



**MINNESOTA STATE**

**MINNESOTA STATE COLLEGES AND UNIVERSITIES**

**SYSTEM OFFICE**

**REQUEST FOR PROPOSAL (RFP)**

**FOR**

**MASTER CONTRACT FOR COURSE PLACEMENT**

**NOVEMBER 2021**  
**REQUEST FOR PROPOSAL (RFP)**  
**MASTER CONTRACT FOR COURSE PLACEMENT**

**Table of Contents**

Notice.....	4
Definitions.....	4
About Minnesota State.....	10
Authority.....	10
Project Overview.....	10
Technical/Functional Requirements.....	<b>Error! Bookmark not defined.</b>
RFP Information Contact.....	11
Duration of Offer.....	11
Minnesota State’s RFP Terms and Conditions.....	11
Authorized Signature .....	11
Pre-award Vendors Conference.....	12
Selection and Implementation Timeline.....	12
Proposal Deadline .....	12
Format of Proposals and Submission.....	13
Proposal Content .....	13
Proposal Format.....	13
Cover Letter .....	13
Required Documents and Forms .....	15
Selection Process .....	16
RFP Evaluation Factors.....	16
Initial Proposal Review.....	16
Phase 1: Proposal Evaluation.....	16
Phase 2: Oral Presentations, Product Demonstrations and Product Trials.....	16
Phase 3: Final Vendor Selection.....	16
Evaluation Criteria and Weighting.....	17

Phase 1 .....	17
Phase 2 .....	18
Supplier Diversity .....	18
Preferences to TG/ED/VO: .....	19
Targeted Group .....	19
Economically Disadvantaged (ED) Business and Individuals .....	19
Veteran-Owned (VO) .....	19
Appendix A. Proposal Offering Form .....	20
Appendix B: Vendor’s References.....	21
Appendix C. Vendor Qualifications .....	23
Appendix D. Functional Requirements .....	29
Appendix E. Technical Requirements .....	53
Appendix F. Cost Proposal (financial requirements) .....	62

## Notice

This Request for Proposal (RFP) does not obligate the Minnesota State Colleges and Universities system, its Board of Trustees or Minnesota State to award a contract or complete the proposed project and each reserves the right to cancel this RFP if it is considered to be in its best interest. Proposals must be clear and concise. Proposals that are difficult to follow or that do not conform to the RFP format or binding specifications may be rejected. Responding Vendors must include the required information called for in this RFP. Minnesota State reserves the right to reject a proposal if required information is not provided or is not organized as directed.

Minnesota State also reserves the right to waive minor informalities and reserves the right to:

1. Reject any and all proposals received in response to this RFP;
2. Select a proposal for contract negotiation other than the one with the lowest cost;
3. Negotiate any aspect of the proposal with any Vendor;
4. Terminate negotiations and select the next most responsive Vendor for contract negotiations;
5. Terminate negotiations and prepare and release a new RFP;
6. Terminate negotiations and take such action as deemed appropriate.

Any decision to cancel or reject any and all proposals is in Minnesota State's sole discretion. Minnesota State also reserves the right to change the evaluation criteria or any other provision in this RFP by posting notice of the change(s) on the [Vendors and Suppliers at Minnesota State page](#). Vendors should check the site daily for updates (e.g. amendments, responses to questions) and are expected to review information on the site carefully before submitting a final proposal. Such changes or updates above constitutes written notice to each Vendor.

## Definitions

Wherever and whenever the following words or their pronouns occur in this proposal, they shall have the meaning given here:

ADA Compliance	Adherence to regulations under the federal Americans with Disabilities Act.
Ability to Benefit (AtB)	A federal provision that allows students enrolled in certain programs without a high school diploma or GED access to student aid.
Adaptive Capabilities	A software system that has the ability to adjust the difficulty level and maximize validity based on prior student responses. An adaptive test engine has the ability to automatically forecast which sets of

	test questions should be delivered next based on prior responses and adaptive algorithms.
API	An abbreviation for Application Program Interface. Allows interface between software packages.
Assistive Technologies	Assistive technology is any item, piece of equipment, software or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.
Branching	Ability to move from one test to another test during the testing session and determine which tests will be administered to users under what conditions.
Campus Level	Occurring at a Minnesota State campus; to distinguish from occurring at the System Office or on a system-wide basis.
Content Validity	Refers to how accurately an assessment measures all aspects of the specific knowledge or skills being assessed.
Benchmark	This term refers to a score on an exam, standardized test or other form of assessment that determines a student's placement into tiered levels of coursework.
Dedicated Minnesota State Institutional Administrator	An individual employed by the Vendor whose role is to serve the Minnesota State system and all of its campuses in all matters and requests related to the solution.
Demographic Questions	Questions intended to collect statistical data of a test-taker, (e.g., age, race, education level, etc.).
Diagnostics	Assessment tool that provides a detailed analysis of a student's specific strengths and weaknesses within a subject area and enabling the use of the assessment results to provide targeted instruction in the identified areas.
ESOL	English Speakers of Other Languages in an English-speaking environment.
Economically Disadvantaged (ED) Business and Individuals	Independent business or persons which is at least 51% owned and operated by economically disadvantaged.

FERPA	The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
General Proposal	Responses to all RFP requirements other than the Cost Proposal.
Identity Management	Identifying individuals in a system. Controlling access and protecting confidential information.
Institution/Campus	Institution: An entity which uses the solution. An institution could have many sites. An "institution" may have multiple campuses located within a geographic area. A "campus" of the Minnesota State system may range in size from several hundred to 16,000 students and may include a virtual campus. For purposes of this RFP, the Office of the Chancellor, to the extent that it utilizes the solution, may also be considered an institution.
Integration	The process of linking together different computing systems and software applications physically or functionally to ensure that the Vendor's subsystems function with Minnesota State's subsystems.
ISRS (Integrated Student Record System)	ISRS is the Enterprise Resource Planning (ERP) and student information system (SIS) used by all colleges and universities in the Minnesota State system.
Migration	Process of moving from one system to another, or moving data from one system to another.
Minnesota State System	The Minnesota State Colleges and Universities (Minnesota State) system includes 31 postsecondary institutions (24 technical and community colleges and seven state universities) spanning 54 campuses and is governed by its Board of Trustees.
Minority-Owned Business Enterprise (MBE)	Independent business which is at least 51% owned and operated by one or more minority group member (citizen of the United States or permanent resident who is Black, Hispanic, Asian, or American Indian).
Multiple Measures	The ability to use more than one set of information (i.e. multiple indicators and sources of evidence of student learning) external to the course placement product to make a decision about student course placement.

Non-cognitive Assessments	Assessments that measure psychosocial attributes that include persistence, motivation, social engagement, self-regulation, communication skills and other "soft" skills that are not objectively measured.
Non-cognitive Skills	The affective and conative knowledge, skills, behaviors, abilities, attitudes, and strategies that are crucial to academic performance but are not expected to be reflected on cognitive test scores, including such characteristics and factors as: time management, study skills and habits, perseverance, persistence, commitment, motivation, social engagement, etc.
P-20	This term refers to the system of education beginning in Pre-kindergarten through elementary, secondary, and postsecondary education.
Pilot Software Trial	A small scale preliminary trial of the product or solution in order to evaluate feasibility, time, cost, adverse events, and effect size (statistical variability) to determine if the product will meet our needs.
Predictive Analytics	Area of statistical analysis that deals with extracting information from existing data sets in order to determine patterns and predict future outcomes, trends, and/or behavior.
Predictive Validity	Predictive validity addresses how well a specific tool predicts future behavior. Predictive validity provides the correlation between the assessment data and the target behavior.
Pre-registration	The act of registering a student in advance of a testing session.
Proposal	A formal offer submitted in response to this solicitation.
Proposer	Proposer-Individual or company (firm, state agency, etc.) submitting a proposal in response to this RFP. May be used interchangeably with "Vendor" or "Respondent."
R&D	Research and Development
WIDA Standards	National model for standards in teaching and learning for ESOL (English Speakers of Other Languages). These standards have been adapted by TESOL as the national model and are used by thousands of educators to set curricular goals, plan differentiated lessons, and measure student language growth.

RFP Steering Group	A short-term task force comprised of representatives from the Minnesota State system to include key stakeholders, subject matters experts, and faculty and student appointments. It is advisory to the ACPC Committee and provides oversight for the RFP initiative.
Remote Testing	Testing done outside of the testing facility of the institution.
Respondent	The individual preparing or signing the response/proposal. Also refers to the Vendor company. Respondent may be used interchangeably with the term 'Vendor'.
Retakes	A session where a student is completing a test for a second or subsequent time.
Rubric	Scoring tool for subjective assessments.
Section 508	Federal law mandating that all electronic and information technology developed, procured, maintained, or used by the federal government be accessible to people with disabilities.
SIS	Student Information System is a software application for education establishments to manage student data. The SIS for the Minnesota State system is called ISRS (Integrated Student Record System).
Solution	References the Vendor's individual or suite of products that assess incoming college students' abilities in reading, writing, math, ESOL, and computer skills for course placement purposes.
Successful Vendor (or Successful Respondent)	The Vendor selected by the Office of the Chancellor to execute the terms of the contract.
System Office	The central System Office of Minnesota State Colleges and Universities located at Wells Fargo Place, 30 7th Street East, Suite 350, St. Paul, Minnesota 55101.
Targeted Group Businesses (TGBs)	A business that is at least 51% owned and operated by a woman or person of color
Test Banks	The pool of questions or test items available within a defined test to ensure unique testing experiences for examinees.
Test Design	Includes all activities necessary for the preparation of the content and delivery of testing. It may include review and analysis of the



	testing goals and objectives, the test conditions, test procedures, test suites, identification and creation of necessary test data.
Testing Administrator	Individual responsible for administering tests to students at the institutional or campus-level.
Testing Sessions	The period of time during which an examinee completes one or more assessments.
Testing Site	A specific isolated data pool in which tests are administered and data is confined. A singular geographic location, like an institution, could have many sites.
Underrepresented Students	Within the Minnesota State system, underrepresented students may include students of color, low-income students, English language learners, and students whose parents did not complete college.
Under-served Students	Students who do not receive equitable resources in the same manner that other students do or students who receive inadequate service.
Usability	How well users can learn and use a product to achieve their goals. It also refers to how satisfied users are with that process.
User	A person who operates or interacts with the solution, including examinees and test administrators.
Vendor	An individual or company (firm, state agency, etc.) submitting a proposal in response to the RFP, to provide one or more products or services for an assessment for course placement. Vendor may be used interchangeably with the term 'Respondent'.
Version	How software programs are identified as new developments are made to it over time.
Veteran-Owned Business Enterprise (VO)	Independent business which is at least 51% owned and operated by one or more veteran
Women-Owned Business Enterprise (WBE)	Independent business which is at least 51% owned and operated by one or more women.

## About Minnesota State

Minnesota State Colleges and Universities is the third-largest system of state colleges and universities in the United States. It comprises 37 state colleges and universities with 54 campuses located in 47 Minnesota communities. Minnesota State serves approximately 350,000+ plus students each year. Minnesota State employs more than 15,900+ dedicated faculty and staff focused on student success. Minnesota State is an independent state entity that is governed by a 15-member Board of Trustees. For more information about the colleges and universities of Minnesota State, please view its website at [www.minnstate.edu](http://www.minnstate.edu).

## Authority

This RFP is undertaken by Minnesota State (hereinafter “Minnesota State”) pursuant to the authority contained in provisions of Minnesota Statutes § 136F.581 and other applicable laws. Minnesota State will select the Vendor(s) whose proposal(s), and oral presentation(s) if requested, demonstrate in its sole opinion, the clear capability to best fulfill the purposes of this RFP in a cost-effective manner. Minnesota State reserves the right to accept or reject proposals, in whole or in part, and to negotiate separately as necessary to serve the best interests of Minnesota State. This RFP does not obligate Minnesota State to award a contract or complete the proposed project and it reserves the right to cancel this RFP if it is considered to be in its best interest.

## Project Overview

The System Office, on behalf of Minnesota State, is requesting proposals to provide assessment for course placement. This RFP is undertaken by the System Office pursuant to the authority contained in provisions of Minnesota Statutes § 136F.581 and other applicable laws. The purpose of this RFP is to have a Master Contract that will enable all Minnesota State institutions to use a common assessment for course placement.

As of 2006, the Minnesota State system has been using a common system-wide assessment for course placement at all of its colleges and universities. Minnesota State institutions determine students’ placement into courses through the use of this system-endorsed course placement tool. Annually, institutions assess thousands of students in the areas of mathematics, reading comprehension, and written English. Additionally, the system uses this instrument to assess language skills of students whose first language is not English. Minnesota State is seeking a solution or a combination of solutions that will effectively identify the level of academic preparedness, knowledge, and skills in these four areas and provide Minnesota State institutions valid and reliable course placement information to appropriately place students in college-level or developmental-level courses.

## RFP Information Contact

Minnesota State's authorized representative for purposes of responding to inquiries about the RFP is:

Name: Nicole Merz

Title: Project Manager

Address: 30 7<sup>th</sup> St. E., Ste. 350 St. Paul, MN 55101-7804

Telephone: 651-201-1446

E-mail address: Nicole.merz@minnstate.edu

Other persons are not authorized to discuss RFP requirements before the proposal submission deadline and Minnesota State shall not be bound by and vendors may not rely on information regarding RFP requirements obtained from non-authorized persons. Questions must include the name of the questioner and his/her telephone number, fax number and/or e-mail address. Anonymous inquiries will not be answered.

## Duration of Offer

All proposal responses must indicate they are valid for a minimum of one hundred eighty (180) calendar days from the date of the proposal opening unless extended by mutual written agreement between Minnesota State and the Vendor.

Prices and terms of the proposal as stated must be valid for the length of the resulting contract.

## Minnesota State's RFP Terms and Conditions

This RFP includes and incorporates Minnesota State's RFP Terms and Conditions. Vendors should be aware of Minnesota State's RFP terms and conditions in preparing responses to this RFP. Much of the language reflected in any resulting contract with Minnesota State is required by statute. If you take exception to any of the language in the terms and conditions, you must indicate those exceptions in your response to the RFP; certain exceptions may result in your proposal being disqualified from further review and evaluation. Only those exceptions indicated in your response to the RFP will be available for discussion or negotiation.

## Authorized Signature

The proposal must be completed and signed in the firm's name or corporate name of the Vendor and must be fully signed by an authorized representative of the Vendor. Proof of authority of the person signing must accompany the response.

## Pre-award Vendors Conference

In lieu of a Pre-Award Vendor's Conference, the System Office will collect clarifying questions from Vendors and will publicly post all questions and the respective answers during the window of time outlined in timeline below.

## Selection and Implementation Timeline

The selection process will include an evaluation of all qualified proposals. Accordingly, the System Office and Minnesota State, with the recommendation of the evaluation team shall select the Vendor(s) whose proposal(s), and oral presentation(s) if requested, demonstrate in the System Office's sole opinion, the clear capability to best fulfill the purposes of this RFP in a cost-effective manner. The System Office reserves the right to accept or reject proposals, in whole or in part, and to negotiate separately as necessary in order to serve the best interests of the System Office. This RFP shall not obligate the System Office to award Master Contract(s) or complete the proposed project and it reserves the right to cancel this RFP if it is considered to be in its best interest.

### Selection and Implementation Timeline

November 10, 2021 at 9:00 AM CST	Minnesota State publishes RFP notice in <i>State Register</i>
November 24, 2021 at 9:00 AM CST	Deadline for Vendors to submit clarifying questions
December 1, 2021 at 3:30 PM CST	Minnesota State publishes answers to RFP questions
December 8, 2021 at 3:00 PM CST	Deadline for RFP proposal submissions
January 14, 2022 at 3:00 PM CST	Vendors identified as Finalists for Oral Presentations
January 24 – Feb 4, 2022	Product trial window
Feb. 7 – 9, 2022	Oral Presentations by selected finalists
March 11, 2022	Finalist notified
May 2022	Request approval from Minnesota State Board of Trustees

Minnesota State reserves the right to not award a contract. The dates noted above are estimates, but are reasonable for the purposes of presenting deadlines.

## Proposal Deadline

Submitted proposals must be received at the following email address not later 3:30 PM CST on December 8, 2021:

Institution: Minnesota State

Name: Nicole Merz

Title: Project Manager

Email Address: Nicole.merz@minnstate.edu

## Format of Proposals and Submission

Responses must be submitted via email in Microsoft Word or Adobe PDF format, with a hyperlink to cloud store for access of all required documents and responses. All pages must be numbered and font size no smaller than 10 point. Each appendix in the digital files submission must have its own file name and location. Minnesota State's email receipt time stamp will be used for consideration, not the senders.

Proposals received after the Proposal Deadline date and time will not be considered. Fax and mail responses will not be considered. Proposals made in pencil will be rejected. Alterations in cost figures used to determine the lowest priced proposal will be rejected unless initialed in ink by the person responsible for or authorized to make decisions as to price quoted. The use of "white out" is considered an alteration.

## Proposal Content

### Proposal Format

Proposals which fail to address any of the submission requirements may be deemed nonresponsive and will not be further considered. Note the responses to questions must be specifically answered within the context of the submitted proposal. The evaluation team will not refer to a designated web site, brochure, or other location for the requested information. Responses that utilize references to external materials as an answer will be considered non-responsive.

Information which the responder desires to present that does not fall within any of the requirements of the RFP should be inserted at the appropriate place or be attached at the end of the proposal and designated as additional material. Proposals that are not organized in this manner risk elimination from consideration if the evaluators are unable to find where the RFP requirements are specifically addressed.

Respondents are required to submit the cover letter, all required documents, the General Proposal requirements, and a Cost Proposal in the order listed in the table below. Each Appendix should constitute its own proposal section and should be labeled by the Appendix Letter.

### Cover Letter

Respondent should complete an Introductory Section consisting of a cover letter which shall contain a brief introduction of the Vendor, corporate structure and major business lines. At a minimum, the cover letter page shall be on company letterhead and shall include the name and

working address of the firm submitting a proposal, the name, telephone and e-mail address of the primary company representative to be contacted with reference to the proposal, and the date of submission.

The cover letter should:

- Identify who the Respondent that will be the prime Respondent and the name of the corporation or other legal entity submitting a proposal
- Identify all subcontractors (the Respondent will assume sole and exclusive responsibility for all of the services indicated in the RFP)
- Confirm that the Respondent has read, understands, and agrees to all provisions of the RFP without qualification, including all amendments.

The letter shall be concise and need not repeat any of the detailed information set forth in the proposal; however, any terms or conditions of this RFP to which the Vendor objects and/or does not accept shall be clearly stated in the cover letter along with any alternatives or further explanation.

Vendors must submit the following information:

1. **Adherence to Minnesota State Terms and Conditions:** A statement of the objectives, goals, and tasks to show or demonstrate the vendor's view and understanding of the nature of the contract.
2. **Work Plan:** A description of the deliverables to be provided by the vendor along with a detailed work plan that identifies the major tasks to be accomplished and be used as a scheduling and managing tool, as well as the basis for invoicing.
3. **Qualifications of Vendor and its Personnel:** An outline of the vendor's background and experience with examples of similar work done by the vendor and a list of personnel who will conduct the project, detailing their training, and work experience. Resumes or other information about project personnel should not, if possible, contain personal telephone numbers, home addresses or home email addresses. If it is necessary to include personal contact information, please clearly indicate in the proposal that personal contact information is being provided.
4. **Accessibility:** A completed response to the linked [Voluntary Product/Service Accessibility Template\(s\)](#)<sup>®</sup>. The response must contain adequate information to evaluate the responsiveness to the accessibility standards (i.e. a completed VPAT or equivalent).
5. **Cost/Value:** Identify the level of Minnesota State's participation in the contract, as well as any other services to be provided by Minnesota State, and details of cost allowances for this participation.

## Required Documents and Forms

1. Affidavit of Non-Collusion. **All** vendors must complete the [Affidavit of Non-Collusion](#) and submit it with the response.
2. Conflicts of Interest. Vendor must provide a list of all entities with which it has relationships that create, or appear to create, a conflict of interest with the work that is contemplated in this request for proposals. The list should indicate the name of the entity, the relationship, and a discussion of the conflict.
3. Workforce Certificate. For all contracts estimated to be in **excess of \$100,000**, vendors are required to complete the Minnesota Department of Human Rights [Workforce Certificate Form](#) and submit your certification with the response (including extension options).
4. Equal Pay Certification. For all businesses with **40 or more employees** and a contract is estimated to be in **excess of \$500,000**, responders are required to complete the Minnesota Department of Human Rights [Equal Pay Certificate Form](#) or claim exemption prior to contract execution. Submit your certification with the response (including extension options).
5. Targeted Group Businesses (TGBs). If applicable, eligible certified TGBs businesses will receive preference in the evaluation of its proposal as outlined below. Submit your certification with the response. [Targeted Business Inclusion Form](#)
6. Economically Disadvantaged (ED)/ Veteran-Owned (VO) Businesses and Individuals Preference. If applicable, eligible certified ED/VO businesses will receive preference in the evaluation of its proposal as outlined below. Submit your certification with the response. Vendors may apply for certification through the [Minnesota Small Business Certification Portal](#).
7. A completed response to the linked [Voluntary Product/Service Accessibility Template\(s\)](#)<sup>®</sup>. The response must contain adequate information to evaluate the responsiveness to the accessibility standards (i.e. a completed VPAT or equivalent).
8. Proposal Offering Form – Appendix A
9. Respondent’s References – Appendix B
10. Vendor’s Qualifications – Appendix C
11. Functional Requirements – Appendix D
12. Technical Requirements – Appendix E
13. Cost Proposal Requirements (Financial Requirements) – Appendix F

## Selection Process

The selection process will include an evaluation of all qualified proposals by the Course Placement RFP Steering Committee. Accordingly, the System Office and Minnesota State, with the recommendation of the Steering Committee shall select the Vendor(s) whose proposal(s), and oral presentation(s) if requested, demonstrate in the System Office's sole opinion, the clear capability to best fulfill the purposes of this RFP in a cost-effective manner. The System Office reserves the right to accept or reject proposals, in whole or in part, and to negotiate separately as necessary in order to serve the best interests of the System Office. This RFP shall not obligate the System Office to award Master Contract(s) or complete the proposed project and it reserves the right to cancel this RFP if it is considered to be in its best interest.

## RFP Evaluation Factors

### Initial Proposal Review

Proposals will be reviewed initially to determine if the RFP submission requirements have been met. Proposals which have not followed the submission rules or format, or who are non-responsive to the required sections of this RFP will be eliminated from consideration.

### Phase 1: Proposal Evaluation

Proposals determined to have met the RFP submission requirements will be reviewed and evaluated by a Minnesota State evaluation team using the **Evaluation Criteria and Weighting** listed in the table below. A point system will be utilized. The evaluation team will determine which Respondents will be selected as finalists to move on to Phase 2.

### Phase 2: Oral Presentations, Product Demonstrations and Product Trials

Finalists selected in Phase 1 will be required to participate in oral presentations and product demonstrations with the evaluation committee and other stakeholders. Additionally, Respondents will make available trial software (of the same version being proposed) to Minnesota State. Additional points will be awarded from oral presentations, product demonstrations, and product trials and will be added to the Phase 1 points to attain final scores.

### Phase 3: Final Vendor Selection

The proposal which is most advantageous to the Minnesota State system will be recommended for contract award.

### Other Notes on Vendor Selection



As a part of this review and evaluation, Minnesota State may require Respondents to clarify the information submitted. This clarification process may be conducted through written or electronic correspondence and/or through an interview with the Minnesota State evaluation team.

Interviews will not be extended to all Respondents that submit a proposal and as such it is in the Respondent’s best interest to submit a thorough and complete proposal and not depend on the interview process to provide additional information.

## Evaluation Criteria and Weighting

### Phase 1

The following criteria and their identified weights will be used by the System Office to evaluate the responses. A proposal may be rejected if it is determined that a vendor’s ability to work with the existing infrastructure will be too limited or difficult to manage. A proposal may also be rejected if both VPAT forms, Section 508 (of the Rehabilitation Act) and Web Content Accessibility Guidelines (WCAG) 2.0 are not submitted or fully completed.

A proposal may be rejected if it is determined that a Vendor’s ability to work with the existing infrastructure will be too limited or difficult to manage.

Evaluation Elements	Percentage Weight
Phase I	
Functional Requirements	45%
Technical Requirements	15%
Vendor Qualifications	5%
Cost Proposal (Financial Requirements)	20%
Phase II	
Oral Presentations (finalists only), Demonstrations, Vendor References, and Other (discretionary)	15%
Total Phases 1 and 2	100%

The RFP evaluation committee will evaluate the accessibility of the vendor’s proposed solution through the responses given in the functional requirements as well as by evaluating the two

VPATs required to be submitted. The VPAT's require the respondent to include comments for each item. These comments should show how the vendor resolved any key accessibility issues.

## Phase 2

Elements to be evaluated in Phase 2 include oral presentations, product demonstrations and/or product trials. The total points awarded during Phase 2 will be added to the total points awarded in Phase I.

Minnesota State reserves the right to name a date which all responding Vendors will be invited to present demonstrations or participate in an interview.

Minnesota State does not agree to reach a decision by any certain date although it is hoped the evaluation and selection will be completed by the date identified in the Selection and Implementation Timeline.

A proposal may be rejected if it is determined that a Vendor's ability to work with the existing infrastructure will be too limited or difficult to manage.

## Supplier Diversity

Pursuant to policy 5.14 and Minn. Stat. 16C.16, Minnesota State is committed to taking affirmative action to ensure that minority-owned (MBEs) and women-owned (WBEs) businesses are given equal opportunity to provide their goods & services to Minnesota State. Targeted Group Business (TGB) inclusion is a part of the criteria for this RFP to facilitate Minnesota State's fulfillment of this commitment.

For all goods & services contracts estimated to be in excess of \$50,000, all responding Vendors are required to complete the attached [Targeted Business Inclusion Form](#) and attach hard copies of TGBs certificates verifying that the Vendor is certified by one of the certifying agencies recognized by Minnesota State. Vendors are **not** required to include TGBs in their bid response; however, it should be noted that TGB inclusion is ten percent (10%) of the total proposal criteria.

Minnesota State recognizes certifications from at least one the following certifying agencies:

- [State of Minnesota – Department of Administration](#)
- [Central \(CERT\) Certification Program](#)
- [North Central Minority Supplier Development Council](#)
- [Women's Business Development Center](#)

## TG/ED/VO Preferences:

[Register](#) to become certificated or for information regarding certification, contact the OEP at 651-201-2402 or you may reach the Helpline by e-mail at [procurement.equity@state.mn.us](mailto:procurement.equity@state.mn.us). For TTY/TDD communications, contact the Helpline through the Minnesota Relay Services at 1.800.627.3529. Eligible TG/ED/VO businesses must be currently certified by the Minnesota Department of Administration's Office of Equity in Procurement (OEP) prior to the solicitation opening date and time. *Preferences are to be applied by adding 6% to the final cost proposal submitted by TGB/ED/VO respondents*

### Targeted Group

In accordance with Minnesota Rules, part 1230.1810, subpart B and Minnesota Rules, part 1230.1830, certified Targeted Group Businesses and individuals submitting proposals as prime vendor shall receive the equivalent of a six percent (6%) preference in the evaluation of the final cost proposal.

### Economically Disadvantaged (ED) Business and Individuals

In accordance with Minnesota Rules, part 1230.1810, subpart B certified Economically Disadvantaged (ED) Businesses submitting proposals as prime contractors shall receive the equivalent of a six percent (6%) preference in the evaluation of the final cost proposal. Eligible ED businesses must be currently certified by the Minnesota Department of Administration's Office of Equity in Procurement (OEP) prior to the solicitation opening date and time.

### Veteran-Owned (VO)

In accordance with Minn. Stat. § 16C.16, subd. 6a, (a) Except when mandated by the federal government as a condition of receiving federal funds, the commissioner shall award up to a six percent (6%) preference to the final cost proposal, but no less than the percentage awarded to any other group under this section on state procurement to certified small businesses that are majority-owned and operated by veterans.

## Appendix A. Proposal Offering Form

### MINNESOTA STATE COLLEGES AND UNIVERSITIES MASTER CONTRACT OFFERING FORM

In compliance with this Request for Proposal, the undersigned acknowledges that I have read and understand all the conditions imposed herein and offer and agree to furnish the service(s) in accordance with the attached proposal, or as mutually agreed upon by subsequent negotiation and contract. Vendor will make contracted services operational by \_\_\_\_\_ or within \_\_\_\_\_ days from the date a contract is executed.

**Note: Signature must be in blue ink.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Name of Firm: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

## Appendix B: Vendor's References

Respondent must include references from the three largest companies/educational institutions for which the assessment for course placement assessments have been implemented. At least one should be similar in scope to the Minnesota State System and include multi-university environments.

<b>Reference #1</b>	
Institution or Consortium Name	
Institution Address	
Single or Multi-Campus Institution	
Contact Name Contact Title Contact Phone Contact Email	
Total Number of Faculty	
Total Number of Students	
Brief Description of Project	
<b>Reference #2</b>	
Institution or Consortium Name	
Institution Address	
Single or Multi-Campus Institution	
Contact Name Contact Title Contact Phone Contact Email	
Total Number of Faculty	
Total Number of Students	

Brief Description of Project
------------------------------

<b>Reference #3</b>	
Institution or Consortium Name	
Institution Address	
Single or Multi-Campus Institution	
Contact Name Contact Title Contact Phone Contact Email	
Total Number of Faculty	
Total Number of Students	
Brief Description of Project	

## Appendix C. Vendor Qualifications

<p>Insert responses directly into the template below. If attachments or lengthy responses are required for a particular item, indicate the location and file name of attachment in the response box. Also, identify which item the response is referring to if it is not included in the response box. All items must include a response.</p>	
Question	Response
<b>A. Company Background</b>	
1. History of Company	
2. Employees (number of FT employees in R&D, Support, Sales, Marketing, Training, Helpdesk Support, and Administrative/Other)	
3. Provide organizational Charts	
<p><b>B. Financial Stability, Long-Term Viability</b></p> <p>1. Current, full year (12 months), audited financial statements. Additional financial statements for subcontractors or consultants shall be provided upon request by the Minnesota State system, depending on their level of participation of fulfilling the contract. Applicant should include:</p> <ul style="list-style-type: none"> <li>a. Dun and Bradstreet report, if available.</li> <li>b. Last annual report.</li> <li>c. Statement of income and retained earnings for last two years.</li> <li>d. Statement of changes in financial position for the last two years.</li> <li>e. Opinions concerning financial statements from a Certified Public Accountant for the last two years as applicable.</li> <li>f. Balance sheet for the last two years.</li> <li>g. Latest interim balance sheet and income statements.</li> </ul>	

<p><b>C. Experience with Large Institutional Installations</b></p> <p>1. For last three years, provide experience with previous installations for large institutions serving over 1,000 test takers.</p> <ul style="list-style-type: none"> <li>a. Minimum of five (5) North American installations.</li> <li>b. Systems/installations in production one year prior to this RFP date.</li> <li>c. A statement defining the Vendor’s experience and the experience of proposed consultants and subcontractors in similar installations. Experience shown should include work done by individuals who will be assigned to this project. Projects referred to should include the customer’s name, address, telephone number of the responsible official who may be contacted, and the software licensed and operation date.</li> </ul>	
<p><b>D. Software Enhancements, Release Notes and Upcoming Releases</b></p> <p>1. Describe the number, chronology, and nature of major software releases in each of the past two years.</p> <p>2. Provide release notes issued with upgrades or releases during the past two years.</p> <p>3. Provide the anticipated schedule (or roadmap) for the next year regarding software enhancements and upcoming or planned releases.</p>	
<p><b>E. Vision for the Future</b></p> <p>1. Describe the Vendor’s plan for further development of its software/services during the next two to three years. Specifically address the company’s roadmap for product development and/or enhancements to the solution in the next three years.</p>	



<p><b>F. Current and Pending Patents</b></p> <p>1. Provide a list of existing or pending patents or copyrights held by the Vendor or its Subcontractors that pertain to any portion of the proposed solution.</p>	
<p><b>G. Contracts and Litigation</b></p> <p>1. Answer each of the following questions. If the answer to any question is in the affirmative, all relevant circumstances must be explained in detail, including the current status and ultimate disposition of each matter:</p> <ul style="list-style-type: none"> <li>a. Has the Vendor been declared in default of any contract?</li> <li>b. Has the Vendor forfeited any payment of a performance bond issued by a surety company on any contract?</li> <li>c. Has an uncompleted contract been assigned by the Vendor's surety company on any payment or performance bond issued to the Vendor arising from its failure to fully discharge all contractual obligations there under?</li> <li>d. Within the past three (3) years has the Vendor filed for reorganization, protection from creditors, or dissolution under the bankruptcy statutes?</li> <li>e. Is the Vendor now the subject of any litigation in which an adverse decision might result in a material change in the company's financial position or future viability?</li> <li>f. Identify any current or pending litigation or legal actions in which the Vendor or its subsidiaries are involved that have a significant effect on its ability to provide products and services through any contract resulting from this solicitation. The Vendor will be required to supplement this information if additional litigation arises during the term of the contract.</li> </ul>	

<p><b>H. Possible Mergers or Purchases</b></p> <ol style="list-style-type: none"> <li>1. Describe any mergers or purchases of other companies that are currently in negotiations.</li> <li>2. Is the company in negotiations or actively seeking acquisition by another company?</li> </ol>	
<p><b>I. Products and Markets Served</b></p> <ol style="list-style-type: none"> <li>1. Describe the software products and services strategy, including markets served. The Minnesota State Colleges and Universities System is particularly interested in knowing if products are designed for higher education, technical education, K-12, or corporate training market.</li> <li>2. How do the proposed software/services fit with the project goals and objectives? Identify if there is a specific unit dedicated to support the higher education market.</li> </ol>	
<p><b>J. Proof of data privacy Compliance (FERPA)</b></p> <ol style="list-style-type: none"> <li>1. Provide a statement of compliance to FERPA laws</li> </ol>	
<p><b>K. Sample License and Business Agreement</b></p> <ol style="list-style-type: none"> <li>1. Although the Minnesota State system contract with the terms and conditions is required, the applicant must include, for reference, a sample copy of a typical license and business agreement and service level agreement used to formalize the Vendor’s legal relationship with an institution of higher education or other public entity. Variances between this sample and conditions required by the Minnesota State do not constitute notification that the Vendor is taking exception to a term or condition. The Vendor must clearly list any exceptions taken in the submitted proposal. The Minnesota State System reserves the right to reject a proposal on these grounds.</li> </ol>	

<p><b>Please include as clearly identified attachments.</b></p>	
<p><b>L. Customer References Review</b></p> <p>1. Applicants must include references from the three largest companies/educational institutions for which the assessment product has been implemented. At least one should be similar in scope to the Minnesota State System and include multi-university environments. Appendix B.</p> <p>2. Provide an analysis of the biggest obstacle(s) encountered in a large-scale implementation and how it/they were handled.</p> <p>3. The Vendor should also complete the following:</p> <ul style="list-style-type: none"> <li>a. Detail client retention rates for the past three years.</li> <li>b. List average length of contract for new customers over the last three years.</li> <li>c. Describe the type of customer support typically provided during and after installation.</li> </ul>	
<p><b>M. Third Party Vendors</b></p> <ul style="list-style-type: none"> <li>1. With whom is the Vendor currently working? On what projects?</li> <li>2. What is the Vendor's plan for working with third party Vendors?</li> <li>3. Provide three references from Vendors. Discuss projects, length of relationship, what is in production, and what is in development.</li> </ul>	

By signing this statement, you certify the information provided in the Vendor Qualification, is accurate and that you are authorized to sign on behalf of the Respondent.

Name of Company: \_\_\_\_\_

Authorized

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_ Telephone number: \_\_\_\_\_

Email: \_\_\_\_\_

## Appendix D. Functional Requirements

The Responder must provide whitepapers, technical documents, or copies of policies as necessary to fully demonstrate compliance with the requirement. Failure to provide the necessary information to meet the requirements in this section could lead to disqualification.

Section	Level	Detailed Requirement	Yes/ No	Comments
<b>Section 1: Test Packages: General</b>	<b>1</b>			
	1.01	Solution includes tests covering an individual subject area or a range of subject areas.	Y/N	
	1.02	Test item creation includes professional faculty in the field.	Y/N	
	1.03	There are equity review panels for all test items. Vendor has a clear process for identifying test bias and can document how test equity is ensured.	Y/N	
	1.04	Correlations between test packages are well defined with supporting documentation.	Y/N	
<b>Section 2: Mathematics</b>	<b>2</b>			
	2.01	The instrument results in an accurate placement – students must be placed into a class that they have the ability to succeed in but aren't being asked to repeat material they already know	Y/N	
	2.02	Instrument needs to be adaptive, i.e. the level of questions change based on previous answers	Y/N	
	2.03	Instrument allows for multiple starting points based on either self-reported student information or after meeting with an advisor prior to the start of the math questions -	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
		ability to be built into the tool itself		
	2.04	Needs to be able to distinguish between developmental level courses (up to 4 levels below college algebra)	Y/N	
	2.05	Needs to be able to distinguish between college level courses (college algebra vs trigonometry/pre-calc vs calculus)	Y/N	
	2.06	Needs to work for the wide variety of campuses and the wide variety of math courses offered	Y/N	
	2.07	Needs to accurately place the diverse range of students we serve	Y/N	
	2.08	Instrument is able to give a score for more than one track (STEM track vs. QR/Stats track)	Y/N	
	2.09	Vendor provides data (current and ongoing) from other similar colleges (both technical and community colleges) that demonstrate that students are placed correctly (not placed too low or too high).	Y/N	
	2.10	Ask the students at the end of the semester if the student felt they were placed correctly (required of all students who D/F/W for sure, but ideally from all students)	Y/N	
	2.11	The time spent taking the assessment isn't significantly more than 90 min on average	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
	2.12	Placement exams (reading/math/writing) can be taken non-consecutively (do one test then do something else then come back and do the next one and so on) to avoid testing fatigue and frustration from previous test	Y/N	
	2.13	Instrument produces a score that can be tied back to specific math concepts/topics/skills	Y/N	
	2.14	Instrument produces a score that can be used within a true multiple measures framework	Y/N	
	2.15	Instrument is written so that reading comprehension does not significantly impact the math placement score (i.e. approximately 7th grade reading level)	Y/N	
	2.16	Instrument has the ability to allow students to review the material and retake the assessment	Y/N	
	2.17	Instrument has a built in diagnostic tool (tells the student what they need to practice)	Y/N	
	2.18	Instrument provides an option for the student to practice/review before the first "real" test so they know what to expect and are better prepared	Y/N	
	2.19	The cultural differences in mathematical notation and language should be part of the available review and/or practice materials	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
	2.2	Vendor has a robust test bank with different versions of each question while still testing the same outcomes	Y/N	
	2.21	The instrument has some open-ended questions, appropriate to the type of question; not all multiple choice; e.g. prevent working backwards from the answer when solving an equation	Y/N	
	2.22	When scoring open-ended questions the tool must be able to identify and accept multiple correct answers (i.e. good input parsing)	Y/N	
	2.23	Scores can be reviewed and overwritten by a human	Y/N	
	2.24	Instrument is capable of being proctored remotely	Y/N	
	2.25	Test is reliable (i.e. they get approximately the same score if they re-take the assessment without studying/review in-between). However, with review/practice the score should improve.	Y/N	
	2.26	The test is user-friendly for student: they experience one seamless “test” and get their result at the end.	Y/N	
	2.27	The test is user-friendly for student: any needed calculator is built into the test itself (nothing more advanced than a basic scientific calculator)	Y/N	
	2.28	The test is user-friendly for student: the score they get at the end is easy to understand and can give scores for multiple tracks (i.e. you are in class X on	Y/N	



Section	Level	Detailed Requirement	Yes/ No	Comments
		the STEM track or class Y on the QR/Stats track)		
<b>Section 3: Reading and English</b>	<b>3</b>			
	3.01	The placement instrument allows students to place into college-level coursework through self-reported GPA, ACT, SAT, or MCAs.	Y/N	
	3.02	The placement instrument allows students to access information about the course options in order to make well-informed student self-placement decisions.	Y/N	
	3.03	The placement instrument informs students about the course options on each campus	Y/N	
	3.04	The placement instrument informs students about specific work requirements or expectations for each course option on each campus	Y/N	
	3.05	The placement instrument allows students to share information or indicate interest in ESOL coursework	Y/N	
	3.06	The placement instrument allows students to read a text written at the 8th grade level and answer multiple-choice reading comprehension questions	Y/N	
	3.07	The placement instrument allows students to use the same text to write an informed, reflective essay based on what they've read	Y/N	

Section	Level	Detailed Requirement	Yes/ No	Comments
	3.08	The placement instrument allows students the opportunity to offer additional information not otherwise disclosed in the instrument, including additional explanation for their choice of course placement.	Y/N	
	3.09	The placement instrument allows students to access faculty placement recommendation based on their essay submission	Y/N	
	3.10	The placement instrument allows students to connect with a local, campus-based advisor, counselor, or faculty person for just in time support at any point in the application, placement, or registration process - including the opportunity to appeal	Y/N	
	3.11	The placement instrument allows local campus faculty access to students' response on reading comprehension questions	Y/N	
	3.12	The placement instrument allows local campus faculty access to students' writing sample	Y/N	
	3.13	The placement instrument allows local campus faculty to make a placement recommendations based on matching reading and writing samples to samples of students who have gone on to succeed in each of the course options	Y/N	

Section	Level	Detailed Requirement	Yes/ No	Comments
	3.14	The placement instrument allows local campus faculty access to outlier placements for further consultation with students and additional review by faculty lead(s), including, for example, the practice of deferring to the student for final placement	Y/N	
	3.15	The placement instrument allows flexibility for campuses to determine staff and faculty access to student placement information as needed for non-bias placement recommendations.	Y/N	
	3.16	The placement instrument allows for a communication log for faculty, testing staff, and advising/counseling.	Y/N	
	3.17	The placement instrument allows for automated communications with students, faculty, advising/counseling.	Y/N	
	3.18	The placement instrument does not result in perpetuating systemic racism, sexism, and other harmful inequities.	Y/N	
<b>Section 4: ESOL (English as a second language) General</b>	<b>4</b>			
	4.01	Vendor should describe whether it is essential for students to complete the test in order to receive a valid score.	Y/N	
	4.02	Vendor should provide data on content validity for each test.	Y/N	
	4.03	Vendor should provide data on predictive validity using Minnesota State data.	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
	4.04	Test scores should be valid for at least 3 years.	Y/N	
	4.05	Test should maintain reliability when a student takes the test multiple times. Vendor should provide data on retesting reliability.	Y/N	
	4.06	The length of time needed for students to complete the tests should be reasonable (suggested time of two hours or no more than 30 minutes per test).	Y/N	
	4.07	Test shows some alignment to WiDA standards.	Y/N	
	4.08	A sufficient number and range of sample test questions are provided within each section of the test.	Y/N	
	4.09	Students should take as much time as they need on all tests unless vendor provides research on why a test should be timed.	Y/N	
	4.10	Vendor has a wide range of tests for different purposes. Vendor describes supplemental tests related to vocabulary or grammar. If separate tests are not available, vocabulary and grammar must be components of the rubric on existing reading/writing/listening/speaking tests, and tests have their own discrete score ranges for those skills.	Y/N	
	4.11	Vendor should provide charts that describe how scores on their tests align with scores on other tests of English language	Y/N	

Section	Level	Detailed Requirement	Yes/ No	Comments
		ability such as TOEFL, IELTS, ACTFL.		
<b>ESOL Reading Comprehension</b>	4.12	Vendor provides detailed descriptions of all reading tests.	Y/N	
	4.13	Test bank size is sufficiently large to ensure reliability. Vendor will show their research on reliability in relation to test bank size.	Y/N	
	4.14	Questions are refreshed every few years.	Y/N	
	4.15	Vendor provides information about the competencies connected to various score ranges.	Y/N	
	4.16	The tests should use authentic excerpts from textbooks, magazines, newspapers, literature at a range of levels. Any cultural background information needed to comprehend the text is explained/defined in the reading.	Y/N	
	4.17	Tests include a variety of question types (such as cloze, true/false, multiple choice).	Y/N	
	4.18	Test items include questions about a wide range of vocabulary (such as idioms, phrasal verbs, commonly used academic vocabulary, affixes/roots, and parts of speech).	Y/N	
	4.19	The test measures a range of reading skills such as comprehension, inference, main ideas and supporting details, textual organization, graphic materials, text purpose.	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
ESOL Writing	4.2	Vendor provides detailed descriptions of all writing tests.	Y/N	
	4.21	A writing sample is collected and evaluated. If a writing sample is not gathered as part of the writing test, writing samples should be gathered and assessed locally.	Y/N	
	4.22	Test bank is sufficiently large enough to maintain reliability when students take the test multiple times. Vendor will show their research on reliability in relation to test bank size.	Y/N	
	4.23	Questions are refreshed every few years.	Y/N	
	4.24	Vendor provides information about the competencies connected to various score ranges.	Y/N	
	4.25	Syntactic sophistication, textual organization, development, vocabulary, relevance to topic, and grammar/mechanics are assessed.	Y/N	
	4.26	Samples are evaluated using a rubric designed by ESOL experts and assessed with human labor (not machine scored). Preference is for the ability to assess the writing sample by faculty at the campus level.	Y/N	
	4.27	Vendor should release students' writing samples for local faculty/staff to review.	Y/N	
	4.28	Writing prompts have been designed for ELLs (English language learners) and normed on ELLs. Prompts should allow	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
		students to demonstrate academic expository writing skill.		
	4.29	Essay prompts could be customized at the campus level.	Y/N	
	4.3	Vendors provide information about plagiarism prevention and/or browser lock-downs.	Y/N	
<b>ESOL Listening Comprehension</b>	4.31	Vendor provides detailed descriptions of all listening tests.	Y/N	
	4.32	Test bank size is sufficiently large to ensure reliability. Vendor will show their research on reliability in relation to test bank size.	Y/N	
	4.33	Questions are refreshed every few years.	Y/N	
	4.34	Vendor provides information about the competencies connected to various score ranges.	Y/N	
	4.35	Test should include a wide range of informal and formal samples (lecture excerpts, group discussions). Samples should cover a range of speeds, lengths, and difficulty levels; samples comprehension should not depend on cultural background knowledge.	Y/N	
	4.36	Tests include a variety of question types.	Y/N	
	4.37	Test includes questions that measure a range of listening skills such as distinguishing between important points and details, comprehension, inference, organization, and	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
		purpose. Ideally, test measures student's ability to listen to mini-lectures and take notes.		
	4.38	Listening passages appear in both audio and video form.	Y/N	
	4.39	Test includes vocabulary questions among comprehension questions.	Y/N	
	4.4	Students can take notes during the listening test (pencil/paper)	Y/N	
	4.41	Students can choose to have a passage repeated at least once depending on the purpose and length of the text and the number of questions connected to that passage.	Y/N	
	4.42	Questions used in the listening test are not provided in written form except in the case of students who need accommodations.	Y/N	
<b>ESOL Speaking</b>	4.43	Vendor provides detailed descriptions of all speaking tests.	Y/N	
	4.44	Test bank is sufficiently large enough to maintain reliability when students take the test multiple times. Vendor will show their research on reliability in relation to test bank size.	Y/N	
	4.45	Questions are refreshed every few years.	Y/N	
	4.46	Vendor provides information about the competencies connected to various score ranges.	Y/N	



Section	Level	Detailed Requirement	Yes/ No	Comments
	4.47	Prompts have been designed for ELLs and normed on ELLs. Prompts should allow students to speak for a range of personal, academic, and professional contexts. Prompts may include opportunities for evaluating a student's presentation skills.	Y/N	
	4.48	Test measures student's understandability, depth of vocabulary, fluency, complexity, grammatical accuracy, appropriateness of response to prompt, ability to adjust register for a range of audiences/purposes, and ability to speak on a range of topics.	Y/N	
	4.49	A rubric of outcomes is provided. Two evaluators assess the student's skills.	Y/N	
	4.5	Vendor should record speaking samples and release students' recordings for local faculty/staff to review.	Y/N	
	4.51	The test should be dynamic so that students must demonstrate their speaking skills in an authentic situations.	Y/N	
	4.52	Student's test could be proctored in person, over the phone, or through video conferencing software.	Y/N	
	4.53	Speaking prompts could be customized at the campus level.	Y/N	
<b>Section 5: Diagnostic Capabilities</b>	<b>5</b>			

Section	Level	Detailed Requirement	Yes/No	Comments
	5.01	Product must have diagnostic capabilities that are student facing.	Y/N	
<b>Section 6: Alignment with K-12 Standards/Common Core</b>	<b>6</b>			
	6.01	P20 assessment products align to vendor's college level course placement instruments.	Y/N	
	6.02	Assessment instruments and diagnostic tools correlate with nationally-normed college entrance exams, including the ACT and other academic assessments (e.g. TABE, CASES).	Y/N	
	6.03	Solution aligns with Minnesota K12 academic standards, standard adult high school diploma and the Common Core State Standards.	Y/N	
<b>Section 7: Test Design and Test Banks</b>	<b>7</b>			
	7.01	Solution is customizable to each institutions unique needs.	Y/N	
	7.02	Vendor provides at least one validity study based on Minnesota State's individualized data.	Y/N	
	7.03	Test bank content is culturally sensitive, minimizes bias, and appropriately addresses the diverse range of cultures unique to Minnesota's population with regard to ethnicity, race, gender, socioeconomic status, age, gender identity, religion, and	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
		nationality, intellectual and physical abilities.		
	7.04	The solution addresses the inclusion and representation of traditionally underrepresented and under-served students.	Y/N	
	7.05	The solution can utilize Minnesota State-developed demographic questions.	Y/N	
	7.06	The solution allows for students, testing administrators, and/or faculty the ability to edit student demographics and other information.	Y/N	
	7.07	Solution allows for the ability to add or administer additional test items or test sections.	Y/N	
	7.08	Solution allows for the ability to define and set locally determined cut scores.	Y/N	
	7.09	Solution provides tools/tutorials to help students during the test event.	Y/N	
	7.1	The tool provides analytics and predictive analytics.	Y/N	
	7.11	The solution has the ability to import student data, assign test packages, and provide testing tickets for access to tests.	Y/N	
	7.12	The vendor offers tools that allow testing sites to minimize the need of human resources for test proctoring.	Y/N	
	7.13	The solution allows the testing site to create custom exams	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
		that allow for easy addition of images and sound.		
	7.14	Vendor has a documented process/procedure to manage concerns about a test item.	Y/N	
<b>Section 8: Adaptive Capabilities and Branching</b>	<b>8</b>			
	8.01	Test content and cognition assessment structure is linear, sequential, branching to higher level and lower-level test, and/or item adaptive.	Y/N	
	8.02	There is a documented logic used to move up and down within tests and question items.	Y/N	
	8.03	Tests allow for customizable branching rules that automatically direct a student to a subsequent test.	Y/N	
	8.04	Item pool will have the flexibility to be delivered adaptively.	Y/N	
<b>Section 9: Multiple Measures</b>	<b>9</b>			
	9.01	The solution allows for other information external to the assessment (multiple measures) evaluation.	Y/N	
	9.02	The solution allows for customization to be able to allow for multiple measure evaluation.	Y/N	
	9.03	The solution allows for user-created questions that do not duplicate Universal Application questions.	Y/N	

Section	Level	Detailed Requirement	Yes/ No	Comments
	9.04	Solution has a product that assesses non-cognitive skills or allows for customization that would permit the solution to assess non-cognitive skills.	Y/N	
<b>Section 10: Student Testing</b>	<b>10</b>			
	10.0 1	Test prep materials and practice tests are available, easy to find and access, provide instant feedback, identify specific things to work on and connect to resources for practice.	Y/N	
	10.0 2	Test preparation materials are available online, in print, and through an app. They are compatible with multiple computer and phone platforms (IOS and Android). Includes accessibility features (Assistive technology, read out loud, etc.).	Y/N	
	10.0 3	The tests are intuitive and easy to use. Instructions include sample/practice questions that are representative of questions in the test. Includes sample directions, sample prompts, consistent instructions, and multi-mode instructions (hearing and reading at the same time). Sample questions are provided.	Y/N	
	10.0 4	Solution allows students to review answers prior to moving forward to the next question or section and messages indicate missing answers.	Y/N	

Section	Level	Detailed Requirement	Yes/ No	Comments
	10.0 5	Provides clear information and examples to students. Sample instructions and information is available in both audio and written format.	Y/N	
	10.0 6	Provides sample placement report with results, access to answers or areas for skill development, and diagnostic information. Test and results align with prep resources. There is the ability to customize reports.	Y/N	
	10.0 7	Questions and answers are easy to navigate, intuitively setup, there is confirmation the student answered the question and is ready to move on, opportunity for answer review, clear directions/transition upon start and end of exam	Y/N	
	10.0 8	For retakes, there is little to no cost for students and/or cost of assessment is sustainable for institutions (approx. \$6 total for all portions is in line with current costs for institutions).	Y/N	
<b>Section 11: Testing Process and Testing Sites</b>	<b>11</b>			
	11.0 1	Platform being used is a locked down platform (cannot open other screens / browsers / tabs). Proctor password protected.	Y/N	
	11.0 2	Clear identification of testing site within administrator portal and on the student's report.	Y/N	
	11.0 3	Test access for multiple test sites (college and high school) can be monitored/controlled.	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
	11.04	Vendor has capacity to meet system testing needs.	Y/N	
	11.05	How does the platform allow for retakes and the number? How does an administrator/proctor easily view if a student has previously taken the test? How quickly does it refresh and update across system?	Y/N	
	11.06	The average time it takes for a user to complete each test is within 30-45 minutes per test. It should take no longer than 1.5 to 2 hours total for all tests.	Y/N	
	11.07	The solution allows the student to pause and return at a later time.	Y/N	
	11.08	There is no cost associated with creating a user record prior to getting a test.	Y/N	
	11.09	Tests can be administered at other locations without college personnel needing to be present.	Y/N	
<b>Section 12: Test Scores/Results and Reporting Function</b>	<b>12</b>			
	12.01	Each test must be completed to receive a score.	Y/N	
	12.02	Student scores are immediately available after completion of tests.	Y/N	
	12.03	Online reports are available for faculty, advisors and administrators immediately following completion of tests.	Y/N	
	12.04	Writing samples are an option for placement and are scored within 48 hours by a human.	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
	12.05	Site test administrators have the ability to display scores immediately.	Y/N	
	12.06	The solution allows individual student score reports from other Minnesota State testing sites to be viewed at any Minnesota State site.	Y/N	
Reporting Function	12.07	There is evidence of the Vendor's experience developing and delivering comprehensive and customizable score reports at the state and/or institutional level(s) for users at varied levels of access and information (e.g., counselors, faculty, students, researchers, etc.). Additional information provided to demonstrate how this can be integrated with multiple measures for informing placement of students.	Y/N	
	12.08	Students as well as admissions, advising, testing, institutional research and records staff have access to reports.	Y/N	
	12.09	Monthly and annual reports at the system-wide and local level are available.	Y/N	
	12.1	Enrollment management analytics are available.	Y/N	
	12.11	Variety of reports available including a combination of background information, questions, and placement information.	Y/N	
	12.12	Permission levels can be set at different level for those with access to the system.	Y/N	



Section	Level	Detailed Requirement	Yes/No	Comments
	12.13	Roles and settings are flexible.	Y/N	
	12.14	Variety of options for saving/exporting reports. (e.g., Excel, CSV, XML, delimited text etc.)	Y/N	
	12.15	Reports display student data related to multiple measures to appropriate stakeholders.	Y/N	
	12.16	Reports are customizable to meet the needs of various stakeholders (e.g., counselors, faculty, students, researchers, etc.).	Y/N	
<b>Section 13: Administrator Functions</b>	<b>13</b>			
	13.01	Solution has the ability to customize messages with images to ensure results meet the specific needs of institutions.	Y/N	
	13.02	Solution allows administrators to turn on and off user tools (e.g., calculator, spell check, graphing tools, visually based dictionary, dictionary, and thesaurus, text pop out, measurement tools, electronic annotation, formula charts, and sketch pads).	Y/N	
	13.03	All testing administrators can access retesting history.	Y/N	
<b>Section 14: User Management</b>	<b>14</b>			
	14.01	Solution offers single sign-on capability for students, faculty and administrators.	Y/N	
	14.02	Solution allows for Minnesota State to enter a user-defined ID for sign-on.	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
	14.03	Solution provides the ability to add proctors and users.	Y/N	
	14.04	Solution provides ability to add and remove testing sites.	Y/N	
	14.05	Solution's standard access roles includes multiple levels of access including at least proctor, advisor, administrator, and student levels.	Y/N	
<b>Section 17: Remote Testing and Virtual Proctoring</b>	<b>17</b>			
	17.01	System integrates with remote proctoring service.	Y/N	
<b>Section 18: Mobile Applications</b>	<b>18</b>			
	18.01	Needs the ability to be an App for high school administration	Y/N	
	18.02	Lockdown ability is included in the mobile application related to the solution.	Y/N	
<b>Section 19: Usability and Ease of Use</b>	<b>19</b>			
	19.01	Solution provides customizable testing reports.	Y/N	
<b>Section 20: Feature Requests</b>	<b>20</b>			
	20.01	Vendor provides process mapping that describes all steps for users requesting feature enhancements, from request to implementation.	Y/N	
	20.03	Users are notified of proposed feature enhancements. Description of implementation timeline is provided	Y/N	
	20.04	Process for sharing other clients' enhancements is shared.	Y/N	

Section	Level	Detailed Requirement	Yes/No	Comments
	20.05	Clear description of prioritization process for feature enhancements is provided.	Y/N	
<b>Section 21: Training Services</b>	<b>21</b>			
	21.01	Vendor provides training services for users including onsite, webinar, video tutorials and question banks.	Y/N	
	21.02	Process for communication at the system and staff level through email, list serves, testing staff communities, blog, FAQ, website, chat feature. Representative that works specifically with our system. Information is accessible.	Y/N	
	21.03	User guides, chat, and trainings are available.	Y/N	
<b>Section 22: Implementation (Initial and Version Releases)</b>	<b>22</b>			
	22.01	All Vendor personnel involved in conducting the project and/or in the implementation is provided. Include each employee's education and experience related to higher education, and Student Information Systems. Operates during standard business hours.	Y/N	
Project Management	22.02	Responsibilities of vendor personnel provided.	Y/N	
	22.03	Number and type of resources the Minnesota State system and its member institutions or campuses will be expected to provide to assist in	Y/N	

Section	Level	Detailed Requirement	Yes/ No	Comments
		implementation, support and knowledge transfer.		
	22.0 4	Bio of key staff that details their background and experience related to this project.	Y/N	
Estimate of implementation tasks and time	22.0 5	Timeline with tasks provided for set up of the solution.	Y/N	
	22.0 6	Institutions and individuals will have electronic access to test and data. There is a way to define sites within the solution.	Y/N	
	22.0 7	Vendor has capacity to begin onboarding and initiating the process immediately upon completion of contract. Ability to fully implement on campuses by January 2023.	Y/N	

## Appendix E. Technical Requirements

The Responder must provide whitepapers, technical documents, or copies of policies as necessary to fully demonstrate compliance with the requirement. Failure to provide the necessary information to meet the requirements in this section could lead to disqualification.

Responders must provide 'Yes' or 'No' responses to 'Y/N' questions in 'Y/N Answer' column. Comments are encouraged but not required.

Responders must attach a response for questions labeled 'Attachment'.

Responders must provide concise response to 'Comment' questions in 'Comments' column.

As a supplement, Responder may also provide other self- or third-party security evaluations - e.g. Educause HECVAT, SOC Type 1, Type 2, Cloud Security Alliance CAIQ, etc.

### Application Technical and Security Attributes

Hosting Attributes	Question Type	Y/N Answer	Comments
<b>Application delivery options</b>			
Application is hosted by the Responder in third party hosting facility	Y/N		
Application is hosted by the Responder in Responder owned hosting facility	Y/N		
<b>Client Support</b>			
<b>Browser Compatibility</b>			
Application is accessible through a web browser	Y/N		
Application supports Firefox Desktop Browser	Y/N		
Application supports Safari Desktop Browser	Y/N		
Application supports Chrome Desktop Browser	Y/N		
Application supports Microsoft Edge Desktop Browser	Y/N		
Application supports Firefox Mobile Browser	Y/N		
Application supports Safari Mobile browser	Y/N		
Application supports Chrome Mobile browser	Y/N		
Application supports Microsoft Edge Mobile browser	Y/N		
<b>Client Support Policies</b>			
Responder supports new versions of supported browsers within three months of RTM (Release to Manufacturing)	Y/N		

Hosting Attributes	Question Type	Y/N Answer	Comments
<b>User experience</b>			
User functionality is equivalent across all supported client and browser platforms	Y/N		
The application functions with non-English keyboards	Y/N		
Responder application meets the accessibility requirements of Web Content Accessibility Guidelines 2.0 and Section 508 of the Rehabilitation Act of 1973.	Y/N		
Responder will provide VPAT (Voluntary Product Accessibility Template) forms (Section 508 VPAT and WCAG 2.1 VPAT) as attachments. See 'Standards' tab at: <a href="http://mn.gov/mnit/programs/policies/accessibility/index.jsp#">http://mn.gov/mnit/programs/policies/accessibility/index.jsp#</a>	Attachment		
System displays navigation appropriate to user device	Y/N		
<b>Responder Hosting Attributes</b>			
<b>Responder Service Level Agreement and Support Staff</b>			
Responder provides sample of proposed hosting SLA	Attachment		
Responder support and maintenance teams reside in the United States	Y/N		
<b>Responder Hosting Backup and Recovery</b>			
What Tier Level data center will be used for primary site?	Comment		
Responder hosting environment has physical and environmental security controls	Attachment		
Responder hosting environment has secondary data center for disaster recovery	Y/N		
Responder provides point in time database and application recovery (Recovery Point Objective (RPO) and Recovery Time Objective (RTO))	Y/N		
Responder provides off site, encrypted backups	Y/N		
<b>Responder Hosting Environment - Security</b>			
Responder network security controls include firewalls, proxies, intrusion detection/prevention and distributed denial of service.	Attachment		

Hosting Attributes	Question Type	Y/N Answer	Comments
Responder conducts regular vulnerability assessments on network, servers and data center infrastructure	Attachment		
Responder conducts systematic patch management on network, servers and data center infrastructure	Attachment		
Responder has systematic change management on network, servers and data center infrastructure	Attachment		
Hosting environment for Minnesota State applications is physically separate from other customers	Y/N		
Hosting environment for Minnesota State applications is logically separate from other customers	Y/N		
Responder system administration requires multi-factor authentication	Y/N		
Responder system administration is conducted from dedicated management networks	Y/N		
Responder has documented process for identifying and reporting potential or actual information security incidents	Attachment		
Responder has documented process for responding to a participant's account being compromised	Y/N		
<b>External and Third Party Modules and Integrations</b>			
Application requires or depends on 3rd Party Modules	Y/N		
Responder is responsible for third party functionality, security, and its dependencies	Y/N		
The agreed to SLA requirements between Responder and customer also pertain to the implementation of Responder's third party solutions	Y/N		
Application supports Responder developed, and/or 3rd party remote proctoring of tests	Y/N		
If proctoring service is available, list all 3rd party providers	Comment		
Describe how the proctoring provides security measures - i.e. video of tester, prohibit the opening of other screens, browsers, and tabs, etc.	Comment		

Hosting Attributes	Question Type	Y/N Answer	Comments
Application integrates with 3rd-party Enterprise Resource Planning (ERP) systems - e.g. Service Now, Workday, Salesforce, etc.	Y/N		
If application integrates with ERP systems, list 3rd parties	Comment		
<b>Application Programming Interfaces (API)</b>			
Application provides an API interfaces or integration with external Applications	Y/N		
Application supports XML interface API	Y/N		
Application supports SOAP XML API	Y/N		
Application supports REST API	Y/N		
Application API conforms to standard API error and response codes	Y/N		
Application API has user guides and sample implementations	Y/N		
Application API supports separate test environments	Y/N		
Application has automated data monitoring capabilities - i.e. API utilization	Y/N		
Application supports the ability to transfer multiple institutions data from a single API call	Y/N		
Responder provides libraries or SDK for API	Y/N		
Application API release schedule is available	Y/N		
Application API SDK is multi-platform	Y/N		
Application API logs and audits all API calls	Y/N		
Application API requires authentication	Y/N		
What authentication is supported?	Comment		
Application supports industry standards for API file formatting and transmitting	Y/N		
What file formats are supported?	Comment		
Describe any software provided and platform requirements for application API	Comment		
Describe data format requirements for application API	Comment		
Describe the process to recreate API records; includes detecting missing, duplicate, or corrupted records	Comment		
Describe the process for correcting inaccurate data and the ability to re-retrieve record once corrected in Responder application	Comment		



<b>Hosting Attributes</b>	<b>Question Type</b>	<b>Y/N Answer</b>	<b>Comments</b>
Responder provides training to support integration requirements	Y/N		
<b>Application API Change Management</b>			
Responder incorporates change management process for major API releases; to include communication and rollback plans of proposed changes.	Y/N		
Responder provides opportunity for customer testing of major API releases prior to implementation	Y/N		
Responder has strategy that offers overlap versions of API to allow for customer changes for a minimum of 90 days post implementation	Y/N		
<b>Application Batch Interfaces</b>			
Application Supports Batch Data exchange or Integration with other systems	Y/N		
Application supports data exchange or integration via HTTPS	Y/N		
Application supports data exchange or integration via SSH	Y/N		
Application integrates or interfaces with third party scheduling applications	Y/N		
Application integrates or interfaces with third party instructional management applications	Y/N		
Application integrates or interfaces with third party finance and student applications	Y/N		
<b>Security Attributes</b>			
<b>Organization and Personnel Security</b>			
Responder has a dedicated information security group that is responsible for the oversight and implementation of information security	Y/N		
Background checks have been conducted on employees that will have access to Minnesota State data	Y/N		
Background checks are conducted on a recurring basis	Y/N		
Confidentiality agreements are required of all Responder employees that will access Minnesota State data	Y/N		
Responder staff that will access Minnesota State data have completed information security training	Y/N		
Responder investigates illegal, malicious or inappropriate activity - i.e. Responder's personnel	Y/N		

Hosting Attributes	Question Type	Y/N Answer	Comments
activities, Responder’s contracted 3rd party employees, etc.			
Responder has implemented a Security Operation Center (SOC)	Y/N		
Responder has a Risk Management program and/or responsibilities for risk management – i.e. Risk Compliance Officer, etc.	Y/N		
<b>Software Development, Patch and Release Cycle</b>			
Responder has a formal, documented Software Development Lifecycle (SDLC)	Y/N		
Responder SDLC addresses Security and Code Review	Y/N		
Responder allows third party security scans of application software	Y/N		
Responder uses industry standards to identify code vulnerabilities (OWASP Top 10, SANS Top-25, etc.)	Y/N		
Responder conducts static testing to ensure code quality	Y/N		
Responder conducts dynamic testing	Y/N		
Responder remediates critical, high and medium vulnerabilities found in application code	Y/N		
Solution is resistant to mobile device attacks as identified in OWASP Mobile Top-10	Y/N		
Proposed solution obfuscates data in test and development environments	Y/N		
If 3rd party applications/libraries/modules are implemented, Responder checks for patches and implements patches on a recurring basis	Y/N		
Responder checks for, and validates patches are applied to 3rd-party applications, libraries and modules	Y/N		
Responder has documented Application Security Program	Y/N		
Responder acknowledges and agrees to allow Minnesota State, at its discretion, to inspect/assess all or portions of the proposed solution(s).	Y/N		
Have any other security controls been used or implemented for the application(s) (i.e. penetration test, threat modeling, manual code review, etc.)?	Comment		
Responder has documented Patch and Upgrade Policy	Y/N		

Hosting Attributes	Question Type	Y/N Answer	Comments
Responder has established change management processes for software upgrades and changes	Y/N		
<b>Encryption</b>			
Application supports encryption of data transported to client	Y/N		
Application supports encryption of data at rest	Y/N		
Responder stays current with industry standard encryption protocols	Y/N		
<b>Security Activity and Audit Logging</b>			
Application provides user activity logging	Y/N		
Application logs user authentication and access	Y/N		
Application logs failed login attempts	Y/N		
Application alerts on consecutive failed login attempts	Y/N		
Application logs privilege escalation attempts	Y/N		
Application logs application configuration changes	Y/N		
Application audit logs contain transaction type, transaction date/time, client IP address	Y/N		
<b>Application Authentication and Authorization</b>			
Application Password Controls			
Application supports multi-factor user/participant authentication	Y/N		
Application supports forced password expiration	Y/N		
Application supports password complexity requirements	Y/N		
Application supports password rate-limiting	Y/N		
Access can be granted to solution via authentication with a Minnesota State ID and password (via Shibboleth, SAML 2.0, Azure Active Directory)	Y/N		
Access can be granted based on role (RBAC) - e.g. faculty, administrators, counselors, etc.	Y/N		
<b>Application Administration</b>			
Application Supports Encrypted Administrative Interfaces	Y/N		
Application supports multi-factor authentication for Minnesota State Administrative Interfaces - i.e. Minnesota State administrators	Y/N		
Application supports administration via HTTPS	Y/N		
<b>Audit and Compliance</b>			

Hosting Attributes	Question Type	Y/N Answer	Comments
Identify any regulation, standard or framework for which the Responder is compliant – NIST, ISO, FedRAMP, GLBA, etc.	Comment		
Responder conducts independent third-party security audits.	Y/N		
Independent third party security audits are conducted on a recurring basis.	Y/N		
Most recent independent third-party security audit and findings report is available to Minnesota State.	Y/N		
Minnesota State data will reside in the United States.	Y/N		
Responder does not provide any Minnesota State information to a third party	Y/N		
Responder stays current on changes to data handling regulations and deadlines imposed by federal and state governance bodies.	Y/N		
Responder has Service Organization Control (SOC Type 1, Type 2), and/or Statement(s) on Standards for Attestation reports that Minnesota State can review.	Y/N		
Responder agrees to be designated as a “school official” with “legitimate educational interests” for Minnesota State’s data, as those terms have been defined under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations, and to abide by the limitations and requirements imposed by 34 CFR 99.33(a) on school officials.	Y/N		
<b>Data Sanitization and End of Agreement Data Handling</b>			
Test data is purged on a recurring basis	Y/N		
At the end of the agreement/contract with Minnesota State, data will be returned to Minnesota State or disposed of in accordance with Minnesota State Operating Instruction 5.23.1.3 Data Sanitization or NIST Special Publication 800-88, Guidelines for Media Sanitization.	Y/N		
When Responder hardware or software containing Minnesota State data is replaced, or when any Minnesota State data requires deletion or destruction, Responder will dispose of Minnesota State data in accordance with	Y/N		

Hosting Attributes	Question Type	Y/N Answer	Comments
Minnesota State Operating Instruction 5.23.1.3 Data Sanitization or NIST Special Publication 800-88, Guidelines for Media Sanitization.			
<b>Policies and Procedures</b>			
Responder has a Privacy Policy	Attachment		
Responder has a Security Policy	Attachment		
Responder has a policy or procedure for security incident and/or breach notification	Attachment		

## Appendix F. Cost Proposal (financial requirements)

Instructions: Respondents are required to address all requirements in the order and sequence provided within each section.

Question	Response
1. Describe in detail the type of license you are proposing. Include in your answer a description of the length of the contract and the options to renew.	
2. Detail the cost of license: <ul style="list-style-type: none"> <li>a. Provide detail on the type of license you are offering.</li> <li>b. List site license or site hosting fees.</li> <li>c. List fees for remote testing.</li> <li>d. List test unit fees.</li> <li>e. List fees for creating a user record prior to beginning the test sequence.</li> <li>f. Test administration fees.</li> <li>g. List volume discount price points and quantities.</li> <li>h. List fee for retest unit if different than unit fee above.</li> <li>i. List costs for printing all available reports, including, but not limited to, student score reports, data reports, unit use reports, placement reports, demographic reports, and report reprints.</li> <li>j. List any and all costs associated with functionality of the solution that have not been accounted for above.</li> </ul>	
3. Provide one-time initial installation and migration or transition costs. Detail all tasks and costs that would be involved.	
4. Describe all third party software and tools for support of application. Identify if the software and/or tools are required or	

<p>optional and any costs associated with this section.</p>	
<p>5. Describe the cost and pricing structures for customizations of each category below. Outline how these customizations, if available, are priced and managed.</p> <ul style="list-style-type: none"> <li>a. Branding for campuses.</li> <li>b. Customization across testing units.</li> <li>c. Development of multiple measures integration.</li> <li>d. Development and integration of non-cognitive assessments.</li> <li>e. Development of new assessments that meet Minnesota State-specific needs.</li> </ul>	
<p>6. Identify all costs associated with integrating the solution with Minnesota State’s SIS, ISRS (see definitions).</p>	
<p>7. Provide all costs related to Vendor-provided training, materials and documentation. Detail cost related to initial training and ongoing version releases or upgrades.</p>	
<p>8. Outline all costs associated with service and support including:</p> <ul style="list-style-type: none"> <li>a. Describe and price all levels of support.</li> <li>b. Dedicated Minnesota State Institutional Administrator cost.</li> <li>c. Technical and User Documentation.</li> <li>d. Include Service Level Agreement(s).</li> </ul>	
<p>9. Describe cost and pricing for analytic and predictive analytic functions and services.</p>	
<p>10. Include cost for any additional services required for adoption of solution and ongoing maintenance/support not addressed in other sections.</p>	

<p>11. Detail other consulting costs, not already described in initial implementation/migration and Minnesota State-requested customizations.</p>	
---	--