



DATE: August 12, 2016

TO: Prospective Respondents

FROM: Terri Lessard, Procurement Services

RE: Addendum #1, RFP # JL07216, Nondiscrimination Online Training

All Respondents are hereby advised of the following amendments to the Request for Proposal document(s) which are made an integral part of the bid documents. Respondents are required to acknowledge receipt of this addendum in their proposal response, as well as include a signed copy of this addendum with their RFP response.

Item # 1: Augmentations to RFP Terms

PLEASE DELETE SECTION 3.6.1 IN ITS ENTIRETY AND REPLACE WITH THE FOLLOWING:

3.6.1 Contract Term: The initial term of the contract resulting from this RFP shall be from January 1, 2017 or the date of execution, whichever is later, through December 31, 2017 with the option to extend upon mutual agreement for up to five (5) one-year terms or parts thereof.

PLEASE INSERT THE FOLLOWING INTO SECTION 3.7:

3.7.2 The University reserves the right to expand the scope of the solution resulting from this RFP to include additional modules which are not specifically required at this time. The modules to be adopted and the departments within the University who choose to adopt them shall be at the University's sole discretion based on the Contractor's available offering. Proposer shall include a separate section of their Technical Proposal for additional modules available that are outside of the immediate need outlined in the RFP and any additional costs, if applicable.

PLEASE DELETE SECTION 3.3.3 IN ITS ENTIRETY AND REPLACE WITH THE FOLLOWING:

3.3.3 The University is interested in, but not requiring, the option of allowing the solution being purchased to be used for in-person training to be hosted by departments within the University. The participants in the training may be included as part of the population covered by the existing license agreement (for example, part of the population of 9,900 undergraduate and 2,300 graduate students) or possibly outside of the scope of the 9,900 undergraduate and 2,300 graduate students. Proposers are requested to include a component of their Technical Proposal required pursuant to section 5.5.4 which speaks to their ability to accommodate this request, the implications on licensing/subscription costs, and how they would propose tracking/confirming attendees are either included or excluded from the 9,900 undergraduate and 2,300 graduate students.

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Item # 2: Responses to Inquiries

Below are responses to inquiries received prior to the deadline established in section 4.1 of the RFP.

THE INQUIRY PERIOD FOR THIS RFP IS NOW CLOSED.

- Q1. What is your intended purpose for the pre-training assessment?
A1. Students whose pre-training score exceeds the "pass" threshold may be excused from training, but that has not been decided. The pre-post test comparison will be used to assess the effectiveness of the training.
- Q2. Do you wish for students to opt-out of lessons that they have already mastered?
A2. Yes, although whether the feature will be utilized has yet to be decided.
- Q3. Will you provide the information or identify the customizations for each audience (grad students, sophomores/juniors, transfer students, etc.)?
A3. To the extent customizations for particular audiences are necessary or desired, the University will work with the successful Proposer to develop mechanisms to identify the population to which each individual belongs.
- Q4. We have a catalog of courses geared toward Higher Education audiences covering Title IX, Sexual Harassment, Discrimination and Harassment, Drug and Alcohol Abuse Prevention, Diversity and more. What other topics do you wish to cover? And do you expect all topics to be delivered within one course – or are you interested in additional courses?
A4. The University's current interest is in training for Title IX awareness and sexual harassment prevention. While the University may be interested in other forms of online training in the future, they are not within the scope of the immediate need but may be leveraged at a later date. Please refer to Item 1 above (specifically, the augmentation to section 3.7.2) for additional information.
- Q5. In order to provide the most accurate pricing proposal possible, clarification on the number of users is desired. There will be 2,300 graduate students + 9,900 undergraduate students to train Spring 2017, correct? Then in the fall of 2017 - and for the 2017-2018 school year - there will be 2,300 new graduate students + 4,500 undergraduate students, correct?
A5. Yes.
- Q6. Is the pre-testing being used to determine net knowledge gain of the student or is it being implemented for a different reason?
A6. It will be used to assess effectiveness of the training (net knowledge gain). Additionally, please see A1 and A2 above.
- Q7. What would be the core differences of the three segmented groups called out in the RFP: graduate students, undergraduate sophomores and juniors?
A7. The primary difference is level of maturity. One additional difference is that many graduate students serve as teaching assistant. Thus, it is important that graduate students understand sexual harassment prevention and Title IX both from the perspective of a potential victim and from the perspective of a person in a position of power and influence. They need to recognize that inappropriate behavior towards students in their classes could cause them to be held responsible for sexual harassment.
- Q8. Can you describe more of what you mean by "public training modules"? Are you seeking additional titles for your students to take in our catalog of courses?
A8. Please refer to Item 1 above (specifically section 3.3.3).

- Q9. Since you want full integration with PeopleSoft or WebCT, wouldn't custom reporting be generated from there?
- A9. The University is agnostic as to where the custom reporting is generated. PeopleSoft or WebCT are options, although that would require custom programming to be performed by University personnel. The University is interested in the custom reporting capacity available within the delivered, out-of-the-box solution being explored with this RFP.
- Q10. In Section 2.0, there is a total student population listed as 31,624. In Section 3.3 there is a call out for 12,200 students to be trained in 2017 and in future years 4,500 students trained. Why are there some students not required to take the course?
- A10. The total student population is the total enrolled. All currently enrolled graduate students and newly admitted graduate students were required to take similar training before registering for classes in Fall 2016. For graduate students, training will be required for all newly admitted students, ensuring that all graduate students receive training once in in their graduate career. The requirement for undergraduate training is a new requirement intended to supplement training that all undergraduates receive as incoming freshmen.
- Q11. To clarify submission format, we should submit one electronic (CD/DVD/USB) with our response on PDF and Excel formats. No additional electronic or printed copies are desired, correct?
- A11. Yes, that is correct.

BIDDER NOTE: This addendum must be completed, signed and submitted with your proposal response to be considered for award. If you have already submitted a proposal, please complete the addendum and submit same in a sealed envelope, clearly marked with the RFP number, response date, and return address. This will be accepted as part of your proposal response, **PROVIDING IT IS RECEIVED BY THE PURCHASING DEPARTMENT BY THE TIME AND DATE SPECIFIED IN THE ORIGINAL RFP DOCUMENT, OR AS AMENDED BY THIS DOCUMENT.** Please acknowledge receipt of this addendum by email to terri.lessard@uconn.edu.

Name	Company	Date
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