STATE OF IDAHO

IDAHO DIGITAL LEARNING

REQUEST FOR PROPOSAL (RFP)

Request for Proposal for Learning Management System

RFP# IDL-2017-001

Issue Date: March 24, 2017

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1   RFP Administrative Information

RFP Title:	Request for Proposal for Learning Management System
RFP Project Description:	An RFP for a Learning Management System to be used by Idaho Digital Learning.
RFP Lead:	Lewis Huskey, Technical Support Manager Idaho Digital Learning 300 West Fort Street, Boise ID 83702 lew.huskey@idla.k12.id.us (208) 342-0207
Submit sealed Proposal (if submitting manually): MANUAL PROPOSALS MUST BE RECEIVED AT THE PHYSICAL ADDRESS DESIGNATED FOR COURIER SERVICE AND TIME/DATE STAMPED BY IDAHO DIGITAL LEARNING PRIOR TO THE CLOSING DATE AND TIME.	Address for Courier Lewis Huskey % Idaho Digital Learning 300 West Fort Street, Boise ID 83702
Pre-Proposal Conference: Pre-Proposal Conference Location:	Wednesday, April 19 at 3:00 pm Mountain Time Via web conference
Deadline To Receive Questions:	Monday, April 17 at 11:59 p.m. Mountain Time
RFP Closing Date:	Wednesday, May 10, 11:59 p.m. Mountain Time
IDLA To Open Submitted RFPs:	10:30 a.m. Mountain Time, Thursday May 11, 2017
Oral Presentations	Tentatively scheduled for the week of May 22, 2017
Initial Term of Contract and Renewals:	Five (5) years. Upon mutual, written agreement, the Contract may be renewed, extended or amended. The anticipated total Contract term is five (5) years.

2   OVERVIEW

2.1   Purpose

Idaho Digital Learning's purpose in issuing this Request for Proposal (RFP) is to assist Idaho Digital Learning in determining whether it is in Idaho Digital Learning's best interests to acquire and implement a new Learning Management System (LMS). Through this RFP, Idaho Digital Learning wishes to obtain information from Offerors that can assist Idaho Digital Learning to:

1.   Support emerging learning models such as mastery/competency, game based learning, individualized learning pathways and project based learning.
2.   Support open entry and open exit enrollment models.
3.   Enhance communication between students, teachers, parents and principals.
4.   Leverage insight from Idaho Digital Learning Master-Child relationship between courses where a "Master" course is copied for all instructors to teach from for each section.
5.   Provide analytics and learning insight into courses, content, and instructional practice.
6.   Support and audit usability and accessibility of courses and content.
7.   Streamline process flows like course navigation, connecting with a teacher, connecting with technical support, identifying changes from the last learning session, resuming learning from the last learning session, and reviewing or submitting gradebook entries.
8.   Support the migration of existing content from Idaho Digital Learning's current course content.
9.   Support integration with external authentication, rostering, and SIS systems.
10.   Facilitate communication between the Idaho Digital Learning and local district personnel who are monitoring student progress.
11.   Identify and remediate students who are struggling to make adequate progress or who are at risk of not succeeding in the course.
12.   Provide a mobile friendly interface to easily access course content.
13.   Support Softchalk packages hosted on Amazon S3 that make up a majority of Idaho Digital Learning's content.
14.   Identify pricing models that may better fit Idaho Digital Learning's enrollment and funding model.
15.   Provide timely reports to help administrators with supervision of instruction and on student engagement.

2.2   Background Information

Idaho Digital Learning is Idaho's State Virtual School, established in 2002 by the Idaho Legislature (Title 33, Chapter 55 Idaho Code). Since inception, Idaho Digital Learning has demonstrated a consistent focus and support in providing equity, access, and growth opportunities for students and all education stakeholders. Idaho Digital Learning offers every school, district, and educational agency in Idaho online learning, blended/personalized learning, and strategic technology services and planning. Idaho Digital Learning provides valuable services to Idaho's students, districts, and the state. Through Idaho Digital Learning's services students across the state receive equity of access to high-quality education regardless of location, opportunities for advanced learning and access to highly qualified instructors in a variety of content areas. Districts receive expanded curricular options, increased access to highly qualified instructors, summer school opportunities and support for eLearning, technology and professional development. The State of Idaho receives the cost benefits of program consolidation and national recognition as a leader in the field of eLearning, while also keeping the eLearning expertise and

educational innovation Idaho Digital Learning provides in-state.

At its core Idaho Digital Learning strives to provide a world-class education for students by providing opportunity, equity, and access for a mastery education delivered in ways that are innovative, engaging, and meaningful. Idaho Digital Learning's focus is to create educational opportunities to enhance and advance student learning in order to prepare the student for a career in college and the workforce. Idaho Digital Learning offers over 240 semester-long courses and has provided supplemental online courses across the state of Idaho to over 15,000 students during the 2014-15 school year. Delivery of high-quality online courses to schools and districts across the state offers evidence of the ability to ensure that a blended career pathway initiative will be carried out and replicated by other states.

2.3 Pre-Proposal Conference

A non-mandatory pre-proposal conference will be held at the location and time as indicated in **Section 1**, page 3 of this RFP. This will be your opportunity to ask RFP related questions of the Idaho Digital Learning (IDL) staff. All parties interested are invited to participate by attending the online webinar or by an established call in number. **Those choosing to participate must pre-register to receive video conferencing and meeting details by submitting the completed Pre-Proposal Conference Registration Form (Attachment 3) via email to the RFP Lead. Parties interested are asked to register by Monday, April 17, 2017.** Any oral answers given by Idaho Digital Learning during the pre-proposal conference are unofficial, and will not be binding on Idaho Digital Learning.

2.4 Questions

2.4.1 All correspondence must be in writing. In the event that it becomes necessary to revise any part of this RFP, addenda will be posted at the Idaho Digital Learning website. It is the responsibility of parties interested in this RFP to monitor the Idaho Digital Learning website for any updates or amendments. Any oral interpretations or clarifications of this RFP must not be relied upon. All changes to this RFP will be in writing and must be posted to Idaho Digital Learning website to be valid. Alternate Proposals are not allowed.

2.4.2 Questions or other correspondence must be submitted in writing to the RFP Lead listed below. **QUESTIONS MUST BE RECEIVED BY 11:59:59 P.M. MOUNTAIN TIME ON THE DATE LISTED IN THE RFP ADMINISTRATIVE INFORMATION.**

Lewis Huskey, Technical Support Supervisor
Idaho Digital Learning
300 West Fort Street
Boise, ID 83702
E-mail: lew.huskey@idla.k12.id.us

2.4.3 **Written questions must be submitted using Attachment 1,** Offeror Questions. Official answers to all written questions will be posted on the Idaho Digital Learning website as an amendment to this RFP.

2.4.4 **Proposals which condition the Proposal based upon Idaho Digital Learning accepting other terms and conditions not found in the RFP, or which take exception to Idaho Digital Learning's terms and conditions, will be found non-responsive, and no further consideration of the Proposal will be given.**

3   INSTRUCTIONS FOR SUBMISSION OF PROPOSAL

3.1   **Submission of Proposals**
Proposals may be submitted manually or electronically.

If your Proposal contains trade secret information which you have identified, you must also submit a redacted copy of the Technical Proposal (in electronic format, with the word "redacted" in the file name) with all trade secret information removed or blacked out; as well as a separate document containing a complete list (per the instructions in Section 5.3, below) of all trade secret information which was removed or blacked out in the redacted copy.

3.1.1   Electronically Submitted Proposals
Electronically submitted Proposals must be submitted to the project manager, Lewis Huskey, via email at lew.huskey@idla.k12.id.us. UPLOAD YOUR TECHNICAL PROPOSAL, COST PROPOSAL, AND ALL OTHER REQUIRED SUBMITTAL ITEMS. The Technical Proposal consists of Section 5 Mandatory Submission Requirements; Section 6 Business Information; Section 7 Organization and Staffing; and Section 8 Scope of Work.

If submitting via email, be advised that the Offeror for Proposal evaluation and award purposes is the entity profile under which the Proposal is submitted via email, which must be the same legal entity presented in the uploaded response materials. If the entity identified on the supplied Signature Page differs from the entity under which you submit your Proposal, the information provided on the Signature Page prevails.

Offerors are further advised to upload response materials with descriptive file names, organized and consolidated in a manner which allows evaluators to efficiently navigate the Offeror's response; as Idaho Digital Learning will print uploaded documents for evaluation in the manner received via email.

3.1.2   Manually Submitted Proposals
The Proposal must be addressed to the RFP Lead, sealed, and identified as "**RFP 2017-001 Request for Proposal for Learning Management System**". Include your company name on the outside of the package.

The Technical Proposal and separately sealed Cost Proposal must be submitted at the same time (place all Proposal response materials within a larger package).

Each Proposal must be submitted in one (1) original with three (3) copies of the Technical Proposal and one (1) original and one (1) copy of the Cost Proposal.

Offerors submitting manually must also submit one (1) electronic copy of the entire Proposal on CD or USB device. Word or Excel format is required (the only exception is for financials, brochures or other information only available in an alternate format). The format and content must be the same as the manually submitted Proposal. The electronic version must NOT be password protected or locked in any way.

The Technical Proposal must be separately sealed, identified "**Technical Proposal – RFP 2017-001 Request for Proposal for Learning Management System**."

The Cost Proposal must be separately sealed, identified as "**Cost Proposal – RFP 2017-001 Request for Proposal for Learning Management System**."

3.2   Signature Page Required

All Proposals must be submitted with the supplied Signature Page. For electronically submitted Proposals, submit a completed, scanned signature page. For manually submitted Proposals, the signature page must contain an **ORIGINAL HANDWRITTEN** signature executed in **INK.**

4   PROPOSAL FORMAT

These instructions describe the format to be used when submitting a Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals.

4.1   Evaluation Codes
(M) Mandatory Specification or Requirement - failure to comply with any mandatory specification or requirement will render Offeror's Proposal non-responsive and no further evaluation will occur.

(ME) Mandatory and Evaluated Specification - failure to comply will render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror is required to respond to this specification with a detailed response identifying its understanding and how it will comply. Points will be awarded based on predetermined criteria.

(E) Evaluated Specification - a response is desired and will be evaluated and scored. If not available, respond with "Not Available" or other response that identifies Offeror's ability or inability to supply the item or service or meet the specification. Failure to respond will result in zero (0) points awarded for the specification. If available, Offeror is to respond to this specification with a detailed response identifying its understanding and how it will comply, and points will be awarded based on predetermined criteria.

Note: Offerors are directed to IDAPA 38.05.01.074.03.a, as well as IDAPA 38.05.01.091.05, which allow the designated Idaho Digital Learning official to waive minor informalities as well as minor deviations. Idaho Digital Learning also reserves the right to seek clarification on any M, ME or E requirement.

4.2   Table of Contents
Include a table of contents in the Technical Proposal identifying the contents of each section, including page numbers of major Sections.

4.3   Format
Proposals shall follow the numerical order of this RFP starting at the beginning and continuing through the end of the RFP. Proposal sections and Sections must be identified with the corresponding numbers and headings used in this RFP. In your response, restate the RFP section and/or Section, followed with your response.

Offerors are encouraged to use a different color font, bold text, italics, or other indicator to clearly distinguish the RFP section or Section from the Offeror's response.

5   Mandatory Submission Requirements

5.1   (M) Cover Letter
The Technical Proposal must include a cover letter on official letterhead of the Offeror; with the Offeror's name, mailing address, telephone number, facsimile number, email address, and name of Offeror's authorized signer. The cover letter must identify the RFP Title and number, and must be signed by an individual authorized to commit the Offeror to the work proposed. In addition, the cover letter must include:

5.1.1   Identification of the Offeror's corporate or other legal entity status. Offerors must include their tax identification number. The Offeror must be a legal entity with the legal right to contract.

5.1.2   A statement indicating the Offeror's acceptance of and willingness to comply with the requirements of the RFP and attachments.

5.1.3.   A statement of the Offeror's compliance with affirmative action and equal employment regulations.

5.1.4   A statement that Offeror has not employed any company or person other than a bona fide employee working solely for the Offeror or a company regularly employed as its marketing agent, to solicit or secure the Contract, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Contractor or a company regularly employed by the Contractor as its marketing agent, any fee, commission, percentage, brokerage fee, gifts or any other consideration contingent upon or resulting from the award of the Contract. The Offeror must affirm its understanding and agreement that for breach or violation of this term, Idaho Digital Learning has the right to annul the Contract without liability or, at its discretion, to deduct from the Contract price the amount of any such fee, commission, percentage, brokerage fee, gifts or contingencies.

5.1.5   A statement naming the firms and/or staff responsible for writing the Proposal.

5.1.6   A statement that Offeror is not currently suspended, debarred or otherwise excluded from federal or state procurement and nonprocurement programs. Vendor information is available on the Internet at: https://sam.gov.

5.1.7   A statement affirming the Proposal will be firm and binding for ninety (90) calendar days from the Proposal opening date.

5.1.8   A statement that the Offeror warrants that it does not knowingly and willfully employ persons who cannot legally work in this country; it takes steps to verify that it does not hire persons who have entered our nation illegally or cannot legally work in the United States; and that any misrepresentation in this regard or any employment of persons who have entered our nation illegally or cannot legally work in the United States constitutes a material breach and will be cause for the imposition of monetary penalties up to five percent (5%) of the Contract price, per violation, and/or termination of its Contract.

5.2   (M) Acknowledgement of Amendments
If the RFP is amended, the Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the Proposal may result in the Proposal being found non-responsive. IDAPA 38.05.01.52

5.3   Trade Secrets

Paragraph 28 of the Solicitation Instructions to Vendors describes trade secrets to "*include a formula, pattern, compilation, program, computer program, device, method, technique or process that derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by other persons and is subject to the efforts that are reasonable under the circumstances to maintain its secrecy*." In addition to marking each page of the document with a trade secret notation (as applicable; and as provided in Paragraph 28 of the Solicitation Instructions to Vendors), Offerors must also:

Identify with particularity the precise text, illustration, or other information contained within each page marked "trade secret" (it is not sufficient to simply mark the entire page). The specific information you deem "trade secret" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise clearly delineated from other text/information and specifically identified as a "trade secret."

Provide a separate document entitled "List of Redacted Trade Secret Information" which provides a succinct list of all trade secret information noted in your Proposal; listed in the order it appears in your submittal documents, identified by Page #, Section #/Paragraph #, Title of Section/Paragraph, specific portions of text/illustrations; or in a manner otherwise sufficient to allow Idaho Digital Learning's procurement personnel to determine the precise text/material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure and how the exempting the material complies with the Public Records Law.

6   Business Information

6.1   **(ME) Experience**
Describe in detail your knowledge and experience in providing services similar to those required in this RFP. Include Offeror's business history, description of current service area, and customer base. Customize this section as needed for your project.

6.2   **(M) Financials**
Offerors are required to provide a D&B Comprehensive Insight Plus credit report or Experian ProfilePlus report (Credit Report), indicating the Offeror's current credit score, with the Proposal submission. The Offeror should stamp or write "Trade Secret" or "Confidential" on each page of the Credit Report information that it does not want released. The information will be held in confidence to the extent that law allows. Credit Report must be current and have been established within thirty (30) calendar days of the Proposal closing date.

Credit Reports must be for the exact organization submitting the Proposal as identified on the Idaho Digital Learning supplied signature page. The Credit Report cannot be combined or consolidated with the information from any entity other than the company submitting the Proposal. If the Offeror's name on the Proposal does not match the name on the Credit Report, it will not be accepted and the Offeror will be found non-responsive.

The (M) Mandatory elements of this section are twofold: the Offeror must provide a credit score on one of the named reports AND the report provided in response to the RFP must demonstrate a Delinquency Predictor rating of 1 – 3 or a CRS (credit ranking score) rating of 26 – 100.

Failure to provide one of the named reports (or failure to provide one of the designated credit scores) will result in a finding that the Offeror is non-responsive.

In addition:

A company receiving a Delinquency Predictor rating of High risk (5) or High Medium risk (4) of experiencing financial stress and delinquent payments will not be considered for Contract award.

Delinquency Predictor of 1 - Low Risk
Delinquency Predictor of 2 - Low Medium Risk
Delinquency Predictor of 3 - Medium Risk
Delinquency Predictor of 4 - High Medium Risk
Delinquency Predictor of 5 - High Risk

A company receiving a rating of High risk (0-10) or High Medium risk (11-25) of experiencing financial stress and delinquent payments will not be considered for Contract award.

CRS of 76-100 = Low Risk
CRS of 51-75 = Low Medium Risk
CRS of 26-50 = Medium Risk
CRS of 11-25 = High Medium Risk
CRS of 0-10 = High Risk

7 Organization and Staffing

Describe your qualifications to successfully complete the requirements of the RFP by providing a detailed response to the following:

7.1 (M) Subcontractors

If you intend to utilize subcontractors, describe the extent to which they will be used to comply with Contract requirements. Include each position providing service, and provide a detailed description of how the subcontractors are anticipated to be involved under the Contract. Include a description of how the Offeror will ensure that all subcontractors and their employees will meet all Scope of Work requirements.

If your project may involve extensive use of subcontractors and subcontractors will be named in the Proposal response; you may consider revising this section to include an evaluation of subcontractor qualifications as part of your evaluated criteria; e.g. "Subcontractors will be required to provide the same qualification, resume, and reference information as Offerors. Offerors must disclose the location of the subcontractor's business office and the location(s) of where the actual work will be performed." If you do so, you will need to designate this section as evaluated.

8   SCOPE OF WORK

8.1   (ME) Requirements

Use this Proposal outline as part of your response to the RFP. Keep in mind, the evaluators will be scoring your Proposal based on the methodologies proposed and the completeness of the response to each item listed below.

Describe how you will meet each requirement listed below (e.g. personnel, proposed time lines, methodologies to be used, etc.):

For all evaluated items a User Story is provided. The user story provides the intended audience, feature description and the intended objective the feature is expected to meet. Evaluations of the responses will be completed by reviewing the respondent's solution or feature and how well the solution or feature meets the intended objective outlined in the user story.

Feature	Criticality	User Story
Programming		
LMS Must support Service Provider Initiated SAML 2 SSO	Mandatory	
Identity Provider initiated SAML 2 SSO. For more information see the details here: https://blogs.oracle.com/dcarru/entry/sp_v s_idp_initiated_sso	Evaluated	As a system user I want a clear authentication pathway from the Idaho Digital Learning portal that doesn't require the client to make multiple hops before authentication is completed so authentication is fast and does not rely on multiple transactions before completing an authentication request.
A web based API interface (Like Restful) with error reporting.	Mandatory	
Create, Read, Update, Delete (CRUD) individual users and multiple users in a single API call.	Mandatory	
CRUD and Copy capabilities individual per individual	Mandatory	
Read multiple courses in a single api call	Mandatory	
List of available assignments	Mandatory	
CRUD individual enrollments and multiple enrollments with a single API call	Mandatory	
Course Results, Gradebook Read	Mandatory	
Quality of API documentation	Evaluated	As a developer I want documentation that clearly outlines API methods and calls and provides examples of calling those methods with different

		libraries so that as I implement the API calls in .Net I have good documentation to guide me in creating integrations with our internal SIS.
of methods	Evaluated	As a developer I want a high volume of methods that relate to the LMS activities so that I have the ability to create custom code that will change the abilities of the LMS or allow integration with tools built by Idaho Digital Learning in a deep and meaningful way.
Ease of integration with current SIS system	Evaluated	As a developer I want the implementation of system integration with our existing .NET based SIS to be simple and straightforward with libraries, test environments and development assistance so that my time as a developer is efficient in developing out the integration.
Availability of data	Evaluated	As a data analyst I want data to be available to be queried via SQL and accessible by other standards like Caliper or xAPI so that I can extract data from the LMS to a data warehouse for reporting, support, or analytics.
Content Development		
Screen reader	Evaluated	As a student and teacher, I want a built in screen reader for all items, so that content is accessible to all learners.
Enter text in a variety of world languages and different characters	Evaluated	As as a student, teacher or admin I want the ability to add different languages/alphabetic characters to my keyboard so that it is simple to enter enter content directly into the LMS when I am writing or developing in another language.
Print tests	Evaluated	As an LMS User, I want the ability to Print Assessments so that I can easily meet student accommodations that require printed materials in a variety of formats.
Edit questions within a test having context of other questions		As a developer or teacher, I want the ability to easily edit assessment questions and answers in a way that allows me to see the context of the question within the assessment and content it is measuring so that I can easily check for alignment between the other questions on the assessment and check for alignment of the questions to content it is assessing.
Comments and replies to teacher	Evaluated	As a student, I want the ability to comment on

announcements		or reply to a teacher announcement, so that I have a simple way to send and receive timely communication with my teacher.
Teacher announcement feature	Evaluated	As a Teacher, I want a classwide announcement feature where I can provide students with supplemental resources, post pacing reminders, and provide "just in time" information so that I can communicate with students at a class level in a way that is easily viewable by the student when entering the course and communicates to students in a meaningful way when they are not in the LMS.
Built in audio/video recorder	Evaluated	As a teacher, developer and student I want a built in audio/video recording tool that will allow students and teachers to submit video assignments using a webcam, voice assignments, exemplars for those types of assignments and/or audio directions so that students, teachers, and developers can easily communicate information that is more easily consumed through an audio or video medium.
Rubric tool	Evaluated	As a developer and teacher, I want a robust rubric creation tool that will easily allow a rubric to be attached to an assignment so that I can grade student assignments using a grading rubric. The rubric should have the option to be able to be used either as a guide for the teacher or as a tool for grading.
Learning Objective tagged to content	Evaluated	As a developer I want the ability to tag course learning content, assessments and assignments with learning objectives (not just standards) so that I can accurately report on content alignment to course objectives, assessment alignment to course content, and student learning related to specific learning objectives.
Link checker	Evaluated	As a teacher or developer, I want a tool that checks internal and external links built into the LMS so that I can quickly and accurately identify links in a course that are broken or significantly different in content from what was anticipated when the course was developed.

Print attachments and items	Evaluated	As a student I want to be able to print worksheets, content items in the course such as rubrics or schedules, attachments or forms linked to an LMS item or assignment so that I can complete assignments offline, if needed.
Adaptive Content	Evaluated	As a teacher and developer I want the ability to modify the availability of content for both groups of students and entire classes so that students can only see and work on items in a specific order or based on specific criteria such as mastery of one piece of content before moving on to the next.
Pacing Guide Tool	Evaluated	As a teacher and developer, I want to have a schedule feature that will provide an automatically generated pacing guide that splits up content or units based on a start date and end date so that course schedules and due dates for assignments and assessments can be automatically populated for teachers at a course level when a copy of a course is made or at an individual enrollment when a student enrolled in the course (Rolling Enrollment)
Template tool that allows one course to be designated as "master" and copies of that course can receive changes made to the master	Evaluated	As a course developer I want the ability for course copies to inherit changes from a master course so that the teacher of copied courses can either accept or reject changes made to the master and so that the course developer only needs to make changes to courses in a single location when changes are needed to course content, assessment, or assignments.
Landing Page flexibility	Evaluated	As a teacher and developer, I want the ability to set the page students land on when they enter the LMS so that what is most important is upfront and available to the student upon entering the course..
Toggle between student view and admin or teacher view	Evaluated	As a teacher and developer I want the ability to view an item or an entire class from the perspective of a student so that I can troubleshoot and test items from a student view

		while I am still logged into the system as a teacher or admin user.
Badging/Gamification Tools	Evaluated	As a developer I want tools that support badging and gamification of the classroom so that I can easily provide students with an engaging learning environment.
Student workload evaluation tool	Evaluated	As a developer I want a tool that summarizes student workload so that we can easily see how units or groups of assignments and the anticipated student workloads distributed throughout a course.
Gradebook calculated columns .	Mandatory	As a developer I want a feature that allows a group of assignments to be calculated into a group that summarizes the grade up to that point so that we can be sure that grades are accurate when a progress report is sent and so we can cleanly import courses we have in our current LMS that rely on this feature.
Flexible gradebook organization	Evaluated	As a developer I want to be able to organize the gradebook in any order we choose such as by the order an assignment appears in the course or by the type of assignment so that students and teachers can view assignments in the gradebook based on either due date, progress report, unit assignments, etc..
Gradebook event log	Evaluated	As a developer and teacher I want an event log showing edits that have been made to the gradebook so that I can help troubleshoot when teachers report errors in setup and so that changes have a historical record in case a change needs to be reversed.
Flexible gradebook assignment grading criteria	Evaluated	As a developer I want a variety of grading features including pass/fail, standards based, and traditional so that I have flexibility in grade reporting in a way that aligns to the pedagogy of the course and the reporting requirements of a school or district.
Advanced True/False question	Evaluated	As a teacher and developer I want a feature

features		that allows me to require that students turn the statement into a true statement in a T/F scenario so that I can increase the rigor of True/False type questions.
Feedback options are flexible	Evaluated	As a teacher I want to be able to leave students feedback on either the entire assignment or on a specific item within that assignment so that I can provide students with appropriate interventions.
Audio/Video attachments possible for teacher feedback	Evaluated	As a teacher I want to be able to attach video or audio feedback to student assignments so that I can provide students with appropriate interventions and responses to their work.
Anti-plagiarism tools	Evaluated	As a course developer I want built-in anti-plagiarism tools that I can turn on for essay/writing assignments when building courses so that it is simple to identify plagiarized works.
Quick-grading feature (grid allowing entry of multiple grades on one screen)	Evaluated	As a teacher I want the ability to enter grades via a grid that allows the entry of multiple grades on one screen so that I can grade assignments quickly.
"Needs Grading" or papers to be graded alert for teacher	Evaluated	As a teacher I want a feature that identifies assignments that I need to grade so that I can work efficiently and easily see what to grade when students turn in work at different rates.
Ability to Modify our Navigation Menu	Evaluated	As a course developer I want to be able to modify the navigation menu so that we can streamline the navigation process for our end users by hiding or removing links that aren't being used and by placing the most used menu items at the top so that students accessing the course see the most frequently used items in a place most easily accessed.
Course bookmarks for students	Evaluated	As a student I want the ability to bookmark the last place I learned in my course so that I don't have to waste time finding my place each time I enter the course.
Progress Bar	Evaluated	As a student I want a progress bar that shows me how many items I have left to complete in a custom defined segment of work (lesson or unit

		or course) so that I know what to expect and how to pace myself to complete all assignments on time.
Built in navigation tour or guidance that is updated by LMS Vendor and can be turned on or off	Evaluated	As a course developer and teacher I want a built in LMS navigation tutorial or a first time experience that helps the student understand how to navigate tools that are new to them so that my students can learn to use the software without having to take a separate orientation course prior to accessing their assigned content. This tutorial should be updated and maintained by the LMS vendor with any new or updated features so that course designers do not have to update this as features change.
A synchronous meeting tool that doesn't require Flash/JAVA or a download	Evaluated	As a teacher and developer, I want a synchronous meeting tool that doesn't require Flash/Java or a download so that I can easily meet with students on all platforms and so that assignments can be built around the idea of some required synchronous sessions as necessary.
Parent login feature that includes a report on when their student accessed the LMS	Evaluated	As a parent and teacher I want a parent focused login and a reporting that tells me about my student activity like when my student last logged in so that I can tell if my student is working in the class. I want the teacher and parent to be able to pull the report independently but see the same thing so that we can support the student.
Parent login feature showing upcoming due dates and missing assignments	Evaluated	As a parent I want a login and report showing upcoming due dates and missing assignments for my students so that I can help my student succeed.
Parent login feature identifying students falling behind	Evaluated	As a teacher I want parents to have a login and report showing upcoming due dates and missing assignments for their child so that I don't have to create a report and email it to them outside of the LMS each time a student falls behind.
Parent login feature that allows a	Evaluated	As a parent I want a login that allows me to see

single parent login to view more than one of their own children at a time		all of my children at one time if I have more than 1 child taking classes from Idaho Digital Learning so that I don't have to manage multiple logins and passwords for the same organization.
Parent access that is customizable	Evaluated	As a course developer and teacher I want to be able to customize what parents see in reports so that I can provide access to what is helpful and turn off access to information or features that are for internal use only.
Report showing if students accessed items, including non-graded items	Evaluated	As a teacher and developer I want a report showing if my students accessed items within the course, including non-graded items so that I can see what types of content students skip across courses and what types of content they are most likely to access and revise courses accordingly.
Teacher control over instant messaging tools within the course	Evaluative	As a teacher or principal I want to be able to monitor and control the availability of any instant messaging tools within the course so that my students will never have access to unmonitored communication within this LMS.
E-portfolio tool or personal content repository the student can use for in-progress or saved work	Evaluated	As a course developer or teacher I want a tool that allows students to create an e-portfolio so that I can create assignments that are project based and the student have access to all aspects of student work across the LMS.
Student collaboration tools in the course including discussion board, wikis and blogs	Evaluated	As a course developer, I want a variety of collaboration tools including discussion boards, wikis and blogs available so that I can build assignments that use a tool appropriate to the objective and rigor of the lesson.
Conversion of Blogs and Wikis		As an Idaho Digital Learning course developer I want for course discussion board prompts, wiki templates and blog templates currently in Blackboard classes to be easily converted so that we can be in compliance with university course design without heavy conversion or redevelopment.
Discussion Board	Evaluated	As a Course Developer I want a discussion

		board that facilitates communications with threads where teachers and students can hold a "conversation" around a common topic or prompt so that students can communicate, inform and learn from others in the course around the topic or prompt.
Wiki	Evaluated	As a course developer I want a wiki tool where many students may edit the same document or template within a course. So that groups of students can collaborate, edit, revise, and create towards a common topic or prompt, and so that the result is easily gradable of who contributed toward the wiki and their knowledge of the topic can be assessed.
Blog	Evaluated	As a course developer I want a blog tool that is similar to an online journal. A single student adds multiple entries to a prompt that may span over multiple units. Other students should be able to view and comment on the page but not edit the main page content. So that a student can easily track learning or progress toward a goal by contributing information over time.
The ability to put students in groups within collaboration tools	Evaluated	As a teacher and developer I want the ability to put students into collaborative groups so that I can design or facilitate small group work within my class.
Robust tech support for course import from alternate LMS	Mandatory	As a developer I want robust tech support from the selected LMS so that the course import and process to convert to a new LMS will be efficient and so courses are set up correctly.
Course migration support	Mandatory	As a developer, I want resources and support for the course migration process so that courses may be completely migrated to the new LMS in time for established session start dates and project timelines.
WCAG 2.0 AA Compliance	Mandatory	As a developer, I want a system that meets WCAG 2.0 AA criteria so that courses can be built from the start of development with accessibility for all learners in mind and so that we maintain compliance with current accessibility legislation and case law.

Instruction		
Teacher Communications	Mandatory & Evaluated	As a teacher, I want to be able to have two-way communication with my students in our classes in multiple ways so that I can communicate with students using the student's preferred method.
Global Communications	Evaluated	As a teacher, I want to have both per course and multi-course (global) communications with communications being able to contain multimedia elements and be available to the student in the LMS as well as via other preferred communication methods per individual preference.
Communication Logs	Evaluated	All the communication is logged in the LMS and able to be sorted and reported if needed.
Grade Center	Mandatory & Evaluated	As a teacher, I want a grade center that is easy to manage that has a separate section for items that need my attention/grading.
Grade Center Customization	Evaluated	As a teacher, I want a grade center that contains visual elements for quick evaluation of student progress and has the ability to customize the display options to meet my needs.
Grade Center Reports	Mandatory	As a teacher, I need to be able to pull reports and analytics from the grade center to share with others.
Discussion Boards	Mandatory and Evaluated	As a teacher, I want a way to have effective discussion tools that allow me to monitor and adjust the discussion as needed. Discussion tools should have a variety of options for level of participation, grading, and ability to make available/unavailable.
Blogs/Wikis/Journals	Mandatory and Evaluated	As a teacher, I want a way to have effective collaboration tools that allow me to monitor and adjust as needed. Collaboration tools should have a variety of options for level of participation, grading, and ability to have multiple participants at the same time working together and to make available/unavailable.
Lesson Content	Mandatory and Evaluated	As a teacher, I want the ability to have all the lesson content (text, images, videos, audio, interactive activities) all directly in the LMS so they can be effectively managed by me without the need to wait for an outside person to make necessary changes. Any changes made to the lesson content would be logged and visible by administrators so they can see who made the changes and when.
Check Grades	Mandatory	As a teacher, I want my students to be able to easily see their grades, missing assignment and my

		feedback (both overall and per question) so that I can quickly access this important information without having to dig for it.
Assignments/ Test/ Quiz functionality	Evaluated	As a teacher, I want my student to have an active tracker that shows their immediate progress was they work through lessons content, assignment, tests and quizzes so that students have the ability to easily understand where they left off the last time they were working and have context for what they need to work on next..
Assignment/ Test/ Quiz support for cloud based file services	Evaluated	As a student, I want to be able to complete assignments using a variety of cloud storage integrations including Dropbox, Google Drive, and Microsoft OneDrive so that I can easily submit and complete work using these cloud services.
Assignment/ Test/ Quiz advanced availability options	Evaluated	As a teacher I want the ability for assignments, tests, and quizzes to be opened or set to open automatically for specific individuals or groups of students prior to opening it to the whole class so that I can allow seniors who are graduating early to have early access to content, or students who are going on vacation to work ahead prior to going on vacation. I want the rest of the content to remain closed to the larger body of students to ensure they are not confused on the scheduling of assignments.
Rubric Tool	Mandatory and Evaluated	As a teacher is need a variety of tools (such as a rubric tool) to help me design guidelines and evaluation of various assessments.
		Tools that allow me to provide direct and explicit feedback on each assessment item I choose and that is easily visible by the student without technical complications such as need for java or flash.
Plagiarism Checker	Evaluated	As a teacher I want the ability to check student work for plagiarism using a reliable source.
Built- in-Tutorials	Evaluated	As a teacher, I would like to have tutorials built-in by the LMS showing students how the gradebook works, how to find teacher feedback, how to attach files, etc.
Video/audio upload tool	Evaluated	As a teacher, I would like to have a video/audio upload tool that allows students and teachers to create and upload video and audio to their courses in announcements and assignments. It would be an added bonus if this tool would be able to convert HD video into more manageable file sizes since it

		currently takes a long time for students to upload long videos recorded with HD.
Content Collection	Mandatory	As a teacher I need a content collection where I can upload and save content to use within my course as well as additional sections.
Retention Center	Evaluated	As a teacher I would like to have a place where I can take a quick glance to see how students are doing on various parts of a course: e.g. quizzes, tests, logging in, discussion boards.
Home Screen and Customizations	Evaluated	As a teacher I would like to have a home screen that is more customizable. I would like to be able to add different items to my announcements with tools, images, etc. to reflect my course and myself. I do not want to move away from the IDLA branding, just to personalize the course to better reflect my class and the course content.
		As a teacher I would like a calendar on the home screen that would automatically link due dates for assignments. If student has multiple classes, they should all be visible on one calendar.
Registrar		
Course Copies via batch or API	Evaluated	As a Registrar, I want a way to mass create course copies via a CSV file upload, or API process with our SIS so that I can be efficient when needing to make a lot of course copies.
User Roles & Role Assignment	Evaluated	As a System Admin, I need a way to define distinct user roles so that each user can have different access and permissions.
Role Permissions	Evaluated	As a System Admin, I need a robust level of settings and permissions for each user type so that I can clearly designate roles to different individuals such as student, teacher, teaching assistant, observer, guest, etc. The role permissions would need to provide settings for gradebook access, view level to content, etc., so that security in the system is set appropriately for each user's needs.
Term Management	Evaluated	As a System Admin, I need a way to assign courses into "terms" so that I can manage course copies and archives efficiently.
Integration with Evaluation Kit	Evaluated	As a Registrar, I need the LMS to integrate with our current course evaluation system, Evaluation Kit, via API or other integration so that we can continue our current course evaluation license and not break longitudinal data.

System Administration		
Final Exam Settings Integrity	Evaluated	As a System Admin, I need a robust level of final exam security settings so that we can insure final exam integrity.
Final Exam Settings Password Protected	Evaluated	As a System Admin, I need the ability to require a password for a final exam so that we can ensure a final exam is proctored
Parent / child courses	Evaluated	As a System Admin, I need the ability to link parent and child courses so that an instructor could teach multiple sections of a course in a streamlined manner.
Principal		
Grade Center	Evaluated	As a principal, I want to see qualitative and quantitative data that shows when assignments were submitted and graded so that (along with feedback) I can ensure that appropriate feedback was provided in a timely manner.
Asynchronous Communication	Evaluated	As a principal, I want the ability to view teacher and student comments, along with timestamps of comments from multiple views, so that the quality and effectiveness of the discussion can be evaluated.
Student activity	Evaluated	As a principal, I want the ability to easily view/review student course activity so that I can monitor and intervene to improve student success.
Teacher activity	Evaluated	As a principal, I want the ability to review a teacher's course activity so that teacher expectations can be evaluated.
Integration with SIS	Evaluated	As a principal, I want IDLA's SIS to be able to pull student activity, communication and grade data, so that these activities can be easily monitored from a single point.
Automatic report generator	Evaluated	As a principal, I want a customizable and downloadable summary report (eg: student activity, grade) for students and teachers to provide interventions where poor student performance is identified.
Full admin access to classes	Evaluated	As a principal, I want to have the same access to the LMS as a teacher does so that it is simple to add in corrections / additions to the class.
Ability to create customizable reports	Evaluated	As a principal, I want the ability to easily generate course reports to monitor individuals and overall class data to evaluate the teacher's effectiveness

Technical Support		
Search for records by last name, first name, email, student ID, class ID	Evaluated	As a support tech, I want multiple search options in the GUI so that I can quickly locate records to support students and staff that need assistance..
Fully functional GUI Administration panel	Evaluated	As a support tech, I want a robust Administration panel via the GUI that can accomplish the majority of common support tasks efficiently.
View system health	Evaluated	As a support technician, I want to know the system health of the various components of the LMS, so that I can respond to customer needs proactively.
System Wide announcements	Evaluated	As a support technician, I want to be able to easily send a system wide announcement regarding potential outages, maintenance or anything else as needed.
Impersonate user	Evaluated	As a support technician, I want to be able to login as a user whether it's a teacher, student or principal so I can easily isolate problems that may be happening to a specific user or group of people.
Test Domain	Required	As a support technician, being able to use a test environment to test features or changes before doing it on our actual domain so that I am able to easily run tests or updates against production like data without the impact of potentially disrupting the production environment.
Link checker tool	Evaluated	As a support technician, I want to be able to check the validity of hyperlinks in a course so that I can determine if content needs to be modified.
District Services		
Analytic reporting	Evaluated	As a Regional Coordinator, I want the ability to generate customizable and downloadable summary reports, as well as specific reports (e.g. by class, by grade level, etc.) so I can report this data to local administrators to effectively support students
Parent/Observer Access	Mandatory	As a parent, I want the ability to access my child's grades and course content so I can understand their activity in class and where s/he may need assistance.
Parent/Observer Access	Evaluated	As a parent, I want to be provided a tutorial on how to navigate the info available to me so that I feel comfortable using the tools to help my child
Export gradebook into local SIS	Evaluated	As a site coordinator, I want the ability to automatically upload student grades into our local student information system so grades reported

		within our parent portal are up to date and accurate
Observer rights for SC's at the class level	Mandatory	As a site coordinator, I want access to my students' grades and course content so I can accurately monitor their progress and provide assistance when needed
Ability to associate RC's to students in classes so that SC's can view any/all of their students on a single screen/report, rather than one at a time, or, giving them access to the whole class (whom they may not have FERPA rights for)	Evaluated	As a Regional Coordinator, I want access to students, grouped by schools, so that I can monitor all students within my geographic responsibility and identify schools/students that may need assistance
Professional Development		
End user training	Evaluated	As a professional development trainer I want training that is provided for our team to work with our teachers, facilitators, and student, so that our teachers, facilitators, and students have a clear understanding of how the LMS works and what the capabilities of the system are.
End user training materials	Evaluated	As a professional development trainer I want to understand what materials are available for use throughout training of the system. I would need to understand what materials are reproducible and what materials I can redefine for our internal use to meet our organization's specific needs. So that I can easily incorporate materials into existing training documents and processes.
Methods of training available (on site, train-the-trainer, online, etc)	Evaluated	As the professional development trainer I would like to understand how the LMS team would train our internal team and the different modalities that are available for training so that I ensure training for our staff is timely, efficient and effective.
Process training on new or updated features	Evaluated	As the professional development trainer I want a clear understanding of how training for new or updated features is developed, distributed and tracked so that I am confident that staff will be adequately trained upon new feature releases.
Identify the standard training and any customized training that is available	Evaluated	As the professional development trainer I want to understand how the training and the training materials provided by the vendor can be customized and updated for Idaho Digital Learning's needs. So that I can ensure any IDL specific processes can replace recommended processes outlined in vendor documentation.
Training materials provided with the purchase of your product, including any	Evaluated	As the professional development trainer I want a clear outline of the training resources that are

limitations on their use.		included as part of the per user pricing worksheet, and what services come at an additional fee as part of your LMS product.
Limitations of training materials use or distribution		As a professional development trainer I want to know the limitations surrounding the distribution or sharing of training resources provided by the vendor including recording of trainings, and the sharing of materials courses or other resources to second and third parties so that I understand who I can share the training resources with and where I would need to develop training materials for if I were to train third parties like district staff.
Marketing		
Custom Branding with Idaho Digital Learning's brand guidelines	Evaluated	As a communications specialist I want the ability to custom brand the LMS with IDLA brand guidelines so that IDL's web presence and brand is consistent with a communications strategy that ensures students and staff understand that the system and materials are Idaho Digital Learning's. Idaho Digital Learning's Brand Guidelines
Rollout promotions / communications	Evaluated	As a communications specialist I want the ability to simply communicate to students regardless of what course they are in via the LMS, or external communications vectors like email, SMS, or internal system messages (Like a chat window) so that I can ensure that system wide communications get to a student or staff member in an efficient and effective manner.

9   COST PROPOSAL AND BILLING PROCEDURE

9.1   **(ME) Cost Proposal**
Use the format established in **Appendix A** to respond to the Cost Proposal of this RFP, and identify it as "**Appendix A** - Cost Proposal – **RFP 2017-001 Request for Proposal for Learning Management System**." Altering the format may result in a finding that your Proposal is non-responsive.

The Offeror must provide a fully-burdened rate which must include, **but not be limited to**, all operating and personnel expenses, such as: overhead, salaries, administrative expenses, profit, and supplies. Include other items as appropriate, with regard to local/non-local travel, per diem, etc.

Add any agency/project specific requirements/limitations/conditions; address unit costs, etc.

9.2   **Billing Procedure**
The vendor must provide a signed agreement and mail or email an invoice upon IDL acceptance. The invoice must be submitted no later than (30) days after acceptance. No invoice will be accepted or paid without receipt of required documentation. Invoices submitted without the required documentation will be returned to the Contractor for resubmission.

The Contractor must provide the following information with the invoice:
- Contract number (and name of project/product, if appropriate); and agency purchase order number, if applicable.
- Identification of the billing period.
- Total amount billed for the billing period.
- Detailed description of services/products provided, term of agreement, and associated number of hours / dollar amounts, as appropriate.
- Detail description of the cost for the duration of the agreement.
- Name of authorized individual/contact information for Contractor.
- Cancellation or services information

Invoices and reports must be submitted to:

Jacob Smith, Director of Operations
Idaho Digital Learning Academy
PO Box 10017
Boise, ID 83707
billing@idla.k12.id.us

10   PROPOSAL REVIEW, EVALUATION AND AWARD

The objective of Idaho Digital Learning in soliciting and evaluating Proposals is to ensure the selection of a firm or individual that will produce the best possible results for the funds expended.

10.1   All Proposals will be reviewed first to ensure that they meet the Mandatory Submission Requirements of the RFP as addressed in **Sections noted with an (M) or (ME)**. Any Proposal (s) not meeting the Mandatory Submission Requirements may be found non-responsive.

10.2   The Technical Proposal will be reviewed first on a "pass" or "fail" basis to determine compliance with those requirements listed in the RFP with an **(M) or (ME)**. All Proposals which are determined by Idaho Digital Learning, in its sole discretion, to be responsive in this regard will continue in the evaluation process outlined in this Section.

10.3   The Technical Proposal will be evaluated and scored utilizing one (1) or more Technical Proposal Evaluation Committee(s).

10.4   The scores for the Technical Proposal will be normalized as follows: The Technical Proposal with the highest raw technical score will receive all available Technical Points 100. Other Proposals will be assigned a portion of the maximum available Technical Points, using the formula: 100 X raw score of technical Proposal being evaluated/highest raw technical score.

10.5   Oral Presentations, Demonstrations and Software verification. Idaho Digital Learning will require demonstrations from up to three (3) Offerors with the highest raw technical scores. Demonstrations will be a combination of Pass/Fail and evaluative and will be used to verify through demonstration how well the proposed solution meets the requirements set forth in the RFP. Idaho Digital Learning may provide demonstration scenarios in accordance with the specifications of this Solicitation.

10.6   The scores for the Cost Proposal will be normalized as follows: The cost evaluation will be based on the total cost proposed for required services as itemized in Appendix A. The Proposal with the lowest overall Total Cost proposed will receive a score of 300. Other Proposals will be assigned a portion of the maximum score using the formula: 300 X lowest cost Proposal/cost Proposal being evaluated.

10.7   The number of total points for each Proposal will be determined by adding the normalized score for the Technical Proposal to the normalized score for the Cost Proposal.

10.8

10.8 Evaluation Criteria

RFP Response from Vendor

Technical Proposal:
Mandatory Submission Requirements   Pass/Fail
Business Information (Section 6)   100 points
Organization and Staffing (Section 7)   Pass/Fail
Scope of Work (Section 8)   350 points
Cost Proposal (Appendix A)   400 points

Software demonstration from Selected Offerors
Oral Demonstrations   350 points

10.9   Award
Award of Contract may be made to the responsive, responsible Offeror whose Proposal receives the highest number of total normalized points for the Oral Demonstrations.

APPENDIX A – COST PROPOSAL

RFP 2017-001 Request for Proposal for Learning Management System
Responses in this section will be allowed to further define line items in the "notes" section which immediately follows the Cost Proposal Matrix. The final contracted user level will be determined upon contract   *issuance.*

Cost Proposal & Projections Matrix	YR 1	YR 2	YR 3	YR 4	YR 5	5 YR Cost Totals
Non-Recurring | One Time Setup Fees						
Project Initiation & Planning (Strategic Planning)	$	$	$	$	$	$
Start Up Costs | Application (Including Architecture/Configuration Costs)	$	$	$	$	$	$
Idaho Digital Learning Professional Development	$	$	$	$	$	$
Master Course Conversion from Blackboard LMS - 250 courses	$	$	$	$	$	$
Any Additional Deployment Fees	$	$	$	$	$	$
Recurring Costs (Defined/Assessed) *Annual Contract and Maintenance*						
Software, Licensing and Hosting Costs *(Including any third party tools) Per user cost for average of 1.5 courses per year. Total users are approximately 15,000 per year with 5% expected annual growth.*	$	$	$	$	$	$
Orientation course for all new students (approximately 15,000 annually)	Free	Free	Free	Free	Free	Free
Maintenance Fees/Costs *(Including ongoing production and support)*	$	$	$	$	$	$
Other Costs Not Listed | Describe Below						
	$	$	$	$	$	$
	$	$	$	$	$	$
	$	$	$	$	$	$
	$	$	$	$	$	$
Sub-Totals & 3 Year Projection Total	$	$	$	$	$	$

Notes for detailed explanation of Cost Proposal line items and notation of any Exhibits.

APPENDIX B - GENERAL TERMS AND CONDITIONS

Legal/Pricing:

Idaho Digital Learning reserves the right to further negotiate any response, including price, with the highest rated Proposer. If a contract cannot be reached with the highest rated Proposer, the District reserves the right to negotiate and recommend award to the next highest Proposer or subsequent Proposer until a contract is reached; or Idaho Digital Learning also reserves the right to negotiate price, with the top two or three highest rated Proposer in parallel and then seek a best and final offer (BAFO) from these Proposers to select the most suitable Proposer who best meets the needs of Idaho Digital Learning

ATTACHMENT 1 - OFFEROR QUESTIONS

PLEASE DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY'S NAME OR PRODUCT NAMES OF INTELLECTUAL PROPERTY IN YOUR QUESTIONS.

The following instructions must be followed when submitting questions using the question format on the following page.

1.   **DO NOT CHANGE THE FORMAT OR FONT.** Do not bold your questions or change the color of the font.

2.   Enter the RFP section number that the question is for in the "RFP Section" field (column 2). If the question is a general question not related to a specific RFP section, enter "General" in column 2. If the question is in regard to an Idaho Digital Learning Term and Condition or a Special Term and Condition, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "RFP Section" (column 2), and the attachment page number in the "RFP page" field (column 3).

3.   Do not enter text into the "Response" field (column 5). This is for Idaho Digital Learning use only.

4.   Once completed, this form is to be e-mailed per the instructions in the RFP. The email subject line is to state the RFP number followed by "Questions."

RFP #2017-001 Request for Proposal for Learning Management System Offerer Questions

Question	RFP Section	RFP Page	Question	Response
1				
2				
3				
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ATTACHMENT 2 - PRE-PROPOSAL CONFERENCE REGISTRATION FORM

PRE-PROPOSAL CONFERENCE	**Date:** Wednesday, April 19 at 3:00 PM Mountain Time
Agency: Idaho Digital Learning	**RFP #: IDL-2017-001** **Title: Request for Proposal for Learning Management System**

Verbal Information: Questions concerning an RFP must be directed in writing to the RFP Lead in the period of time prescribed in the RFP document. Bids, Proposals, or Quotations deviating from the specifications by any means other than an authorized written addendum will be subject to rejection. Idaho Digital Learning will not be responsible for any verbal or oral information given to Vendors by anyone other than an authorized purchasing official. Reliance on any verbal representation is at the Vendor's sole risk.

Potential Offerors choosing to participate in the Pre-Proposal Conference **must pre-register** by submitting this completed form, via e-mail, to the RFP Lead Lewis Huskey at **lew.huskey@idla.k12.id.us**. After the RFP Lead receives your form, you will be provided with phone conferencing and meeting details. Please indicate in the appropriate column if your attendance will be by phone. Attendees are asked to register for the Pre-Proposal Conference no later than 11:59 pm **Mountain Time, Tuesday April 18, 2017**

PLEASE PRINT:

Name	Company	Email Address	Phone Number	By Phone

ATTACHMENT 3 - SIGNATURE PAGE

NOTE: THIS PAGE MUST BE INCLUDED WITH THE OFFEROR'S PROPOSAL RESPONSE

_____

(Company Name)

_____

(Company Street Address)

_____

(Company City, State and Zip Code)

_____

(Company Phone Number)

_____

(Company Fax Number)

_____

(Email Address)

_____

(Typed Name of Authorized Agent)

_____

(Signature of Authorized Agent)

_____

(Title of Authorized Agent)

_____

(Date)

_____

(Entity Type)   (State of Incorporation, if applicable)