CITY COLLEGES
of CHICAGO

November 30th 2021
ADDENDUM 1 for (RFP) #NG2102
ONLINE COURSE DEVELOPMENT AND INSTRUCTIONAL DESIGN SUPPORT
FOR THE DEPARTMENT OF ONLINE LEARNING

ONE (1) ORIGINAL SIGNATURE HARD COPY AND TWO (2) USB DRIVES OF THE RESPONSE TO BE SUBMITTED

All responses shall be addressed and returned to:
City Colleges of Chicago
Dawson Technical Institute
Procurement Services
3901 S. State Street, Room 102
Chicago, IL 60609
Attn: Nick Gibb – Associate Director of Procurement

Proposals must be received no later than 12:00 p.m. CST, Monday, December 13th, 2021

Addendum Item No. 1

Questions, Responses and Clarification of Information

1. Will all the 85 new design courses need to be built from scratch, or do existing courses or course assets exist? Yes, these courses will need to be built from scratch in the online modality, but there is a master syllabus for each course and master course template we use to build all new courses. Most of the courses have a face-to-face component, so some of the content for the new online courses will be available as a reference.

2. Are any of the colleges currently working with external partners to perform any of the services outlined in the RFP? No. Not at this time.

3. The RFP states that the provider will create the 12- and 8-week course shells, while CCC faculty and internal SMEs will create the 16-week course shells. Does every for-credit course require 3 course shells; i.e., does each course require a 16-week, 12-week and 8-week version, or will that vary by course? All online courses are offered in 16-week and 8-week delivery models. As of late, we have been creating 12-week delivery models because many academic departments are requesting to offer online courses during mini sessions, but again, this will vary by course. We expect the vendor to work in coordination with our CCC faculty to develop the necessary master course shells (16-week, 12-week, 8-week) for the respective course as designated by the department chairs. Meaning, if a particular course requires only a 16-week and an 8-week master course shell, then the vendor will help our faculty create those two master course shells.

4. Do Continuing Education courses also operate on 16-, 12- and 8-week schedules, or do those courses operate on different schedules? Sometimes. Most of the CE courses that the vendor will develop are offered in an 8-week delivery model.

5. Once the provider is selected, will the provider be given access to current course shell templates used at City Colleges of Chicago (as an initial reference point)? Yes. We will work with our Office of Instructional Technology department to provide access to the selected provider.

6. Will the provider also be given access to current courses in the LMS and associated documentation (again, as an initial reference point)? Yes. We will work with our Office of Instructional Technology department to provide access to the selected provider.

7. What common features do all master course shells share? For example, do all courses include a welcome video from faculty? All online courses do have a Welcome announcement from the instructor. All online courses share a master course template. Please see below for what is included in each master course.
     i. "Read Me" Module-Faculty Resources
     ii. Meet your instructor
     iii. Welcome announcement
     iv. Introductory discussion
     v. Syllabus
     vi. Course resources
     vii. Module 1: Getting Started
     viii. Café-student hangout
     ix. Online tutoring resource
     x. Zoom

Do courses use a shared syllabus template? Yes, all master courses share a syllabus template.
What types of documentation/structure do you have in place to support your master course concept? Course planners, D2L shells. The D2L shells.

8. What is the anticipated need for the following features (per course):
   a) Voiceover percentage? Voiceovers are used in PowerPoint presentations for ADA compliance. Some instructors use PowerPoints more than others. The CCC-sourced subject matter expert will provide the voiceover for the PowerPoint since he/she/they developed the resource. If the vendor, on the other hand, designs a PowerPoint for a course, then we can use in-house talent, or a CCC-sourced subject matter expert to provide the voiceover in order to reduce cost.

   b) Video? If video is desired, please indicate if professional talent and studios are required, if it's limited to recorded lecture (onsite vs. remote capture) No, we do not require professional talent. Yes, the recordings will be limited to lectures.

   c) Custom artwork or illustrations? Yes, when needed.

   d) Slideshows for synchronous activities? Yes, when needed.

9. Do the master courses require a given number of such student learning interactives per course? No, but most of our courses have enough substantive peer-to-peer and faculty-to-student interaction. There is no requirement, but we encourage faculty to include a variety of student engagement activities.

10. Our Company typically estimates efforts for a course design based on the number of credits per course (based on Carnegie unit standards), and not on the duration of the course in weeks. At City Colleges of

Chicago how many hours of work are expected of students on a per credit basis? (45 hours per credit hour is a common standard, but we've seen different ranges). For the given numbers of for-credit and continuing education courses, can you please provide credit hour and/or seat time estimates? Please refer to the Illinois Community College Board for details on credit hour and seat time estimates: https://www.ilga.gov/commission/jcar/admincode/023/023015010C03090R.html

11. What do you anticipate the approval/review of content process to look like, especially for courses with outside SMEs? We expect the provider to work in lockstep with CCC-sourced faculty to ensure that all course content aligns with master syllabi. We will present to the chosen vendor a more comprehensive process on how this will work in practice.

12. For vendor-sourced SMEs, what selection/vetting of SMEs does CCC require? The SMEs should have expertise in their selected field of study. We will rely on the vendor to make the selection based on the criteria we provided in the Appendix IV-RFP Support Information & Interrogatories.

13. For CCC-sourced SMEs, what is their anticipated availability in terms of hours per week? We anticipate that CCC-sourced SMEs will be available to the provider 2-4 hours per week, if those SMEs are primarily reviewing and approving the content that has been submitted by the provider-sourced SMEs. If the CCC-sourced SME is the primary SME assigned to the course design, then the provider will have access to that SME 3-6 hours per week.

14. What level of interactivity is desired in each course as a percentage of seat time? (for-credit and continuing education), including:
    a) Use of Articulate's default interaction types?
    b) Custom scenarios and case studies?
    c) Project-based learning?
    d) Peer and group activities?
    e) Other interactions?
    All of the above will vary by credit course, based on the course objectives and student learning outcomes. More often than not, the CCC-sourced SME will determine how much or how little each item listed above is used in course design. For Continuing Education courses, we can rely on the provider to make recommendations on how much any of the above is used in a course.

15. What is the anticipated ratio of synchronous and asynchronous coursework? This will vary by course. We require that all traditional online asynchronous courses meet synchronously for a minimum of three (3) times per semester. Some faculty use those opportunities for group work, while others use the meetings for lectures, while still others, ask students to meet synchronously for at least five (5) times to engage in a big project. Thus, on average, our traditional online asynchronous courses are more than 95% asynchronous across the board.

16. If a course that is currently taught face to face is brought online for the first time, does that count as a new course or a revised course? Online Course Revision is defined as an already existing master course that needs a complete overhaul to the content for any of the following reasons (this is not an exhaustive list):
    - The textbook the course was designed around experiences an edition change.
    - The textbook the course was designed around becomes discontinued.

- Department chairs and key faculty members determine the course should use Open Education Resources (OERs).
- An external national or state accrediting agency has made modifications to its standards that directly impacts the course, like updates to policies in early childhood education.
- New technology has emerged that will help students better achieve student learning outcomes and course objectives.
- A much-needed change to the assessments and assignments is required to better help students achieve student learning outcomes and course objectives.

  Online New Course Development is defined as any course that has existed in another learning modality that is being designed to be delivered in the traditional online asynchronous modality. Subject matter experts are expected to create the content that will become the online master course. This content must align with the master course syllabi that are being provided

17. For new courses, where you do NOT have faculty on staff who qualify to design them, is it safe to assume that these courses are not currently offered in any form and will be created for the first time? All courses that are being proposed for new online course development exist as face-to-face courses or exist in another learning modality.

18. We see that CE courses are designed and developed on an 8-week cycle instead of 15 weeks. Our review of your catalog shows that courses seem to be short in duration for students to complete. Is that accurate? Yes, for the most part. Sometimes courses will be offered in the 16-week delivery model to accommodate a faculty member. If the vendor believes the CE courses can be developed in a different time frame than what has been listed, the online learning design team is open to that.

19. How many hours should it take a student to complete a non-credit CE course? This varies from course to course.

20. Do CE Courses have a different master shell design relative to for-credit courses in degree programs? We need to create a master course design for CE, we currently we don't have one. Thus, the vendor may recommend a delivery design that allows students to achieve the learning outcomes of CE courses.

21. Is any on-site work desired or required or is an entirely remote engagement welcome as a cost-saving measure? Remote engagement is preferred. We do not anticipate any on-site work.

22. How many years of ongoing support is expected from the provider/vendor? The RFP is for three years. If additional services are required after that, we may seek to exercise the option of utilizing your services for up to two years after our contract ends, as we reference in the RFP.

    What should be the scope of on-going maintenance? The vendor should not be the only entity who can update the courses. We expect that the updates can be done by CCC staff.

23. Are you looking at any specific visual style—illustrative, photographic, animation-based and so on—for these courses? If yes, please specify : No. We are open to suggestions and recommendations.

24. *Most of the courses we are considering will allow students to complete degrees or certificates online in:*
   - *hospitality management*
   - *addiction studies*
   - *cybersecurity*
   - *media communications*
   - *social work*
   - *web design*
   - *human development and family services*

Are you able to share the *estimated* number of courses that will require design/redesign in *each* of these disciplines? Please see below for a list of proposed courses:

Course Name	Description
ARCHITC 172	Digital Lab III
330CUL 700	College Success Hospitality Perspective
330CUL 701	Intro To Food Service I
330CUL 703	Food Sanitation & Safety I
AFRO AM 214	Hip Hop: Culture and Politics
ART 112	Experiences in African American Art
HMGT 806	Customer Service Fundamentals
HMGT 860	Hospitality Internship
MEDIACM 102	Announcing
MEDIACM 190	Language, Culture and Media
MEDIACM 271	Intro to Interactive Media
MENTHLTH 223	Intro to Addiction Studies
MENTHLTH 229	Practicum in Addictions Treatment
MENTHLTH 223	Intro To Addictions Studies
EDUC TBD	Diagnosing and Documentation
EDUC 102	Using Technology in the Classroom
EDUC 103	Students with Disability in the Classroom
CIS	Introduction to Apple Development
COM DSGN 101	Introduction to Communication Design
HMGT 724	Hospitality Management
HMGT 807	Hospitality Financial Management
HMGT 814	Hospitality Procurement
SOC SER 230	Domestic Violence Practicum
CIS TBD	Advanced Apple Development
CIS TBD	Apple User Management
HDFS 201	Human Development and Sexuality
HDFS 203	Family Development/Cross Cultural Perspective
HDFS 205	Internship for Human Development
COM DSGN 102	Website Design I
HMGT 810	Bar and Beverage Management
HMGT 812	Hotel and Lodging Operations
HMGT 830	Catering and Event Management

MENTHLTH 224	Principles and Practices of Addiction Studies
COM DSGN 132	Publication Design
HMGT 808	Restaurant Operations
MENTHLTH 230	Addictions & Family Treatment
HIT 101	Foundations of HIT
HIT 102	Medical Billing
HIT 103	Basic ICD-10-CM/PCS Coding
HIT 104	Basic CPT Coding
HIT 105	Pharmacology for HIT Professionals
HIT 108	Advanced ICD-10-CM/PCS Coding
HIT 109	Advanced CPT Coding
HIT 110	Medical Terms for HIT Professionals
HIT 201	Fundamentals of Medical Science
HIT 203	Reimbursement Methodologies
HIT 204	Health Statistics & Registries
HIT 213	Supervisory and Legal Aspects
HIT 214	Quality and Performance Improvement
HIT 221	Professional Practice I
HIT 222	Professional Practice II

25. As part of the Ongoing Support Plan, would the below listed scope cover the expected services?

   - Update the content in LMS pages: Yes, after a course is piloted for the first time and feedback from the faculty or students is received, we may require your services to help the faculty update the course(s).

   - Content updates/changes: Yes, when required.

   - Broken links: Yes, when required.

   - Minor media updates (update caption/title): No, we have another vendor to assist with captions.

   - Add/edit/update questions -- summative and formative Yes, when required.

   - Add/edit/update videos Yes, when required.

   - Add/edit/update external links Yes, when required.

   Two consecutive semesters. Course by course assistance may be required.

   Please advise if any other services need to be factored. Yes, we will require an ADA expert who is well-versed in online course design and what is required to meet or exceed federal standards. In addition, we might need assistance with evaluating the proposed courses to determine if all of them are appropriate for delivery in the online modality.

26. As per our operational model, we have several aspects of the design and development handled by our offshore team at very high quality. Are you open to us sharing the rates of offshore resources as additional rates? Those rates are generally beneficial for our customers. Yes, we are open. Proposers should provide the rates of any individuals that it proposes to provide services under this RFP.

27. Which version of D2L does CCC use currently? The Brightspace version we are currently using is 20.21.10.32920.

28. How would you describe or define revision of the courses? When an existing online course is revised, does it have a targeted or expected percentage of how much revision should occur? For example, is 50% of the course revised, more than that? What counts as a full revision in this context? Online Course Revision is defined as an already existing master course that needs a complete overhaul to the content for any of the following reasons (this is not an exhaustive list):
    - The textbook the course was designed around experiences an edition change.
    - The textbook the course was designed around becomes discontinued.
    - Department chairs and key faculty members determine the course should use Open Education Resources (OERs).
    - An external national or state accrediting agency has made modifications to its standards that directly impacts the course, like updates to policies in early childhood education.
    - New technology has emerged that will help students better achieve student learning outcomes and course objectives.
    - A much-needed change to the assessments and assignments is required to better help students achieve student learning outcomes and course objectives.

29. We understand that the course outcomes and learning objectives are already mapped. The College will provide course maps, assessment blueprint, assessment questions, and shells for all the existing courses. Please confirm whether our understanding per above is correct. Yes, we will provide items that are available. We will provide existing materials available.

30. What assessments will be in scope for each course? (for-credit and continuing education)
    a) Formative assessment? (quizzes, knowledge checks) Yes whenever necessary

    b) Summative assessment? (objective tests, rubric-scored tasks) Definitely yes

31. **RFP Ref:** *Additionally, the online learning design team works in concert with the academic leads at each college to manage and maintain online general education courses. That means the design team is committed to revising courses from September 2022 to May 2024. Many of these courses may require external subject matter experts...* Please confirm the disciplines/courses that may require external SME support. All courses have SMEs at the college, but the availability of the SMEs will vary because some of the SMEs are unfamiliar with designing courses for online delivery. See answers to question 24 abo for the FULL LIST of courses that may require external SMEs

32. **RFP Ref:** *The course design team has been asked to embark upon developing about 20 continuing education courses from September 2022 to March 2023 ranging from basic computer software skills to grant writing. These courses will need industry experts and/or external SMEs...*Are you able to share the list of CE courses planned to be developed as part of this engagement? SME costs can vary significantly among different disciplines and subject domains.

CE Word
CE Excel
CE Essentials of Project Management (Hybrid)
CE Google Suites Fundamentals

CE QuickBooks (Hybrid)
CE Data Visualization and Story Telling
CE Street Law
CE DMD Course(?) (131,168 or ART 176)
CE Introduction to Voice Over
CE Web Development
CE Grant Writing
CE Conversational Spanish
CE Entrepreneurship program for undocumented students
CE AWS
CE Cyber Bootcamp
CE Fortinet NSE
CE Mobile App
CE Cisco IT Essentials
CE Real Estate Pre-Licensure
CE Cisco CCNA

33. The format of the Cost Proposal tab includes hourly rates for the expertise/roles listed in the RFP. Do we need to provide the cost only in terms of hourly rates? Do you also expect us to provide cost per course for each category (new, existing, continuing education)? If yes, where should we provide this pricing in the cost proposal tab? Yes, we want an itemized list of services, so we understand where the resources are being allocated. For all other costs, please submit under the 'Additional Costs' table in the RFP Support Information and Interrogatories sheet.

34. *Ref: RFP > page # 9 > point # 4: Experience and Statements of Qualifications. Point # I "Include online course design credentials for instructional designers, project managers, subject matter experts, and other personnel required to fulfill the tasks expected"* By "course design credentials" do you mean degrees or certifications in Instructional Design for IDs; graduate degrees and certification for SMEs in the fields they design courses for; and PMP or other certifications for Project Managers?   These qualifications are standard for our teams. Do you seek credentials beyond these? A resume for each of the team members is sufficient. Most importantly, SMEs credentials must be included since CCC has a minimum credential process for selecting faculty to teach or serve as SMEs.

35. Is there a minimum number of resumes that needs to be provided for each of the expertise/roles listed in the RFP? We are most interested in the vendor sourced SMEs' credentials since they are going to be creating the course content in collaboration with CCC sourced SMEs.

36. *Ref: RFP > Page 6 > Item 2: Assist the online learning design team and academic departments with evaluating existing courses by reviewing course syllabi to determine if courses are diverse, equitable and inclusive (DEI), possess learning objects and other resources, as well as to ensure the courses are meeting eLearning universal design ADA accessibility requirements, while appealing to the myriad of student learning styles.* Does "evaluating existing courses" refer to ALL of CCC's online courses or all of the 135 courses this RFP pertains to? "Evaluating existing courses" means the proposed courses we are submitting to the vendor for revision and any other relevant courses to ensure our online courses have consistent quality. In some cases, the vendor may be required to review face-to-face courses to help

with online course development. Thus, the vendor will have access to face-to-face courses as well but in most instances, content is not present in them apart from the course syllabus.

37. Section 508 recommends WCAG (Web Content Accessibility Guidelines) for ADA compliance of online courses. Since the RFP mentions that the existing courses are 80% ADA-compliant, we assume that the existing courses are WCAG 2.0 compliant. Should we follow WCAG 2.0 or WCAG 2.1 Level AA? What accessibility level is required? Despite that Blackboard Ally is built into all of our online courses utilizing the WCAG 2.1 standard, the 2.0 is also acceptable.

38. Does CCC have any Screen Reader preference like JAWS, NVDA, VoiceOver, Talkback to be used, or just an accessibility score of 80% in BB Ally would be enough to mark ADA compliance? We have JAWS in our Accessibility centers. 80% is the minimum standard for our courses. We'll prefer to have 100% accessible course which is the objective.

39. What are the document types that the CCC team would add to the course or upload, (e.g., Microsoft Word, PowerPoint, PDF, or other document types)? Most courses have MS Word, PowerPoint, PDF, YouTube / Vimeo clips and publisher content. We expect that these will still be added to the course whenever needed. We're open to suggestions and ideas.

40. D2L has its own accessibility checker, will that be used to check for ADA compliance or only BB Ally? Both will be used as part of the accessibility review process.

41. Is the system looking to award a sole vendor, or is the system open to awarding multiple vendors for this initiative? Preferably a sole vendor in order to better manage the course development and delivery process. However, we reserve the right to award the contract to multiple vendors if needed.

42. Would a firm be disqualified if they did not provide three community college references? If unable to provide the full amount, do you suggest providing additional client references who are not community colleges? Upon further review and discussion with the stakeholder group, the reference requirements have been modified. Addendum Item No. 2 (below, after the Q & A section) defines the new reference requirements to be submitted by the proposers.

43. ***Ref: RFP ONE (1) ORIGINAL SIGNATURE HARD COPY AND TWO (2) USB DRIVES OF THE RESPONSE TO BE SUBMITTED.*** *AND Provide a USB with a redacted copy of the entire proposal or submission in .pdf format for posting on the CCC's website. Proposer is responsible for properly and adequately redacting any Data which Proposer desires remain confidential. If entire pages or sections are removed, they must be represented by a page indicating that the page or section has been redacted. Failure to provide a USB with a redacted copy may result in the posting of an un-redacted copy.* We understand that of the two USBs, one USB must contain the redacted copy of the proposal and the other USB must contain the unredacted copy of the proposal (i.e., both the unredacted and redacted forms of the proposal must not be present on the same USB drive). Please confirm whether our understanding is correct. You are to provide TWO (2) copies of your UNREDACTED proposal on USB. A third USB should be included with the REDACTED copy of your proposal.

44. Do we need to include/merge all the signed forms in the proposal or each signed form should be submitted as a separate form? Please submit all forms separately

45. We understand that Economic Disclosure instructions and Economic Disclosure Statement and Affidavit needs to be notarized. In addition, the forms in APPENDIX I also have spaces earmarked for notary signature/s. However, the notary requirement is specifically mentioned only for Appendix IV in the TOC of the RFP. Please confirm which all forms (APPENDIXES) need to be notarized. All forms that are noted as requiring notarization, both in Appendix I and Appendix IV should be notarized before submission.

46. We understand that the forms under "APPENDIX IV" and "APPENDIX I" need to be notarized. Are there any requirements to notarize the forms from a specific state? The notarization should be from any notary located in any state in which the authorized person from the proposing firm signs the documents.

47. The *'RFP Support Information and Interrogatories''* APPENDIX has been numbered VI in the RFP document, whereas the said title of spreadsheet *'06 RFP Course Development - Appendix IV - RFP Support Information and Interrogatories'* - mentions the Appendix number as IV. Please provide the correct Appendix number. Appendix VI (6) is correct.

48. ***Ref: RFP > page # 8 > Table of Contents:*** *"To provide uniformity and to facilitate comparison of proposals, all information submitted must be noted in the same sequence as its appearance in this RFP"* We understand that we have to create the proposal structure based on the 15 points given in the Table of Contents section. Where (in the order of above-mentioned 15 points) should we include the other sections referenced under Page # 7 of RFP, such as *Must Haves, Desired, and Methodology/Implementation requirements*? Please refer to SECTION III – SUBMITTAL REQUIREMENTS, Item 4. Experience and Statements of Qualifications & Item 12. Fee/Cost Proposal

49. ***RFP Ref:*** *Costs for any solution that should factor in growth for three to five years as well as cost reductions due to economies. In addition, please clearly detail one-time costs, scalable costs, discounted costs (as volumes increase or less required services). Please include costs per unit or person up to and including enterprise costs for licenses and/or subscriptions.* Should we add these costs under the 'Additional Costs' table in the RFP Support Information and Interrogatories sheet? Yes.

50. Can you please confirm which of the following forms require a hard signature and which ones can have a digital signature? Hard or wet signatures are required on the Executive Summary Form, Fee/Cost Proposal, Letter of Intent to Submit a Response, Economic Disclosure Statement Appendix 1, Minority Business Commitment and the Women Business Enterprise Commitment and the CCC Ethics Orientation Contractors/Vendors. A digital signature is acceptable for the Cover Letter, W-9 and Financial Statements.
    a) Executive Summary Form
    b) The Letter of Intent to Submit a Proposal
    c) Economic Disclosure instructions and Economic Disclosure Statement and Affidavit
    d) Cover Letter
    e) IRS W-9 Form
    f) Financial Statements
    g) Appendix 1: Minority Business
    h) Commitment and the Women Business Enterprise Commitment
    i) CCC Ethics Orientation Contractors/Vendors
    j) Fee/Cost Proposal

51. **Ref: SECTION V - GENERAL INSTRUCTIONS >> Conflict:** *"In the event of conflict between the Contractor's terms and conditions and those of City Colleges of Chicago, City Colleges of Chicago's terms and conditions will take precedence."* We understand that CCC and our company would be signing a joint Agreement that will be mutually accepted by both parties. Would CCC's terms and conditions still take precedence over the mutually accepted terms and conditions? Yes

52. **Ref: ECONOMIC DISCLOSURE STATEMENT AND AFFIDAVIT >> FURTHER CERTIFICATIONS >> Point # 6** "The Disclosing Party understands and shall comply with all the applicable rules and regulations of the Board of Trustees of CCC now in effect or hereafter adopted by the Board." Can you share the applicable rules and regulations of the Board of Trustees of CCC that we need to comply with? The Board Policies and Procedures are available at the following link: https://www.ccc.edu/departments/Pages/Board-of-Trustees.aspx

53. How will the RFP's be evaluated? Is there a rubric or specific scoring system? City Colleges of Chicago does not divulge any information regarding our evaluations or scoring systems.

54. How budget-driven will the decision-making process be, where additional investment could improve quality? Cost is only one factor that will be evaluated as part of this initiative.

55. Does the firm need to be registered with the State of Illinois to submit a proposal? Yes.

56. Regarding Section III – Submittal Requirements, 5. Clients and Portfolio, and 6. References, is it acceptable for vendors to include the same client example for both? For example, could vendors include a client example and case study, and then additionally provide them as a reference? Yes, this is permitted.

57. Regarding Section III – Submittal Requirements, 5. Clients and Portfolio, and 6. References, is it acceptable for vendors who are subcontracting to M/WBE partners to provide M/WBE partner references? No. To avoid appearances of "quid pro quo", or because the MBE/WBE is a part of the team providing the scope of services it would be inappropriate.

58. Regarding Section 4: Participation Goals, CCC is looking for an MBE Participation goal of 25% and WBE Participation goal of 7%. Are vendors required to meet both of these targets (i.e., proposing with separate MBE and WBE firms and ensuring both 25% MBE Participation and 7% WBE participation) in order for their proposal to be compliant? Or, for example, can a vendor propose an MBE only and still be considered compliant with the M/WBE Participation goal, provided their percentage of participation is at least 25%? In accordance with Appendix 1, Minority Business Enterprise (MBE) and Women Business Enterprise (WBE) Participation Plan ("Participation Plan"), a Proposer can meet the requirements of the Participation Plan by full participation or limited participation for MBEs and/or WBEs with direct participation and/or indirect participation.

Addendum Item No. 2

Update to RFP #NG2102 - ATTACHMENT B – References (Page 24)

The following change has been made to the reference requirements in RFP #NG2102:

ATTACHMENT B

REFERENCES

Proposers, please provide information for the following references:

1. Three (3) Community college, not-for-profit colleges or universities who you have performed Course Design work for.

   Complete the City Colleges of Chicago Reference Questionnaire (following page), for each of your references and return the forms with your proposal. CCC will provide questions to your references. (Please make additional copies as needed.)