in the same sequence as it appears in this RFP.
4. **Required Vendor Submission**

4.1. **Executive Summary – (Response Tab 1)**

This shall consist of a concise non-technical summary providing a management overview of the proposal; a description of products offered in the Agreement; and a detailed summary of the pricing policies, pricing level(s), discounts, net pricing and price lists including a comparison of the offer to other agreements the Vendor may have and make available to the SDE. In addition, discuss your executive, delivery and pricing commitment to SDE.

4.2. **Company Background – (Response Tab 2)**

In this section the Vendor shall provide background information about the company. Included should be information about past experiences with providing similar needs. Provide percentage of budget that is devoted to Research and Development.

4.3. **Financials – (Response Tab 3)**

If public, provide copies of the three most recent annual reports. If private, provide copies of the most recent three-year audited financial statements or some documented evidence of financial stability to assure required performance.

4.4. **References – (Response Tab 4)**

Provide a list of five (5) references that are of comparable size and similar to the services requested in this RFP. Be sure to include contact name, phone numbers, date implemented, and any other pertinent information.

4.5. **Program Response – (See sections 5 - 13)**

4.5.1. Learning Management System Functional Requirements (Tab 5)

4.5.2. Additional LMS Inquiry (Tab 6)

4.5.3. Learning Object Repository – Functional Requirements (Tab 7)

4.5.4. LOR/LMS Technical Considerations (Tab 8)

4.5.5. Hosting (Tab 9)

4.5.6. Third Party Tools (Tab 10)

4.5.7. Pricing Response – (Tab 11)

4.6. **VPAT Response – (Tab 12)**

The purpose of the Voluntary Product Accessibility Template, or VPAT, is to assist the SDE in making preliminary assessments regarding the availability of commercial "Electronic and Information Technology" products and services with features that support accessibility.

The following web link provides a template for Vendors to fill out. Vendors should provide a response for each section relevant to their product offering.

4.7. **Additional Information (Tab 13)**

In this section, the Vendor should include any additional information deemed necessary to support its proposal.

4.8. **Required Signature Block**

Vendors must complete all information requested on the cover page including the signature line(s).

*NOTE:* Failure to complete and sign all signature block on cover page may disqualify Vendor’s RFP Response.
5. Learning Management System Functional Requirements (Tab 5)

This proposal seeks a combination of a Learning Management System, Learning Object Repository and supporting tools. Each of the following Learner Tools are required within the proposed LMS. The learner tools are followed by a feature-set of required tools and specifications. Respond to how your LMS meets the feature-set after each section.

5.1. Learner Tools - Communication Tools – Definitions

5.1.1. Discussion Forums:
Discussion forums capture the exchange of messages over time, sometimes over a period of days, weeks, or even months. Threaded discussion forums are organized into categories so that the exchange of messages and responses are grouped together and are easy to find. Discussion forum tools are very similar to Usenet newsgroups where text conversations over time are displayed. The organization of the messages can be a simple temporal sequence or they can be presented as a threaded discussion where only messages on a specific topic called a thread are displayed in sequence. Discussion forums provide automatic notification of new entries showing when an instructor logs in.

5.1.2. File Exchange:
File exchange tools allow learners to upload files from their local computers and share these files with instructors or other students in an online course. Note: File attachments to messages are part of Internal Email and Discussion Forums. File Exchange tools enable downloading files and upload or posting files over the Web from within the course (e.g., assignment drop box or collaboration/group tools).

5.1.3. Internal Email:
Internal email is electronic mail that can be read or sent from inside an online course. Email tools enable messages to be read and sent exclusively inside the course or alternatively the tools enable links to external email addresses of those in the course so that contacting course Members is facilitated. Internal email may include an address book and some address books are searchable.

5.1.4. Online Journal/Notes:
Online Journal/Notes enable students to make notes in a personal or private journal. Students can share personal journal entries with their instructor or other students but cannot share private journal entries. This tool can be used to facilitate writing assignments in which parts are written over time and then later assembled into a document. This tool can also be used to make personal annotations to pages of a course that can later be used as a study aide. The Online Journal/Notes tool can also be used to record reflections about personal learning accomplishments and how to apply this new knowledge.

5.1.5. Real-Time Chat:
Real-time chat is a conversation between people over the Internet that involves exchanging messages back and forth at virtually the same time. Chat includes facilities like Internet Relay Chat (IRC), Instant Messenger, and similar text exchanges in real time. Some chat facilities allow the chats to be archived for later reference so that they may be more easily used as part of a course grading system.
5.1.6. **Video Services:**

Video services enable real-time voice and picture (video) interaction as part of the course. Video services include tools for broadcasting video to those without a video input device. Some video services provide for two-way or multi-way video conferencing, which may be point-to-point connections or mediated through a central server.

5.1.7. **Whiteboard:**

Whiteboard/video tools include an electronic version of a dry-erase board used by instructors and learners in a virtual classroom (also called smartboard or electronic whiteboard).

5.1.8. **Other:**

Other synchronous services such as application sharing, group browsing, and Voice over IP (also called VoIP or voice chat). Application sharing allows a software program running on one computer to be viewed and sometimes controlled from a remote computer. For example, an instructor using this feature can demonstrate a chemistry experiment or a software utility to an online student and allow the student to use the demonstration software from his/her own computer. Group web browsing allows an instructor to guide learners on a tour of websites using a shared browser window. Voice over IP tools enable two or more to communicate via microphone and speaker conference call style over the Internet connection in real-time. Alternatively, a functionally similar tool is used to set-up and manage a conference call using the telephone system.

**Vendor Response Area**

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5.2. Learner Tools - Productivity Tools - Definitions

5.2.1. Bookmarks:
Bookmarks allow students to easily return to important pages within their course or outside their course on the web. In some cases, bookmarks are for an individual student’s private use, and in others can be shared with an instructor or with an entire class. Some systems also allow bookmarks to be annotated. Systems vary in allowing students to store their bookmarks in a course folder, a personal folder, or a private folder. Course folders are open to all students and instructors in a course. Personal folders contain bookmarks that individual students can share, whereas bookmarks in private folders are for the student’s own use.

5.2.2. Orientation/Help:
Orientation/Help provides tools to help students learn how to use the online learning software, often in the form of a self-paced tutorial, guide, or student help desk.
Orientation/Help tools enable the student to make the best use of the software. These tools provide tutorials or guides to the various aspects of the software. Sometimes additional tools are included to support effective study practices, which can range from simple review tools to mini-courses on how to study effectively. Student help desk tools facilitate the tasks of an operator responding to requests for help by student users of the application and may include some online resources directly available to students such as context sensitive helpful hints and wizard style assistants. A student help desk does not typically offer help with course content.

5.2.3. Plan/Progress Review:
Student progress review tools enable students to plan for their workload and assignments typically through a course calendar. This may include the use of an online calendar. Student progress review tools enable the student to check marks on assignments and tests, as well as, their progress through the course material. In some tools there are additional provisions to support student workload planning, as well as, by means of a calendar type of tool.

5.2.4. Searching within Course:
Searching within a course is a tool that allows users to find course material based on key words. Searching tools enable students to locate parts of the course materials on the basis of word matching beyond the user's current browser page (that can be searched using the browser>edit>find menu).

5.2.5. Resume Course Function:
Resume Course Function is a placeholder that allows users to save their place in an online course or Sharable Content Object even after the browser is shut down.

5.2.6. Work Offline/Synchronize:
This feature provides the ability to work in the course environment offline, and for the work to be synchronized with the next log-in to the course environment. In
some products the resume course function also lets users save their place in an online course. This applies to work on PDAs (e.g., Palm, Handspring, Blackberry, MS Windows Mobile, etc.). The ability to work in a course environment offline is especially useful in situations where communication links are unreliable or expensive. This offline environment is essentially a local client application that embodies the important features of the online product without the constant connection to the Internet. When the user resumes the course, the resume course tool could be used to take the user directly to the page of the course or the Sharable Content Object where they had stopped working.

Vendor Response Area

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### 5.3. Learner Tools - Student Involvement Tools - Definitions

#### 5.3.1. Group Work:

Group Work is the capacity to organize a class into groups and provide group workspace that enables the instructor to assign specific tasks or projects. Some systems also enable groups to have their own communication features like real-time chat and discussion forums.

#### 5.3.2. Self-Assessment:

Self-Assessment tools allow students to take practice or review tests online. These assessments do not count toward a grade. When Self-Assessment tools are combined with pedagogical skill in preparing the content of the test items and response feedback there can be positive effects on student motivation.

#### 5.3.3. Student Community Building:
Student Community Building tools enable online instructors to create a community for students to share ideas or build knowledge. Student Community Building tools can include facilities to encourage and enhance morale. These tools allow the instructor to create and manage small groups using discussion threads, chats, or other course tools in a larger class so that small group Members can interact with each other enough to develop friendships.

5.3.4. **Student Portfolios:**

Student portfolios may be used by students as personal homepages or may be a place for them to showcase their work in a course and cumulative academic history.

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5.4. **Support Tools - Administration Tools - Definitions**

5.4.1. **Authentication:**

Authentication is a procedure that works like a lock and key by providing access to software or a computer system by a user who enters the appropriate user name and password. The term also can refer to the procedure through which user names and passwords are created and maintained. Authentication systems can involve a single logon, which is the most user friendly and most vulnerable to hacking. More complicated systems can involve layers with separate logins for each layer and secure socket layer transaction (SSL) encryption.

5.4.2. **Course Authorization:**
Course authorization tools are used to regulate who can use the software and in what way. Authorization tools assign access privileges and other privileges to specific users or user groups (e.g., teaching assistants and designers).

5.4.3. **Hosted Services:**

Hosted services mean that the online learning application provider furnishes the application with the server and technical support from their location so the institution does not provide any hardware. Off-site hosting is the service of course hosting from servers at the application provider's location so that the local institution does not need an application server or the associated network hardware and software (a.k.a., outsourcing web services). An important aspect of outsourcing course hosting is that it includes outsourcing the associated technical support and maintenance as well as the actual web service of providing courses.

5.4.4. **Registration Integration:**

Registration tools support the enrollment of students in an online course either by the instructor or through self-registration of the students themselves or through integration with the Student Information System. Registration tools may also include tools for secure credit card transactions. Some registration tools allow instructors to enroll students in batches through the use of formatted text files. Time limited student self-registration may also be available to shift the data entry process to the students. This feature includes the integration of the online learning system with an administrative student registration or information system such as the adopted statewide student management package now provided by Software Technologies, Inc. (STI). Typically, integration will allow for the following types of functionality: shared common student information, ability to transfer grades back and forth, and ability to have common accounts.

5.4.5. **Learning Cycle Management Process:**

Learning Cycle management deals with all the tools necessary to add courses individually or in batch and the ability to purge courses when no longer in use. The ability to archive courses is also important.

5.4.6. **Reporting and Querying Process:**

Reporting features include the ability to review and analyze information in multiple formats, sorting by user defined fields. Querying is the ability for users to obtain discrete data elements through ad-hoc requests including phonetic searching.

**Vendor Response Area**

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<thead>
<tr>
<th>1. Does your product completely support the above feature set?</th>
<th>___ Yes ___ No</th>
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<td>If you answered no, describe precisely where your product does not support the above.</td>
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<td>2. Describe how your implementation of this feature set is unique or superior to other products on the market.</td>
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<tr>
<td>3. Provide the pages in your user guide where end-users can learn how to work with the</td>
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</table>
5.5. **Support Tools - Course Delivery Tools - Definitions**

5.5.1. **Automated Testing and Scoring:**

Automated testing and scoring tools allow instructors to create, administer, and score objective tests. Some products provide support for proctored testing in a suitable computer lab classroom as an approach to ensuring academic honesty.

5.5.2. **Course Management:**

Course management tools allow instructors to control the progression of an online class through the course material. Course management tools are used to make specific resources in a course, such as readings, tests or discussions, available to students for a limited time only or after some prerequisites are achieved. This deliberate unfolding of the course resources can be used to prevent students from being overwhelmed and discouraged. Some systems enable this course management to be individualized so that course experience can be tailored to accommodate individual learner situations.

5.5.3. **Instructor Help Desk:**

Instructor help desk tools include resources available for instructors who need help using the product software. This does not typically include assistance with content. Instructor help desk tools may enable instructors to create a community with other instructors to share ideas or build knowledge.

5.5.4. **Online Grading Tools:**

Online grading tools help instructors mark, provide feedback on student work, and manage a grade book. Online grading tools enable instructors to mark assignments online, store grades, and delegate the marking process to teaching assistants. Some tools allow instructors to provide feedback to students, to export the grade book to an external spreadsheet program, and to override the automatic scoring.

5.5.5. **Student Tracking:**

Student Tracking is the ability to track the usage of course materials by students and to perform additional analysis and reporting both of aggregate and individual usage. Student tracking tools include facilities for statistical analysis of student-related data and to display the progress of individual students in the course structure. The data generally consists of both activities and the time stamps of when the activity occurred.

**Vendor Response Area**
1. Does your product completely support the above feature set? ___Yes ___No

If you answered no, describe precisely where your product does not support the above.

Response Area:

2. Describe how your implementation of this feature set is unique or superior to other products on the market.

Response Area:

3. Provide the pages in your user guide where end-users can learn how to work with the features you provide in this section. Clearly identify the page and feature supported.

User Guide Reference pages:

4. Are the features you provide in this section part of the core application? ___Yes ___No

Additional Respondent Comments:

5. Are the features you provide in this section fully covered and included in the base price? If not, the cost must be clearly identified in the price section. ___Yes ___No

Additional Respondent Comments:

5.6. Support Tools - Curriculum Design Tools - Definitions

5.6.1. Accessibility Compliance:

Accessibility compliance means meeting the standards that allow people with disabilities to access information online. Persons with disabilities (e.g., the blind) use a device to “read” the screen. Accessibility for persons with disabilities entails providing for a version that can be processed by a screen reader such as JAWS. Many screen readers have difficulty rendering frames, tables, and images (without alt text tags). The practical accessibility difficulties are compounded by the fact that many persons with disabilities do not have the recent equipment and software.

5.6.2. Course Templates:

Instructors use templates to go through a step-by-step process to set-up the essential features of a course. Course templates are artifacts of particular pedagogical approaches to instructional content and process. The local value of particular templates will depend in part on the match between the template designer's approach and the specific instructor's approach.

5.6.3. Curriculum Management:

Curriculum management provides students with customized programs or activities based on prerequisites, prior work, or testing. Curriculum management includes tools to manage multiple programs, to enable skills/competencies management, and to handle certification management. These tools may be similar to the tools used in student services as part of providing academic advising to students.

5.6.4. Customized Look and Feel:
Customized look and feel is the ability to change the graphics and how a course looks. This also includes the ability to provide institutional branding for courses. Customized look and feel also includes the branding of content with institutional logos and navigation to provide a consistent look-and-feel across the entire institutional site and integration with additional institutional resources, such as the library.

5.6.5. Instructional Design Tools:
Instructional design tools help instructors create learning sequences, for example, with lesson templates or wizards.

5.6.6. Instructional Standards Compliance:
Instructional standards compliance concerns how well a product conforms to standards for sharing instructional materials with other online learning systems and other factors that may affect the decision of whether to switch from one product to another. Instructional standards compliance involves trying to make it possible for applications from different product producers to work well together. There are presently several proposed standards but the prominent are the specification developed by the IMS Global Learning Consortium that define the technical specifications for interoperability of applications and services in distributed learning and support. The IMS specifications can be found at [www.imsproject.org](http://www.imsproject.org). Several have already moved through the process to become IEEE standards. The SCORM integrates the industry standards and some specifications from IMS, AICC, IEEE and ADRIANE and are operational standards with corresponding compliance test suites for LMSs and content. ([www.adlnet.org](http://www.adlnet.org)) In terms of compliance there appear to be four levels: awareness of the standards, claimed partial compliance, self-tested compliance, and official third party certification with the SCORM test suites. Other migration considerations are situations that would make switching to another application more complicated, such as proprietary data formats for content, which make it difficult to import course content into another application. To the extent that student data is maintained in the system there can be separate complications in migrating non-course information to other versions or platforms.

Vendor Response Area

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<th>1. Does your product completely support the above feature set? ___Yes ___No</th>
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<td>User Guide Reference pages:</td>
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<tr>
<td>4. Are the features you provide in this section part of the core application? ___Yes ___No</td>
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</table>
5. Are the features you provide in this section fully covered and included in the base price? If not, the cost must be clearly identified in the price section.  ____Yes  ____No

**Additional Respondent Comments:**

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5.7. **Instructor Support - Definitions**

5.7.1. **Assessment Tools:**
Defined as tools allowing instructors to review quizzes, tests, and other student assignments, analyze results, assign weights to questions and generally assess student, class, and course progress.

5.7.2. **Instructor Community Building:**
Defined as tools enabling online instructors to create a community with other instructors to share ideas or build knowledge.

5.7.3. **Online Grade Book**

---

**Vendor Response Area**

1. Does your product completely support the above feature set?  ____Yes  ____No

If you answered no, describe precisely where your product does not support the above.

**Response Area:**

2. Describe how your implementation of this feature set is unique or superior to other products on the market.

**Response Area:**

3. Provide the pages in your user guide where end-users can learn how to work with the features you provide in this section. Clearly identify the page and feature supported.

**User Guide Reference pages:**

4. Are the features you provide in this section part of the core application?  ____Yes  ____No

**Additional Respondent Comments:**

5. Are the features you provide in this section fully covered and included in the base price? If not, the cost must be clearly identified in the price section.  ____Yes  ____No

**Additional Respondent Comments:**
6. **Additional LMS Inquiry**

The following survey concerning the LMS functions provide important evaluation information concerning LMS. Each question concerns a function required in the LMS. Vendors should respond identifying if the proposed LMS provides the functionality and provide additional comments as shown.

6.1. **Course Administration**

Does the LMS provide for assignment of course materials or specific course content to an individual student or group by the instructor? 

<table>
<thead>
<tr>
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<th>Yes</th>
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Is there an online syllabus feature included in the product?

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<th>Yes</th>
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Does the syllabus minimally include course start and end date/time, course requirement outline, required due dates, etc?

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Does product require Web client and appropriate plug-ins only to administer course?

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<th>Yes</th>
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Is single authentication allowing instructor direct access to portions of the course without a password included in the standard product?

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<th>Yes</th>
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Are instructors able to enter the course as a student without needing to login as that student?

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<th>Yes</th>
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Does the product currently provide features to organize and manage multimedia elements such as image library, etc?

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<th>Yes</th>
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Are these features part of the core system?

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<th>Yes</th>
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**Additional Respondent Comments:**

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6.2. **Individual Work/Discussion Space**

Providing each student with study guides for course selection review?

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<th>Yes</th>
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Providing each student with ability to take private notes online about course assignments?

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Providing each student with public notes related to course materials potential for discussion topics?

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<th>Yes</th>
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Providing each student with upload assignments within the courses?

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Providing each student with share documents?

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**Additional Respondent Comments:**

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6.3. **Off-Line Data Archiving**

Off-line data archiving functions?

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<th>Yes</th>
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Are appropriate tools currently included to move data?

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Include a data selection process?

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Is there a process to access and/or restore archived data?

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Once data is deleted, is it “removed” from the systems (i.e., file size smaller)?

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**Additional Respondent Comments:**
6.4. ACCESS/SDE eLearning Home Page

Use of the SDE/ACCESS specific URL, logos, etc. ........................................... ___Yes ___No
Text/graphics capabilities ........................................................................... ___Yes ___No
Audio/video introductions capabilities for the SDE/ACCESS eLearning program page ................................................................. ___Yes ___No
Information or links to calendar and/or Student Activity Page ................... ___Yes ___No
Information or links to organization-wide announcements ........................ ___Yes ___No
Information or links to Teacher Conference Center – student/parent ........... ___Yes ___No
Information or links to available Internet resources .................................. ___Yes ___No
Information or links to link URL’s to course whenever possible ................. ___Yes ___No
Information or links to full course listing on one page with link to individual course information ............................................................. ___Yes ___No
Information or links to audio/visual instructor introductions ....................... ___Yes ___No
Information or links to online organization library access ........................... ___Yes ___No
Assistive student access ............................................................................ ___Yes ___No
Integrated course catalog ......................................................................... ___Yes ___No

Additional Respondent Comments:
7. Learning Object Repository – Functional Conformity

A Comprehensive Learning Object Repository solution must be included in this response. The following questions concerning LOR features are required for evaluation purposes. If any feature listed is NOT part of the core system, Vendor must note in additional response area provided.

7.1. Discovery

Vendors should respond to the following questions and provide additional information as appropriate:

Can users browse the repository by defined categories or subject classifications? ............................................................... ___Yes ___No

Can users expand/collapse classification to simplify browsing? ........................................... ___Yes ___No

Can the system search for data based on a keyword or metadata fields? ............ ___Yes ___No

Can simple search criteria be defined by administrators? ........................................... ___Yes ___No

Which fields are used during a simple search?

Response Area:

Does the system allow for advanced searches where users can define search scope and display preferences? ............................................................... ___Yes ___No

Can users select which metadata profile to perform an advanced search on? ............................................................... ___Yes ___No

Can the search be set at the metadata level or the content level or both in the advanced search? ............................................................... ___Yes ___No

Can users include Boolean operations (AND, NOT, OR) in their advanced search? ............................................................... ___Yes ___No

Can users ‘refine’ a search set? ............................................................... ___Yes ___No

Can users reference objects directly from search results? ........................................... ___Yes ___No

Can users save and retrieve persistent queries? ............................................................... ___Yes ___No

Can users search metadata from other repositories or portals? ........................................... ___Yes ___No

For search results, can users define display preferences? ............................................................... ___Yes ___No

Can users be notified outside of the repository of defined events within the repository? ............................................................... ___Yes ___No

How are they notified?

Response Area:

Can users preview information within the repository? ........................................... ___Yes ___No

Are users notified of new/modified objects of interest? ........................................... ___Yes ___No

List additional Relevant Functions:

Is the above functionality part of the core product (i.e., not an add-on component)? ............................................................... ___Yes ___No

Is the above functionality included as part of the base cost (i.e., no additional cost)? ............................................................... ___Yes ___No
7.2. **Aggregation, Personalization**

Vendors should respond to the following questions and provide additional information as appropriate:

- Does the system support personal repository space? __Yes ___No
- Does the system support a list of favorite objects for quick access? __Yes ___No
- Can the user define personal settings to be used throughout the repository? ___Yes ___No
- Can users upload/store content to their personal space for individual and private review? __Yes ___No
- If yes to above, can objects be submitted to the appropriate workflow for inclusion in the repository? ___Yes ___No
- Can the system manage objects made up of numerous elements? ___Yes ___No
- Can users of the system create (and package or use) new aggregate objects made up of multiple existing resources within the repository? ___Yes ___No

**List Additional relevant functions:**

- Is the above functionality part of the core product (i.e., not an add-on component)? ___Yes ___No
- Is the above functionality included as part of the base cost (i.e., no additional cost)? ___Yes ___No

7.3. **Community and Evaluation**

Vendors should respond to the following questions and provide additional information as appropriate:

- Does the system allow users of the repository to attach both formal and informal evaluations and annotations to learning object records? ___Yes ___No
- Does the system support the creation of secure groups? ___Yes ___No
- Can Members of a secure group of users contribute to and retrieve resources from their defined area? ___Yes ___No
- Are user profiles used to store information about users of the repository and their various activities? ___Yes ___No
- Can individual users update personal information in their account profile? ___Yes ___No

**List Additional relevant functions:**

- Is the above functionality part of the core product (i.e., not an add-on component)? ___Yes ___No
- Is the above functionality included as part of the base cost (i.e., no additional cost)? ___Yes ___No

7.4. **Meta tagging**

Can users upload materials that consist of an individual file or multiple files to the repository? ___Yes ___No

- Can existing content packages or metadata records be imported into the library? ___Yes ___No
- Can users reference resources not stored in the repository such as an online web resource? ___Yes ___No
- In all upload/import cases, is the contributor required to enter the minimum metadata fields before the object is passed on? ___Yes ___No
Does the system provide for automatic checks to ensure that the basic metadata is completed, that the resource file size is not too large, etc.? ........... ___Yes ___No

Does the system mandate that appropriate license outlining the copyright restrictions is completed prior to inclusion in the workflow? ................................................. ___Yes ___No

Are resources stored in the repository cataloged in a format conforming to IEEE Learning Object Metadata standards? ......................................... ___Yes ___No

Can users select a profile to use when cataloging resources? ........................................... ___Yes ___No

Does the system support tools for creating and editing resource metadata in standards format? ................................................. ___Yes ___No

Does the system support automatic metadata population of user, role, and date? ................................................. ___Yes ___No

Does the system have a self-guide or wizard interface when entering metadata? ................................................. ___Yes ___No

Does the system have a workflow function to define routing of metadata records through multiple people or processes? ................................................. ___Yes ___No

Can workflows be created by administrators? ................................................. ___Yes ___No

During workflow, can evaluators check that preview and download functions work properly? ................................................. ___Yes ___No

Can vocabularies be imported and edited by system administrators? ................................................. ___Yes ___No

Can administrators setup preferences such as mandatory metadata fields? ................................................. ___Yes ___No

Can resources be imported or exported in bulk using available system tools? ................................................. ___Yes ___No

Identify all supported standard metadata schemas for describing resources:

Response Area:

Explain how the system uniquely identifies its resources to other repositories and metadata records outside of itself:

Response Area:

List Additional relevant functions:

Is the above functionality part of the core product (i.e., not an add-on component)? ................................................. ___Yes ___No

Is the above functionality included as part of the base cost (i.e., no additional cost)? ................................................. ___Yes ___No

7.5. Content Management

Does the system support authoring and publishing workflows? ................................................. ___Yes ___No

Does the workflow support an ‘observer’ role? ................................................. ___Yes ___No

Can administrators create and modify workflows? ................................................. ___Yes ___No

Can content be routed through the workflow to users, or groups of users meeting a defined role? ................................................. ___Yes ___No

When resources are edited, are versions controlled and previous versions kept? ................................................. ___Yes ___No

Can the system recall a resource in use? ................................................. ___Yes ___No

If the system recalls a resource, can a notification be sent to all users of that resource? ................................................. ___Yes ___No

Does the system support XML content as XML? ................................................. ___Yes ___No
Does the system directly support tools to author new learning objects? ....... Yes  No
Does the system support integration with external authoring packages? ...... Yes  No
If so, list currently supported integrations.

**Response Area:**

Does the system directly support capabilities to deal with audio and video content – including automated ingestion, decomposition and transcribing functionality? ................................................................. Yes  No

Does the system have the ability to integrate with existing audio and video tool suites which provide those capabilities? ................................................................. Yes  No

**List Additional relevant functions:**

Is the above functionality part of the core product (i.e., not an add-on component)? ................................................................. Yes  No

Is the above functionality included as part of the base cost (i.e., no additional cost)? ................................................................. Yes  No

7.6. Digital Rights Management and Fulfillment

Has the Vendor made a commitment to the future development to enable license information to be stored in a digital rights expression language such as Open Digital Rights Language (ODRL)? ................................................................. Yes  No

Can the system make available a range of symbols or use other means to display to depositors the rights they will provide, and to users the permissions they have for use of the materials? ................................................................. Yes  No

Does the system support online acknowledgement by end-users that they understand and will obey the terms of the license? ................................................................. Yes  No

Will the system automatically email an alert acknowledging deposit of the resource? ................................................................. Yes  No

Does the system allow users to review the full terms of a license? ................................................................. Yes  No

Does the system allow a user to do searches by license condition (ex: all objects that have no restriction on use, etc.)? ................................................................. Yes  No

Can the system restrict use of a license by user type? ................................................................. Yes  No

Does the system record users’ acceptance of use of a licensed object? ................................................................. Yes  No

**List Additional relevant functions:**

Is the above functionality part of the core product (i.e., not an add-on component)? ................................................................. Yes  No

Is the above functionality included as part of the base cost (i.e., no additional cost)? ................................................................. Yes  No

7.7. Presentation

Does the system comply with standards that allow people with disabilities to access information online? Examples of this are Section 504 and Section 508 of the US Rehabilitation Act. See www.section508.gov and http://www.fcc.gov/cgb/dro/section_504.html for details (if yes, Vendor must provide VPAT response as outlined in Section 5.9). ................................................................. Yes  No

Can the repository look and feel be customized for branding? ................................................................. Yes  No

Can individuals customize the look and feel for their own preferences? ................................................................. Yes  No
Does the system support Internationalization, i.e., different character sets from different languages and apply either to the system software, metadata or both?  

Yes   No

Provide discussion for all devices which end-users of varying roles can use to interact with your system (i.e., PalmOS, Windows CE, Desktop, etc.)

Response Area:

List Additional relevant functions:

Is the above functionality part of the core product (i.e., not an add-on component)?  

Yes   No

Is the above functionality included as part of the base cost (i.e., no additional cost)?  

Yes   No

7.8. Integration and Interoperability

Does the system have a published API (application program interface) for extending the application?  

Yes   No

Does the system have a simple mechanism to support third party plug in modules?  

Yes   No

Can the repository be included in a search done through another repository or site interface?  

Yes   No

Does the system have hooks available to course management systems (CMS) allowing instructors to link directly to resources within the repository?  

Yes   No

Which CMS does the repository currently interface with?

Response Area:

List Additional relevant functions:

Is the above functionality part of the core product (i.e., not an add-on component)?  

Yes   No

Is the above functionality included as part of the base cost (i.e., no additional cost)?  

Yes   No

7.9. Installation and Support:

Briefly outline details of the organizations past experience in supporting repository solutions:

Response Area:

Please identify the staff roles required at the data centers to support the implementation of the repository application. Please specify the role types (e.g., database administrator, server administrator, etc), the likely duration and the percentage of time required.

Response Area:

Vendors should provide details of the staff they propose to use in implementing or supporting the implementation of the application. Provide a chart detailing the name, position, years of direct experience, and other relevant information for each staff member proposed.
Vendor response and staff chart

Provide details of the support and warranty agreement that will be provided as part of this offer. The SLA (Service Level Agreement) should clearly explain procedures in the event of a software failure and should include: estimated time to respond, remote repair situations, and on-site repair situations.

Provide Support Warranty/SLA here:

Briefly describe the on-going support and consultancy that the Vendor would foresee being provided:

Response Area:

Outline details of the organization’s capability and past experience in providing on-going support for the use of the application software. The details provided should include: the names and/or types of the organizations for which on-going support of the application was provided, length of time the support agreement has been in place with these organizations, the type of support provided to each organization, and any special features of the support agreement.

Response Area:

Please provide details for the following:

Approximately how many staff currently provides support and consulting services within the organization, and what level of experience does this staff have, as applicable to this proposal? Include such details as location of staff, number of other clients supported by each, and other products supported by each.

Response Area:

Is access to a technical help desk provided? Yes ___ No
Do you have a procedure where bug fixes, and just as importantly client recommendations, are built into forthcoming releases of the repository product? Yes ___ No

Provide other relevant information concerning installation and support not already listed here or provided for in the help desk section.

Vendor response

Vendor must clearly state ANY additional costs associated with installation and support services in Pricing Section
### 8. Technical Considerations

#### 8.1. Considerations and Specifications

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<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the system CMS platform independent?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the repository administrators add, edit, and delete user accounts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the repository support creation, editing, and deletion of user groups?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can administrators create, edit, and delete user and group roles?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can users or groups be assigned more than one role?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can administrators create, modify, and delete permissions from a role(s) within the system?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the system have a staging area where objects are kept until the metadata has been completed, and the resource has been approved for publication to the repository?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system track and report the use of repository by user – individual or in aggregate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system track and report the use of repository by groups – individually or in aggregate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system track and report the usage of resources within the repository?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system report who is currently logged into the system - a list of all current users and time they logged in (session duration)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system report the last time a particular user logged in?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system report Account History - information on each account accessible back to the time of origin to include user name, number of objects and their status, resource name and publish date of each object</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system report current number of resources per classification area - total number of published resources with a breakdown of number of resources in each classification area?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system report status of resources - a summary report listing number of resources at various publish stages, for example, test area, awaiting copyright, awaiting final metadata, published, etc.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system report user details - for each user we would want listed their institution and contact details?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system report access rights of users - provide a list of users with their current rights and privileges?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system report logs of search terms used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the system report error logs?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**For the following, identify what performance reports the system provides**

<table>
<thead>
<tr>
<th>Report Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usage reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>User customized reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of users</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of downloads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of requests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of deposits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of searches</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Does the system support the IMS content packaging specification? .......... Yes  No
List which version(s):

Response Area:

Will the repository support incorporation of older content packages? .......... Yes  No
Does the system support preview of resources which comply with SCORM standard? ......................... Yes  No
List which version(s):

Response Area:

8.2. Bandwidth Considerations
Describe any issues that may arise concerning bandwidth:

Response Area:

8.3. Training:
Please confirm the training that will be included as part of the offer.
What types of training or instruction are required for the users, instructors, system administrators, and other role types?

Response Area:

What is the delivery method for this training?

Response Area:

What is the availability of this training?

Response Area:

8.4. Standards
Please give as much detail as possible about the level of conformance of the product to learning interoperability and content standards. Please include any conformance test results that specify the type and level of conformance at which the product is certified.

Response Area:

Describe the support for
• Emerging standards

Response Area:

Is the respondent a participant in any specifications and/or standards organizations? If so, describe its participation.

Response Area:
8.5. Standards

Please give as much detail as possible about the level of conformance of the product to learning interoperability and content standards and specifications (SCORM 1.2 and 1.3, IMS Enterprise, IMS Content Packaging, IMS QTI, IMS Meta-data, IMS Simple Sequencing, IMS LIP, etc. - list at http://www.imsglobal.org/specifications.cfm). Please include any conformance test results that specify the type and level of conformance at which the product is certified. It is important to report this separately for each different product area that is conforming to the standards. Providing test logs would be a positive.

Response Area:

Describe the support for
- RSS
- Web Services (e.g., UDDI, WS*L, SOAP)
- WebDAV
- MARC
- Emerging repository standards

Response Area:

Is the respondent a participant in any specifications and/or standards organizations? If so, describe its participation.

Response Area:
8.6. Desktop Requirements
Identify the minimum and recommended desktop specifications for users to be able to engage successfully with the LMS and repository applications. Duplicate the chart below for each environment (PC/MAC/UNIX/etc) supported. Expand where necessary.

<table>
<thead>
<tr>
<th>Preferred Configuration</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPU Model/Speed:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAM:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disk Space:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OS Version:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Browser Type and Version:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List the names and versions of additional software/utilities required on the desktop to interact fully with the proposed solution.

Response Area:

List any other desktop considerations that the project team should be aware of.

Response Area:

8.7. Other Presentation Devices
Identify all devices which are supported for end-users with varying roles. (i.e., PalmOS, Windows CE, Desktop devices, etc).

Response Area:

8.8. Documentation/Help
Describe the user and technical documentation that is available for the system. Include information on documentation that provides:
- An overview of the system
- Installation/configuration information
- System and database administration
- Technical information on jobs or modules executed
- Data element documentation
- Description of tables and views and the relationship of database entities
- Context sensitive help

Response Area:
Provide a list of the printed and electronic formats (e.g., PDF, HTML, Word, online in the application) in which each documentation set is available. If available online, indicate where and how to access.

Response Area:

Provide limitations on the distribution of documentation.

Response Area:

Describe how the respondent ensures that the documentation provides clear, accurate, and detailed error messages.

Response Area:

Describe how a site can modify the help documentation to meet the needs of students, teachers and administrators.

Response Area:

What documentation is provided with new releases?

Response Area:

Does the respondent provide full documentation in an accessible format for sight disabled?

Response Area:

8.9. Integration
Describe all current integrations with external systems (Student management program, Library, etc.) Include discussion of the integration of the proposed program offered with the STI the Alabama Public K-12 statewide student management program currently in place.

Response Area:

Describe willingness and ability to provide seamless integration with other third party tools and software products.

Response Area:

8.10. Import/Export
Product must include functions that provide Import, Export, Archive, and Purge capability using industry standards to enable users to manage their data and easily transition from one platform to another.

Response Area:
9. **Vendor Hosting**

9.1. **Objective**

The objective of this proposal is to facilitate use of cost-effective hosting services for the comprehensive LMS/LOR service requested in the proposal. Vendor must provide the LMS, LOR and any other required necessary applications.

9.2. **Questions and Response**

Vendor should demonstrate their experience and qualification to provide hosting services. Include a summary of the number and types of clients currently served.

<table>
<thead>
<tr>
<th>Response Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Vendor’s server proposal a dedicated or shared solution?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are software upgrades at no additional charge to customers? If not, what is the cost to accept an upgrade?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any application licensing costs or issues that a customer would be held responsible for if leasing?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Vendor’s technical, programming, and support staff qualify as experts in the applications offered, or is the expertise obtained from an external source?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe Vendor’s process for hosting a new application.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will Vendor integrate the applications provided with other software that Vendor does not manage, i.e., STI student management system and associated applications?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Vendor’s system scalability for adding additional functions or applications, i.e., streaming video, etc.?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate Vendor’s schedule for:</td>
</tr>
<tr>
<td>• System Upgrades</td>
</tr>
<tr>
<td>• Software Upgrades</td>
</tr>
</tbody>
</table>
• Scheduled Maintenance

**Response Area:**

Indicate if there is any client down-time and if so, average down-time in minutes for Vendor’s scheduled:

• System Upgrades
• Software Upgrades
• Scheduled Maintenance

**Response Area:**

What advance notice is provided to customers prior to system upgrades, software upgrades, and scheduled maintenance?

**Response Area:**

How many data centers does Vendor operate, and what are their locations?

**Response Area:**

What measures are in place to prevent Vendor’s employees from viewing or distributing data that they are not authorized to see or distribute?

**Response Area:**

What measures are currently in place to prevent outsiders from hacking into the Vendor’s system(s)?

**Response Area:**

What Disaster and Recovery Plan is in place in case data is deleted or destroyed, and what recourse is available to customers whose data is not recoverable?

**Response Area:**

Does Vendor supply all services necessary to deliver an application or will the SDE be required to dedicate staff, full-time or part-time, to support the solution?

**Response Area:**

Describe Vendor’s data connectivity and capacity. Include discussion of redundant network paths. Specify the bandwidths currently available, and planned upgrades for future growth potential:

**Response Area:**

Provide a copy of Vendor’s procedures to control Internet fraud, abuse, and address complaint investigations:
Provide a copy of Vendor’s Acceptable Use or similar policy:

Response Area:

Describe the process and procedure for providing security to facilities.

Response Area:

Describe the process and procedure for providing security on server and related equipment.

Response Area:

Describe the process and procedure for providing security on software.

Response Area:

Describe the process and procedure for providing security on network.

Response Area:

Vendors are required to indicate what is included in any system or equipment setup and installation services, including related costs. Vendors must minimally include:

- List of services provided in the Setup Fee
- Average time period between setup/installation service request and technicians beginning the process
- Average time required to complete setup, installation, testing, and bring all components and services to full operational status
- Service Levels including installation deadlines and credits for missed deadlines

Response Area:

Does your SLA address the following:

- Purpose of SLA
- Description of service
- Duration of service
- Start/End dates for service
- Installation timetable
- Payment terms
- Termination conditions
- Legal issues such as warranties, indemnity, limitation of liability, etc.

Response Area:

Does your SLA provide the following:

- Specified level of customer support
• Provisions for system and data security
• Guaranteed level of system performance, i.e. sub-second response time
• Continuous system availability, i.e., 24 x 7 x 365

**Response Area:**

Vendors are required to include a sample copy of their SLA as part of the RFP response.

**9.3. Security and Privacy:**

Describe Vendor’s process to ensure confidentiality and privacy of student records and private data.

**Response Area:**
10. **Third Party Tools**

Vendors should identify all Third Party Tools fully integrated with their system. Note if the integration is for LMS or LOR applications or both.

RESPONSE:
11. Pricing Proposal

Based on the specifications for a turnkey vendor hosted package of the comprehensive LMS/LOR package as described within this request for proposal, provide your pricing in the tables below. Enter the minimal number of business days lead time needed to begin services or minimal number of days needed for installation and setup.

**Year 1**

Scenario – 50* Courses – 2000* Concurrent Users with approximately 60* teachers & administrators

<table>
<thead>
<tr>
<th>Vendor Hosted Pricing Submission and Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Number of Days Needed for Setup:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Installation, Maintenance, Setup Fees – (One Time/annual)</th>
<th>Help Desk/Support (annual)</th>
<th>Total Annual Charge for users, teachers and administrators</th>
<th>Other Charges (annual)**</th>
<th>Total Price for Year 1 Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

* SDE cannot guarantee exact quantities of courses and users (teachers, students, administrators, etc.). Provide “per user” banded pricing as follows:

- 100 - 500 users $________ per user
- 501- 1000 users $________ per user
- 1001 – 1500 users $________ per user
- 1501+ users $________ per user

** In detail and with an itemized list describe the charges included within the “Other Charges (annual)” item above such as third party tools necessary to meet specifications of this proposal.

Describe any other available optional or add-ons not specified within the document as required and the pricing of such add-ons. These are not required and will not be considered during evaluation of response:

Comments:
**Year 2 – (Contract Renewal Option)**

The length of any resulting contracts will be for a period of one year with SDE option to renew for 2 additional years.

Scenario – 75* Courses – 4500* Concurrent Users with approximately 75* teachers & administrators

<table>
<thead>
<tr>
<th>Vendor Hosted Pricing Submission and Response:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Installation, Maintenance, Setup Fees – (One Time/annual)</td>
<td>Help Desk/Support (annual)</td>
</tr>
<tr>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

* SDE cannot guarantee exact quantities of courses and users (teachers, students, administrators, etc.). Provide “per user” banded pricing as follows:

- 100 - 500 users $_______ per user
- 501- 1000 users $_______ per user
- 1001 – 1500 users $_______ per user
- 1501 – 2000 users $_______per user
- 2000 – 4000 users $_______per user
- 4000+ users $_______per user

** In detail and with an itemized list describe the charges included within the “Other Charges (annual)” item above such as third party tools necessary to meet specifications of this proposal.

Describe any other available optional or add-ons not specified within the document as required and the pricing of such add-ons. These are not required and will not be considered during evaluation of response:

Comments:
## Year 3 – (Contract Renewal Option)

Scenario – 75* Courses – 8000* Concurrent Users with approximately 80* teachers & administrators

<table>
<thead>
<tr>
<th>Vendor Hosted Pricing Submission and Response:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Installation, Maintenance, Setup Fees – (One Time/annual)</strong></td>
</tr>
<tr>
<td>$</td>
</tr>
</tbody>
</table>

*SDE cannot guarantee exact quantities of courses and users (teachers, students, administrators, etc.). Provide “per user” banded pricing as follows:

- 100 - 500 users $________ per user
- 501- 1000 users $________ per user
- 1001 – 1500 users $________ per user
- 1501 – 2000 users $________ per user
- 2000 – 4000 users $________ per user
- 4000 – 6000 users $________ per user
- 6000+ users $________ per user

** In detail and with an itemized list describe the charges included within the “Other Charges (annual)” item above such as third party tools necessary to meet specifications of this proposal.

Describe any other available optional or add-ons not specified within the document as required and the pricing of such add-ons. These are not required and will not be considered during evaluation of response:

Comments:
12. **VPAT Response**

The purpose of the Voluntary Product Accessibility Template, or VPAT, is to assist the SDE in making preliminary assessments regarding the availability of commercial “Electronic and Information Technology” products and services with features that support accessibility.

The following web link provides a template for Vendors to fill out. Vendors should provide a response for each section relevant to their product offering.


RESPONSE:
13. **Additional Information**

In this section, the Vendor should include any additional information deemed necessary to support its proposal.
14. **RFP Evaluation**

The evaluation of the proposal responses will be done by a committee designated by the SDE and the ACCESS committee. The entire evaluation and award process will adhere to the bids laws as stated within the Code of Alabama 1975. The award will be made to the lowest responsible bidder taking into consideration the qualities of the commodities proposed to be supplied, their conformity with specifications, and the purposes for which required, and the dates of delivery provided. Price will be the primary factor in the evaluation.

14.1. **Evaluation Criteria**

The proposals received will be evaluated using the following factors with indicated weight in scoring:

- **Adherence to RFP requirements (Required)**
- **Pricing Offered (45)**
- **Comprehensive Offering (15)**
- **Service, Support, Product Warranty and Maintenance (15)**
- **Order Placement/Delivery/Installation (5)**
- **Qualifications, References, Experience, and Past Performance (15)**
- **Software and hardware compliance with stated standards and with section 508 of the Rehabilitation Act Including appropriate VPAT completion (5)**