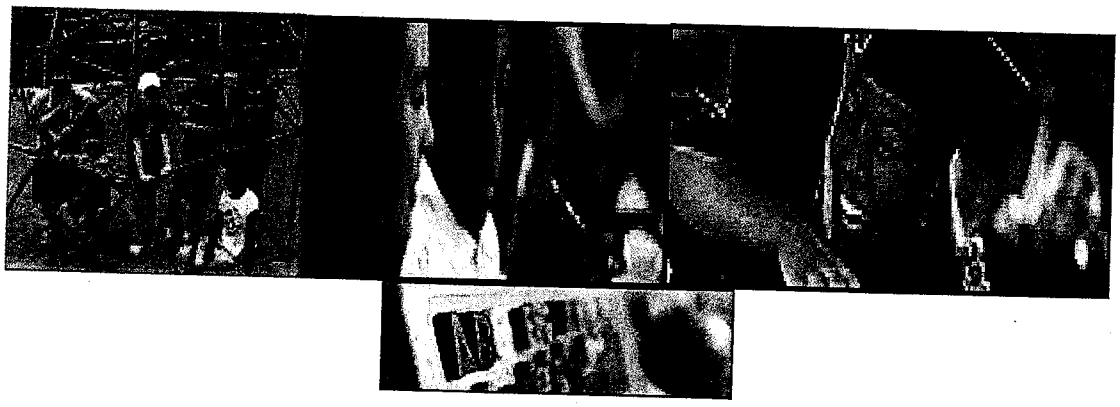
ORIGINAL



TEAM

ORACLE

Best and Final Offer
3rd Submission
Due Date: May 14, 2008 Time 10:00AM

Deliver to:
District of Columbia Government
Office of Contracting & Procurement
441 4th St, N.W. Suite 730S Washington, DC. 20001
Attention: Bid Counter
POC: Ms. Annie R. Watkins, Contracting Officer / Alternate POC: Mr. Surinder Sharma

Points of Contact:
M. Mickey Williams, Director Business Development, Williams Adley & Company LLP
1250 H. St NW Washington, D.C. 20005 Office: (202) 371-1397 Fax: (202) 371-9161
Email: **mwilliams@dcwacllp.com** Mobile (202) 285-6212

Sohil Patel, Solution Architect, **Oracle USA**
North America Technology Consulting Office (617) 620-0313
Email: **sohil.patel@oracle.com**

Kola Isiaq, CISA, CPA, Managing Partner, Williams Adley & Company LLP
1250 H. St NW Washington, D.C. 20005 Office: (202) 371-1397 Fax: (202) 371-9161
Email: **kisiaq@dcwacllp.com** Mobile Phone: 202 297-0909

Gerry K. Anderson, Technology Sales Manager, **Oracle USA**
State and Local Government
11102 Glenn Brooke Court, Glenn Dale, MD
Email: **gerry.anderson@oracle.com**

TEAM

ORACLE®

BEST AND FINAL OFFER

3RD SUBMISSION

IN RESPONSE TO SOLICITATION NO

DCTO-2008-R-0019

STATEWIDE LONGITUDINAL EDUCATIONAL DATA (SLED) WAREHOUSE SYSTEM

DUE DATE

MAY 14, 2008

ORACLE PARTNER

Williams, Adley & Company, LLP
IT Management Consultants
1250 H. St NW Suite 1150 Washington D.C. 20005
Office 202.371-1397 Fax 202 371-9161

May 14, 2008

Government of the District of Columbia
Office of Contracting and Procurement
441 4th Street, NW, Suite 703S Washington, DC 20001
Attention: Bid Counter

RE: **Team Oracle's Best and Final Offer (3rd Submission)**
In Response to Solicitation No DCTO-2008-R-0019 - Statewide Longitudinal Educational Data (SLED) Warehouse System
Due Date: May 14, 2008 10:00am - Qty 1 Original plus 4 copies and 1 CD ROM

Dear Ms. Watkins:

Enclose you will find Team Oracle's Best and Final Offer (BAFO) in response to the above solicitation. On the pages that follow we provide our response to the relevant questions provided in your letter dated Thursday, May 8, 2008.

Please feel free to contact me via email at mwilliams@dcwacllp.com or at 202.371-1397 should you have additional questions. You may also contact Mr. Sohil Patel, Oracle Solutions Architect at (617) 620-0313 or via email at sohil.patel@oracle.com.

Sincerely,

M. Mickey Williams
Director, Business Development
Enclosures

AMENDMENT OF SOLICITATION/MODIFICATION OF CONTRACT

1. Contract Number	Page of Pages
	1 of 1

2. Amendment/Modification Number	3. Effective Date	4. Requisition/Purchase Request No.	5. Solicitation Caption
A009	5/13/2008		Statewide Longitudinal Education Ware

6. Issued By: Code 03B

Office of Contracting and Procurement
Public Administration Service Bureau
441 4th Street, NW. Suite 800 South
Washington, D.C. 20001

7. Administered By (If other than line 6)

8. Name and Address of Contractor (No. Street, city, country, state and ZIP Code)

Code | Facility

(X)	
	9A. Amendment of Solicitation No. **DCTO-2008-R-0019**
	9B. Dated (See Item 11) **December 10, 2007**
X	10A. Modification of Contract/Order No.
	10B. Dated (See Item 13)

11. THIS ITEM ONLY APPLIES TO AMENDMENTS OF SOLICITATIONS

[ ] The above numbered solicitation is amended as set forth in Item 14. The hour and date specified for receipt of Offers [ ] is extended. [X] is not extended.
Offers must acknowledge receipt of this amendment prior to the hour and date specified in the solicitation or as amended, by one of the following methods: (a) By completing Items 8 and 15, and returning _____ copies of the amendment: (b) By acknowledging receipt of this amendment on each copy of the offer submitted; or (c) By separate letter or fax which includes a reference to the solicitation and amendment number. FAILURE OF YOUR ACKNOWLEDGEMENT TO BE RECEIVED AT THE PLACE DESIGNATED FOR THE RECEIPT OF OFFERS PRIOR TO THE HOUR AND DATE SPECIFIED MAY RESULT IN REJECTION OF YOUR OFFER. If by virtue of this amendment you desire to change an offer already submitted, such change may be made by letter or fax, provided each letter or telegram makes reference to the solicitation and this amendment, and is received prior to the opening hour and date specified.

12. Accounting and Appropriation Data (If Required)

13. THIS ITEM APPLIES ONLY TO MODIFICATIONS OF CONTRACTS/ORDERS, IT MODIFIES THE CONTRACT/ORDER NO. AS DESCRIBED IN ITEM 14

(X)	
	A. This change order is issued pursuant to: (Specify Authority) 27 DCMR, Chapter 36, Contract Modifications. The changes set forth in Item 14 are made in the contract/order no. in item 10A.
	B. The above numbered contract/order is modified to reflect the administrative changes (such as changes in paying office, appropriation data, etc.) set forth in item 14, pursuant to the authority of 27 DCMR, Chapter 36, Section 3601.2.
	C. This supplemental agreement is entered into pursuant to authority of: The changes set forth in Item 14 are made in the contract/order no. in item 10A.
	D. Other (Specify type of modification and authority)

E. IMPORTANT: Contractor [ ] is not, [ ] is required to sign this document and return 1 copies to the issuing office.

14. Description of amendment/modification (Organized by UCF Section headings, including solicitation/contract subject matter where feasible.)

The Amendment #009 is to change Amendment #007 dated 5/12/2008 to read as Amendment #008.

Except as provided herein, all terms and conditions of the document referenced in Item (9A or 10A) remain unchanged and in full force and effect

15A. Name and Title of Signer (Type or print)	16A. Name of Contracting Officer
Lola Brady, Partner	**Annie R. Watkins**
15B. Name of Contractor: Williams Adley & Co., LLP. (Signature of person authorized to sign)	15C. Date Signed: 5/13/08
16B. District of Columbia: Annie R, Watkins (Signature of Contracting Officer)	16C. Date Signed: 13-May-08

Table of Contents

Section I

Summary of Changes

Team Oracle agrees with the District's assertion that CLINS 1-10, 14 and 15 will be completed within the 3 year base period.

Additionally, we agree that CLINS 1011 and 2011 under Option Periods 1 and 2 is considered fixed priced with a labor hour component and that CLINS 1014-1022 and 2014-2022 may be ordered at any time during the option period.

As such, we have adjusted our cost to reflect these assertions with the additional assumption that the vendor (Team Oracle) will provide all support during option periods 1 and 2 without the availability of District Government staff support. The District will not provide Staff Augmentation support.

Listed below we summarize the major changes from our previously (2nd BAFO).

In short, this 3rd and final BAFO provides the following:

1. A net total cost reduction of $4.7M from our previous BAFO
2. Technical staff support for the option periods in the amount of $765,952.
3. No changes to cost items related to (CLINS 16 thru 24) (Option CLINS) in which the majority of the cost relates to Hardware and Support for Hosting Services requested by OSSE during BAFO #1.

As such, Team Oracle revised price offere is as follows:

CLIN Item	**Base Period**	**Option Periods 1 and 2**	**Grand Totals**
CLINS (1-10, 14, 15)	$8,722,499	N/A	$8,722,499
CLINS 11 Technical Support	1,148,928	$765,952	$1,914,880
CLINS 12 and 13 No cost due to the fact that these costs have been absorbed under the Hosting Option	-	N/A	
**OPTION CLINS(16 thru 24)	$2,073,480	254,496	$2,327,976
Totals for all CLINS	$11,944,907	$1,020,448	$12,965,355
With the exception of $155K this cost relates to all Hardware and Support for Hosting Services for 38 Months as requested by OSSE			

On the following pages we provide our response related CLIN 1011, 1012, and 1013 as requested by the 3rd BAFO.

B.2.2 The Contract Type for Option Periods 1 and 2 is fixed price with a labor hour component. CLINs 1011and 2011 are labor hour components. Contractor shall be paid only for actual hours worked.

B.2.3 Optional items (CLINs 1014-1022 and 2014-2022) may be ordered at any time during the Option Periods.

B.3.2.1 OPTION PERIOD ONE (1) (Year Four)

CLIN	OPTION PERIOD ONE SERVICE, MAINTENANCE AND SUPPORT CLINS	TOTAL	Labor		
			Estimated Hours	Hourly Rate	Estimated Total Cost
1011	**Technical Support Services:** The contractor shall provide all technical support services necessary to ensure systems are functioning properly. Contractor will provide 24 hour / 7 days a week consultation services to OSSE and OCTO, as described in Section C.3.1.5 LABOR CATEGORIES a) Tier 1 Technician ($38 per hour) b) Tier 2 Technician ($53 per hour) c) Call Center Manager ($72 per hour) d) Administrative Asst. ($48 per hour) Hourly rate proposed is the blended hourly rate and is similar to the rates provided under the DC IT Serve Project	$382,976	7026	52.75	$382,976
1012	**Storage / Backup Services:** The contractor shall provide storage and backup services as described in Section C.3.6.3	$Included	N/A	N/A	N/A
1013	**Systems and Data Security Services:** The contractor shall, at all times, in all locations, ensure protection against unauthorized access, disclosure, transfer, modification or destruction of the systems and of all data and information in the systems, as described in Section C.3.4	$Included	N/A	N/A	N/A

CLIN	OPTIONAL ITEMS	PRICE
1014	**Value Added Modules:** Contractor shall provide optional Modules as proposed: a.) b.) c.) ***Include all license, maintenance and support costs.***	a$ b$ c$
1015	**Hosting Options:** a.) Offeror Hosting b.) OCTO Hosting c.) Combined Hosting ***Include all license, maintenance and support costs.***	a$254,496 b$ c$
1016	**Zone Integration Server Option:** The contractor shall provide a Zone Integration Server to the specifications as described in Section C.3.11. ***Include all license, maintenance and support costs.***	**$Included in Solution**
1017	**Interoperability Agent Options**: The contractor shall provide SIF standardized Agents for use by the Zone Integration Server to conform with most current School Interoperability Framework specifications as described in Section C.3.10. (Indicate if proposed Agents are open source). **Yes_____ No _____** ***Include all license, maintenance and support costs.***	$Included in Solution
1018	**Other Hardware Options:** The contractor shall provide other hardware (not listed elsewhere in this Solicitation) necessary to ensure success of the system, as described in the bidder's proposal.	$
1019	**Other Software Options**: The contractor shall provide other software (not listed elsewhere in this Solicitation) necessary to ensure success of the system as described in the bidder's proposal. This includes all necessary Licenses and Use Agreement costs. ***Include all license, maintenance and support costs.***	$
1020	**Other Service Options**: The contractor shall provide other services (not listed elsewhere in this Solicitation) necessary to ensure success of the system as described the bidder's proposal. ***Include all license, maintenance and support costs.***	$
1021	**Other Miscellaneous Options**: The contractor shall provide other items (such as travel) necessary to ensure the success of the system as described in the bidder's proposal. ***Include all license, maintenance and support costs.***	$
	TOTAL FOR OPTION PERIOD ONE	$637,472

B.3.2.2 Option Period Two (2) Year Five

CLIN	OPTION PERIOD TWO SERVICE, MAINTENANCE AND SUPPORT CLINS	TOTAL	Labor		
			Estimated Hours	Hourly Rate	Estimated Total Cost
2011	**Technical Support Services:** The contractor shall provide all technical support services necessary to ensure systems are functioning properly. Contractor will provide 24 hour / 7 days a week consultation services to OSSE and OCTO, as described in Section C.3.1.5 LABOR CATEGORIES a) Tier 1 Technician ($38 per hour) b) Tier 2 Technician ($53 per hour) c) Call Center Manager ($72 per hour) d) Administrative Asst. ($48 per hour) Hourly rate proposed is the blended hourly rate and is similar to the rates provided under the DC IT Serve Project	$382,976	7026	52.75	$382,976
2012	**Storage / Backup Services:** The contractor shall provide storage and backup services as described in Section C.3.6.3	$	N/A	N/A	N/A
2013	**Systems and Data Security Services:** The contractor shall, at all times, in all locations, ensure protection against unauthorized access, disclosure, transfer, modification or destruction of the systems and of all data and information in the systems, as described in Section C.3.4	$	N/A	N/A	N/A

CLIN	OPTION ITEMS	PRICE
2014	**Value Added Modules:** Contractor shall provide optional Modules as proposed: a.) b.) c.) ***Include all license, maintenance and support costs.***	a$ b$ c$
2015	**Hosting Options:** a.) Offeror Hosting b.) OCTO Hosting c.) Combined Hosting ***Include all license, maintenance and support costs.***	a$ b$ c$
2016	**Zone Integration Server Option:** The contractor shall provide a Zone Integration Server to the specifications as described in Section C.3.11. ***Include all license, maintenance and support costs.***	**$**
2017	**Interoperability Agent Options**: The contractor shall provide SIF standardized Agents for use by the Zone Integration Server to conform with most current School Interoperability Framework specifications as described in Section C.3.10. (Indicate if proposed Agents are open source). **Yes_____ No _____** ***Include all license, maintenance and support costs.***	$
2018	**Other Hardware Options:** The contractor shall provide other hardware (not listed elsewhere in this Solicitation) necessary to ensure success of the system, as described in the bidder's proposal.	$
2019	**Other Software Options**: The contractor shall provide other software (not listed elsewhere in this Solicitation) necessary to ensure success of the system as described in the bidder's proposal. This includes all necessary Licenses and Use Agreement costs. ***Include all license, maintenance and support costs.***	$
2020	**Other Service Options**: The contractor shall provide other services (not listed elsewhere in this Solicitation) necessary to ensure success of the system as described the bidder's proposal. ***Include all license, maintenance and support costs.***	$
2021	**Other Miscellaneous Options**: The contractor shall provide other items (such as travel) necessary to ensure the success of the system as described in the bidder's proposal. ***Include all license, maintenance and support costs.***	$
	TOTAL FOR OPTION PERIOD TWO	$382,976

Section II

Updated Cost Proposal

Team Oracle
DC SLED RFP - DCTO 2008-R-0019
Summary of Pricing (All 5 Years)

CLIN	DESCRIPTION	Base Period			Total	OptionYears		Total	GRAND
		Year 1	Year 2	Year 3	Base Period	Year 4	Year 5	Option Periods	TOTALS
0001	Preliminary Project Plan	$ 296,628	$ -	$ -	$ 296,628	$ -	$ -	$ -	$ 296,628
0002	USI	722,954	361,477	361,477	1,445,908	-	-	-	1,445,908
0003	USDA	227,061	278,961	142,724	648,745	-	-	-	648,745
0004	Student Tracking	239,831	527,629	191,865	959,325	-	-	-	959,325
0005	SLED (includes Licensing Cost of 264419)	286,720	477,867	1,146,880	1,911,467	-	-	-	1,911,467
0006	Teacher Tracking System	123,660	185,490	309,150	618,300	-	-	-	618,300
0007	Reports	60,000	60,000	60,000	180,000	-	-	-	180,000
0008	Architecture Diagrams	No Charge			-	-	-	-	-
0009	Integration of SLED systems	177,821	450,480	557,173	1,185,474	-	-	-	1,185,474
0010	Project Implementation	165,600	356,040	306,360	828,000	-	-	-	828,000
0012	Storage/Backup Services (Included in CLIN 18)	Included in CLIN 18			-	-	-	-	-
0013	Systems and Data Security Services (Included in CLIN 18)	Included in CLIN 18			-	-	-	-	-
0014	OCTO Systems Admin Capabilities	68,326	40,995	27,330	136,651	-	-	-	136,651
0015	Organizational Change Plan	256,001	128,001	128,001	512,002	-	-	-	512,002
						-	-	-	
	Total Base Price (Fixed)	**$ 2,624,601**	**$ 2,866,939**	**$ 3,230,959**	**$ 8,722,499**	$ -	$ -	$ -	**$ 8,722,499**

		Base Period			Total	OptionYears		Total	GRAND
	Optional CLINS	Year 1	Year 2	Year 3	Base Period	Year 4	Year 5	Option Periods	TOTALS
0016	**Hosting Options* Hardware, Backup and Security**	$ 900,496	$ 508,992	$ 508,992	$ 1,918,480	$ 254,496	$ -	$ 254,496	$ 2,172,976
0018	ZIS (Included in Solution)	Included in Solution			-	-	-	-	-
0019	Interoperability Agent Options (Included in Solution)	Included in Solution			-	-	-	-	-
0020	Other Hardware Options: Help Desk Dell	55,000	-	-	55,000	-	-	-	55,000
0021	Other Service Options: Document Mgmt Study	50,000	50,000		100,000	-	-	-	100,000
0023									
	Total Price for Options Offered (Fixed)	**$ 1,005,496**	**$ 558,992**	**$ 508,992**	**$ 2,073,480**	**$ 254,496**	**$ -**	**$ 254,496**	**$ 2,327,976**
	TOTAL FIXED PRICE	$ 3,630,097	$ 3,425,931	$ 3,739,951	$ 10,795,979	$ 254,496	$ -	$ 254,496	$ 11,050,475
0011	Technical Support Services (Labor Hour Component)	$ 382,976	$ 382,976	$ 382,976	$ 1,148,928	$ 382,976	$ 382,976	$ 765,952	$ 1,914,880
	TOTAL PRICE FOR ALL CLINS & OPTIONS	$ 4,013,073	$ 3,808,907	$ 4,122,927	$ 11,944,907	$ 637,472	$ 382,976	$ 1,020,448	$ 12,965,355

CLIN#	CLIN Description	Grand Totals	Base Period Year 1	Base Period Year 2	Base Period Year 3	Base Period Total Base	Option Periods Year 4	Option Periods Year 5	Option Periods Total Options Yrs	Total Cost	CLIN % of Total Dollars
0001	Preliminary Project Plan	$ 296,628	$ 296,628			$ 296,628			$ -	$ 296,628	3%
0002	USI	1,445,908	722,954	361,477	361,477	1,445,908	-	-	-	1,445,908	14%
0003	USDA	648,745	227,061	278,961	142,724	648,745	-	-	-	648,745	6%
0004	Student Tracking	959,325	239,831	527,629	191,865	959,325	-	-	-	959,325	9%
0005	SLED (includes Licensing Cost of 264419)	1,911,467	286,720	477,867	1,146,880	1,911,467	-	-	-	1,911,467	18%
0006	Teacher Tracking System	618,300	123,660	185,490	309,150	618,300	-	-	-	618,300	6%
0007	Reports	180,000	60,000	60,000	60,000	180,000	-	-	-	180,000	2%
0008	Architecture Diagrams	-	n/c	n/c	n/c	n/c	n/c	n/c	n/c	n/c	n/c
0009	Integration of SLED systems	1,185,474	177,821	450,480	557,173	1,185,474	-	-	-	1,185,474	11%
0010	Project Implementation	828,000	165,600	356,040	306,360	828,000	-	-	-	828,000	8%
0011	Technical Support Services (Labor Hour Component)	1,914,880	382,976	382,976	382,976	1,148,928	382,976	382,976	765,952	1,914,880	18%
0012	Storage/Backup Services	-	Included in Hosting Solution			-	-	-	-	-	included
0013	Systems and Data Security Services	-	Included in Hosting Solution			-	-	-	-	-	included
0014	OCTO Systems Admin Capabilities	136,651	68,326	40,995	27,330	136,651	-	-	-	136,651	1%
0015	Organizational Change Plan	512,002	256,001	128,001	128,001	512,002	-	-	-	512,002	5%
		-	-	-	-	-	-	-	-	-	n/c
	Total Base Price	$ 10,637,379	$ 3,007,577	$ 3,249,915	$ 3,613,935	$ 9,871,427	$ 382,976	$ 382,976	$ 765,952	$ 10,637,379	100.0%
0016	**Optional CLINS**										
0017	Value Added Modules	-	-	-	-	-	-	-	-	-	n/a
0018	**Hosting Options* Hardware, Backup and Security**	2,172,976	900,496	508,992.00	508,992.00	1,918,480	254,496	-	254,496	2,172,976	93%
0019	ZIS	-	Included in Solution			-	-	-	-	-	n/a
0020	Interoperability Agent Options	-	Included in Solution			-	-	-	-	-	n/a
0021	Other Hardware Options: Help Desk Dell	55,000	55,000	-	-	55,000	-	-	-	55,000	2%
0022	Other Software Options:	-	-	-	-	-	-	-	-	-	n/a
0023	Other Service Options: Help Desk	-	Included in Solution			-	-	-	-	-	n/a
	Other Service Options: Document Mgmt Study	100,000	50,000	50,000	-	100,000	-	-	-	100,000	5%
	Report Card	-	Included in Solution			-	-	-	-	-	n/a
0024	Other Misc. Options. (Expenses)	-				-	-	-	-	-	n/a
	Total Options Offered	$ 2,327,976	$ 1,005,496	$ 558,992	$ 508,992	$ 2,073,480	$ 254,496	$ -	$ 254,496	$ 2,327,976	100%
						-			-		
	Total Base & Options Price	$ 12,965,355	$ 4,013,073	$ 3,808,907	$ 4,122,927	$ 11,944,907	$ 637,472	$ 382,976	$ 1,020,448	$ 12,965,355	100%
		100%									

Summary of Efforts/Dollars	Total Base	Total Base
Oracle	38%	39%
LSDBE'S	54%	51%
Others (CELT and Accelera)	8%	10%
Totals	100%	100%

Exceeds goal of 35%

Operations Cost Summary w/o Options CLINS	Base Years (3)	Option Yrs Year 4	Option Yrs Year 5	Totals
Hardware – Total	$ -	$ -	$ -	$ -
Hardware – Maintenance	-	-	-	-
Software – Total	1,206,450	-	-	1,206,450
Software – Maintenance	265,419	-	-	265,419
Services – Total	8,399,558	382,976	382,976	9,165,510
Services – Maintenance		-	-	Included
Total	$ 9,871,427	$ 382,976	$ 382,976	$ 10,637,379

Operations Cost Summary with Option CLINS	Base Years (3)	Option Yrs Year 4	Option Yrs Year 5	Totals
Hardware – Total	$ 701,000	$ -	$ -	$ 701,000
Hardware – Maintenance	included			-
Software – Total	included			-
Software – Maintenance	included			-
Services – Total	1,372,480	254,496	-	1,627,366
Services – Maintenance	-		-	
Total	$ 2,073,480	$ 254,496	$ -	$ 2,328,366

Grand Totals				
	$ 11,944,907	$ 637,472	$ 382,976	$ 12,965,355

Team Oracle
COST BY COMPONENT
DC SLEDS - RFP DCTO-2008-R-0019

Base Period Only

Summary of Pricing	Business Priority Number					
	1	2	3	4	5	Grand Totals
	USI	USDA	STS	SLED**	TTS	
Base System Cost	$ 1,445,908	$ 648,745	$ 959,325	$ 1,646,048	$ 618,300	$ 5,318,325
Annual Maintenance	-	$ -	$ -	Included		-
Training	623,928	125,000	125,000	200,000	75,000	1,148,928
Org Change Management	111,601	125,401	75,000	125,000	75,000	512,002
Licensing Cost	-	-	-	265,419	-	-
Cost Options	414,696	207,348	414,696	622,044	414,696	2,073,480
Change Order Pricing						
Agent Costs	296,628		$ 180,000	136,651		613,279
Software***	Included in SLED Base System Cost (Front Loaded) total is 1206450					
Installation Support	402,695	402,695	402,695	402,695	402,695	2,013,474
Upgrades if any						
Totals	$ 3,295,455	$ 1,509,189	$ 2,156,715	$ 3,397,857	$ 1,585,691	$ 11,944,907
						11,944,907
						(0)

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Licensing Cost for SLED is broken out from Base System Cost
1,646,048+265,419 = 1,911,467

Option Periods

Summary of Pricing	Business Priority Number					
	1	2	3	4	5	Grand Totals
	USI	USDA	STS	SLED**	TTS	
Base System Cost	$ -	$ -	$ -	$ -	$ -	$ -
Annual Maintenance	-	included				
Training	290,952	175,000	100,000	125,000	75,000	765,952
Org Change Management	-	-	$ -	-	-	-
Licensing Cost	-	$ -	$ -	$ -	$ -	-
Cost Options	50,899	25,450	50,899	76,349	50,899	254,496
Change Order Pricing						
Agent Costs						
Software	Included in Licensing Costs					-
Installation Support	-	-	-	-	-	-
Upgrades if any						
Totals	$ 341,851	$ 200,450	$ 150,899	$ 201,349	$ 125,899	$ 1,020,448
						$ 1,020,448
						-

Check
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Licensing Cost for SLED is broken out from Base System Cost

Section III

A Best Value Solution

OSSE
DC Office of the State Superintendent of Education

Although this section was not required for this 3rd BAFO, Team Oracle would like to lay out why we truly believe that our proposed State Longitudinal Data Warehouse solution provides the overall **"Best Value"** to OSSE and the District of Columbia Government.

For starters, our Oracle team has been developed to ensure that all of the RFP requirements will be accomplished. Our Oracle team embraces the **vision** of the Mayor who has made Public Education in the District of Columbia the **number one** priority of his administration.

Collectively, each member of Team Oracle views this SLED project as one of the most important tasks to help turnaround the DC Public Schools, and we want to be a part of it. As such, just like Mayor Fenty's number one priority to improve DC Public Education, this project will be priority number one as well as your solution provider. You will have our unwavering Commitment, Best and Brightest Staffing Resources, and Best Price from start to finish. In fact, for this effort, the District has been offered a 51% software and licensing discount from Oracle's GSA Federal Supply Pricing. As an Oracle authorized re-seller we can provide that.

The District can be assured that our SLED solution provides **a rapid start up, significant participation (up to 54%) by 5 local small businesses (See list on page 8)** and up to **125 paid internships (25 per year).** Working with OSSE and DCPS our internship program will allow students to become affiliated and familiar with the every changing world of information technology for the 21st Century. Under this program, we certainly hope that some of our capable Special Education Students and Adult Literacy Students can participate in this internship program as well and help them reach their overall potential.

Finally, our **Oracle Foundation will** provide **financial assistance, grants, and free access to K-12 and K-20 working tools** for administrators, teachers, and students that will serve to enhance their overall learning ability and class room teaching experience.

In summary, Team Oracle looks forward to implementing our SLED data warehouse solution that will provide reliable data to improve student performance, and support reporting requirements for regulations like the No Child Left Behind Act.

Team Oracle and OSSE/DCPS
Graduating DC Public School Students to Higher Education and Rewarding Professional Careers

Section IV

List of LSDBE Firms

On the following pages we provide a listing of our local small business partners and their LSDBE point valuation. Collectively, our partners on this task employ over 13 district residents who as employees will actively participate on this effort.

In the end, this allows the District with a viable workforce capable of stabilizing the local tax base and provides re-investment of DC tax-payers dollars to continue to take place in the District.

Additionally, because of the importance of this effort our lead architect will moving to the District as a resident should Team Oracle be selected as the solution provider.

Business Certification Information Report
as of Monday, May 12, 2008

The information in this report is only valid as of the date above. This listing is dynamic with new companies being added and existing companies expiring on a regular basis.

Buchanan & Edwards, Inc

Description: Provide IT services, including: ERP (primarily Oracle/PeopleSoft) development and support; data warehousing and business intelligence consulting services; data and application integration services, web development services; help desk staffing; and network/system administration services.

Principal Owner: Raymond Parchment
Contact Name: Tony Parchment
Address: 1255 23RD STREET NW, Suite 200, Washington, DC 20037
Phone: (202) 777-3655
Fax:
Email: tony.parchment@buchanan-edwards.com
Website URL: www.buchanan-edwards.com
Date Established: 7/26/1997
Organization Type: Corporation
Ward: 2

Certification Information

Expire: 1/2/2010
CBE Number: LSDZR2888012010
Preference Points: 12 (2 for LBE; 3 for SBE; 2 for DBE; 2 for DZE; 5 for ROB; maximum 12)

NIGP Codes

Code	Description
920-00-00	DATA PROCESSING, COMPUTER, PROGRAMMING, AND SOFTWARE SERVICES
920-07-00	Applications Software for Microcomputer Systems: Business, Mathematical/Statistical, Medical, Scientific, etc.
920-40-00	Programming Services, Computer
920-40-37	DATABASE ANALYSIS FOR NT, UNIX RELATIONAL DATABASE, CLIENT SERVER ENVIRONMENT
920-40-58	PROGRAMMING ANALYSIS FOR NT, UNIX RELATIONAL DATABASE, CLIENT SERVER ENVIRONMENT
920-40-59	PROGRAMMING FOR DATABASE WEB DEVELOPMENT ENVIRONMENT (HTML, XML)
920-40-60	PROGRAMMING IN IBM COMPATIBLE PC, NOVEL NETWARE AND NT NETWORK OPERATING SYSTEMS, CLIENT SERVER ENVIRONMENT
920-40-63	PROGRAMMING SERVICES FOR COMPUTER SOFTWARE
958-23-00	Computer Management Services

Trade Divisions

Trade	Division	Code	Sub-Division Description

Activity Information

Type	Percentage of diversity
Professional Services	100%

Business Certification Information Report
as of Monday, May 12, 2008

The information in this report is only valid as of the date above. This listing is dynamic with new companies being added and existing companies expiring on a regular basis.

Paradyme Management, Inc.

Description: Consulting Professional Services
Principal Owner: Viraj Gandhi
Contact Name: Viraj Gandhi
Address: 3820 39TH STREET NW, 119E, Washington, DC 20016
Phone: (202) 285-0461
Fax: (202) 465-4319
Email: vgandhi@paradymemanagement.com
Website URL: www.paradymeportal.com
Date Established: 12/30/2003
Organization Type: Corporation
Ward: 3

Certification Information
Expire: 2/7/2009
CBE Number: LSDR00394052009
Preference Points: 12 (2 for LBE; 3 for SBE; 2 for DBE; 5 for ROB)

NIGP Codes

Code	Description
915-00-00	COMMUNICATIONS AND MEDIA RELATED SERVICES
918-00-00	CONSULTING SERVICES
918-20-00	Business Consulting, Small
918-28-00	Computer Hardware Consulting
918-29-00	Computer Software Consulting
918-75-00	Management Consulting
920-00-00	DATA PROCESSING, COMPUTER, PROGRAMMING, AND SOFTWARE SERVICES
958-00-00	MANAGEMENT SERVICES

Trade Divisions

Trade	Division	Code	Sub-Division Description

Activity Information

Type	Percentage of diversity
Professional Services	100%

Business Certification Information Report
as of Monday, May 12, 2008

The information in this report is only valid as of the date above. This listing is dynamic with new companies being added and existing companies expiring on a regular basis.

PC Net, Inc.

Description:
Principal Owner: Mike Robinson
Contact Name: Mike Robinson
Address: 1425 CLIFTON STREET NW, Washington, DC 20009
Phone: (202) 332-3568
Fax: (202) 318-4522
Email: mike@pc-net.org
Website URL: www.pc-net.org
Date Established: 1/1/2003
Organization Type: Corporation
Ward: 1

Certification Information
Expire: 2/7/2009
CBE Number: LSDZR00395052009
Preference Points: 12 (2 for LBE; 3 for SBE; 2 for DBE; 2 for DZE; 5 for ROB; maximum 12)

NIGP Codes

Code	Description
204-00-00	COMPUTER HARDWARE AND PERIPHERALS FOR MICROCOMPUTERS
204-64-00	Network Components: Adapter Cards, Bridges, Connectors, Expansion Modules/Ports, Firewall Devices, Hubs, Line Drivers, MSAUs, Routers, Transceivers, etc.
206-00-00	COMPUTER HARDWARE AND PERIPHERALS FOR MINI AND MAIN FRAME COMPUTERS
206-25-00	Computer Systems, Digital
206-27-00	Computer Systems, Laboratory Control
206-28-00	Computer Systems, Process Control
206-64-00	Network Components: Adapter Cards, Bridges, Connectors, Expansion Modules/Ports, Hubs, Line Drivers, MSAUs, Routers, Transceivers, etc.
207-00-00	COMPUTER ACCESSORIES AND SUPPLIES
207-32-00	Computer Instructional Aids and Training Devices
208-00-00	COMPUTER SOFTWARE FOR MICROCOMPUTERS (PREPROGRAMMED)
208-30-00	Computer Aided Design and Vectorization Software
208-37-00	Database Software
209-31-00	Computer Aided Design
209-38-00	Database
285-04-00	Back-up Systems, Battery Operated (Emergency)
575-25-00	Computer Output Microfilm/Microfiche (COM) Units: COM Recorders, COM Cameras, COM Tape/Recorder, etc.
730-12-00	Computer-Automated Measurement and Control (CAMAC) Systems and Devices, All Kinds
883-32-00	Computer Telephony Integration (CTI) Systems
918-00-00	CONSULTING SERVICES

918-28-00	Computer Hardware Consulting
918-29-00	Computer Software Consulting
920-00-00	DATA PROCESSING, COMPUTER, PROGRAMMING, AND SOFTWARE SERVICES
920-18-00	Computer Aided Design Services
920-20-00	Computer Output to Microfilm (COM) Processing Services
920-21-00	Data Entry Services
920-22-00	Data Preparation and Processing Services
920-37-00	Networking Services (Including Installation, Security, and Maintenance)
958-23-00	Computer Management Services
958-74-00	Personnel Management Services
961-30-23	EMPLOYMENT AGENCY SERVICES FOR THE HIRING OF TEMPORARY PERSONNEL
984-00-00	RENTAL OR LEASE SERVICES OF COMPUTERS, DATA PROCESSING, AND WORD PROCESSING EQUIPMENT

Activity Information

Type	Percentage of diversity
Professional Services	100%

Business Certification Information Report as of Monday, May 12, 2008

The information in this report is only valid as of the date above. This listing is dynamic with new companies being added and existing companies expiring on a regular basis.

Williams, Adley & Company, LLP

Description: Certified Public Accountants/Management Consultants
Principal Owner: Tom W. Williams, Jr.
Contact Name: Terri Lawson
Address: 1250 H STREET NW, 1150, Washington, DC 20005
Phone: (202) 371-1397
Fax: (202) 371-9161
Email: TLawson@dcwacllp.com
Website URL: www.wacllp.com
Date Established: 9/1/1982
Organization Type: Partnership
Ward: 2

Certification Information
Expire: 1/11/2010
CBE Number: LSZ17784012010
Preference Points: 7 (2 for LBE; 3 for SBE; 2 for DZE)

NIGP Codes

Code	Description
206-00-00	COMPUTER HARDWARE AND PERIPHERALS FOR MINI AND MAIN FRAME COMPUTERS
206-28-00	Computer Systems, Process Control
206-56-00	Imaging Systems, Mini and Main Frame Computer
206-68-00	Power Supplies and Power Related Parts, Internal
206-80-00	Retrieval Systems, Computer Aided: Indexing, Retrieval and Access Systems (CD ROM Jukebox, etc.)
206-84-00	Scanners, Document: Handheld, Desktop, and High Volume
206-85-00	Scanners and Readers, Magnetic Strip
208-37-00	Database Software
208-68-00	Project Management
209-00-00	COMPUTER SOFTWARE FOR MINI AND MAINFRAME COMPUTERS (PREPROGRAMMED)
209-38-00	Database
209-56-00	Inventory Management
209-69-00	Project Management
209-77-00	Real Estate/Property Management
918-00-00	CONSULTING SERVICES
918-04-00	Accounting/Auditing/Budget Consulting
918-76-00	Marketing Consulting
918-88-00	Quality Assurance/Control Consulting
920-00-00	DATA PROCESSING, COMPUTER, PROGRAMMING, AND SOFTWARE SERVICES
920-21-00	Data Entry Services
920-22-00	Data Preparation and Processing Services

920-23-00	Data Recovery Services
920-24-00	Data Conversion Services
920-40-00	Programming Services, Computer
946-10-00	Accounting and Billing Services (Including Payroll Services)
946-20-00	Auditing
946-48-00	Financial Advisor
952-00-00	HUMAN SERVICES
952-77-00	Research and Evaluation, Human Services (Including Productivity Audits)
958-23-00	Computer Management Services
958-74-00	Personnel Management Services

Trade Divisions

Trade	Division	Code	Sub-Division Description

Activity Information

Type	Percentage of diversity
Professional Services	100%

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF SMALL AND LOCAL BUSINESS DEVELOPMENT

March 3, 2008

Darryl Wiggins
DIGIDOC, Inc. T/A Document Manager
510 FLORIDA AVENUE NW
WASHINGTON, DC 20001

Re: LSDR37704022010

Dear Mr. Wiggins:

The District of Columbia Department of Small and Local Business Development (DSLBD) on 2/29/2008, approved your application for Recertification and registered your business enterprise in the Certified Business Enterprise Program as established by the Small, Local, and Disadvantaged Business Development and Assistance Act of 2005, effective October 20, 2005 (D.C. Law 16-33; 52 DCR 7503), as amended. The business enterprise is duly registered by DSLBD as a:

Goods and Equipment
General Services (Communications and Media Related Services, Printing and Typesetting Services)
Local Business Enterprise
Small Business Enterprise
Disadvantaged Business Enterprise
Resident Owned Business

IMPORTANT NOTICE:

D.C. LAW 16-33 MANDATES THE FOLLOWING REQUIREMENTS FOR CERTIFIED BUSINESSES:

1. This Certification of Registration, pursuant to D.C. Law 16-33 Subpart 3 will expire two (2) years from the effective date of approval. Your application for re-certification must be submitted 90 days prior to your expiration date. There will be no other notification.

2. Bidding in accordance with this law shall be limited to the above industry classification(s), and this letter must be attached to the front of the contractor's sealed bid.

3. All certified businesses must comply with all provisions of D.C. Law 16-33,

4. Pursuant to Section 2363 of D.C. Law 16-33, the Small and Local Business Opportunity Commission (SLBOC) may revoke or suspend the certificate of registration of a business enterprise that is engaged in fraud or deceit in obtaining registration; furnished substantially inaccurate or incomplete ownership or financial information; acted in gross negligence, incompetence, financial irresponsibility or misconduct in the practice or trade or profession.

5. If there are any changes in your company or corporation, that may affect your eligibility, you must notify the Department of Small & Local Business Development Office within 30 days.

CERTIFICATION NUMBER: LSDR37704022010

DATE OF APPROVAL: 2/29/2008

DATE OF EXPIRATION: 2/28/2010

Sincerely,

Erik A. Moses
Director

COPY

TEAM

ORACLE

Best and Final Offer
2nd Submission
Due Date: April 30, 2008 Time 11:00AM

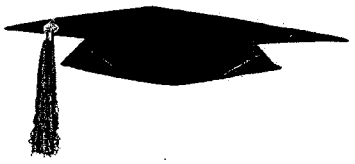
Deliver to:
District of Columbia Government
Office of Contracting & Procurement
441 4th St, N.W. Suite 730S Washington, DC. 20001
Attention: Bid Counter
POC: Ms. Annie R. Watkins, Contracting Officer / Alternate POC: Mr. Surinder Sharma

Points of Contact:
M. Mickey Williams, Director Business Development, Williams Adley & Company LLP
1250 H. St NW Washington, D.C. 20005 Office: (202) 371-1397 Fax: (202) 371-9161
Email: **mwilliams@dcwacllp.com** Mobile (202) 285-6212

Sohil Patel, Solution Architect, **Oracle USA**
North America Technology Consulting Office (617) 620-0313
Email: **sohil.patel@oracle.com**

Kola Isiaq, CISA, CPA, Managing Partner, Williams Adley & Company LLP
1250 H. St NW Washington, D.C. 20005 Office: (202) 371-1397 Fax: (202) 371-9161
Email: **kisiaq@dcwacllp.com** Mobile Phone: 202 297-0909

Gerry K. Anderson, Technology Sales Manager, **Oracle USA**
State and Local Government
11102 Glenn Brooke Court, Glenn Dale, MD
Email: **gerry.anderson@oracle.com**



TEAM

ORACLE®

BEST AND FINAL OFFER

2ND SUBMISSION

IN RESPONSE TO SOLICITATION NO

DCTO-2008-R-0019

STATEWIDE LONGITUDINAL EDUCATIONAL DATA (SLED) WAREHOUSE SYSTEM

DUE DATE

APRIL 30, 2008

ORACLE PARTNER

Williams, Adley & Company, LLP
IT Management Consultants
1250 H. St NW Suite 1150 Washington D.C. 20005
Office 202.371-1397 Fax 202 371-9161

April 30, 2008

Government of the District of Columbia
Office of Contracting and Procurement
441 4th Street, NW, Suite 703S Washington, DC 20001
Attention: Bid Counter

RE: **Team Oracle's Best and Final Offer (2nd Submission)**
In Response to Solicitation No DCTO-2008-R-0019 - Statewide Longitudinal Educational Data (SLED) Warehouse System
Due Date: April 30, 2008 11:00am - Qty 1 Original plus 4 copies and 1 CD ROM

Dear Ms. Watkins:

Enclose you will find Team Oracle's Best and Final Offer (BAFO) in response to the above solicitation. On the pages that follow we provide our response to the relevant questions provided in your letter dated Friday, April 25, 2008.

We certainly hope that our response provides more clarity, granularity, and a clearer picture of our proposed SLED Warehouse system.

Please note that our cost proposal for this effort has decreased substantially from our previous offer as a result of the See Beyond proposed solution. Also, as a Oracle Authorized re-seller of software and products we have offered the District of Columbia a 51% discount off of Oracle's GSA Price list for Oracle software & products proposed for this effort.

Please feel free to contact via email at mwilliams@dcwacllp.com or at 202.371-1397 should you have additional questions. You may also contact Mr. Sohil Patel, Oracle Solutions Architect at (617) 620-0313 or via email at sohil.patel@oracle.com.

Sincerely,

M. Mickey Williams
Director, Business Development
Enclosures

Table of Contents

Section I

Why Team Oracle

As we come closer to the realization of this SLED effort being deployed within the District of Columbia, Team Oracle would like to reiterate our steadfast **commitment, and desire** to provide a data warehouse system that improves the overall education performances of our students, teachers, principals, and school administrators. .

Our ***commitment*** starts with the fact that Team Oracle will not be satisfied for simply meeting our stated deliverable(s) for this effort. We want to take it a step further, and would like to see the District of Columbia become one of the "thought leaders" in this SLED arena, and are committed to that goal.

That's the ultimate challenge, so how do we get there?

For starters, we have already committed our most experience data warehouse personnel to this project, and each of the key personnel proposed for this effort have successfully implemented data warehouse SLED solutions at other State Education Offices and school districts.

Our commitment is further supported by the fact that our CEO along with Oracle's K-12 Industry Director as well as the CEO's of our LSDBE partners will be directly involved in this project and will commit all of the necessary resources to meet the demands of this task.

Due to that kind of unwavering commitment, Team Oracle is very confident that we will deliver our SLED ***solution on time, within budget, and with very high performance levels.*** This is what you expect from us, and we understand that clearly.

Secondly, we have already engaged some of the best local IT solution providers (LSDBE's) to have a seat at the table from day one and actively participate with us on this effort. In fact, the efforts that will be provided by our LSDBE's will amount to **51%** in total and will exceed the participation requirements stated in the RFP by **16%**.

Thirdly, you can be assured that throughout this effort Team Oracle will:

1. keep you informed of our progress on a regular basis
2. be innovative and forward thinking at times while simultaneously leveraging lessons learned from other SLED data warehouse system deployments,
3. strive to keep all of the stakeholders, including parents, engaged throughout the duration of this project through our ***change management, training, and help desk support efforts***

We have all known that most of the time actions do indeed speak louder than words, and to date, Team Oracle's actions include some of the following:

1. As requested by OSSE/OCP, Team Oracle was the first "down select bidder" to come forward and demonstrate our SLED "sandbox" demo to the technical evaluation team.

We did this despite the fact that this provided our competition several additional days to prepare their "sandbox demo" response. We did this to step up to the plate and support OSSE and their efforts to ensure that the tight deadlines sought by OSSE could be met. In fact, OSSE publicly recognized our willingness to come forward as quickly as we did and we appreciated that recognition.

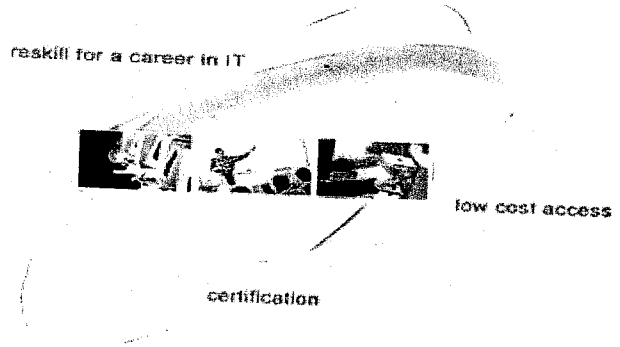
2. Team Oracle, has and will continue to engage the DC Public Charter Schools to actively participate with OSSE on this effort and not seek a data warehouse SLED solution that will be independent from this effort. If Team Oracle is selected for this effort, we plan to leverage our positive relationship with the DC Public Charter Schools to get them fully on board with this effort.

3. Team Oracle, has taken already taken the initiative to sit down and meet with the Public Consulting Group, (PCG) to discuss some of the Special Education issues that may impact this SLED Project. As the lead contractor supported significant improvement initiatives for the Office of Special Education, we will leverage our positive working relationship with PCG for this effort.

4. As stated earlier, Team Oracle clearly understands that engaging local business participation from proven IT solution providers is one of the goals of this effort, and we have already done that. In fact the participation level of our LSDBE's partners exceeds the minimum requirements of this SLED effort.

5. As part of our commitment and corporate responsibility as partners with the District of Columbia Government, OSSE and DCPS, Team Oracle we would like to offer 25 DC students who desire to explore future careers in Information Technology paid summer internships each year throughout the duration of this project.

6. If selected for this effort, Team Oracle will work with OSSE and the appropriate regulatory district agency to develop the appropriate venue that will allow future generations of IT professionals to the exciting field of technology. This includes students and those adults seeking a career in IT as part of ORACLE UNIVERSITY



7. Finally, through the Oracle K-12 Education Foundation, we will offer the opportunity to provide students, teachers, and DCPS/OSSE administrator's financial incentives

awards, and monetary grants to support innovative educational projects. As part of our DC SLED Client Service Team, Ms. Diana Ritchie, Oracle K-12 Director will serve as our official Oracle K-12 Foundation representative to you.

In closing, Team Oracle looks forward to working with OSSE, OCP and all of the stakeholders on this effort. We certainly hope that our rapid responses to your questions reflect our commitment and desire to see OSSE and all of the stakeholders reach and hopefully exceed the level of success that is sought by this effort.

We look forward to working with you!

Section II

Response to 2nd BAFO Questions

a. Section XII of BAFO response has $1,315,000 for CLIN 19 for ZIS. However, per Question 2, Option 1 in Section I, the See Beyond solution in Option 1 has a cost of $928,868, whose funds are included in CLIN 9 and CLIN10. As a result, if the See Beyond solution is chosen the $1,315,000 for CLIN 18 for ZIS goes away.

i. Is it correct to assume that if the See Beyond solution is selected the ZIS cost of $1,315,000 goes away?

Answer: Yes, it goes away

b. Hosting-LC

i. We prefer Team Oracle to focus on the Accelera hosting solution over the CELT solution.

ii. Where are the Accelera data centers located?

Data Center 1
22810 International Dr. Sterling, VA 20166

Data Center 2
7990 Science Applications Ct, Vienna, VA 22182-3925 US

iii. How far apart are the Accelera data centers?

Distance is 15.4 miles between the two.

c. Change Management

i. Since the price is reduced for CLIN 15 (Change Management), are we still getting the change management solution documented in the original proposal? **Yes**

ii. What is the cost for doing the change management plan only?

Base Year:	**$ 725,401**
Option Years:	**$ 886,601**
Total Cost:	**$ 1,612,002**

d. USI

i. Page 8 of the BAFO response states that Team Oracle will have the USI component of the SLED system up and running for the first set of Student Information Systems. What is the first set of Student Information Systems?

Team Oracle will endeavor to ensure that every student within the DC Schools system will have a Unique Student Identifier (USI) within 60 days of the project start date. The USI solution will be able to generate an USI for students **from every SIS** from which data elements required to determine can be made available. Team Oracle's technical experts presented the technical detail of the architecture of the USI on 25th March 2008. Although this solution utilized Edustructures technology, if the District decides to proceed with See Beyond technology, team Oracle will deliver analogous structures using the See Beyond integration technology.

e. Direct Meal Certification

i. Page 9 of the BAFO response states USDA Direct Certification completion date of 10/31/08 while on page 10 #13 it states 9/30/08. Which is accurate?

Team Oracle understands that the timelines for the USDA Direct Certification are critical as per the amendment on 15th January 2008 and the expectation is to **provide this by 30th September 2008**. Team Oracle will make every effort to deliver this business priority within 120 elapsed days of project start. Assuming a project start date of 1st June, we feel comfortable in delivering this business priority by 30th September 2008. Team Oracle understands the implementation of Direct Meal Certification systems in SLED environments. Creating the schema, data structures and the program code is a straightforward process. The most risk in this process is associated with importing of the student data from the existing Student Information Systems. The key to the Direct Meal Certification process is a "match/merge" process that refers to the comparison and integration of student data from the DC DHS IMA and student data from the Student Information Systems. The DC DHS IMA data feed is one data source, but the Student Information Systems are many, heterogeneous data sources. To mitigate this risk, we

must plan for early outreach to the Student Information System administrators by the Team Oracle Direct Certification technical lead.

f. Page 37 of the BAFO response states that Virtual Data Federation has an impact on the performance of the source systems that it draws from.

i. Why does Virtual Federation have an impact on source systems?

Virtual Data Federation allows the ability to access multiple data sources with a single query. It works like a virtual data warehouse: The data being queried remains in its place, rather than copied to a central repository, so companies don't have to keep duplicate versions in sync. Under the covers, software takes on tasks such as reconciling data formats, maintaining data integrity and building an aggregate view of information. Since data that is presented in a report is actually queried from the source system, this does have an impact on the source systems.

Useful information about Virtual Data Federation (also referred to as Federated data approach or Right Time Data Federation) can be found at http://www.b-eye-network.com/view/663

ii. What impacts does Virtual Federation have on source systems?

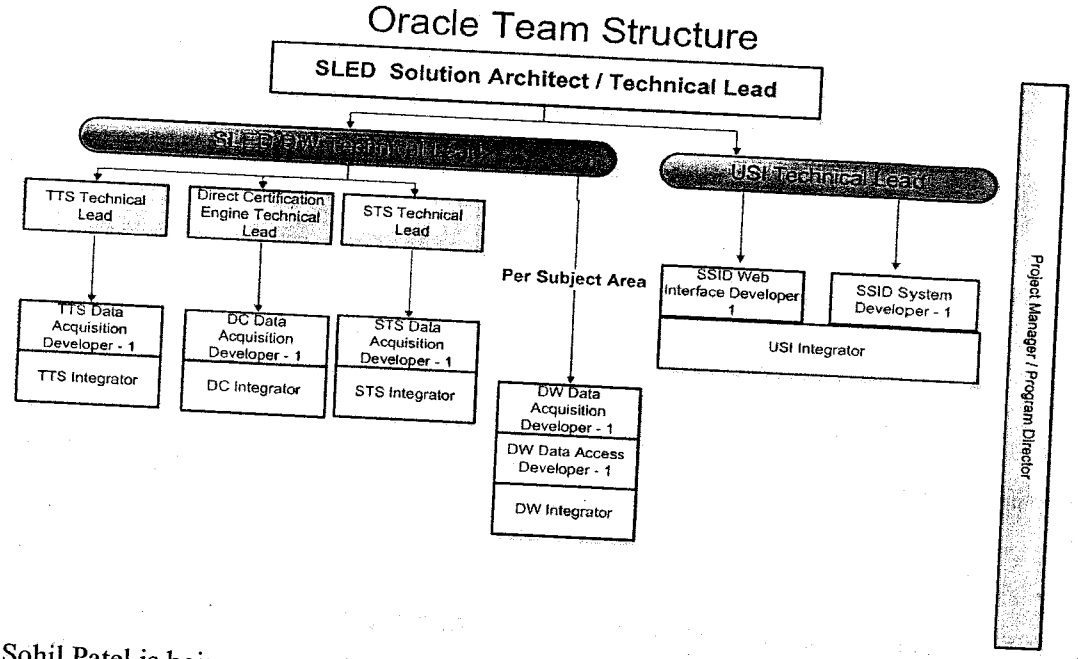
As explained above, Virtual Data Federation does have an impact on the source systems. The impact would vary and depend on several factors such as the design of the source system, the hardware platform, operating capacity, network latency, type of query etc. Team Oracle has proposed using Oracle Business Intelligence Enterprise Edition (OBI EE), which provides for an intelligence caching service. The Oracle Business Intelligence Server Enterprise Edition also includes parallel query execution engines, memory management, and high-throughput data connectivity adapters to allow efficient data sourcing and aggregation that minimize data retrieval time. This highly scalable platform with clustering and caching capabilities is the heart of what drives the other suite components. Multiple servers can be clustered to provide session replication and automatic failover capabilities. The Oracle Business Intelligence Server Enterprise Edition delivers mission-critical performance, scalability, and reliability. With the business and presentation layers, intelligent caching services, and a multidimensional calculation and integration engine, the Oracle Business Intelligence Server Enterprise Edition delivers intelligent request generation and optimized data access services

g. Section L.23 of the RFP states that costs must be all inclusive to include contractor travel and other incidental costs. However, Team Oracle is billing $90k for travel. Please adjust your pricing accordingly.

Team Oracle concurs and we have removed these line items from our cost proposal.

h. Resource

i. What are the roles and responsibilities of Sohil Patel in regards to this project?



Sohil Patel is being proposed as the SLED Solution Architect / Technical Lead (shown in yellow in the above diagram). In the capacity of Solution Architect, he will be responsible for ensuring that delivery of the technical solution follows the requirements from the RFP. Sohil will be responsible for making sure that the technical team that delivers the SLED understands the context for the project. He will be responsible for making sure that Oracle's consulting intellectual property related to K-12 data warehousing is brought to bear. In the capacity of Technical Architect, Sohil will be one of the individuals who solve the difficult technical problems of creating the data warehouse. Because the timeline-driven nature of the SLED project requires that multiple portions of the project will pursued in parallel, there will necessarily be other technical leaders who are delegated responsibility for leading the technical analysis and for tackling the technical decisions that must be made, but to a certain extent, Sohil will help them to make the right decisions.

i. What percentage of the time will Sohil Patel be on the project?

We understand that this is a project that has the potential to transform education in the District of Columbia and that will have tremendous visibility. Team Oracle will give this project the absolute top priority and will staff the roles with the best available resources. More specifically, Team Oracle will ensure that Sohil's participation is directly aligned with what the project requires. Particularly at the outset, Sohil will need to devote significant time to ensuring that the project's technical leads grasp both the project's vision and its particulars.

ii. Provide a resource utilization plan.

CLIN #1 in the SLED project is a detailed project plan. For this reason, we have not created a detailed project and staffing plan at this time. However, we have provided some information in Appendix 1 about the way that Team Oracle plans to spend their time.

i. List all of the items that OSSE should provide you to help you start the project efficiently and effectively to meet the requirements and your proposal.

Team Oracle expects to hit the ground running and show quick progress while implementing the project. The top ten areas that OSSE could consider that will help achieve these objectives are listed below:

1. **Create a Detailed Project Plan.** One of the first tasks that Team Oracle would start working on would be to create a fairly detailed preliminary project plan. This would include the following:

    - A detailed project timeline;
    - A detailed staff plan; and
    - Identification of key risks and dependencies.

In order to create the project plan, Team Oracle will need to work closely with the DC SLED Project's PMO team. We have met some of the key members of the PMO team and are looking forward to working with them in this planning process. We know the skill sets and schedules of the resources that constitute Team Oracle, but we will need the PMO to take an active lead in working with us in identifying the key stakeholders from OCTO, OSSE and the DC School LEAs (charter and non charter schools) and their responsibilities and schedules. This list of key personnel would also include subject matter experts from the various SLED subject areas and other business priorities such as USI and Direct Certification

2. **Start to identify the appropriate users for Team Oracle to work with.** In order for Team Oracle to successfully capture the detailed requirements for each subject matter area, we will need to interact with employees (e.g. principals, OSSE analysts) of the District of Columbia. Helping us to reach the appropriate users at the right time is critical to our success and especially critical to our success in delivering the project on time. In particular, it would be helpful if the users designated for interviews were aligned with the highest-priority subject matter areas. For example, if we are discussing Assessment, the combination of OSSE analysts, schools administrators and other managers who rely on the Assessment data to do their jobs will need to be identified.

3. **Create a stakeholder map.** It was clear from the March 25th meeting that there are influencers within many different organizations that are stakeholders for the SLED project. It would be very helpful if the District could begin organizing a stakeholder map that explains what the organizations are, who the key stakeholders are within the organizations and what their tie is to the SLED project.

4. **Designate an executive sponsor.** Our team must have a hierarchy and decision-makers to be effective. The same can be said of the District of Columbia team. We will make our executive sponsors available for meetings with the District of Columbia and it is critical that we have contact with an executive sponsor from DC.

5. **Pull together technical environment information.** The SLED data warehouse will touch many different, existing IT environments across the District of Columbia. It would be extremely helpful to have as much information as possible pulled together, in an organized way, with contact information corresponding to the various environments.

6. **Determine future IT staff roles with regards to the SLED.** Since District of Columbia IT staff will eventually have a hand in the maintenance and administration of the SLED system, it will of course be necessary to obtain training on the appropriate tools. A good way to start would be to designate the IT staff that will receive training. The bigger question is how DC envisions these staff members being ultimately involved with the SLED by mapping individuals to future roles. Early decisions will allow Team Oracle to get the staff involved sooner.

7. **Prioritize release order of Subject Areas.** We have been provided the subject areas broken down by Priority A and B in the next section. Both these priorities have several subject areas. We recommend that not more than 4 subject areas be released in a release cycle for reasons described later. It would help if OSSE would work with key stakeholders to determine the release orders of the various subject areas.

8. **Center of Excellence**. Consider creating a "center of excellence" to include representatives from key departments to participate in the development of the DC SLED project. Consider allowing these individuals to work part or full-time on this project and back-fill them at least temporarily. These individuals should continue to

serve as advisors or work part/full time after the implementation of this project to assist with change management and training and ensure full utilization of this system.

9. **Begin discussing security requirements.** Team Oracle will help the District of Columbia to define security requirements that will ultimately translate into a functional and technical design for security. However, it would be helpful for the District to begin gathering expectations and requirements for security. Activities could include:

    - Categorizing data by sensitivity
    - Analyzing which reports various groups have access to (i.e. "teacher" or "principal" are the only groups that can see report X, but everyone can see report Y)
    - Thinking about what audit requirements, if any, exist (i.e., we need to know everyone that ran report X last month)
    - Thinking about what user provisioning requirements might be implemented (i.e. in order to add a user to the "OSSE" user group, can the IT administrator make this change, or do we need sign off by an executive?

10. **Public Relations strategy**. This project will receive a great deal of attention, both internally and in the public arena because of its importance. OSSE may consider designating a point person for managing public relations.

j. The following "Priority A" functional areas are provided as the set of functional areas that OSSE would like to have deployed to the production environment. In the "Priority A" column they are all listed as "1", which means high priority. Please provide a timeline and approach for accomplishing the delivery of these functional areas to the production environment:

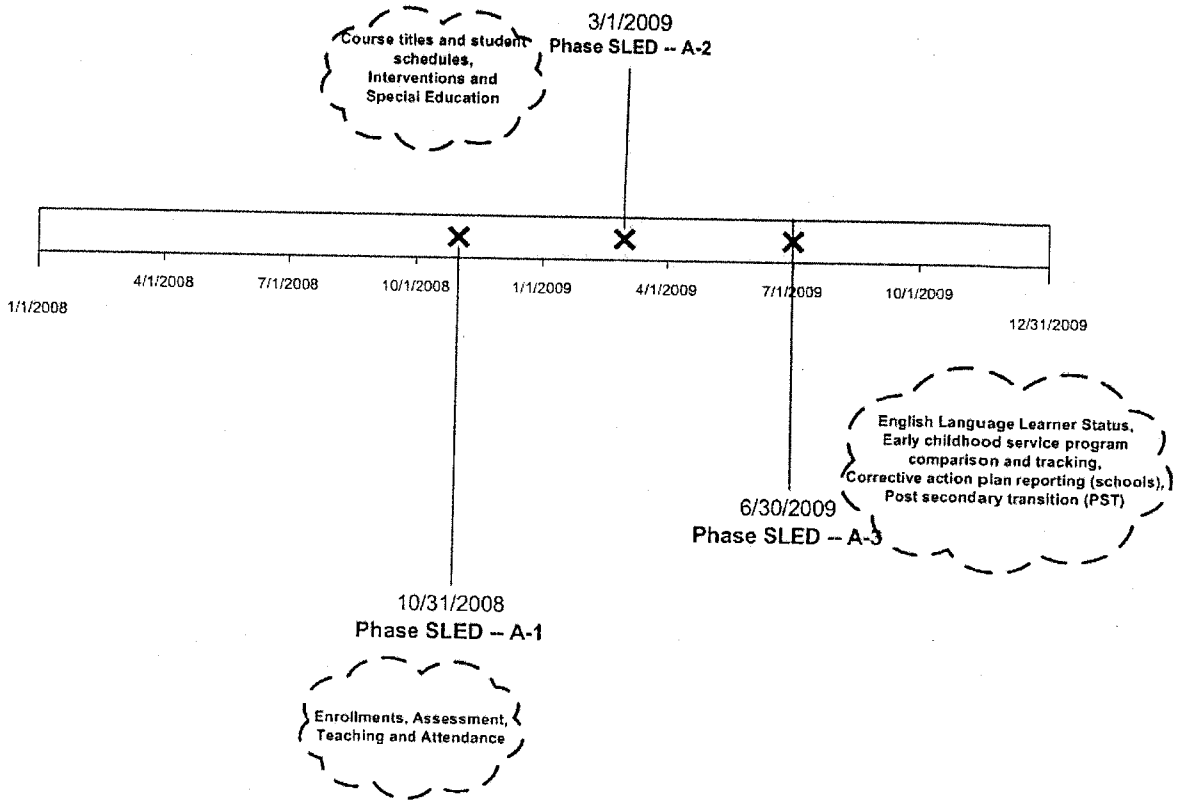
This information is useful because it allows us to begin the project with an understanding of the subject matter areas that must be deployed first. Although it is clear from the prioritization that the first 11 subject matters are deemed to be equally important, data warehouse best practices dictate that we should use an incremental approach of breaking up subject matter areas into groups of 3 or 4 at a time rather than taking a "big bang" approach. The primary advantages of this approach are:

- **Reduce bottlenecks.** Pursuing a phased approach will place predictable demands on District of Columbia resources and will prevent situations in which we require the input of DC resources who are overwhelmed.
- **Reduce inefficiencies.** Pursuing a phased approach will allow Team Oracle to plan in advance so that when a consultant arrives on-site, we know what they will be doing and they can be productive immediately.
- **End user acceptance.** Training end users in the use of the different subject areas will be better served if the training rollout includes 3-4 subject areas.

With this approach in mind, we have divided the PRIORITY-A subject areas into three sub groups and the PRIORITY-B subject areas into two sub groups. While we do realize that there are still quite a few processes such as vendor selection and contract finalization that still need to be completed, we are assuming a project start date of 1st June 2008 to better answer this question. The table below has been modified to include two additional columns – the Approach column assigns the functional area to a sub group and the Timelines column gives the expected release date.

Priority A	Functional Area	Sub-Function Area	Approach	Timelines
1	Student Enrollments, including	Enrollments, withdrawals, completions, promotions, graduations	Part of Phase A-1	10/31/2008
1	Assessment		Part of Phase A-1	10/31/2008
1	Teachers/Highly Qualified Teachers	Certification, Highly qualified teachers, linkage of students to teacher courses and grade/classroom teaching assignments	Part of Phase A-1	10/31/2008
1	Student Attendance	Truancy, discipline	Part of Phase A-1	10/31/2008
1	Course titles and student schedules		Part of Phase A-2	3/1/2009
1	Interventions		Part of Phase A-2	3/1/2009
1	Special Education		Part of Phase A-2	3/1/2009
1	English Language Learner Status		Part of Phase A-3	6/30/2009
1	Early childhood service program comparison and tracking		Part of Phase A-3	6/30/2009
1	Corrective action plan reporting (schools)		Part of Phase A-3	6/30/2009
1	Post secondary transition (PST)	College credits, transcripts, employment	Part of Phase A-3	6/30/2009

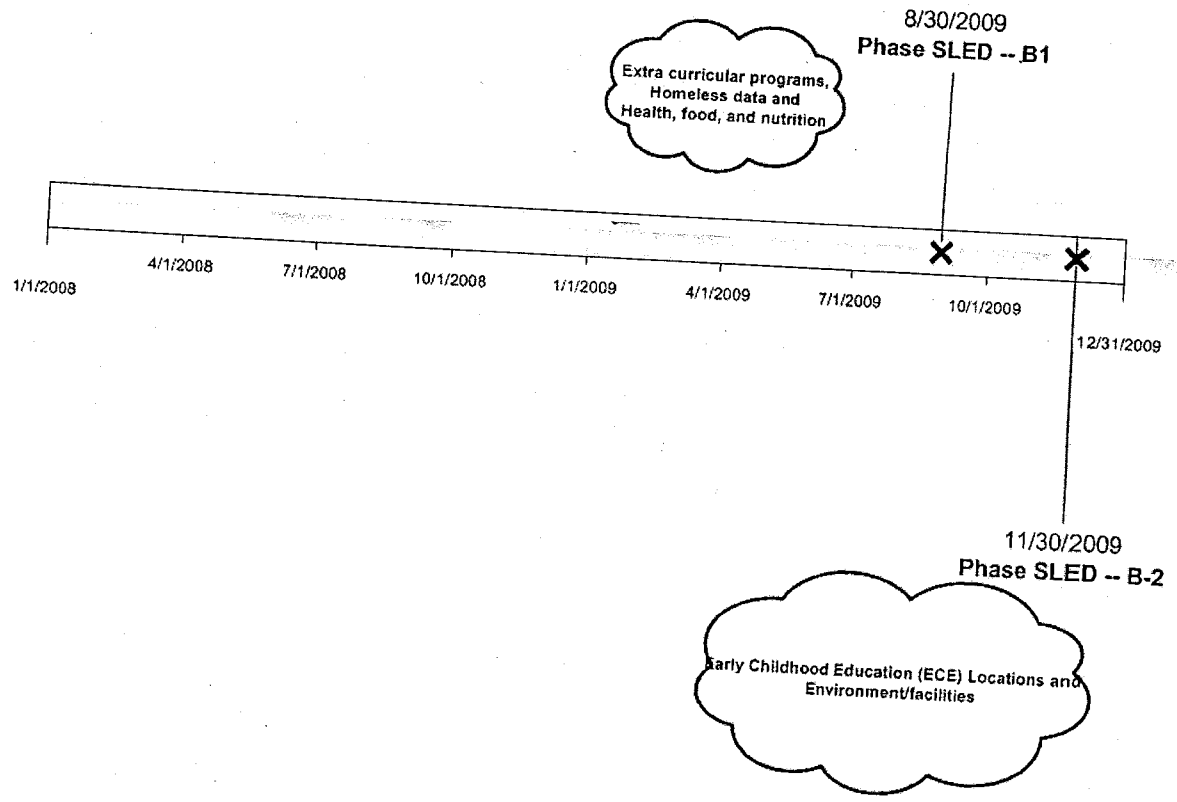
DC Schools – Subject Area Timelines – **"PRIORITY A"**



The following "Priority B" functional areas are provided as the priority for which OSSE would like to have the functional areas deployed to the production environment after all of the "Priority A" functional areas are deployed. In the "Priority B" column they are listed in order of preference (1 is the highest) to be implemented on the production environment. Provide a timeline and approach for accomplishing the delivery of these functional areas to the production environment:

Priority B	Functional Area	Approach	Timelines
1	Extra curricular programs	Part of Phase B-1	8/30/2009
2	Homeless data	Part of Phase B-1	8/30/2009
3	Health, food, and nutrition	Part of Phase B-1	8/30/2009
4	Early Childhood Education (ECE) Locations	Part of Phase B-2	11/30/2009
5	Environment/facilities	Part of Phase B-2	11/30/2009

DC Schools – Subject Area Timelines – **"PRIORITY B"**



Section III

Updated Cost Proposal

CLIN#	CLIN Description	Base Period				Option Periods			Total	CLIN % of Total
		Year 1	Year 2	Year 3	Total Base	Year 4	Year 5	Total Options Yrs	Cost	Dollars
0001	Preliminary Project Plan	$ 296,628			$ 296,628			$ -	$ 296,628	2%
0002	USI	550,868	314,782	236,086	1,101,735	236,086	236,086	472,172	1,573,908	10%
0003	USDA	282,155	241,848	80,616	604,619	80,616	120,924	201,540	806,158	5%
0004	Student Tracking	208,549	312,823	104,274	625,646	208,549	208,549	417,097	1,042,744	7%
0005	SLED	541,707	541,707	722,275	1,805,688	1,083,413	722,275	1,805,688	3,611,377	24%
0006	Teacher Tracking System	204,413	255,516	102,206	562,136	255,516	204,413	459,929	1,022,065	7%
0007	Reports	60,000	60,000	60,000	180,000	60,000	60,000	120,000	300,000	2%
0008	Architecture Diagrams	n/c	n/c	n/c	n/c	n/c	n/c	n/c	n/c	n/c
0009	Integration of SLED systems	196,571	196,571	262,095	655,237	393,142	262,095	655,237	1,310,474	9%
0010	Project Implementation	395,000	197,500	395,000	987,500	592,500	395,000	987,500	1,975,000	13%
0011	Technical Support Services	161,488	322,976	322,976	807,440	484,464	322,976	807,440	1,614,880	11%
0012	Storage/Backup Services	Included in Hosting Solution			-	-	-	-	-	included
0013	Systems and Data Security Services	Included in Hosting Solution			-	-	-	-	-	included
0014	OCTO Systems Admin Capabilities	68,326	40,995	13,665	122,986	6,833	6,833	13,665	136,651	1%
0015	Organizational Change Plan	241,800	241,800	241,800	725,401	483,601	403,001	886,601	1,612,002	11%
		-	-	-	-	-	-	-	-	n/c
	Total Base Price	$ 3,207,504	$ 2,726,518	$ 2,540,994	$ 8,475,016	$ 3,884,719	$ 2,942,151	$ 6,826,870	$ 15,301,886	100.0%
0016	**Optional CLINS**									
0017	Value Added Modules	-	-	-	-	-	-	-	-	
0018	**Hosting Options* Hardware and Monthly Hosting by Accelera**									
0019	ZIS	900,496	508,992.00	508,992.00	1,918,480	254,496	-	254,496	2,172,976	n/a
0020	Interoperability Agent Options	-	-	-	-	-	-	-	-	93%
0021	Other Hardware Options: Help Desk Dell	-	-	-	-	-	-	-	-	n/a
0022	Other Software Options:	55,000	-	-	55,000	-	-	-	-	n/a
0023	Other Service Options: Help Desk	-	-	-	-	-	-	-	-	n/a
	Other Service Options: Document Mgmt Study	-	-	-	-	-	-	-	55,000	2%
	Report Card	50,000	50,000	-	100,000	-	-	-	-	n/a
0024	Other Misc. Options. (Expenses)	-	-	-	-	-	-	-	-	n/a
	Total Options Offered	$ 1,005,496	$ 558,992	$ 508,992	$ 2,073,480	$ 254,496	$ -	$ 254,496	100,000	5%
					-			-	-	n/a
	Total Base & Options Price	$ 4,213,000	$ 3,285,510	$ 3,049,986	$ 10,548,496	$ 4,139,215	$ 2,942,151	$ 7,081,366	$ 2,327,976	100%
									-	
									$ 17,629,862	100%

Summary of Efforts/Dollars	Total Base
Oracle	39%
LSDBE'S	51%
Others (CELT and Accelera)	10%
Totals	100%

Exceeds goal of 35%

Costs Proposed are based on GSA Rates and DC Rate Schedules for IT Services

Operations Cost Summary w/o Options CLINS	Option Yrs			
	Base Years (3)	Year 4	Year 5	Totals
Hardware – Total	$ -	$ -	$ -	$ -
Hardware – Maintenance	-	-	-	-
Software – Total	1,206,450	-	-	1,206,450
Software – Maintenance	265,419	265,419	265,419	796,257
Services – Total	7,003,147	3,619,300	2,676,732	13,299,179
Services – Maintenance		-	-	Included
Total	$ 8,475,016	$ 3,884,719	$ 2,942,151	$ 15,301,886

Operations Cost Summary with Option CLINS	Option Yrs			
	Base Years (3)	Year 4	Year 5	Totals
Hardware – Total	$ 701,000	$ -	$ -	$ 701,000
Hardware – Maintenance	included			-
Software – Total	included			-
Software – Maintenance	included			-
Services – Total	1,372,480	254,496	-	1,627,366
Services – Maintenance	-		-	
Total	$ 2,073,480	$ 254,496	$ -	$ 2,328,366

Grand Totals	$ 10,548,496	$ 4,139,215	$ 2,942,151	$ 17,629,862

Team Oracle
Pricing Offer
DC SLEDS - RFP DCTO-2008-R-0019

Base Period Only

Summary of Pricing	Business Priority Number					
	1 USI	2 USDA	3 STS	4 SLED**	5 TTS	Grand Totals
Base System Cost	$ 1,101,735	$ 604,619	$ 625,646	$ 1,540,269	$ 562,136	$ 4,434,405
Annual Maintenance	-	$ -	$ -	Included		-
Training	282,440	125,000	125,000	200,000	75,000	807,440
Org Change Management	325,000	125,401	75,000	125,000	75,000	725,401
Licensing Cost	-	-	-	265,419	-	-
Cost Options	414,696	207,348	414,696	622,044	414,696	2,073,480
Change Order Pricing			$ 180,000	122,986		
Agent Costs	296,628		Included in SLED Base System Cost (Front Loaded) total is 1206450			599,614
Software***						
Installation Support	328,547	328,547	328,547	328,547	328,547	1,642,737
Upgrades if any						
Totals	$ 2,749,047	$ 1,390,915	$ 1,748,890	$ 3,204,266	$ 1,455,379	$ 10,548,496
						10,548,496
						(0)

Check Diff

***Licensing Cost for SLED is broken out from Base System Cost*

Option Periods

Summary of Pricing	Business Priority Number					
	1 USI	2 USDA	3 STS	4 SLED**	5 TTS	Grand Totals
Base System Cost	$ 472,172	$ 201,540	$ 417,097	$ 1,274,860	$ 459,929	$ 2,825,599
Annual Maintenance	-			included		-
Training	332,440	175,000	100,000	125,000	75,000	807,440
Org Change Management	311,601	100,000	$ 75,000	300,000	100,000	886,601
Licensing Cost	-	$ -	$ -	$ 530,838	$ -	530,838
Cost Options	50,899	25,450	50,899	76,349	50,899	254,496
Change Order Pricing	133,655					
Agent Costs				Included in Licensing Costs		133,655
Software						
Installation Support	328,547	328,547	246,411	492,821	246,411	1,642,737
Upgrades if any						
Totals	$ 1,629,315	$ 830,537	$ 889,407	$ 2,799,868	$ 932,239	$ 7,081,366
						$ 7,081,366
						0

Check Diff

***Licensing Cost for SLED is broken out from Base System Cost*

Team Oracle High Level Personnel Resource Utilization Plan

Heavy Participation									
Some Participation									
	USI	SLED A-1	USDA Direct Cert	TTS	SLED A-2	STS	SLED A-3	SLED B-1	SLED B-2
W/A Project Mgr.									
W/A Technical Architect									
W/A Reports Developer									
W/A Reports Developer									
Oracle Tech PM									
Oracle Solution Architect									
Oracle DW Lead									
Oracle DW Developer									
Oracle USI Lead									
Oracle USI Integrator 1									
Oracle USI Integrator 2									
Oracle D.Cert. Lead									
Oracle D. Cert. Developer									
Oracle TTS Lead									
Oracle TTS Developer									
Oracle STS Lead									
Oracle STS Developer									
Paradyme Architect									
Paradyme Developer									
Paradyme Integrator									
Paradyme CM Lead									
Paradyme CM Consultant									
Paradyme Trainer 1									
Paradyme Trainer 2									
PCN Strategies Sr.. Project Lead									
PCN Strategies Help Desk									
PCN Strategies Help Desk									
PCN Strategies Help Desk									
Buchanan Edwards Sr. PM Support									
Buchanan Edwards Integration Support									
CELT - Sr. Governance and Policy Expert									
CELT - Governance and Policy Expert Staff II									
Document Managers - Sr. SME									
Document Managers - Staff Support SME									

Total FTE = 25 Resources	
WA - 3 F/T Plus CEO	3
Oracle 6 F/T's Plus K-12 Director	6
Paradyme 5 F/T's Plus CEO Participation	5
PCN Stratgeies 3 F/T's	3
Buchanan & Edwards 2 F/T's	2
CELT 1.5 F/T's	1.5
Document Managers 1.5 F/T's	1.5
Accelera Solutions - Hosting (3)	3
Totals	**25**

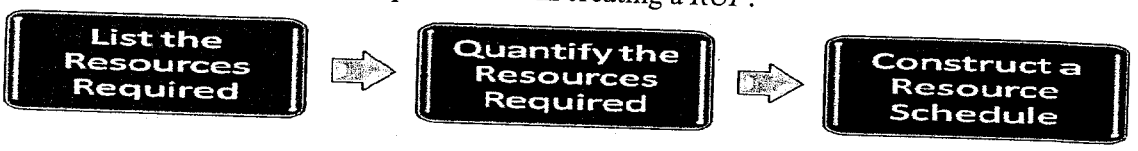
Preliminary
Number of Key Personnel
8

Detail Time Line and Other Resource Materials to be included in Project Plan Due Within 60 Days of award

Appendix 1

Resource Utilization Plan

As part of the Planning Phase we will create a detailed Resource Utilization Plan (*the "RUP"*) for the SLED Project. A *RUP* describes the physical resources required to successfully complete each Component Implementation Phase comprising the SLED Project (e.g. USI, STS, TTS, etc.) The *RUP* includes a list of the type of resources – *such as labor, equipment and materials* – and a schedule of times when each resource will be utilized. The following diagram shows the steps involved in creating a *RUP*:



Working jointly with OSSE key stakeholders and using the Base Model SLED Project Plan as the starting point we will create the SLED *RUP*. The RUP development process will begin by identifying all the types of resources needed to complete each specific Component Implementation Phase of the SLED Project. Once this process is completed, we will then quantify the amount of each type of resource, identify when the resource will be utilized, and list any assumptions and constraints made during the resource planning process.
For each Component Implementation Phase, we will assign a resource to each activity listed in the Base Model SLED Project Plan. This will be accomplished using Microsoft Project. The individual Component Implementation Phase RUP will be combined to form the more complex SLED Project full RUP. This will help to ensure that the type and amount of resources, and timeframes for their use are all accurately identified. The following sections describe in more detail our methodology for development of the RUP.

Resource Listing

The first step to creating a comprehensive RUP is to document a detailed list of all the individual resources needed to complete each Component Implementation Phase of the SLED Project. This step is immediately followed by compiling a listing of each major resource groups (e.g. Labor, Equipment, and Materials). Then for each group, listing the individual resources needed as follows:

Labor – Identify all the roles involved in undertaking the project. Identify and list any role to be appointed within the project, as well as any contracting or business role required. This includes any role which is responsible for or involved with the completion of an activity specified in the Project Plan, whether the role is internal or external to the project.
Equipment – Identify all of the equipment involved in undertaking the project. Equipment may include office equipment (e.g. PCs, photocopiers, phones). Telecommunications equipment (e.g. cabling, switches), etc. This includes the use of a particular piece of equipment to complete any activity within the project.
Materials – Projects often need to use non/consumable materials to complete project activities, such as office materials (e.g. photocopy paper, stationery, and ink cartridges). This includes every type of material required to undertake the project.

We will work jointly with OSSE designated personnel to ensure that we create as detailed and accurate list as possible, since the Resource Schedule and Expense Schedule will be based primarily on this list.

Quantify the Resources Required

The completed detailed list of the resources needed to undertake the project will initiate the processes required to quantify the amount of each type of resources needed, as follows:

Labor

Using the following table, we will list all the roles required to undertake the project. Identify the number of people required to fill each role. Describe the responsibilities and skills needed to undertake each role successfully. Also specify the timeframe during which the role will exist.

Role	No.	Responsibilities	Skill-Set	Start Date	End Date
Project Manager	1	Deliver the approved solution which meets the requirements of the customer within budget	Time Management Cost Management Quality Management People Management	*xx/yy/zz*	*xx/yy/zz*

Note:

- *All roles within the project should be listed here*
- *The No. represents the number of full-time equivalent people required for the role*
- *Only a summary of the Responsibilities and Skill-Sets is required. When appropriate, include a Job Description within the Appendix*
- *The Start-Date and End-Date outline the timeframes for which the role is required.*

Equipment

List all of the items of equipment required to undertake the project, including computers, furniture, building facilities, machinery and vehicles. Each item of equipment should be defined by outlining its purpose, specification and period required by completing the following table.

Item	No.	Purpose	Specification	Start Date	End Date
Computer	15	To enable the project team to plan, monitor and control the project	High processing speed 60 gig disk space 19 inch monitor	*xx/yy/zz*	*xx/yy/zz*

Note:

- *All major equipment Items within the project should be listed here*
- *The No. represents the number of equipment items required to undertake the project*
- *The Start-Date and End-Date provides the timeframe for which the equipment is required by the project.*

Materials

List all of the generic materials required to undertake the project, including stationery, computer consumables, etc. Each material item should be defined by outlining its components and period of required use. Complete the following table.

Item	Components	Amount	Start Date	End Date
Computer Consumables	Printer cartridges Printer paper Disks for backup	*No.*	*xx/yy/zz*	*xx/yy/zz*

Note:

- *All Items of materials required by the project should be listed here*
- *The Amount is the approximate quantity of each item listed to undertake the project*
- *The Start-Date and End-Date provides the timeframe for which the materials will be required by the project.*

Resource Utilization Plan

With the resource types listed, we will identify when each of these resources will be required for the project. A detailed Resource Utilization Plan will list the specific resources required for every day of the project. For simplicity, the following example lists the resources required on a monthly basis.

Resource	Month												
	Jan	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug©**	**Sept**	**Oct**	**Nov**	**Dec**	**Total**
Labor • Project Manager • *Labor Type*	*No.*												
Equipment • Computer • *Equipment Type*													
Materials • Printer Cartridges • *Material Type*													
Total													

Once the number of resources has been allocated to the project by month, we will then verify the total number of each type of resource allocated to the project for its entire duration as well as per month.

Usage

We will then identify which activities the resources will be allocated against during the project. A detailed Resource Plan will define the activities which each resource will undertake for each 'day' on the project. For simplicity, the following example provides a listing of the activities which each resource will undertake, on a 'monthly' basis.

	Month											
Activity	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sept**	**Oct**	**Nov**	**Dec**
Initiation • Appoint Project Team • *Activity*												
Planning • Develop Quality Plan • *Activity*												
Execution • Build Deliverables • *Activity*												
Closure • Customer Sign-off • *Activity*												

Assumptions

We will list any assumptions made during this Resource Planning exercise. For example, it is assumed that the:

- Project delivery dates will not change during this project
- Resource requirements will not change during this project
- Resources identified will be available as required.

Risks

List any risks identified during this Resource Planning exercise. For example, Key staff resign during the project

- That further training is required to complete the tasks allocated
- That budget constraints lead to inferior resources being allocated.

Appendix

We will attach any documentation that is relevant to the Project Plan. This may include, but not be limited to:

- Other project documentation (Business Case, Feasibility Study, Terms of Reference, Project Plan)
- Organizational HR policies, guidelines and procedures
- Job descriptions for project roles
- Resume for project staff
- Other relevant information or correspondence.

Resumes of Additional Personnel Supporting and Reporting to Sohil Patel

COPY

TEAM

ORACLE

Best and Final Offer
Due Date: April 21, 2008 3PM

Deliver to:
District of Columbia Government
Office of Contracting & Procurement
441 4th St, N.W. Suite 730S Washington, DC. 20001
Attention: Bid Counter
POC: Annie R. Watkins, Contracting Officer
Alternate POC: Surinder Sharma

Points of Contact:
M. Mickey Williams, Director Business Development, Williams Adley & Company LLP
1250 H. St NW Washington, D.C. 20005 Office: (202) 371-1397 Fax: (202) 371-9161
Email: **mwilliams@dcwacllp.com** Mobile (202) 285-6212

Sohil Patel, Solution Architect, **Oracle USA**
North America Technology Consulting Office (617) 620-0313
Email: **sohil.patel@oracle.com**

Kola Isiaq, CISA, CPA, Managing Partner, Williams Adley & Company LLP
1250 H. St NW Washington, D.C. 20005 Office: (202) 371-1397 Fax: (202) 371-9161
Email: **kisiaq@dcwacllp.com** Mobile Phone: 202 297-0909

Gerry K. Anderson, Technology Sales Manager, **Oracle USA**
State and Local Government
11102 Glenn Brooke Court, Glenn Dale, MD
Email: **gerry.anderson@oracle.com**

TEAM

ORACLE®

BEST AND FINAL OFFER

IN RESPONSE TO SOLICITATION NO

DCTO-2008-R-0019

STATEWIDE LONGITUDINAL EDUCATIONAL DATA (SLED) WAREHOUSE SYSTEM

DUE DATE

APRIL 21, 2008

ORACLE PARTNER

Williams, Adley & Company, LLP
IT Management Consultants
1250 H. St NW Suite 1150 Washington D.C. 20005
Office 202.371-1397 Fax 202 371-9161

April 21, 2008

Government of the District of Columbia
Office of Contracting and Procurement
441 4th Street, NW, Suite 703S Washington, DC 20001
Attention: Bid Counter

RE: **Team Oracle's Best and Final Offer**
In Response to Solicitation No DCTO-2008-R-0019 - Statewide Longitudinal Educational Data (SLED) Warehouse System
Due Date: April 21, 2008 3:00PM Quantity: 1 Original plus 4 copies

Dear Ms. Watkins:

Enclose you will find Team Oracle's Best and Final Offer (BAFO) in response to the above solicitation. On the pages that follow we provide our response to the relevant questions provided in your letter dated April 15, 2008 and our meeting held on April 11, 2008.

We certainly hope that our response provides more clarity, granularity, and a clearer picture of our proposed SLED Warehouse solution. Additionally, please note that our cost proposal for this effort has decreased substantially from our previous offer.

Should you or your evaluation team have any additional questions concerning the contents this response please feel free to contact me at 202 371-1397, mwilliams@dcwacllp.com, or Mr. Sohil Patel, Oracle Solutions Architect at (617) 620-0313 sohil.patel@oracle.com.

Sincerely,

M. Mickey Williams
Director, Business Development

Enclosures

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Section I Response to Questions #1 thru 14

1. **What are the deliverables for the cost of $640,695.00 indicated in CLIN 1?**

The deliverable for CLIN 1 is a detailed project plan to meet or exceed the requirements identified in Section C.3.1.1. The project plan is due within 60 days of project start. As discussed during the meeting that took place on 4/11/08, Team Oracle will be reducing the dollar amount of this CLIN. Previously, we had incorporated some elements of overall project management and updating of the project plan.

We are now pricing just for delivery of the initial project plan.

Total Revised Cost: 296,628

2. **What is the cost for USI for the sixty days implementation plan?**

Option 1 (See Beyond SIF Option which uses See Beyond for integration and "plumbing" and is configured by Paradyme)

Total $928,868
This represents a Base Year savings of approximately $400K if not using Edustructures Calculation 1 USI Base Price -- $550,868 + $400K in Integration support to be provided by Paradyme. These funds are already included in CLIN 9 and CLIN 10

Option 2 with ZIS/SIF
(Edustructures SIF Option, which utilizes Edustructures agents and "plumbing")
Total $1,328,868

3. **Please provide the breakdown prices for CLINs 10 and 22.**

From the RFP:

CLIN # 10 is Project Implementation: The Contractor shall provide content and / or subject matter experts or other resources as required ensuring the SLED Systems are fully utilized, as described in Section C.3.1.10

Estimated Cost $1,215,000

CLIN # 22 is 0022 Other Software Options: The Contractor shall provide other software (not listed elsewhere in this Solicitation) necessary to ensure success of the SLED System

as described in the bidder's proposal. This includes all necessary Licenses and Use Agreement costs.
Team Oracle does not plan to offer and software options for CLIN 22

4. **What is the cost for CLIN 12, 13, 18, 19?**

From the RFP:

CLIN # 0012 is Storage / Backup Services: The Contractor shall provide storage and backup services as described in Section C.3.6.3.

The cost for CLIN # 12 is included in the total cost for our Hosting solution. We have not broken out a separate line item for this CLIN.

CLIN # 13 is 0013 Systems and Data Security Services: The Contractor shall, at all times, in all locations, ensure protection against unauthorized access, disclosure, transfer, modification or destruction of the SLED Systems and of all data and information in the SLED Systems, as described in Section C.3.4

The cost for CLIN # 13 is included in the total cost for our Hosting solution and in the costs for the CLINs corresponding to the other components of the SLED system. We have not provided a separate line item for this CLIN.

CLIN # 18 is 0018 Hosting Options: a.) Offeror Hosting b.) OCTO Hosting c.) Combined Hosting

This section details the costs for Team Oracle hosting the SLED system. We are providing the cost estimates for five sub-options as detailed below:

- Option 1 (Hosting of the Dev, Test and Primary / Secondary Production Environments) -- $2,173,000
- Option 2 (Hosting of the Dev, Test and Primary only Production Environments) -- $1,768,000
- Option 3 (Hosting of the Primary / Secondary Production Environments) -- $1,985,000
- Option 4 (Hosting of the Primary only Production Environments) -- $1,580,000
- Option 5 (Hosting of the Dev and Test Environments) -- $1,193,000

CLIN # 19 is 0019 Zone Integration Server Option: The Contractor shall provide a Zone Integration Server to the specifications as described in Section C.3.10

If we decide to use the Edustructures SIF solution for the Unique Student Identifier, we will need to use a Zone Integration Server. The cost of the ZIS is

included in the $1,065,000 cost that Edustructures has provided us. Edustructures has estimated the ZIS (as a line item called Unlimited SIFWorks ZIS Licenses Restricted-use) and priced this at $420,000 for the Base Period.
For Years 4 and 5, this has been estimated at an additional $120,000 per.

If we do not utilize the Edustructures SIF solution and we instead utilize the See Beyond technology for integration, the cost of the ZIS line item would be $0.

5. **What are the assumptions and tasks associated with price of $1,584,002.00 in CLIN 15?**

CLIN # 15 is 0015 Organizational Change Plan; The Contractor shall provide a plan to provide a constantly updated array of "best practices" information to improve student achievement through the use of the SLED Systems, as described in Section C.3.8

Please note that Team Oracle CLIN 15 price proposal has been reduced to $725,401 in the Base Year.

Assumptions and tasks associated with this CLIN are as follows:

Our change management will involve performing impact assessments on business process change. This is required due to our understanding of the current environment and the high probability of undocumented and non-up to date business processes related to this task.

Our assessments will include a level of effort for all activities.
We do expect that data entry processes will be distributed around the community and that these processes will impact resources as schools and higher levels of administrators.

Team Oracle resources will be responsible for help desk support for the term of the engagement. The change management team will determine the level of effort and configuration of resources with the District.

Learning to used the SLED data is an ongoing process. As we discussed in our proposal and during our demonstration, we expect to develop a network of District resources – SLED advocates who will serve as local experts. Our Change management efforts will focus on developing these advocates during the entire implementation.

6. **Why is this considered service options when it is part of requirements in the RFP? Help Desk- should be under CLIN 011?**

Help Desk is part of CLIN 11 and is not considered and Option

7. **Please provide breakdown of total operational and maintenance by hardware, software and services for three year base period and two one-year options.**

Summary w/o Options CLINS	Base Years (3)	Year 4	Year 5	Totals
Hardware – Total (Included in Base Price)	$ -	$ -	$ -	$ I -
Hardware – Maintenance	-	-	-	-
Software – Total	1,206,450	-	-	-
Software – Maintenance	265,419	265,419	265,419	1,206,450
Services – Total	9,284,804	2,119,624	2,079,332	796,257
Services – Maintenance		-	-	13,483,760
Total	$ 10,756,673	$ 2,385,043	$ 2,344,751	Included
				$ 15,486,467

Summary with Options CLINS including Hosting and ZIS	Base Years (3)	Year 4	Year 5	Totals
Hardware – Total	$ 701,000	$ -	$ -	$ 701,000
Hardware – Maintenance	-	-	-	-
Software – Total	1,315,000	-	-	1,315,000
Software – Maintenance	265,419	60,000	60,000	385,419
Services – Total	817,033	284,158	5,000	1,106,581
Services – Maintenance	-		-	
Total	$ 3,098,452	$ 344,158	$ 65,000	$ 3,508,000

8. **What is the percentage of proposed solution that has been previously deployed at an asset of an LEA or SEA?**

The solution proposed by Team Oracle builds on experiences at other State Departments of Education and other clients. Because of the specific requirements in the RFP, models and methodologies used during these projects will be extended as part of our implementation.

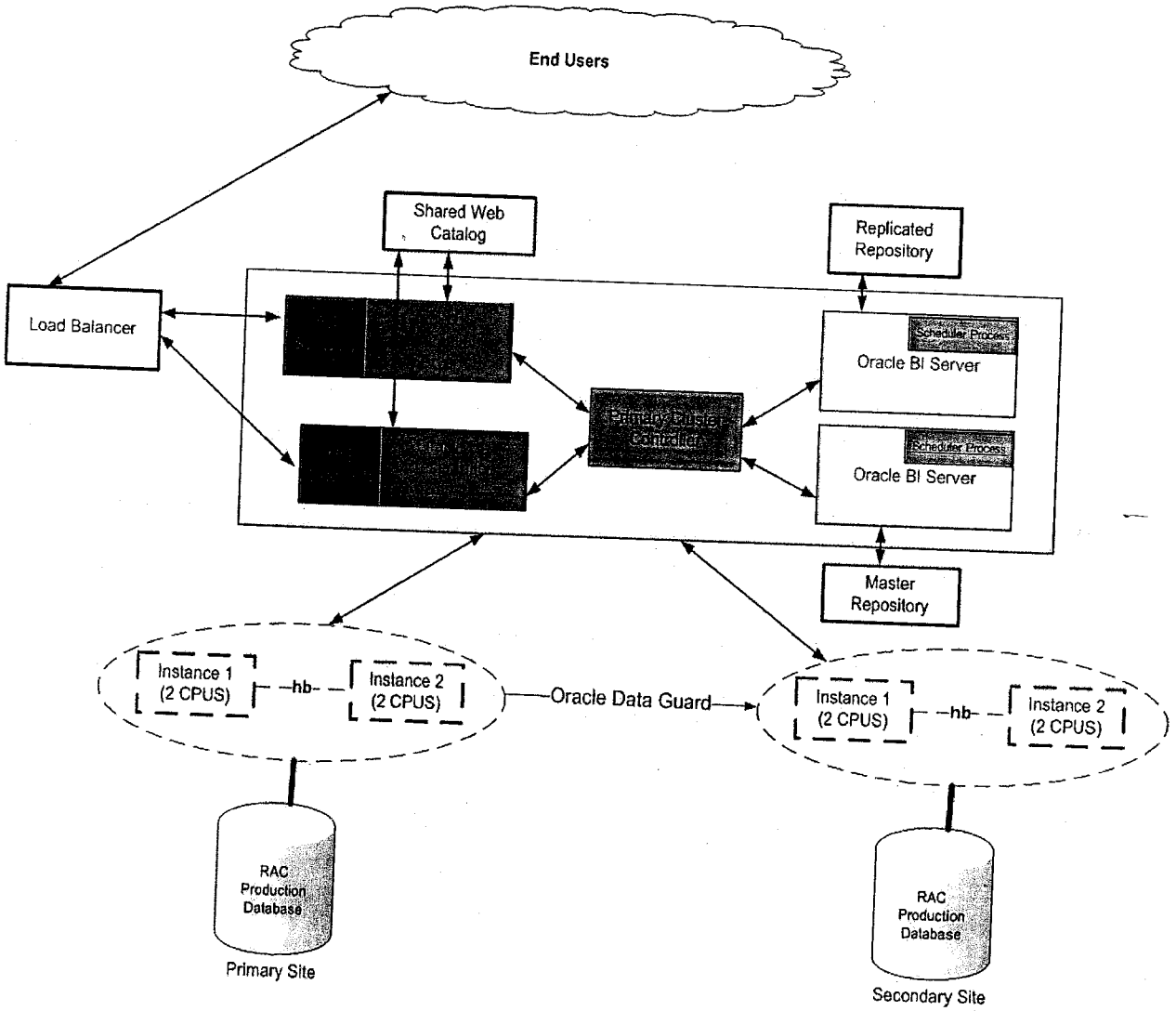
Team Oracle is not asking for a licensing fee for this intellectual capital since it is not a physical product. Rather, this intellectual capital resides within the consulting organization of Oracle and will be brought to bear at District of Columbia by partnering with Team Oracle.

9. **What is the overhead cost in doing data refreshes with one database?**

The overhead cost of our solution is minimal because of the technical architecture that we are proposing. Team Oracle has proposed an integrated solution that includes a single Oracle database to house all the technical components. For the Production environment, we have proposed a Maximum Available Architecture (MAA) that includes Real Application Clusters (RAC) spread over a primary and secondary site each with 2 instances of the Database.

MAA involves identically configured primary and secondary sites. The primary site contains multiple Database servers using Oracle Real Application Clusters (RAC) to protect from host and instance failures. The secondary site also contains similarly configured Database servers, and a physical standby database kept synchronized with the primary database with Oracle Data Guard across a dedicated network. Clients are initially routed to one of the nodes at the primary site. If an outage of one of the RAC nodes at the primary site fails, the clients are automatically failed over to one of the other nodes RAC cluster at the primary site. If a severe outage affects the data at the primary site, Data Guard quickly fails over the production database role to the standby database, after which clients are directed to the new primary database to resume processing. RMAN can be used to push database backups to tape to meet the off-site storage requirements.

Production -- Maximum Availability Architecture Proposed for DC Schools



10. Provide server configuration & specs for BI, ETL & Databases.

The solution includes three environments—Development, Test and Production. Development and Test will be identical. Production will have the MAA described above.

#	Environment	RAC Enabled?	Number of Nodes	CPUs	Memory	OBI EE—Clustered?	Number of Nodes	CPUs
		Database				OBI EE		
1	Development	No	1	1	4 Gig	No	1	1
2	Test	No	1	1	4 Gig	No	1	1
4	Production (primary)	Yes	2	2 each	8 Gig	Yes	1	2
5	Production (Secondary)	Yes	2	2 each	8 Gig	Yes	1	2

For more details of each of the servers that will be used, please see our detailed hosting solution.

11. What unique challenges, if any, do you anticipate in working with a system comprised of one large group of schools, DCPS, and many independent schools or independent clusters of schools, rather than the traditional LEA structure?. In particular, many of our charter schools have no intermediary to work through administrative challenges and concerns.

Team Oracle recognizes that the District of Columbia Public Schools (DCPS) is a diverse, urban school district consisting of many independent schools or independent clusters of schools, rather than the traditional LEA structure. We also recognize that the charter schools are independently operated public schools with this ecosystem. DCPS consists of 168 schools and learning centers whereas the charter schools number 56 on 82 campuses. The uniqueness is also because the school district can be thought of as analogous to the school districts of other cities and communities in the United States and in some manners can also be thought of as analogous to the state education agencies of other states.

Team Oracle has implemented Longitudinal Data Systems for several other state agencies including:

- Tennessee Department of Education
- NYC Department of Education
- Los Angeles Unified School District
- Denver Public Schools
- Richardson Independent School District
- Fairfax County Public Schools
- Prince William County Public Schools
- Charles County Public Schools
- Milwaukee Public Schools
- 14 of the NY Regional Information Centers (RICs)
- NY State Department of Education

- US Department of Education
- VA Department of Education
- WI Department of Public Instruction
- FL Department of Education
- Ohio Department of Education
- NC Department of Public Instruction
- Hawaii Department of Education
- BC Ministry of Education
- Puerto Rico Department of Education

While there are similarities and common themes across these successful implementations, each implementation has provided unique challenges. As an example, we have faced a similar challenge at LAUSD, which is made up of local districts each with a Local District Superintendent within the school district made up of regular public and charter schools. In addition, these schools were using different/ decentralized student information systems. Similarly, our implementation at Tennessee (136 Districts) presented challenges because this state's 1.2 million students were distributed unevenly between large urban school districts (such as Memphis which has more than 120,00 students) and much smaller LEAs with very few students. At LAUSD and at Tennessee, we have learned valuable best practices that we will leverage for this implementation. Some of the challenges that are intrinsic to the DC Schools ecosystem are as under:

- Clarity of roles and responsibilities relative to the SEA, LEA and the charters.
- The collection of requirements and agreement on common definitions
- Gaining consensus on application specifications
- Acceptance of system
- Rollout and training
- Governance of system management policies and practices
- Implementation of change

Decentralized organizational structures sometimes lack ability to set and deploy change effectively that can compromise the development and rollout of educational programs and systems.

Decentralized organizational structures also makes getting consensus on requirements and business rules a challenge. Something as seemingly simple as calculation of a GPA becomes more difficult if there are different business rules across the organization. It is common for the local rules within groups of schools to be different for factors like classes that are retaken, weighting for advances placement courses, how courses taken outside the school (Prior schools, Community College Courses) and a host of other factors. Coming to agreement on these types or business rules and defining labels to clearly identify the different measures can get time consuming and requires the groups to compromise somewhat.

We recognize that the implementation project will require a governance structure, and an organizational change management strategy, to design, develop and rollout the project that ensures stakeholders participate in the project and become system owners. With the structure of the SEA and LEA being so new, there are still roles and responsibilities that remain to be finalized. These roles must be clear to ensure that the design of the data structures and security schemas will properly serve all of the respective organizations. We plan on including active participation from the SEA, LEA charter schools in this project. The charter schools will be encouraged to assign a representative to participate in this process. The DC Public Charter School Board's role is to facilitate the Charter School Law, allowing charter schools that have passed a rigorous application process, to operate with a certain amount of autonomy. The "Center of Excellence" concept that is popular now with ERP projects may be a good model here. This governance model requires that each interested department/ organization contribute a person to represent them during the implementation phase. They will also need to dedicate some percentage of that representative's time to continue to work with this team after the implementation to ensure continuity and buy-in from all of the organizations. The members of this Center for Excellence should be fully dedicated to this project during the implementation process – requiring the LEA and schools to contribute headcount to the project. This may require increased participation, but without this we risk the SLED implementation becoming an "IT project" with no buy-in or support from the user community.

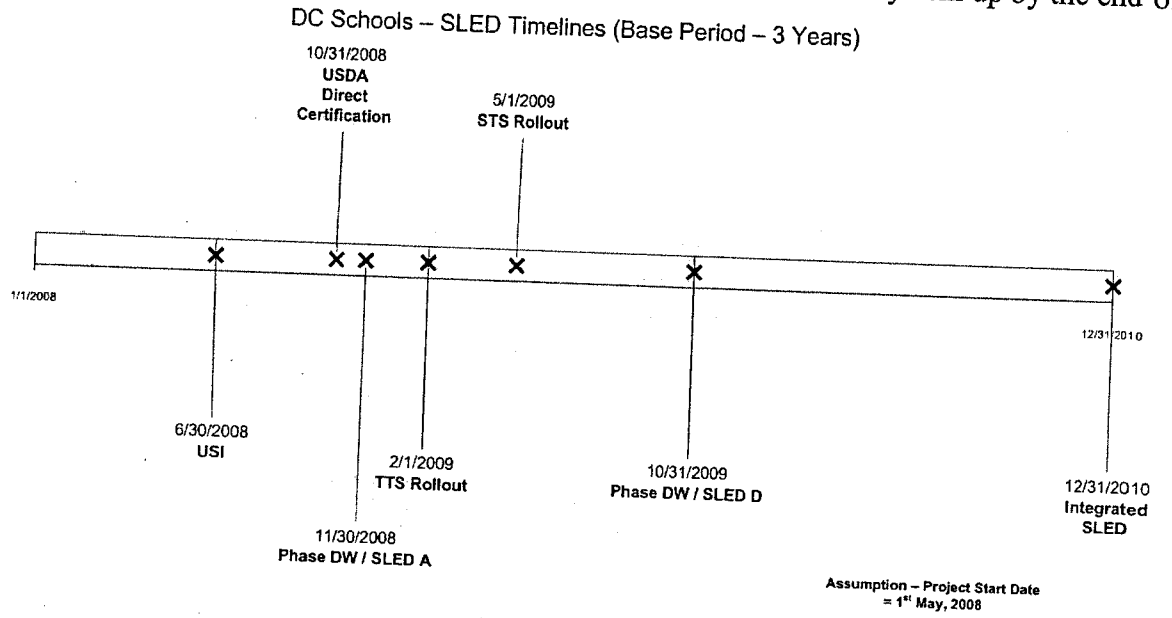
12. How soon can our schools expect to be able to access and update student information in real time? What are the obstacles that might slow the real-time data access and what strategies have you used to anticipate and get around those obstacles?

Team Oracle is answering this question along these two aspects:

a **Project Implementation Timelines** -- How soon will the components of the SLED system be rolled out to end-users
b **Data Load Frequency** -- How soon after adding / modifying data in their Student Information systems and other source systems will end users see the changes reflected in the SLED system

a) Project Implementation Timelines -- Within 60 days of project start-up, we will have the Unique Student Identifier component of the SLED system up and running for the first set of Student Information Systems. Also, within the first few months, we could have the Direct Certification component functional and ready to receive and process data from the District of Columbia Department of Human Services Income Maintenance Administration (IMA). A part of Team Oracle's project delivery team will be simultaneously and efficiently working to get the Student Tracking System and Teacher Tracking System pieces up so as to get the reporting from the various Subject Areas of the Data Warehouse. Based on our experience at implementing Longitudinal Data Systems at other State Departments of Education, most recently at the TN DOE, we have learned that it makes best sense to roll out the various subject areas in a planned and phased manner. We will follow the same principles here also. The first phase of the Data Warehouse will include the Enrollments (includes enrollment, withdrawals, completions,

promotion, graduation), Assessment, Teaching Subject Area (including Highly Qualified Teachers and Linkage of Students and Teachers Course) and Attendance/Truancy and Discipline. We will then roll out additional subject areas 3 or 4 at a time every few months as you can see on the diagram below. We hope to have a complete Integrated SLED system up by the end of 2010.



Schools will be able to access different pieces of information at different points of time. By the end of month 7, reporting and ad hoc querying will be possible for the Enrollments, Assessment, Teaching and Attendance subject matter areas. If, during the project inception and planning, Team Oracle learns that a different set of subject matter areas is of higher priority, we will re-prioritize accordingly. Additional subject matter areas will come on-line over the course of the project.

The obstacles that we could possibly encounter would be project management related. Team Oracle is comprised of specialists that have successfully delivered LDS systems in a timely manner and we hope to leverage their considerable skills and experience to mitigate these challenges.

b) **Data Load Frequency** – The frequency with which the SLED system will be refreshed from the source systems would depend on the component of the SLED, the subject area, the availability of data in the source systems and the business requirements. This load frequency could range from 'near-real time' to hourly to daily to weekly to monthly. We would like to clarify here that schools would not update student information in the SLED system, but continue to do so in their Student Information Systems. The data from the SIS will be periodically and frequently loaded into the SLED system to provide a quick view of the most recent data.

Some of the obstacles that are typically faces in this aspect are as under:

- Non-availability of source systems
- Network and latency issues

- Participation of source system administrators
- Availability of Subject Matter experts
- Inadequate Technical Hardware configuration
- No common buy-in of data load frequency
- Short Data Load Window

Team Oracle has considerable experience in implementing similar systems in the Education space and other industries. Our detailed responses in the RFP detail our methodologies in getting around these and other obstacles.

13. **Vendors have made contradictory predictions regarding the feasibility of meeting our fast start-up timelines, especially in regard to the USI and direct meal certification components. What assurances can you give us that these two components can be in place early in the start-up process, as requested in the RFP and what implementation risks threaten our intent to meet those timeline goals?**

Team Oracle understands that the timelines for the following two components are critical as per the amendment on 15th January 2008:

a **Unique Student Identifier (USI)** – Within 60 days of contract award
b **Direct Meal Certification** – 30th September 2008

While these timelines are aggressive, Team Oracle believes that it will be able to meet these timelines as explained in detail below.

Unique Student Identifier (USI) – Every student within the DC Schools system will have a Unique Student Identifier (USI) within 60 days of the project start date. Team Oracle's technical experts presented the technical detail of the architecture of the USI on 25th March 2008. Although this solution utilized Edustructures technology, if the District decides to proceed with See Beyond technology, team Oracle will deliver analogous structures using the See Beyond integration technology.

Direct Meal Certification – Team Oracle understand the implementation of Direct Meal Certification systems in SLED environments. Creating the schema, data structures and the program code is a straightforward process. The most risk in this process is associated with importing of the student data from the existing Student Information Systems. The key to the Direct Meal Certification process is a "match/merge" process that refers to the comparison and integration of student data from the DC DHS IMA and student data from the Student Information Systems. The DC DHS IMA data feed is one data source, but the Student Information Systems are many, heterogeneous data sources. To mitigate this risk, we must plan for early outreach to the Student Information System administrators by the Team Oracle Direct Certification technical lead.

14. **Our data system should be designed to capture the educational experience of students from their early childhood years through high school and into and out of**

college, including GED, community college, and four-year college programs. Tell us how you have integrated such systems in other states and what are some of the policy challenges we face as we put such an extensive system in place?

Team Oracle has the necessary skills not just to implement K-12 systems, but also P-16 Longitudinal Data Systems (from pre-K through college). The Student Tracking System (STS) will be one of the components contained in the SLED system and will source data about a student's higher education from various systems such as UDC and other public universities' SIS and National Student Clearinghouse. The STS will contain critical information spanning a student's lifelong public education experience in DC, from early childhood through grades K to 12, college and other post-secondary education, and into adult education and initial years of employment.

The SLED will include a Subject Area (Post Secondary Transition) that will provide a system that tracks College placement data (AccuPlacer at UDC). Initially, this data will be limited to certain Universities such as UDC. It is anticipated that DC will create partnerships with surrounding public universities in surrounding States as well as private institutions, which will increase the source systems for this data. Our solution will provide the functionality within the data warehouse for the system to be capable of accommodating data from post-secondary students. The system will also provide tools to match K-12 records to their respective post-secondary record. The expectation is to bring in data for students beyond Grade 12 i.e. from college and other post-secondary educations and employment related data. Some of the source systems that will feed the relevant subject area in SLED are the OneApp, the Educator License Information System, the Candidate Performance Assessment System, the UDC SIS, and the National Student Clearinghouse. We may also get this data from other systems that contain relevant data for post secondary students.

The State of Indiana has started working towards a P-20 educational experience Longitudinal Data System and has been successful in getting agreement from all Universities, in the state except Notre Dame, to track students using the State Student ID (STN). They don't use SSN for privacy reasons, so linking to college level data is currently a challenge.

We recognize that the biggest challenges that we will face in implementing an effective P-16 system will not be technical, but rather those around policy and acceptance. One of the most important best practices in ensuring success is to create a P20 Governance Structure that would consist of the stakeholders for this. This should be established for managing the data and be responsible for receiving and integrating data; facilitating data analysis, reporting and transfer; ensuring data quality and security; and providing access.

Colorado's governor, Bill Ritter's new P-20 Education Coordinating Council is a good example and is tackling one of Colorado's greatest challenges: ensuring that a seamless education system from pre-school to grad-school is preparing students for the demands of the 21st Century.

Some other examples of similar governance structures (source:

http://www.nga.org/Files/pdf/0511HONORSTATESSUMM2.PDF) are listed below:

- **Arizona** --The established P-20 Council will examine issues and promote policy and programs that help all Arizona's students meet higher standards and prepare for formal education and workforce training beyond high school; develop common goals, performance benchmarks, and educational policies to provide more opportunities and increased achievement for all students; restore value to the high school diploma by striving to improve all students' performance in reading, writing, math, and science; and discuss quality and rigor of required coursework, including teacher quality and support, alignment of business and industry expectations with high school graduation standards, Honors, Advanced Placement, and other high school programs.

- **Connecticut** -- The Governor will convene a Pre-K-16 Education Council that will coordinate efforts to support the implementation of recommendations made by the High School Advisory Committee; advise the State Board of Education and the Board of Governors for Higher Education; and develop consensus around the two-year and 10-year goals for the Pre-K-16 Council.

- **Florida** -- Florida will leverage its existing K-20 governance system to update statewide and local articulation agreements and work to develop a common measure of college-readiness across secondary and postsecondary education

- **Georgia** -- Georgia will create a permanent P-16 Council that will align Secondary Education Redesign with college- and work-ready standards; pending additional funding, coordinate a public awareness campaign to build public will for Secondary Education Redesign; coordinate Georgia's Secondary Education Redesign efforts to bring meaning to the high school diploma and provide incentives for P-16 collaborative(s) (school, college, and business) to develop innovative redesign models; oversee the use of a four-year cohort graduation rate and pending additional funding, oversee the development of a P-16 data system.

- **Oklahoma** -- The state will create a PK-16 Council by Executive Order that will examine, identify, and act on issues related to rigor and relevance for high school students and readiness for college and career; review the progress and success for the identified activities of the Honor States grant to consider recommendations to legislative, education, and business leaders; convene town hall meetings to present findings of the council and various studies and projects of this initiative; and develop and execute an effective communications strategy.

- **Wyoming** -- Wyoming will convene the Wyoming Education Stakeholders' Summit that will include individuals drawn from every school district, state and local government, postsecondary division, communities, parents, students, business organizations, and interest groups. The summit will result in working groups that commit to work with each other over two years and provide specific policy recommendations on the topic of high school reform for the governor, legislature, department of education, and school districts. The recommendations will cover areas

such as statewide longitudinal P-16 data system career guidance, transition from Carnegie unit to standards-based system, and professional development. All working groups will be reconvened at the end of the two years to share their recommendations. Results of the meetings will be shared with the greater public through a media campaign.

Section II Training and Support Responses #15 thru 18

Training and Support

15. What training and support strategies will you use to engage and motivate LEA and school staff rather than simply inform them of their data responsibilities and our system's demands?

Team Oracle's vision seeks to share knowledge and develop understanding of what can be done with SLED and SLED data. We consider the transmission of the system basics such as logins, navigation, and accessing reports as a training floor, not a ceiling. Substantial product development by Oracle and Edustructures has already created an easy to use interface that allows us to focus training on how to get valuable, actionable information from the system and not just on nuts and bolts.

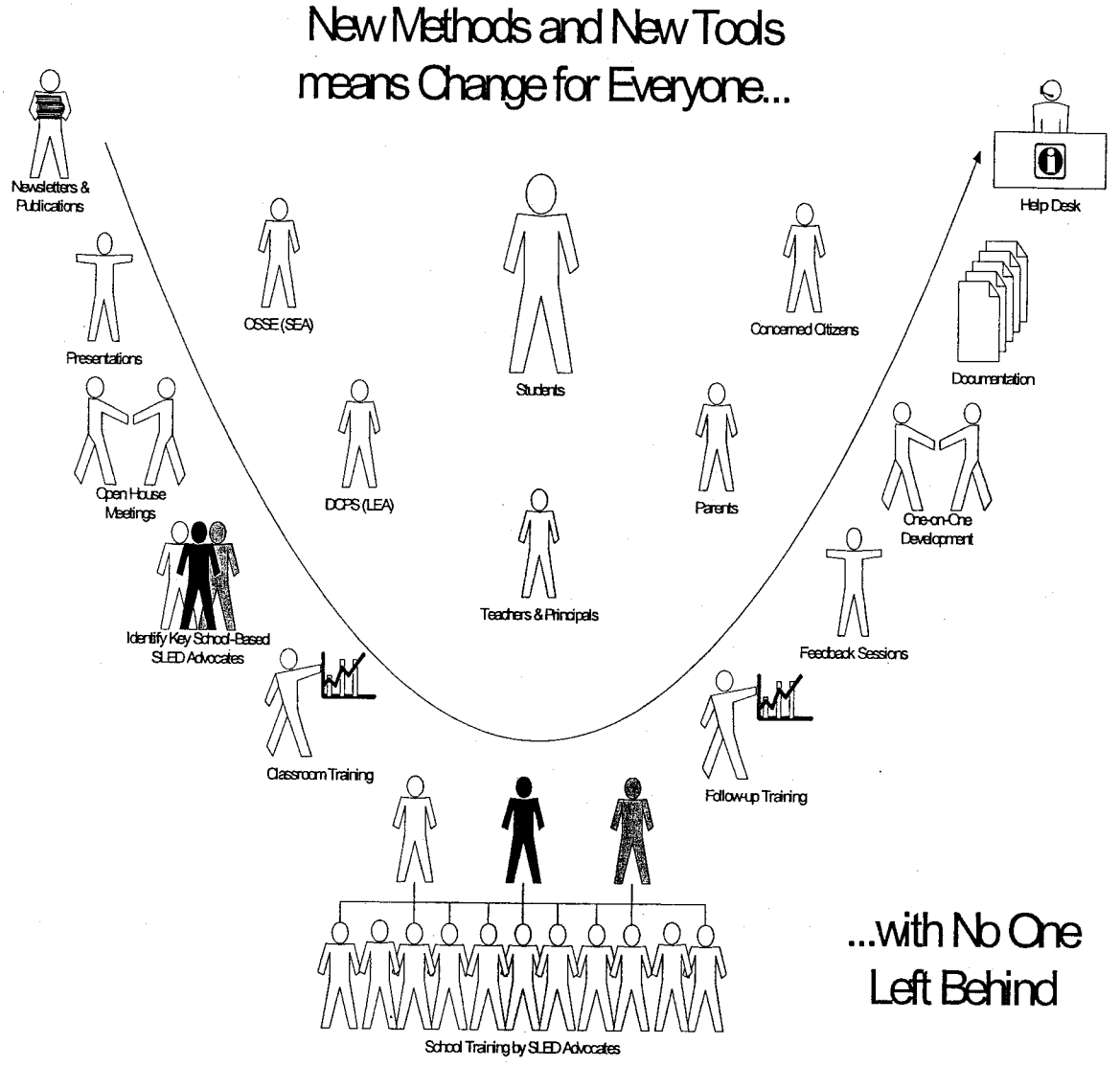
Our primary objective in developing training materials and presentations is to ensure that the available data can be used to improve educational decision making. We are already aware of many of the general benefits that other jurisdictions have realized. As we work closely with DC resources at all levels, we will develop key benefits that bear meaning for the target audiences here. Benefits come from making new uses of new information that impact educational goals and objectives.

Part of our communications and development efforts revolves around assessing, documenting and re-designing business processes that will be affected by the SLED rollout. We will know how, when and in what combinations newly available data and reports will interact with existing operational processes and how they may affect teaching behavior in the classroom and policy behavior by the higher levels of administration.

We recognize that, in a group as large and diverse as those served by SLED, some people will be more actively attracted to the possibilities that SLED offers. These "innovators" and "early adopters" represent a key resource both for the District and the SLED project. We think of them as "SLED advocates". We intend to identify them, cultivate their interest in and enthusiasm for the system, and invest heavily in developing their skills and abilities via classroom training, open houses, workshop sessions and, if necessary, one-on-one attention.

Our close association with these SLED advocates will allow us to develop use-cases that reflect the real issues that users in the District face in doing their jobs. These real life scenarios will then become the means of conveying to the larger audience how and why SLED makes a positive impact. Our experience has shown that users find motivation when training connects them to real problems and opportunities that they face in executing their duties.

Our change management efforts plan to guide users through a well defined process of creating awareness, cultivating a desire for benefits, sharing critical knowledge, developing skills & abilities, and then reinforcing what they have learned. Our objective is that, before any formal training begins, trainees would be aware of what the system is and does, would understand the need for a SLED, and would have personal, practical expectations of what they can get out of training. We have seen that this preparation is critical to enabling motivated, capable users at all levels.



16. **What strategies do you recommend to encourage data use by varied audiences (e.g., between teacher and counselor, school staff and principal), but not across schools or within research audiences without proper privacy assurances?**

We want to encourage collaboration among users at all levels at the same time that we encourage appropriateness and sensitivity to privacy issues. We seek to support a culture of respect and collaboration and we believe these values are compatible with each other.

Team Oracle's SLED solution will put powerful new information in the hands of teachers and administrators. Privacy sensitivity training will represent part of our training approach and our overall communication plan. Our earliest communications will address privacy awareness since we anticipate that users will want to understand how privacy is safeguarded and how their own information is protected long before they ever log into the system.

Our plan to develop real life use case scenarios for training will allow us to weave these privacy issues into the presentations and trainings as we prepare for go-live.
It will take time to change the culture of the organization and staff to utilize the data effectively. DC Public Schools could leverage the processes developed and refined by Los Angles County Department of Public Social Services (DPSS) with DPSSTATS. DPSS is an innovative process that uses performance measurement data within a social services environment to drive decisions, promote accountability and to focus the Department's time and resources on mission-critical activities. Throughout monthly meetings, DPSSTATS provides a forum for DPSS managers to quickly discuss and solve operational issues as a collective effort. Presenters use data and prepared questions to discuss problems and best practices within their operations. Support managers are called upon to remove barriers that may be preventing the presenting manager from attaining departmental goals. This process has been extremely successful in expediting the decision-making process, developing innovative solution to improve operational results, and bringing to light issues that need to be addressed at an Executive Management level. What sets DPSSTATS process apart from other similar processes is the "family" or "Collegial" nature of the process where everyone works together to address real problems and measure success with data. Managers are motivated to solve problems, not by punitive measures, but rather by the desire to excel in the eyes of their colleagues. The collaboration and sharing of "what works" across the organization has been nothing short of astonishing. See –

http://www.naco.org/Template.cfm?Section=Achievement_Awards&Template=/cffiles/awards/program.cfm&SEARCHID=2007coun8

Privacy will be maintained by primarily working at the aggregate level focusing on groups of students with specific characteristics, when utilizing the data by people, like administrators, community groups, who don't have a legitimate educational need to see an individual student's name or identifiers. When the collaboration gets down to the implementation of actions for an individual student by teachers, counselors, school staff and principals who have a legitimate educational need to see the data for their students they would see their student's only and be able to compare and contrast with the results of comparable other student's but they would not be able the individual student's name or identifiers of student's other than their students.

17. **Please describe the balance in technical and training assistance that your company will provide compared with the support you expect DC staff to provide, especially in assuring that Phase I of the contract gets implemented on the planned time line?**

Phase I of the SLED implementation aggressively pursues early delivery of the USI and the USDA Certification components of the system. We plan to meet the technical and training support needs by close work with the limited group of users expected for these systems.

Our help desk support effort will begin almost immediately after award. We will work closely within Team Oracle to assure that an early transfer of District specific information occurs between the development team and the help desk so that the help desk resource will be highly effective and available to users as soon as possible.

Our change management and training team will work closely with USI and USDA Certification users in this early phase. We consider the success of this early phase to be critical to the long-term success of the implementation since it can set the tone and expectations for how users perceive the SLED effort as a whole. Therefore, we plan to deliver training assistance that will be developed and deployed rapidly to meet the projected timelines.

We expect that we will have close support from OSSE and DCPS as we document and refine the business processes that are impacted by these new systems. We would also prefer to have direct support from FTE resources as we reach out to these users with changes to business processes to help overcome some of the known "contractor vs. FTE" friction that sometimes exists in the District Government.

18. **What school-level safeguards do you recommend that we put in place to protect against improper entry of courses that don't correspond to actual course offerings and/or course sections?**

Team Oracle plans to deploy a best in class technical solution in the context of practical changes to District business processes. We plan to identify and document those business processes in order to understand the scope and impact of potential changes. Based on these business processes, user roles and responsibilities will be clearly documented, communicated, and reflected in system security as well as training.

Data integrity processes – validating all types of information not just course entries – represent critical processes for the sustainability of the system. These processes, whether they may be changes to existing processes or entirely new ones, will be part of the implementation. Training materials and presentations will cover these issues.

User roles and responsibilities are adaptable and flexible in the Team Oracle technical solution. We plan to employ that flexibility to insure that the delivered system accurately models the security and workflow demands of District users. With a system that reflects what people need to do and how they do it, we can insure that the appropriate roles interact to create accurate data.

Since the SLED solution connects data and systems at all levels of the District education community, bad data affects everyone. We plan to emphasize that interconnectivity and interdependence in our communications, presentations and trainings.

Section III Customizing Procedures/Processes #19 thru 26

Customizing Procedures/Processes

19. Describe for a non-technical audience how you propose to track students in and out of schools, and across LEAs, so that a school that gains a student can quickly find on the data base instructional and personal histories for its new students.

We expect that there will be a movement of students

i. From one school within a district to another school within the same district
ii. From one school within a district to another school within a different district
iii. From out of state schools to a DC school
iv. From schools within the state to schools in another state
v. Students withdrawing from a DC school

These scenarios are shown in the table below.

#	From	To	School A SIS	School B SIS	School C SIS
A	School A in DC District 1	School B in DC District 1	√ (w)	√ (e)	
B	School A in DC District 1	School C in DC District 2	√ (w)		√(e)
C	From Florida	School A in DC	√ (e)		
D	School B in DC	Maine		√ (w)	
E	School in C DC	Withdrawal due to other reasons (death, incarceration, dropout, transfer to private school etc.)			√ (w)

The check boxes represent the Student Information System (SIS) of the LEA/ School that will capture this information either as an enrollment (e) or as a withdrawal (w). These SIS systems will feed the SLED DW periodically. Our Data Models provide an easy and intuitive way of storing this data including areas for including data base instructional and

personal histories for its new students. More specifically, the Exit Status subject area will capture and store each enrollment and withdrawal that has taken place in any of the source SIS systems. This will be at the student level. The Data model will not only contain the school information for which the enrollment / withdrawal took place; it will also store the most recent school for a student along with rich demographic information for each student. This will allow us to track students in and out of schools, and across LEAs easily. All data connected with the student (his attendance, assessment, discipline, course enrollment etc.) will be easy to report on. The Unique Student Identifier (USI) generated for each student will allow connecting all these areas for a student. The USI will also allow a process to identity students who try to hide that they were previously enrolled. This happens for a number of reasons; Students that were expelled try to re-enroll at another school in the district or another district to hide their past, parents who use year round schools as daycare, moving them between schools when their normal school is off track. This is a significant issue for large urban schools.

20. How will data entry, access, and tracking procedures differ, if at all, in preschool, elementary, middle, and high school, after-school programs, and in post-secondary education programs?

Data entry, access and tracking procedures will be uniform regardless of organization or role of the end-user. Consistency in how the user interface works and operates ensures that users can operate the system regardless of its features with minimal training and with predictability. Various features such as data entry, search, query, report generation, online ad hoc data analysis, etc will be designed in accordance with W3C industry user interface standards that capitalizes on existing user browser knowledge and experience. The interface will be optimized to minimize the "administrative" work that is being asked of the school staffs.

The fundamental purpose of a data warehouse is to prove good data access, tracking and analytics. The SLED will be configured to allow reporting and tracking on students in all of these phases of their educational careers. It should be noted that detailed analysis would take place that will determine what portion of this lifecycle each type of user can see. A principal may be able to see the entire lifecycle, but an NGO user may not.

The existing Student Information Systems will remain in place; so much of the data entry process for elementary school, middle school and high school will remain the same. For pre-school, after-school and post-secondary programs, our team will leverage the existing transactional systems and their corresponding data entry mechanisms. Our scope of work as currently proposed focuses on drawing on existing transactional systems to provide a toolset for answering questions, in accordance with the RFP requirements

The SLED system will source data from the Student Information Systems (SISs) of the various LEAs and other systems. As such, practically all the data will originate in these source systems. The SLED will be used by the end users for Business Intelligence reporting and this will depend on the data that is modeled in the SLED system. We have proposed several subject areas as part of the Data Warehouse component of the SLED system. These subject areas will provide rich

content around various aspects such as Enrollments (includes enrollment, withdrawals, completions, promotion, graduation), Assessment, Teaching (including Highly Qualified Teachers and Linkage of Students and Teachers Course), Attendance/Truancy and Discipline etc.

We may realize that the source systems that feed these subject areas do not have all the data or it is not captured at the desired granularity. This may prompt the evaluation of enhancing the source system functionality. At such a time, changes may be considered around data entry, access, and tracking procedures.

From a different perspective, all the end users will have a common data access and reporting experience. As part of the implementation we will define various roles (and security policies associated with this role), which will determine the functionality and content that an end user will experience.

21. What recommendations do you have for calculating high school participation so that we can distinguish between dropouts, out migration, and actual graduation rates?

The Student Tracking System (STS) component of the SLED system will capture all transactions that a student has with the SIS. This will include enrollments, withdrawals, dropouts, transfers in, transfers out, completions, graduations etc. The STS will model the data in such a way that longitudinal tracking is possible and will contain reasons for leaving as entered in the SIS. The STS will source data from the SIS of the different LEAs. This will include data on when a student first entered 9th grade, the completion type (graduation, regular diploma, special education diploma, certification of completion etc.).

Data from the STS will be moved into the SLED Dimensional Models to allow for intuitive end user reporting which will include Graduation Reports (NGA Graduation Rate Reporting).

As an example, data in the STS will be modeled to allow for the NGA Graduation Rate as shown below:

Exclusion Adjusted Cohort Graduation Indicator =
Students entering 9th grade for 1st time in Ye and graduating by Yg
+ students transferring into 10th grade by Ye+1 and graduating by Yg
+ students transferring into 11th grade by Ye+2 and graduating by Yg
+ students transferring into 12th grade by Ye+3 and graduating by Yg
divided by
Students entering 9th grade for 1st time in Ye - (excl Yc+ excl Yc+1 excl Yc+2 excl Yg)
+ students transferring into 10th grade by Ye+1 - (excl Yc+1 excl Yc+2 excl Yg)
+ students transferring into 11th grade by Ye+2- (excl Yc+2 excl Yg)
+ students transferring into 10th grade by Ye+3 - (excl Yg)

The STS will source relevant data from the SISs. The STS will provide for the calculation of student graduation. This would include the formula that DC schools is using currently and also using the formula on graduation rates by the NGA.

NGA Graduation Rate = [students graduating within four years and a summer with a regular diploma] ÷ [(first-time entering ninth graders four years earlier) + (transfers in) – (transfers out)]

Our solution more than adequately meets the 11 specific guidelines and 1 Generic guideline provided by the CCSSO Technical Panel in Collaboration with the NGA Center for Best Practices (http://www.ccsso.org/content/pdfs/NGA Grad Rate Implementation Paper FINAL DEC 06.pdf) as described below:

A. **Guideline 1** -- Calculate the NGA rate for cross-state comparability, but in addition, consider calculating at least a five-year rate for students who receive a regular or advanced diploma within five years. In other words, determine the appropriate freshman cohort according to the NGA guidelines, and calculate a graduation rate for that group at the end of both four and five years.

B. **STS / SLED DW Solution** -- The STS will have the completion details (type, school year and date). It also has the Cohort information. Calculating the NGA Grad Rate at the end of 5 years is possible

C. **Guideline 2** -- For the purposes of the NGA graduation rate, the panel recommends defining first-time 9th graders as any student who was enrolled at least one day in grade 9 in the first year of a given cohort.

D. **STS / SLED DW Solution** – The SLED DW will have the Enrollment information from STS. If an enrollment record has been created in STS, we have this recommendation implemented.

E. **Guideline 3** -- The panel recommends that the count of transfers in include every student who enters the cohort on grade-level at any point during the four-year period and does not exclude students who arrive late in the 12th grade (or any grade).

F. **STS / SLED DW Solution** -- The SLED DW will have all enrollments in STS. As such the timing of the Enrollment is immaterial. The NGA Grad Rate calculated will include all students as per this recommendation.

G. **Guideline 4** -- Define, document, and implement a detailed student-level exit data collection process to account for students who leave the public school during or between school years.

H. **STS / SLED DW Solution** -- The SLED DW will have all withdrawals captured in STS.

I. **Guideline 5** -- Establish a process by which the SEA reviews statistical trends of exit data within and across school years to identify potentially erroneous data. Establish a

detailed review and validation process for samples of district, school, and/or student data. Establish clearly defined consequences for schools and districts that do not maintain clear and accurate documentation and validation processes that meet the state guidelines and for submitting erroneous data to the state. Clearly communicate each of the processes and consequences to districts and schools.

J. **STS / SLED DW Solution** -- The SLED DW will have the data to create a report – "Exit Status break down by school, district and state trended by time". This report could be generated from the SLED DW and be used to create the 'accountability' process discussed above.

K. **Guideline 6** -- Students who 'vanish' (i.e., cannot be found in another location, no documentation exists for where they went, etc.) should be counted as dropouts, not as transfers out.

L. **STS / SLED DW Solution** – The SLED DW sources withdrawal codes from the STS.

M. Our solution will put several business rules in place to correct these codes. As such, there will be a more accurate way to determine what a student 'vanished'

N. **Guideline 7** -- 4th-year summer graduates should be counted as graduates in the NGA rate.

O. **STS / SLED DW Solution** -- The NGA Grad rate will be calculated in October. This will allow for data for summer graduates to be loaded into the SLED DW and be used to calculate the NGA Grad Rate.

P. **Guideline 8** -- A student receiving special education services whose IEP allows an extra year to graduate, or a student receiving services for limited English proficiency who is allowed extra time to graduate, should be placed in the cohort with which that student is expected to graduate. Thus, a student who enters 9th grade in 2006-2007 but has documentation showing that he or she is allowed five years to graduate under his or her IEP or special program should be placed in the 2012 graduation cohort.

Q. **STS / SLED DW Solution** -- The SLED DW will maintain several cohorts – Regular Cohort, Extended Cohort and a Reporting Cohort. The Extended cohort allows for an additional year for Special Ed students and for ELL students. The SLED DW also allows for a situation where such a student graduates in 4 years (instead of the allowed 5 years). Also, the SLED DW ensures that each student is accounted for only once (and at least once). Using the Reporting Cohort does this.

R. **Guideline 9** -- Follow existing state policies and practices regarding tracking and accounting for incarcerated students, but be very clear in how those students are included in the calculation of the NGA graduation rate.

S. **STS / SLED DW Solution** – Our solution will identify and use existing withdrawal codes. The specific technique for dealing with these withdrawals codes will be documented in the Business Rules document and implemented in the STS.

T. **Guideline 10** -- Students retained in grades 9-12 remain in the cohort to which they were originally attributed

U. **STS / SLED DW Solution** – The Cohort for a student is calculated by using the Year entered 9th grade and the Special Ed and ELL flags. Once this cohort is determined, retention of students in a grade does not matter.

V. **Guideline 11** -- States should clearly describe by component how they are calculating the rate. A national organization such as CCSSO should consider reviewing state documents that explain how the NGA graduation rate was calculated in each state (or surveying states for that information if documents are not available). In addition, that organization should consider providing a resource document that outlines how states address special populations and circumstances in the calculation of the NGA graduation rate. Also, the Data Quality Campaign and CCSSO should incorporate the NGA rate into the Coordinated Data Ask (a system that coordinates requests for data from a variety of organizations in order to reduce the number of separate data requests made of states).

W. **STS / SLED DW Solution** – Our solution will create detailed and validated documents that meet the above guideline. The Business Rules could be incorporated as part of the resource document. The Data Request made can be made by running a simple query against the SLED DW.

Additionally, we have two specific recommendations around distinguishing between dropouts, out migration, etc.

Document Business Rules -- In similar implementations at other State Education agencies, we have found it beneficial to document the business rules around withdrawals. This would include rules on how to interpret the withdrawal codes that could be entered into the source Student Information Systems. As an example, if the code 1784 indicates that a student has withdrawn from a school because he has been incarcerated, how do we deal with this withdrawal? Do we account for it as a dropout or do we consider this a transfer out? Will this depend on whether the incarcerated person is getting schooling within the judicial system?

Common Taxonomy for Standard Student Exit Codes -- Today's public education agencies are being held accountable for student achievement to an unprecedented extent. The current focus on student outcomes—particularly the attention given to graduation and dropout rates—has highlighted the importance of collecting accurate data at the student level. Comprehensive information systems need standard codes to place students who enroll in a specific school within a given district, and to subsequently track any changes in those students' enrollment status. There is a need for best practices for maintaining such information. This would help education agencies develop effective information systems for tracking the enrollment status of students. We will also work with the OSSE / LEA subject matter experts to explore the possibility of standardizing the

exit codes from the different LEAs as proposed by the National Forum on Education Statistics in their document titled "Accounting for Every Student: A Taxonomy for Standard Student Exit Codes (2006)" found at **http://nces.ed.gov/forum/pub_2006804.asp**.

22. **What has been your experience in developing procedures for tracking teacher impact on schools from different programs, e.g., various colleges and universities, different types of programs, e.g., Teach for America and Teaching Fellows programs, etc?**

Our solution will allow this analysis and other such inquiries effortlessly. This is possible using cross subject area reporting. Cross subject area reporting uses data from different subject areas using common dimensions. Thus, it will be possible to analyze the impact of the various characteristics of a teacher (called leading indicators) on several areas for a student such as Assessment scores, Attendance, Truancy, Dropout rates, Discipline etc. (referred to as Lagging Indicators).

Rich attributes in the Teaching subject area (such as programs attended, teacher experience, qualification, certification, years of experience, highly qualified status etc.) will server as leading indicators to explain impact on the lagging indicators. This will be easily possible because our data models use conformed dimensions such as Student, Grade, School, School Year and link teachers and students through course enrollments.

Some of the source systems from which data will be sourced include:

- Educator License Information System (ELIS)
- Candidate Performance Assessment System (CPAS)
- National Association of State Directors of Teacher Education and
- Certification (NASDTEC) Clearinghouse

These dimensional models will provide the required functionality as described below:

- **Course Enrollment**: Brings together teacher, student, class assignment, school, grade
- **Teacher Experience**: Holds teacher experience on a yearly bases, the district, school year
- **License and endorsement dimensions**: Hold the different licenses and the endorsements related to license and teachers
- **Teacher Education dimension**: Holds Teacher's degrees, Higher Institutions
- **Teacher Facts**: Holds information about teachers leaving schools, school year
- **Training Tables**: Holds information about courses taken by Teachers.
- **Teacher Salary**: Holds the FTE (Full time equivalent), salary, assignments

Additionally, our solution will allow tracking assessment scores in the Praxis series of standardized tests. The Praxis Series assessments provide educational tests and other services that states use as part of their teaching licensing certification process. The Praxis I® tests

measure basic academic skills, and the Praxis II® tests measure general and subject specific knowledge and teaching skills. The TTS will collect and track data on the Praxis scores of educators in the DC LEAs including their score, test taken, date test taken, and whether the educator passed the test. Data from the TTS Staging Areas will be moved into the TTS Dimensional Models to allow for intuitive end user reporting around this requirement.

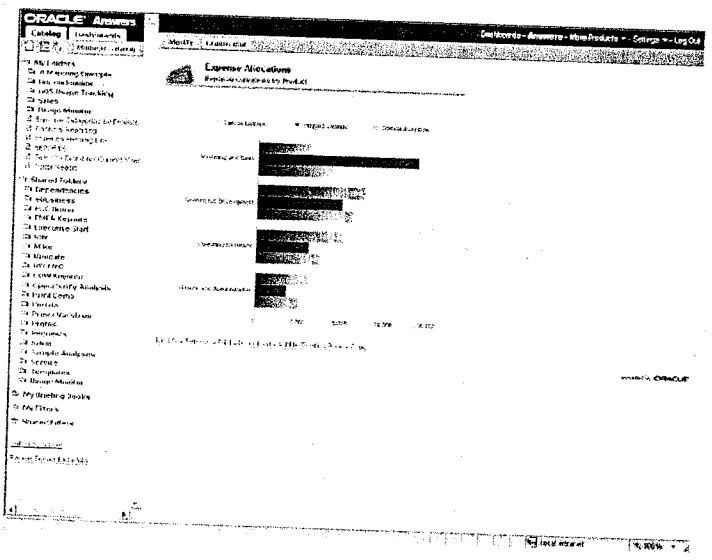
23. To what extent can the reports you have developed be customized to our purposes? Can reports be customized? To what extent?

We will provide standard reports for each subject area. End users that have the appropriate privileges will be able to modify and customize these and also create additional ad hoc reports. Our solution proposes using Oracle Business Intelligence Enterprise Edition Plus (OBI EE Plus) as the reporting platform, which includes a component, called Oracle Business Intelligence Answers. Oracle BI Answers provides true end-user ad hoc capabilities in a pure Web architecture that is user friendly and easy to understand. The SLED will include various subject areas that will each contain a set of pre-built reports. The proposed solution also provides an intuitive graphical user interface for easy access to pre-defined reports, to pre-defined dashboards, to graphical ad-hoc tools and to share report components that can be used to easily assemble user defined dashboards. Report creation capabilities, for simple up through complex reports, are included.

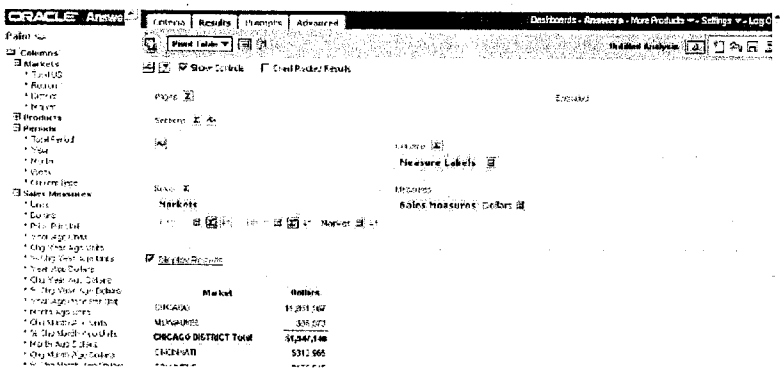
This screenshots show an example of the easy to use interface for selecting and displaying pre-defined and ad-hoc reports. Pre-defined reports are organized in folders on the left side. Users simply click on a report to display it on the right-hand side. To begin an ad-hoc query session, the user simply selects the "Answers" link circled at the top of the screen.

Appendix 6a: Oracle Business Intelligence Enterprise Edition (OBIEE)

Screen Shot 1 – User Friendly Interface



Screen Shot 2 – Oracle BI Answers



24. **Tell us about your experience in connecting to data sources from the health and social service agencies to enable direct electronic certification of free and reduced-priced meals. What challenges can we anticipate in seeking this collaboration?**

Team Oracle has considerable experience in building systems that obtain data from varied source systems.

The ETL Process will use Oracle Warehouse Builder (OWB) 10g Release 2. Oracle Warehouse Builder is a core component of Oracle's Business Intelligence strategy, tightly integrated with the entire stack of products Oracle offers to customers. Using OWB we can connect to data sources from a wide variety of sources (including the health and social service agencies to enable direct electronic certification of free and reduced-priced meals) as under:

- Oracle
- Relational tables
- External tables
- Advanced queues
- SAP R/3
- Flat Files
- ODBC
- DB2, Sybase, Informix, SQL Server (via Oracle Transparent Gateways)
- Mainframe

Our solution will allow for the automatic collection of data. Based on detailed analysis, one of the two options will be used:

- **Option 1** – Direct reach through into the IMA database using a Database Link.

- **Option 2** – If for some reason, Option 1 is not feasible, templates describing the data structures needed will be provided to the IMA system administrators. Data will be extracted in these formats and interfaced into the SLED DW.

Based upon the clarification responses provided for the RFP, Option 2 would be used.

The challenges that we expect to face in sourcing data for the direct meal certification are the typical challenges that an organization would face in sourcing data from an external agency.

25. **What are your plans for reviewing our Data Dictionaries to ensure that we have put in place well-defined elements, consistent with the state of the art nationally, that our system will yield high quality and nationally comparable data? How much flexibility is there for adapting new data elements added after the initial system is in place?**

The DC SLED system will get a jumpstart in establishing a data dictionary that contains well-defined elements that are consistent with educational best practices. Our team will be leveraging proven SLED data models. The data model is a non-technical way of mapping how data fits together. Within the data models, metadata are the data that are constructed by combining base data (records) into more meaningful data, which will be defined in the data dictionary. Our ETL tool allows for more than the maintenance of the metadata. It also allows for reporting on metadata, tracking the lineage of metadata and for running impact analyses to review the "what if" scenarios of redefining an entry in the data dictionary.

Additionally, metadata evaluation will focus on:

- Data governance policies
- Creation of a metadata repository for aligning source and internal LDS data
- Evaluation and alignment of metadata with NCES and EDEN data reporting standards for LDS and all source data feeding the LDS via a data dictionary system and data review process.

In addition, a data governance and management approach will be recommended to ensure data change control after the system is in place. Our solution proposes using Oracle Business Intelligence Enterprise Edition Plus (OBI EE Plus) as the reporting platform, which provides a Common Enterprise Information Model in a metadata that will enable the District to define a single, consistent and logical view of the Enterprise Information across the DC SLED system and different operational systems. This will provide the business with a unified view of this information. The District can model complex information sources as simple, understandable semantically unified logical business model. OBI EE Plus can define and document a Common Enterprise Information Model in its metadata repository that will provide the flexibility to change source applications and business rules without rebuilding the entire Enterprise Information Model. The tool provides facilities to map complex physical data structures including tables, derived measures regardless of where the data resides. The Common Enterprise Information Model would implement an abstraction layer that will help de-couple information consumers from physical information sources. As a result both technical and business users will see this as a unified information source regardless of where the data (and metadata) physically resides. This also makes making changes much easier than a system that must physically change or collocate the data to make changes. The data can reside in any number of applications and data stores, including Excel files, and other "personal" databases.

26. Do you have procedural manuals already written that can be adapted and modified for our specific purposes?

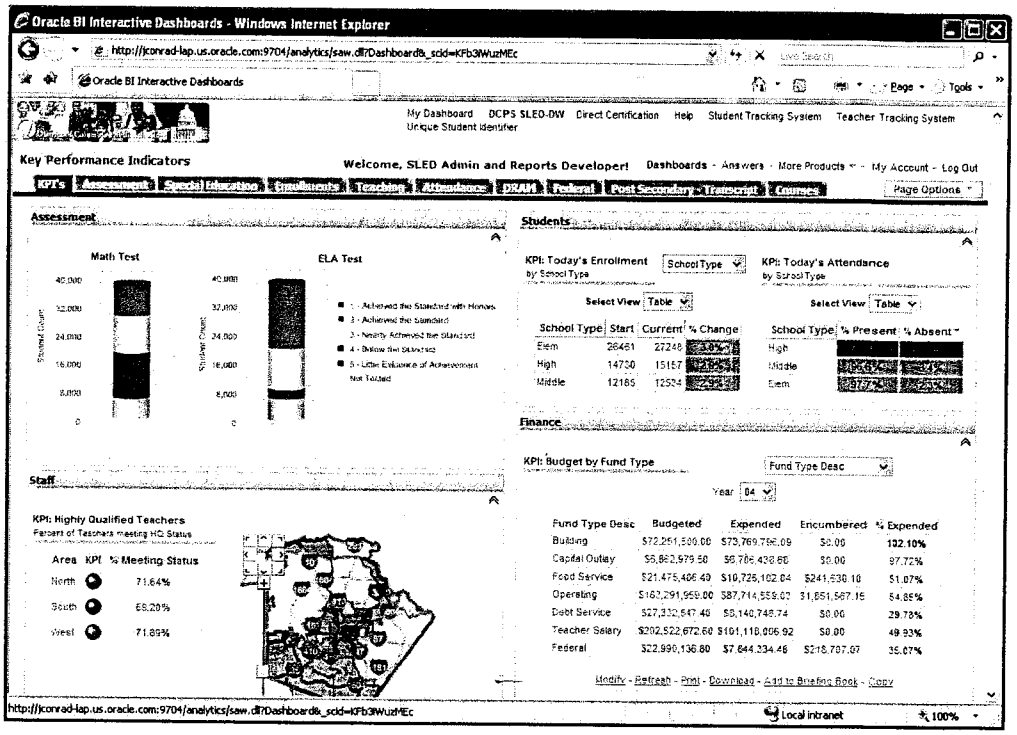
Team Oracle will produce custom documentation for the SLED solution, including user guides, technical documentation, change management guides and help desk guides. Although the final product will be unique to DC SLED, we will be leveraging a combination of existing tools documentation and procedural templates. The pre-existing materials are easily adaptable for DC SLED. Our team will work hard to strike a balance between delivering tailored documentation and exploiting the operational efficiencies of leveraging pre-existing templates.

Section IV Client/Customers Questions #27 thru 30

Clients/Customers

27. What design features does your system incorporate to ensure data access and optimal use by busy teachers, principals, and school administrative staff?

i. Our solution will provide one integrated point of access to all users, which will reduce complexity.



ii. Our user interface (OBIEE) is easily customizable which means that we can get users only the data that they need, preventing them from having to sort through many tedious lists of reports to get to the information they want. This also means that we can provide them with the capability (using OBIEE Answers) to quickly define their own ad hoc reports if we have not provided exactly what is needed.

iii. A component of OBIEE, Oracle's BI Publisher will allow users to export data into templates created in programs like Word and Excel. This means that users can create templates in programs that they are already comfortable with, minimizing the new skills that must be acquired to leverage our system.

iv. Our user interface contains a very wide variety of graphical representations and input mechanisms. The ease of use of our system will help to prevent users from being "turned off" by the new system.

v. The context-sensitive help features of the system will reduce frustration and increase user productivity.

vi. Our system allows not only for the creation of ad hoc reports, but also for sharing ad hoc reports to groups. This means that users will be prompted to begin exploring the system not only through formal training mechanism, but also at the urging of their peers.

vii. The OBIEE graphically and data presentation interface clearly displays education performance metrics and indicators that informs users with a glance if educational and operational targets are being achieved.

viii. Drill down capability enables users to quickly move from summary data to detailed data with a few clicks, and avoids a tedious report laden interface.

The work done by Team Oracle at the Los Angeles Unified School District provides a quick **Case Study** on how we plan in ensuring data access and optimal use by busy teachers, principals, and school administrative staff.

The Los Angeles Unified School District has leveraged their Information Systems and infrastructure in ways only seen in some of the most forward thinking and proactive organizations. The District developed an enterprise-wide Decision Support System (DSS) that turns data into information for decision-makers within the District and has utilized it to improve student achievement for the last few years.

The DSS is constantly evolving to increase its scope and positive impact on the student achievement in the district. At first the DSS focused on determining what worked and why, by providing detailed integrated analytic capabilities primarily focused on annual data for local districts, the district as a whole and the most analytically oriented school staff. From its initial successes, the DSS evolved to provide more near real-time information to the same groups with the addition of the various periodic student assessments (Reading, Math, etc.). This enabled the academic leadership to proactively investigate and quickly take action to intervene for students at risk and to allocate resources to the areas of identified need during the school year without having to wait for the annual results.

LAUSD was looking to update the DSS interface to continue and accelerate the positive impact of the DSS on teaching and learning by delivering the greatest insight to the largest number of users – including teachers and administrators with limited computer skills. While evaluating a new user interface the District help a focus group of users from

the field who evaluated a Pilot system using OBI EE Plus for its usability and value for School Level users.

28. **There is some interest within the DC research community to use the National Student Clearinghouse to obtain individual level student information on college enrollment and college graduation from many colleges nationally. If we are not using social security numbers as our USI, what strategies might we consider to make school years and college years data matching feasible?**

We will not use social security numbers as unique student identifier. However, we may consider storing the social security numbers within the SLED system in a secured manner (using the Virtual Private Database – VPD features of the Oracle Database). These social security numbers will not be accessible to non-authorized users. These social security numbers could be used to match individual level student information on college enrollment and college graduation within the National Student Clearinghouse with the students in the SLED system.

We also recognize that not all students within the SLED system will have social security numbers (illegal immigrants being an example). For these students, data elements (such as first name, last name, date of birth, address, etc.) other than the social security number will be used. Our ETL tool has powerful pattern matching and data profiling algorithms for aligning student data from different sources where the social security number is not available. Experience has shown that "first pass" data matching can be achieving 87%- 95% with basic matching algorithms.

Our ETL tool will be able to use sound scientific/mathematical practices to highlight data similarities and anomalies. The ability to profile data is built into the tool. Furthermore, the data profiles that you build can be used to generate automatic corrections to your data. Our ETL tool supports most of the algorithms used in matching and merging data -- Jaro-Winkler, edit distance, double metaphone and others.

Additionally, our solution will allow this analysis and other such inquiries effortlessly. This is possible using cross subject area reporting. Cross subject area reporting uses data from different subject areas using common dimensions. Thus, it will be possible to analyze the impact of the various characteristics of a teacher (called leading indicators) on several areas for a student such as Assessment scores, Attendance, Truancy, Dropout rates, Discipline etc. (referred to as Lagging Indicators).

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29. We currently have not considered as strong a data collection system for tracking the impact of principals on schools as we have for teachers. How, if at all, should we think about integrating human resource histories of our principals as well as teachers as part of our SLED warehouse?

Research on principals and teacher performance suggests that there are key performance indicators that are highly correlated with student, classroom, and school performance outcomes. It is recommended that education evaluation practices and key performance indicators be defined, sources of data supporting the key performance indicators be identified, and that the SLED system be used for these metrics.

Our solution includes a very sophisticated Teacher Tracking System. The optimal way of including principal information the SLED system would be to expand the Teacher Tracking System and making it a "Personnel Tracking System'. This would mean extending the Teacher Tracking System to include administrative data about school personnel (teachers, principals, counselors, etc.). This will depend on whether this data is available in the source system.

30. There is considerable interest in connecting administrative data about school personnel (teachers, principals, counselors, etc.) with the type of professional education they received (alternative training, Teach for American, traditional

program from specific colleges/universities). In what ways have your systems gathered these data and conducted analyses of how professional preparation affects student performance?

As detailed in our response to **Question # 28** in this submission, our solution will allow this analysis and other such inquiries effortlessly. This is possible using cross subject area reporting. Cross subject area reporting uses data from different subject areas using common dimensions. Thus, it will be possible to analyze the impact of the various characteristics of a teacher (called leading indicators) on several areas for a student such as Assessment scores, Attendance, Truancy, Dropout rates, Discipline etc. (referred to as Lagging Indicators).

We could consider extending the Teacher Tracking System to include administrative data about school personnel (teachers, principals, counselors, etc.). This will depend on whether this data is available in the source system.

Section V SLED Staffing Questions #31 thru 32

Staffing our Data Warehouse

31. **What type of technical staffs will we need to have in place as we move from your organization as the system host to our own organization servicing as the system host?**

Experience Oracle DBA's with ideally 5 years of experience

Please see the DBA Functions provided under separate cover

Additionally, as a Team Oracle client, our support network can provide candidates for your recruiting needs.

32. **What kinds of specialized staff do schools need to accurately enter data and to support various applications for retrieving and using information available from a longitudinal education data warehouse?**

As part of our review of existing and required business processes, we will focus on data entry and data integrity roles and processes. Initially, we plan to deploy the teams without requiring new FTE's or other dedicated resources. As we explore the detailed requirements of the business processes, we will work with OSSE and DCPS to determine whether dedicated resources are needed for the future.

Our change management process involves performing impact assessments on business process change. These assessments include a level of effort for all activities.
We do expect that data entry processes will be distributed around the community and that these processes will impact resources as schools and higher levels of administrators.

Team Oracle resources will be responsible for help desk support for the term of the engagement. The change management team will determine the level of effort and configuration of resources with the District.

Learning to used the SLED data is an ongoing process. As we discussed in our proposal and during our demonstration, we expect to develop a network of District resources – SLED advocates who will serve as local experts. Our Change management efforts will focus on developing these advocates during the entire implementation.

For more details regarding the database and application services provided by Oracle On Demand, please see Service Reference Guide. The following table provides examples of responsibilities for database administration.

Task	DEMO, TEST, PROD Environments - Production Phase	DEV Environment(s) - Production Phase	All Environments prior to Production Phase
Develop Oracle On Demand software standards	Oracle	Oracle	Oracle
Apply patches and updates to Oracle database software	Oracle	Oracle	Oracle
Manage the Oracle PeopleSoft Enterprise application schema (see note 1 below)	Oracle	Oracle, Customer, or OI	Oracle, Customer, or OI
Manage Embedded Software application schemas	Oracle	Oracle, Customer, or OI (see note 2 below)	Customer or OI
Manage optional third-party application schemas	Customer or OI	Customer or OI	Customer or OI
Manage space management requirements (space parameters, file management, storage requirements)	Oracle	Oracle	Oracle
Perform initial capacity planning with customer assistance	Oracle	Oracle	Oracle
Perform database defragmentation	Oracle	Oracle	Oracle
Create the environment	Oracle	Oracle	Oracle
Create database links	Oracle	Oracle	Oracle
Perform database refreshes (see note 3 below)	Oracle	Oracle	Oracle
Perform database exports (see note 4 below)	Oracle	Oracle, Customer, or OI	Oracle, Customer, or OI
Backup the database to disk	Oracle	Oracle	Oracle
Recover the database, if necessary	Oracle and Customer	Oracle and Customer	Oracle and Customer
Perform database monitoring and logging	Oracle	Oracle	Oracle
Provide performance tuning (see note 5 below)	Oracle	Oracle, Customer, or OI	Oracle, Customer, or OI (see note 6 below)
Provide user and security management	Oracle	Oracle	Oracle
Startup and shutdown the Oracle server	Oracle	Oracle, Customer, or OI	Oracle, Customer, or OI
Perform database migration to Oracle	Customer	Customer	Customer
Perform Oracle technology stack updates	Oracle	Oracle	Oracle

Notes:

1 - The customer or On Demand Implementer (OI) is responsible for this activity for all environments during implementation and for any implementation-related use of the Development environment(s) after go-live.

2 - The customer or OI is responsible for this activity for all environments during implementation and for any implementation-related use of the Development environment(s) after go-live.

3 - Additional charges may apply. See the Oracle Computer and Administration Services for PeopleSoft Enterprise Programs Policies document available at http://www.oracle.com/OnDemand/policies.html for more information

4 - Additional charges may apply. See the Oracle Computer and Administration Services for PeopleSoft Enterprise Programs Policies document available at http://www.oracle.com/OnDemand/policies.html for more information

5 - This task does not include performance tuning on CEMLIs.

6 - Performance tuning assistance by Oracle is limited to system performance tuning actions requiring privileged access.

Section VI Assumptions Question #33

33. What assumptions have you made regarding this project?

Examining the RFP requirements, Team Oracle grouped the questions that were being answered by the SLED data warehouse into subject matter areas. Examples of subject matter areas are *enrollments* and *assessment*. For the purposes of budgeting the project, it was assumed that the SLED CLIN (CLIN #5) contains 16 subject matter areas. The subject matter areas that are assumed are:

1. Enrollments, including:
    a. Enrollments
    b. Withdrawals
    c. Completions
    d. Promotions
    e. Graduations
2. Assessment
3. Teaching, including:
    a. Highly Qualified Teachers
    b. Linkage of student and teacher courses
4. Attendance, including:
    a. Truancy
    b. Discipline
5. Course titles and student schedules
6. Interventions
7. Special education
8. Language skills
9. Early childhood service program comparison and tracking
10. Corrective action plan reporting
11. Post secondary transition, including:
    a. College credits
    b. Transcripts
    c. Employment
12. Extra curriculum programs
13. Environment
14. Early Childhood Education (ECE) locations
15. Health, food and nutrition
16. Homeless data

Also, for the purposes of estimating CLIN 5, and based on our previous experience, we have made assumptions regarding the complexity of the subject matter areas. Complexity of a subject matter area derives from:

- The code required to extract, cleanse, transform and conform the raw data for a particular subject matter area
- The logic required to manipulate the raw data into meaningful information that can be used for reports
- The variety and detail of reports required for a particular subject matter area
- Whether we utilize Extract Transform and Load (ETL) code as part of the subject matter area. Part of our reporting tool (OBIEE) is a feature called Virtual Data Federation. Virtual Data Federation allows us to build metadata and reports directly from the source tables without utilizing ETL.

For budgeting CLIN 5, the following assumptions were made regarding the complexity of the subject matter areas:

- 4 Subject Matter Areas that will be configured using Virtual Data Federation (No Extract, Transform and Load (ETL) code)
- 9 Subject Matter Areas that will be configured using ETL code of simple complexity. A Subject Areas of simple complexity is defined as one that has a maximum of 1 Fact table, 6 ETL Mappings, 5 Dimensions and 3 data sources.
- 2 Subject Matter Areas that will be configured using ETL code of medium complexity. A Subject Areas of medium complexity is defined as one that has a maximum of 2 Fact tables, 10 ETL Mappings, 5 Dimensions and 7 data sources.
- 1 Subject Matter Area that will be configured using ETL code of high complexity. A Subject Areas of high complexity is defined as one that has a maximum of 3 Fact table, 16 ETL Mappings, 5 Dimensions and 10 data sources.

During the phone conversation with DC Public Schools on 4/11/08, it was discussed that perhaps it is not necessary to plan to create 16 subject matter areas from the outset. Team Oracle agreed to propose an alternate SLED scope of work that assumes 12 subject matter areas.

Team Oracle carefully considered how to remove 4 subject matter areas without making unrealistic assumptions about the level of effort required to complete the SLED. We know that Virtual Data Federation can only be used in very simple reporting scenarios because it will have an impact on the performance of the source systems that it draws from. It would be risky to assume that the subject matter areas of medium and high complexity are excluded. For example, from our on-site presentation with the District of Columbia on March 25th, we know that the Special Education subject matter area is considered important and experience has taught us that this is a highly complex subject matter area. Consequently, we have assumed that if 4 subject matter areas are removed, 2 are Virtual Data Federation subject matter areas and 2 are simple subject matter areas.

If we move forward with this scenario, the assumption for CLIN 5 looks like this:

- 2 Subject Matter Areas that will be configured using Virtual Data Federation (No Extract, Transform and Load (ETL) code)

- 7 Subject Matter Areas that will be configured using ETL code of simple complexity. A Subject Areas of simple complexity is defined as one that has a maximum of 1 Fact table, 6 ETL Mappings, 5 Dimensions and 3 data sources.
- 2 Subject Matter Areas that will be configured using ETL code of medium complexity. A Subject Areas of medium complexity is defined as one that has a maximum of 2 Fact tables, 10 ETL Mappings, 5 Dimensions and 7 data sources.
- 1 Subject Matter Area that will be configured using ETL code of high complexity. A Subject Areas of high complexity is defined as one that has a maximum of 3 Fact table, 16 ETL Mappings, 5 Dimensions and 10 data sources.

...for a new total of 12 subject matter areas.

As such, the overall price reduction to CLIN 5 from our previous submission is approximately $1.5M in the Base Year.

Section VII Vendor Hosting Technical Question #34

34 Vendor Hosting: **OSSE will want to do Vendor hosting for a 3 year minimum time frame. In addition, OSSE may request a site visit to inspect the hosting facilities. The following questions are concerning your hosting environment:**

We have 2 hosting proposals included in this response for your selection.

The first response is from CELT and the second is from ACCELERA SOLUTIONS

There is no difference in the cost proposed

CELT and Accelera Solutions
Hosting Solutions

CELT
Center for Educational Leadership and Technology

To: Sohil Patel, ORACLE

From: Jeffrey M. Bajgot, CELT

Date: April 7, 2008

RE: DC SLED Hosting Opportunity (Revision 3)

CC: Rick Rozzelle, CELT; William Moorehouse, ORACLE

CELT is pleased to offer the solution for a complete outsourced environment supporting the proposed highly reliable solution supporting the SLED initiative for the DC public schools. CELT provides customized high quality communications and network systems solutions to meet the needs of our only customers, i.e. schools. We propose to offer high quality network and systems support engineers and ongoing project management throughout the entire term of the engagement. With the resources allocated to this project we believe we can meet the stringent requirements indicated in the RFP.

We present the following pricing for your consideration. The project plan would require two months of installation/provisioning of the necessary servers, systems and infrastructure. CELT will work with the ORACLE team to provide the systems environment for the installation of the ORACLE applications solution.

We can offer the solution in different options but have the following to present for consideration.

Full Primary and Secondary Sites as detailed in RFP
Term: **38 months (2 months startup, 36 months operations)**
Installation, equipment and initial setup: **$492,000**
Monthly support, maintenance, updates, backups, security, monitoring: **$42,000**

OPTIONS: 1a) Upgrade storage subsystem to EqualLogic PS5000XV, High Performance Fiber Channel Storage: add $109,000 to startup equipment.

1b) Upgrade storage subsystem to EMC CX3-10c, High Performance Fiber Channel Storage: add $87,000 to startup equipment

2) Upgrade development environment to Full Deployment (as shown in Appendix 6): add $30,000 (4 additional servers)

The primary site has full operations plus test, development and tape backup support. Each site, i.e. primary and secondary will be connected to the Internet at 100Mbps with a secondary Gigabit fiber IP network channel for complete failover and service continuity including ORACLE Data Guard support.

Note: Dependencies on suppliers and on currently unknown configuration and setup decisions necessary within the core software may push up against the two months time frame for implementation however with increased and careful project management we anticipate the risk is low and any issues will be identified early in the project implementation. We also anticipate some minor issues and fine tuning of the implementation and configuration to occur beyond the two month time frame and once again these minor issues will be well communicated and agreed with the Oracle and project teams involved.

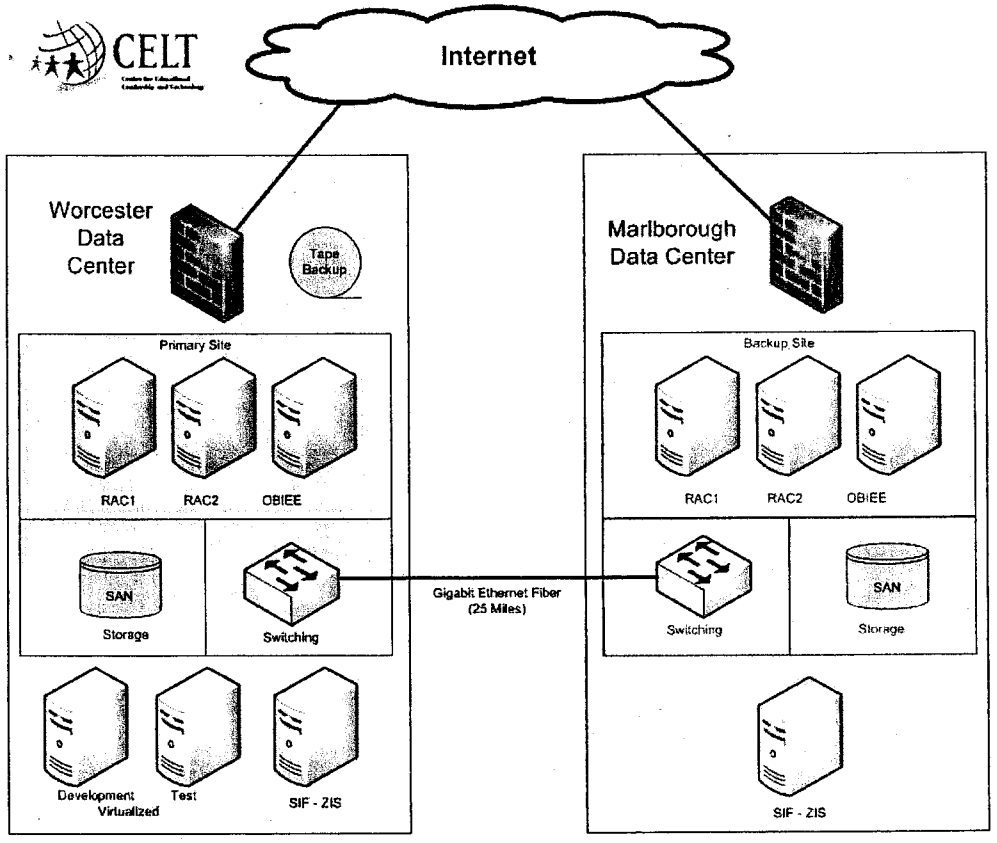

Figure 1 High Level Diagram of SLED infrastructure

In the event the district should choose to eliminate the secondary site, the costs will be as follows:

Primary site only:
Term: **38 months (2 months startup, 36 months operations)**
Installation, equipment and initial setup: **$375,000**
Monthly support, maintenance, updates, backups, security, monitoring: **$34,000**

In the event the district elects to remove the Development and Test Systems from this proposal, it would reduce the proposed pricing under either option above as follows:

Development and Test Systems Reduction:
Installation, equipment and initial setup: **($32,000)**
Monthly support, maintenance, updates, backups, security monitoring: **($3,500)**

In the event the district elects to move forward with only the Enhanced Development and Test Systems environment alone, CELT would recommend the configuration pricing as shown below, note this includes the systems as configured in and the full Fiber Channel SAN.

Independent Enhanced Development and Test Systems:
Term: **38 months (2 months startup, 36 months operations)**
Installation, equipment and initial setup: **$299,000**
Monthly support, maintenance, updates, backups, security monitoring: **$24,000**

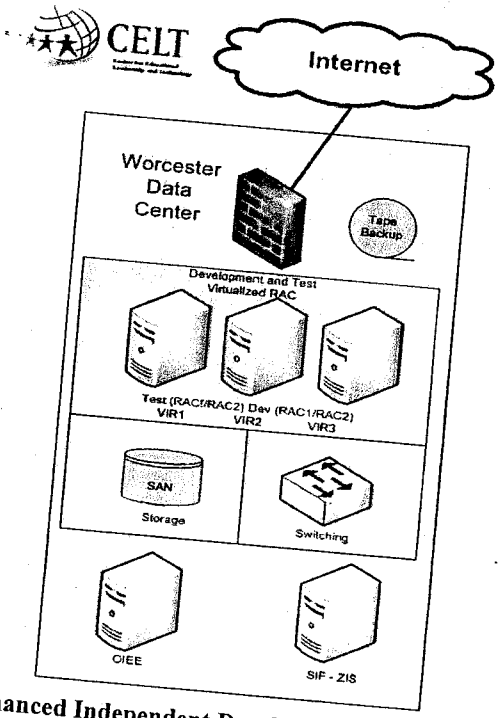

Figure 2 Enhanced Independent Development and Test Systems