



REQUEST FOR APPLICATION (RFA)

Training Program Curriculum Development and Delivery Kentucky Department for Community Based Services

<p style="text-align: center;">Deadline: December 16, 2024, at 4 p.m. ET <i>(Applications received after 4 p.m. (ET) will NOT be reviewed)</i></p>	<p style="text-align: center;">Issued By: Kentucky Department for Community Based Services (DCBS)</p>
<p style="text-align: center;">Vendor’s Conference: November 20, 2024, at 4 p.m. ET <i>(Vendor’s Conference will be held virtually with an opportunity for Q&A)</i></p>	<p style="text-align: center;">Submit Applications to: DCBSTraining@ky.gov <i>(Only electronic applications will be accepted)</i></p>
<p>Specific Instructions: <u>Failure to follow these specific instructions will deem an applicant’s response non-responsive and will not be scored.</u></p> <ol style="list-style-type: none"> 1. All Kentucky State Universities and Kentucky Community and Technical Colleges are eligible to apply. 2. The RFA is comprised of four separate solutions. Through this RFA, the Kentucky Department for Community Based Services (DCBS) is soliciting applications from qualified entities to implement ALL or ONE, TWO, THREE, AND/OR FOUR of the solutions. <ol style="list-style-type: none"> a. Solution 1: Curriculum Development for the Division of Protection and Permanency (P&P), the Division of Family Support (FS), and the Division of Guardianship (DGS) b. Solution 2: Training Facilitation for the P&P, FS, and DGS Workforce c. Solution 3: Training Logistics and Communications Support d. Solution 4: Learning Management System Customization and Support 3. Please note that DCBS will issue a separate Training Program Evaluation Services RFA to procure one vendor to evaluate the training program for the DCBS workforce. While selection as a development and delivery vendor through this Training Program Curriculum Development and Delivery RFA would preclude vendors from eligibility for the forthcoming Evaluation Services RFA, DCBS encourages all eligible and interested vendors to submit responses for both RFAs. 4. DCBS reserves the right to waive minor technical issues. 5. Applicants are responsible for monitoring the Cabinet for Health and Family Service (CHFS)’s Grants Opportunities webpage for amendments and updates to the posted RFA and supporting materials. 6. Plagiarism is strictly prohibited. The use of AI to generate application content will also be considered plagiarism. 	

**KENTUCKY DEPARTMENT FOR COMMUNITY BASED SERVICES
Request for Application (RFA)**

Training Program Curriculum Development and Delivery

Deadline: December 16, 2024, 4:00 p.m. (ET)

Anticipated Timeline

Date	Event	Location
November 11, 2024	RFA released	CHFS Grant Opportunities webpage
November 20, 2024	Vendor’s conference	RSVP E-Mail confirmation and Microsoft Teams Meeting*
November 22, 2024	Questions due from vendors	E-Mail
December 2, 2024	Q&A addendum posted	CHFS Grant Opportunities webpage
December 16, 2024	Application deadline	E-Mail Submission
January 18, 2025	Awardee notification	CHFS Grant Opportunities webpage
March 3, 2025	Contract Effective Date	N/A

* Recommended but not required

Vendor’s Conference

The Vendors’ Conference will be held as cited in this RFA. Attendance is highly encouraged by not required. All RSVPs to the Vendor’s Conference must be sent to DCBSTraining@ky.gov by 12 p.m. November 19, 2024. A Microsoft Teams Meeting invite will be provided separately.

DCBS will not be bound by oral answers to the questions presented at the Conference or oral statements made at any other time by any member of the Commonwealth’s staff. Salient questions asked at the Vendor’s Conference and final responses will be provided in writing and issued in an Addendum that shall be posted to the Grants Opportunities Page.

Submission of Questions

All questions must be submitted via e-mail to DCBSTraining@ky.gov by November 22, 2024, at 4 p.m. ET. Questions received after this deadline will not be answered. All questions should cite the section and the page number of the RFA to which the question relates using the table format below. Please add any additional rows as necessary.

#	Page Number	Section	Task	Question from Vendor

Submission of Application

DCBS will only accept e-mail application submissions. The applicant is responsible for ensuring that ALL pages of the application submitted include the original application and the blinded copies.

The following should be submitted to DCBS when submitting applications via e-mail:

- Vendor's must submit a separate application for each solution to which the Vendor is applying.
- Scan or save the completed "Original" application in its entirety, including all signatures, to PDF format. Save the original application as **24TrainingProgram Solution [Solution #] [University/College Name]**.
- Scan or save a "Blind Copy" of the application in its entirety to PDF format. Save the redacted application as **24TrainingProgram Solution [Solution #] [University/College Name] Blinded**.
- E-mail the "Original" and "Blind Copy" in one email to DCBSTraining@ky.gov.
- In the subject line of the e-mail, type **24Training Program Solution [Solution #] [University/College Name]**.
 - If possible, **send both attachments in one email. ALL PARTS MUST BE RECEIVED BY THE DEADLINE of December 16, 2024, by 4 p.m. ET.**
 - Keep in mind that e-mail coming to DCBS is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that e-mail is not always received on the first try.
 - Applications received after the deadline will not be reviewed or considered for award.
 - Applicants can request confirmation of receipt in their submission e-mail. DCBS will confirm the receipt of the e-mail and attachments (if any). Please note the DCBS does not open attachments to check for accuracy.
 - Do not add others to application submission emails.
 - Do not send Google Docs or documents from Google Drive.

Blinding Instructions

- Blinding is the removal of identifying information from an application. Identifying information is the **University/College Name**. Names of individuals and signatures should NOT be blinded/redacted.
- Blind copies should be completely redacted electronically using black highlighting or X'd out. Example: XXXX.
- Please review the blind copy before submitting it to ensure all identifying information is redacted and all required pages and attachments are attached and redacted properly.
- Blind copies will be scored as received.
- Points may be deducted from your application score if application components are not blinded properly or are blinded so excessively that scoring is impossible.

Formatting Requirements

The application must use the following format:

- Single-spaced and single-sided.
- Letter-size (8 ½ x 11).
- Arial, 12-point font (no compressed fonts allowed).
- The margins for the narrative should be 1-inch side margins and 1-inch top/bottom margins.

- Pages must be numbered consecutively starting with the first page of the Project Narrative.
- Page numbers can be outside of the margin.
- Hand-written numbers are not allowed.
- Texts within charts and graphs may be Arial 10-font and single-spaced. Charts, graphs, and bulleted sections may not comprise more than 20% of the total narrative.
- Bullets may be single-spaced and must be Arial 12-font.

Proposal Content

The following includes the format and information to be provided by each vendor. Vendors responding to this RFA must satisfy all the requirements stated in the solutions of the RFA the vendor is responding to. A proposal that is incomplete in any material respect may be rejected.

This RFA contains four separate bidding solutions (Solution 1, Solution 2, Solution 3, and Solution 4). Vendors may bid for one or more solutions of this RFA. To expedite the review of the proposals, the separation of information will facilitate the review of the material requested. No information beyond that specifically requested is required, and vendors are requested to keep their submissions to the shortest length consistent with making a complete presentation of qualifications and approach. DCBS will not be responsible for expenses incurred in preparing and submitting the proposal.

Required forms, other documentation with instructions, and page limits are outlined below. The application needs to be written and arranged in the order outlined in the table. The application should identify and underline each section addressed throughout the application, in bold. Bidders should submit one consolidated application PDF file including each required form/documentation as outlined in the table for each solution. If the vendor is responding to more than one solution, each solution application should be submitted separately.

For example: Organization 1 applies for Solution 1 and should submit one email to DCBS with two application PDF files (one original application and one blinded application). Organization 2 chooses to submit a proposal for Solution 1 and Solution 2 and should submit one email to DCBS with two application PDF files (one original application and one blinded application) for Solution 1, and a separate email to DCBS with two application PDF files (one original application and one blinded application) for Solution 2.

In this example, Organization 1 will be sending one email to DCBS including Solution 1’s application in its entirety, and Organization 2 will be sending two separate emails to DCBS (one email with Solution 1’s application in its entirety, and one email with Solution 2’s application in its entirety).

#	FORMS AND OTHER DOCUMENTATION	INSTRUCTIONS	PAGE LIMITS
1	Application Cover Page Form A	Submit a Cover Page as outlined in Form A. A separate Cover Page is required for each solution you are submitting a proposal.	Do not exceed 1 page.
2	Table of Contents	The Table of Contents should clearly identify all material (by section and page number) included in the vendor’s proposal. A separate Table of Contents is required for each solution you are submitting a proposal.	No page limit (does not count against the Project Narrative page limit).

#	FORMS AND OTHER DOCUMENTATION	INSTRUCTIONS	PAGE LIMITS
3	Project Narrative	The Project Narrative should provide satisfactory evidence of the vendor's ability to meet, and expressly respond to, each requirement listed for the specific solution the vendor is submitting a proposal for. A separate Project Narrative is required for each solution you are submitting a proposal.	Do not exceed 20 pages.
4	Coordination with Other Parties	The Coordination with Other Parties narrative should provide an approach to the vendor's coordination with DCBS, other training vendors, an evaluation vendor, and other parties as necessary. A separate Coordination with Other Parties narrative is required for each solution you are submitting a proposal.	Do not exceed 2 pages (does not count against the Project Narrative page limit).
5	Staffing Plan	The Staffing Plan should describe the vendor's process for identifying its key and non-key personnel, details about proposed key personnel roles, an organizational chart including key and non-key personnel, a discussion of the personnel replacements, and the use of subcontractors as applicable. A separate Staffing Plan is required for each solution you are submitting a proposal.	Do not exceed 5 pages (does not count against the Project Narrative page limit). Resumes do not count towards the page limit.
6	Project Plan	The Project Plan should describe the vendor's approach, methods, and specific work steps to achieve solution requirements. A separate Project Plan is required for each solution you are submitting a proposal.	Do not exceed 5 pages (does not count against the Project Narrative page limit).
7	Vendor Reference Form B	Submit a Vendor Reference Form as outlined in Form B. Two references are required for each solution you are submitting a proposal. One reference may apply to more than one solution if you are submitting a proposal for more than one solution.	Do not exceed 1 page per reference (does not count against the Project Narrative page limit).
8	Budget Narrative Form C	Submit a Budget Narrative as outlined in Form C. A separate Budget Narrative is required for each solution you are submitting a proposal.	Do not exceed 5 pages (does not count against the Project Narrative page limit).
9	Subcontractor Form D	Submit a Subcontractor Form as outlined in Form D if the vendor proposes using one or more subcontractors. One form is required per subcontractor. A separate Subcontractor Form D is required for each solution you are submitting a proposal that involves subcontractors.	Do not exceed 1 page per subcontractor (does not count against Project Narrative and Staffing Plan page limit).

Funding and Term of Contract

DCBS is implementing the training program for its workforce beginning July 1, 2025, with an anticipated contract effective date for all solutions on March 3, 2025. The agreement shall be effective upon approval of DCBS. The anticipated contract term is two years with three one-year option years. DCBS has no liability under this RFA to the successful vendor(s) for services, or to any other party, beyond funds available for this RFA. Contract negotiations may include, but are not limited to, the selected vendor's price applications to ensure work is accomplished at fair and reasonable rates.

Contract Award

DCBS aims to award one contract to deliver Solution 3: Training Logistics and Communications Support and one contract to deliver Solution 4: Learning Management System Customization and Support. DCBS reserves the option to award multiple contracts per solution for Solution 1: Curriculum Development for the Division of Protection and Permanency (P&P), the Division of Family Support (FS), and the Division of Guardianship (DGS) Workforce and Solution 2: Training Facilitation for the P&P, FS, and DGS Workforce. DCBS may award one potential vendor with contracts for more than one solution.

KENTUCKY DEPARTMENT FOR COMMUNITY BASED SERVICES
Request for Application (RFA)

SECTION 1 – PURPOSE AND BACKGROUND

Section 1.1 – Purpose

This Request for Application (RFA) is being issued by the Commonwealth of Kentucky, hereinafter referred to as the Commonwealth and the Cabinet for Health and Family Services (CHFS or the “Cabinet”), Department for Community Based Services (DCBS or the “Department”), to procure the services of qualified vendors to design, develop, and implement Training Program Curriculum Development and Delivery for the DCBS workforce.

The RFA is comprised of four separate solutions. Through this RFA, DCBS is soliciting applications from qualified entities to implement ALL or ONE, TWO, THREE, AND/OR FOUR of the solutions.

- **Solution 1: Curriculum Development for the Division of Protection and Permanency (P&P), the Division of Family Support (FS), and the Division of Guardianship (DGS) Workforce**
- **Solution 2: Training Facilitation for the P&P, FS, and DGS Workforce**
- **Solution 3: Training Logistics and Communications Support**
- **Solution 4: Learning Management System Customization and Support**

DCBS may award multiple contracts per solution. Vendors should indicate which solutions and associated requirements are included in their response on Form A. RFA Application Cover Page.

Section 1.2 – Background

DCBS is an agency within CHFS that provides family support and child and adult protection. Established in 1998, the Department uses a community-focused model authorizing local offices with decision-making authority and the flexibility to collaborate with community service providers within their communities to better serve residents. DCBS services are administered through nine service regions and offices serving all 120 Commonwealth counties. DCBS administers programs across several divisions (Division of Protection & Permanency, Division of Family Supports, Division of Guardianship, etc.) spanning critical child and family services functions, such as family support, childcare, child and adult protection, eligibility determinations for Medicaid and food benefits, administration of an energy cost-assistance program, and oversight of the Commonwealth’s public guardianship program. DCBS also administers the Commonwealth’s foster care and adoption systems. DCBS recruits and trains parents and caretakers to care for children and navigate the foster care and adoption programs to best support the child in their care.

DCBS provides training support to its workforce of over 5,000 employees encompassing new and tenured DCBS staff, funding agency community partners, foster and adoptive parents, kinship caregivers, and eligible private childcare staff working in contracted private agencies responsible for providing wraparound child and family services and supports across the Commonwealth. In 2023, DCBS evaluated its current training model including benchmarking current state operating approaches against national promising practices to strengthen future training efforts. As a result, DCBS is seeking

to implement an enhanced training program for its workforce beginning July 1, 2025, with an anticipated contract effective date for all solutions on March 3, 2025.

DCBS requires curriculum development and training implementation for the Division of Protection and Permanency (P&P), the Division of Family Support (FS), and the Division of Guardianship (DGS). The Divisions serve key functions across the Commonwealth including:

- P&P protects children and vulnerable adults by promoting self-sufficiency and permanency. P&P staff coordinates the Commonwealth's child welfare and violence prevention efforts and provides services and technical assistance to local child protective services offices regarding child and adult protection cases. Within P&P, Out of Home Care (OOHC) focuses on children placed out of their home of origin and develops programs that support their attainment of permanency and stability in their lives.
- FS administers programs for Kentuckians in need including but not limited to the Supplemental Nutrition Assistance Program (SNAP), the Kentucky Transitional Assistance Program, the Kentucky Works Program, and the Family Alternatives Diversion Program, and supports eligibility processes related to Medicaid Programs.
- DCBS is also responsible for administering the Commonwealth's guardianship program that focuses on serving individuals who have been declared legally incapacitated (or a ward) and require a court-appointed adult to act as their legal guardian. The vendor must incorporate training that addresses the unique challenges faced by DGS staff to equip them in supporting and protecting vulnerable adults in guardianship settings.

Beyond curriculum development and training implementation for the P&P, FS, and DGS workforce, the vendor must be willing to support Department-wide training needs to establish Departmental standards across programs and Divisions and promote the continuity of care. The vendor must additionally:

- Develop curricula and implement training for approximately 150 courses fulfilling Continuing Education Units (CEUs) for non-academic courses as approved by the Kentucky Board of Social Work. The vendor must be an approved sponsor of the Kentucky Board of Social Work enabling the vendor to offer CEUs for non-academic training courses.
- Develop curricula and implement training for specialized training sessions on referrals and assessments in daycares, schools, and out-of-home care settings, including investigations involving human trafficking, residential facilities, and foster homes. Each training course must clarify the roles of the agencies involved and adhere to Kentucky-specific legal frameworks.
- Develop curricula and implement training to assist the Division of Child Care (DCC) by supporting child care programs in Kentucky. These training courses span areas such as assistance for families (e.g., finding child care, Employee Child Care Assistance Partnership Program, etc.); child care providers (e.g., starting and maintaining child care programs, professional development, intervention programs, etc.); and the community (e.g., Child Care Advisory Council, child care inspection and abuse/injury data, etc.).

To administer training, DCBS requires secure and user-friendly Learning Management System Customization and Support for the training program through the implementation of a Learning Management System (“LMS” or “System”). In addition to setting up the LMS, the vendor must be able to provide technical support and System maintenance throughout the duration of the contract.

Please note that DCBS will issue a separate Training Program Evaluation Services RFA to procure one vendor to evaluate the training program for the DCBS workforce. While selection as a development and delivery vendor through this Training Program Curriculum Development and Delivery RFA would preclude vendors from eligibility for the forthcoming Evaluation Services RFA, DCBS encourages all eligible and interested vendors to submit responses for both RFAs.

Specification requirements for each solution are provided in Section 2 - Scope of Work.

SECTION 2 – SCOPE OF WORK

The RFA is comprised of four separate solutions. Through this RFA, DCBS is soliciting applications from qualified entities to implement ALL or ONE, TWO, THREE, AND/OR FOUR of the solutions.

Section 2.1 – SOLUTION 1: CURRICULUM DEVELOPMENT FOR THE P&P, FS, AND DGS WORKFORCE

Section 2.1.1 – Solution Overview

DCBS seeks qualified Kentucky State Universities and Kentucky Community and Technical College partner(s) to design and develop the curriculum of a comprehensive training program for new and tenured DCBS staff, funding agency community partners, foster and adoptive parents, kinship caregivers, and eligible private childcare staff working in contracted private agencies responsible for providing wraparound child and family services and supports across the Commonwealth.

Currently, the DCBS training program curriculum is comprised of approximately 400 training courses across multiple topics. The vendor must work closely with DCBS staff and other contracted vendors to review existing DCBS curricula and provide recommendations on curricula updates, including consolidating courses, developing new courses, and/or terminating existing courses. The vendor must build curricula that include but are not limited to instructor lesson plans, course materials (e.g., slides, guided notes, leave-behinds), pre-reads, pre-work, and any associated knowledge check activities.

Training courses must be designed and developed to be delivered via a combination of asynchronous and synchronous virtual, live in-person, and hybrid formats annually. Hybrid training courses include a portion of the training course delivered virtually and a portion of the same training course delivered live in-person (e.g., virtual course-prep, pre-training meetings and in-person training). It is estimated that 60% of the total number of training courses will be conducted virtually, and 40% of the total number of training courses will be conducted in-person with hybrid options. The number of participants per training course will be determined by DCBS and parties such as other contracted vendors. Please note the final number of training courses, topics of training courses, and modality of course delivery are subject to change in partnership with DCBS and parties such as other contracted vendors. The catalog of the existing ~400 training courses is provided in Appendix A.

Courses must be delivered by applying best practices in instructional design and adult learning theory as defined in Kentucky’s General Assembly Requirements of 922 KAR 2:240 - Section 1. Courses must support closed captioning, other 508 compliance requirements, Americans with Disabilities Act

requirements, and Web Content Accessibility Guidelines (WCAG). Please note that language translation services are at the expense of DCBS.

Vendors must clearly articulate if vendors are applying to design and develop a curriculum for the Division of Protection & Permanency AND/OR the Division of Family Supports AND/OR the Division of Guardianship.

Please note that the training program curricula and associated deliverables are to be considered wholly owned by DCBS for use. The vendor must coordinate with DCBS and parties such as other contracted vendors to implement the training program beginning July 1, 2025.

Solution 2.1.2 – Requirements

When applicable, the vendor must provide distinct approaches to meeting curriculum development requirements for each Division. Training approaches should reflect the unique needs, objectives and staffing composition of each Division and the services they provide.

Task 1. Curriculum Review

The vendor must work closely with DCBS staff and other contracted vendors to review existing DCBS curricula and determine potential curricula improvements or updates. Beyond course material update recommendations, the vendor must identify opportunities to potentially consolidate courses, modify or enhance existing courses, develop new courses, and/or terminate existing courses. The vendor must identify learning outcomes for each training course and determine the required resources needed for content creation. Upon confirming learning outcomes, the vendor must identify and confirm each course’s modality (asynchronous and synchronous virtual, live in-person, and hybrid), course frequency, participant caps, and course period of instruction/clock hours in partnership with DCBS and parties such as other contracted vendors.

Task 2. Storyboards or Prototypes of Each Training Course

The vendor must develop and provide a storyboard or prototype for DCBS’ review for new courses or courses identified for enhancement that can be produced as an asynchronous and synchronous virtual training module, in-person training session, or hybrid format. The storyboard or prototype must include knowledge check activities such as polls, live discussion topics, quizzes, or other content based on vendor recommendations.

Task 3. Course Finalization

After storyboard approval from DCBS, the vendor must finalize each course production including instructor lesson plans, course slides, pre-reads, pre-work, and any associated knowledge check activities such as polls, live discussion topics, quizzes, or other content based on vendor recommendations. The vendor must manage any copyright permissions and ensure proper use of copyrighted materials in training. Additionally, each course must be able to integrate with DCBS’ Learning Management System (“LMS” or “System”). The vendor must coordinate with the LMS webmaster to create videos for training courses as required and upload course videos and materials to the System.

Task 4. Sustainability Plan

The vendor must build a sustainability plan that includes live training, recorded training, manuals, and policies or procedures confirming how courses will be maintained over the contract period and how future courses will be developed and produced. Given that training program requirements and components may adjust during the contract period based on evaluation feedback or other factors, the vendor must demonstrate a willingness to continue designing and developing training courses as needed. The vendor must be amenable to designing and developing updated curriculum during the contract period based on evaluation feedback from DCBS or other contracted vendors as well.

Task 5. End of Contract Transition Plan

The vendor must describe its approach to a transition plan. The transition plan must include but is not limited to a summary of the vendor's scope of work, a transition period timeline detailing deadlines for remaining deliverables, tasks, and documentation transfers, detailed documentation of all curriculum development associated activities, an inventory of active and pending activities including key contacts, current status, and next steps to complete the activities, and full transfer of knowledge, documentation, tools, technology, and data.

Section 2.2 – SOLUTION 2: TRAINING FACILITATION FOR THE P&P, FS, AND DGS WORKFORCE

Section 2.2.1 – Solution Overview

DCBS seeks qualified Kentucky State Universities and Kentucky Community and Technical College partner(s) to deliver approximately 400 courses for new and tenured DCBS staff, funding agency community partners, foster and adoptive parents, kinship caregivers, and eligible private childcare staff working in contracted private agencies responsible for providing wraparound child and family services and supports across the Commonwealth. It is anticipated that approximately 30 courses must be delivered in person per month for P&P, FS, and DGS total. Please refer to RFA Section 2.1.1 for details about the training program topics and courses. Please note the final number of training courses, topics of training courses, and modality of course delivery are subject to change in partnership with DCBS and parties such as other contracted vendors.

The vendor must adhere to Kentucky's General Assembly Requirements of 922 KAR 2:240 - Section 16 which applies to Early Care and Education Trainers. Trainers must hold a Kentucky Early Care and Education Trainer's Credential. Those not holding the approved credential must follow appropriate guidelines found on the legislature's website to acquire the credential: [Title 922 Chapter 2 Regulation 240 • Kentucky Administrative Regulations • Legislative Research Commission](#).

Courses must be delivered by applying best practices in instructional design and adult learning theory as defined in Kentucky's General Assembly Requirements of 922 KAR 2:240 - Section 1. Courses must support closed captioning, other 508 compliance requirements, Americans with Disabilities Act requirements, and Web Content Accessibility Guidelines (WCAG). Please note that language translation services are at the expense of DCBS.

Vendors must clearly articulate if vendors are applying to implement the curriculum for the Division of Protection & Permanency AND/OR the Division of Family Supports AND/OR the Division of Guardianship.

The vendor must coordinate with DCBS and parties such as other contracted vendors to implement the training program beginning July 1, 2025.

Solution 2.2.2 – Requirements

When applicable, the vendor must provide distinct approaches to meeting training facilitation requirements for each Division the vendor is applying for (P&P compared to FS compared to DGS). Each Division serves unique recipients and training must be tailored based on its administered programs. For example, FS training must incorporate process needs (e.g., data processing) and reflect the impact of FS services on DCBS service recipients.

Task 1. Delivery of Virtual, In-Person, and Hybrid Training Courses

The selected vendor must deliver approximately 400 training courses for the DCBS workforce across the Commonwealth (or a subset of training as identified by the vendor), through modalities including asynchronous and synchronous virtual, in-person, and hybrid options. The training will be delivered based on the curriculum and training materials developed under Solution 1. The vendor must include their approach for facilitating in-person training courses, including helping DCBS identify the optimal format for in-person courses (e.g., course frequency, modality). The vendor must develop video productions for virtual and hybrid sessions, and in-person sessions when recording in-person sessions is deemed necessary.

Task 2. Special Projects

The selected vendor must support special training facilitation services for DCBS. These services include approximately 12 two-hour virtual, in-person, or hybrid meeting facilitation services for DCBS stakeholders per year and consultative services on support projects related to training curriculum development and/or delivery as requested by DCBS. The vendor will engage in additional special projects including but not limited to the following:

- Identifying innovative mechanisms (e.g., Behavioral Performance Anchors) that may be incorporated into training.
- Providing additional training or support for the Field Training Specialist Program.¹
- Providing training for designated community partners as needed.
- Providing micro-training as needed, such as providing support in completing required forms.
- Adjusting special projects based on evaluation feedback from DCBS or other contracted vendors.

Task 3. End of Contract Transition Plan

The vendor must describe its approach to a transition plan. The transition plan must include but is not limited to a summary of the vendor's scope of work, a transition period timeline detailing deadlines for remaining deliverables, tasks, and documentation transfers, detailed documentation of all training facilitation associated activities, an inventory of active and pending activities including key contacts,

¹ The Field Training Specialist (FTS) Program utilizes highly skilled veteran staff to serve as on-the-job trainers/mentors for newer staff. This assists with the transfer of learning from initial training to the frontline. The FTS program offers an additional level of skill building for new staff and provides experienced staff with the opportunity to build their coaching and mentoring skills that assist with promotional opportunities in the future.

current status, and next steps to complete the activities, and full transfer of knowledge, documentation, tools, technology, and data.

Section 2.3 – SOLUTION 3: TRAINING LOGISTICS AND COMMUNICATIONS SUPPORT

Section 2.3.1 – Solution Overview

The vendor must provide wraparound support such as logistical training program support and design, coordination, communication, and materials services. The vendor will be responsible for all aspects of training logistics including scheduling, registering, and tracking training credits for attendees. Additionally, the selected vendor will be required to maintain a statewide training calendar with at least 3 months of lead time for all scheduled training events and ensure that all upcoming events are communicated well in advance to DCBS staff. Relevant information such as the training calendar and training completion among the DCBS workforce must be captured within DCBS' Learning Management System ("LMS" or "System) outlined in Solution 4.

Please refer to RFA Section 2.1.1 for details about the training program topics and courses. Please note the final number of training courses, topics of training courses, and modality of course delivery are subject to change in partnership with DCBS and parties such as other contracted vendors.

Section 2.3.2 – Requirements

Task 1. Logistical Training Program Support and Design

The vendor must create and maintain a Statewide training calendar within the LMS with at least 3 months of lead time for all scheduled training events, secure in-person training locations, and collaborate with the LMS webmaster to ensure that training schedules, materials, and resources are up-to-date and easily accessible to the DCBS workforce via the System.

Task 2. Coordination and Communication Services

The vendor must provide coordination and communication services including but not limited to the following:

- Reviewing data within the LMS and relevant DCBS systems, such as the Kentucky Human Resource Information System (KHRIS) MyPURPOSE, to monitor and coordinate training program needs.
- Helping register training participants for specific, designated training when self-registration or LMS registration is not available.
- Approving/denying training requests within 5 business days of the request, monitoring registration queues, and editing registration.
- Tracking training credits for the completion of courses through the LMS.
- Generating and analyzing monthly training reports including course completion reports (e.g., percentage of courses completed, pass/fail status, completion dates), knowledge check assessment reports (e.g., learner performance on quizzes, tests, or other knowledge check activities), and instructor activity reports (e.g., courses taught).

- Managing training make-ups for missed courses, including processing training make-up forms within five business days of the missed training course and following up with staff to reschedule the full training course or a portion of the training course as needed.
- Maintaining and tracking CEUs for non-academic courses as approved by the Kentucky Board of Social Work or other certification requirements, as necessary. The selected vendor must transition CEU tracking data from the current vendor, maintain and track documentation for each eligible participant’s licensure compliance, and ensure that records for trainees are regularly updated in coordination with DCBS.
- Adjusting training implementation processes based on evaluation feedback from DCBS or other contracted vendors.

Task 3. Materials Services

The vendor must maintain training materials, supplies, and equipment inventory and manage all training materials including printing, shipping, and distributing training materials for virtual, in-person, and hybrid events across the Commonwealth.

Task 4. End of Contract Transition Plan

The vendor must describe its approach to a transition plan. The transition plan must include but is not limited to a summary of the vendor’s scope of work, a transition period timeline detailing deadlines for remaining deliverables, tasks, and documentation transfers, detailed documentation of all logistics and communications processes (e.g., scheduling workflows, communications protocols), an inventory of active and pending activities including key contacts, current status, and next steps to complete the activities, and full transfer of knowledge, documentation, tools, technology, and data.

Section 2.4 – SOLUTION 4: LEARNING MANAGEMENT SYSTEM CUSTOMIZATION AND SUPPORT

Section 2.4.1 – Solution Overview

DCBS requires secure and user-friendly Learning Management System Customization and Support for the training program through the implementation of a Commercial Off-the-Shelf (COTS) Learning Management System (“LMS” or “System”). DCBS aims to continue partnering with qualified Kentucky State Universities and Kentucky Community and Technical College partner(s) to implement the LMS per the requirements outlined below. The vendor must be able to provide technical support and System maintenance throughout the duration of the contract.

The LMS may be hosted on the vendor’s servers. LMS functionalities should support closed captioning, other 508 compliance requirements, Americans with Disabilities Act requirements, and the latest version of Web Content Accessibility Guidelines (WCAG). DCBS may require vendors to provide LMS solution demonstrations before the contract award and during the LMS implementation period to understand the vendor’s capacity to design and implement a COTS LMS product.

Section 2.4.2 – Requirements

Task 1. LMS Objectives

The vendor must identify and confirm well-defined objectives for the LMS with DCBS. During this process, the vendor must align on priority System specifications and requirements for deployment and an implementation timeline. The COTS product should support LMS functionalities including but not limited to the following:

- The LMS must be able to accept imported records from DCBS' existing LMS, including spreadsheet formats (.xlsx, .csv, etc.), PDFs, word documents, audio files, video files, etc. Data in transit must be encrypted in transit and at rest after the migration is complete using current industry standard encryption.
- The LMS must be able to store all curricula and records in a single cloud-based System, eliminating reliance on paper forms and files.
 - Types of records that may be stored within the LMS include but are not limited to DCBS staff name, training ID, contact information, role at DCBS, training and exam/knowledge check completion records, curriculum, course ID number, course name, course description, instructor name, instructor contact information, and other information needed to successfully administer the training program.
 - The cloud-based System must be HIPAA compliant. The vendor must describe how the System will be secured and System compliance certifications/authorizations (e.g., SOC2, ISO 27001 annual assessment).
- The LMS must provide secure password-protected online access to DCBS staff training records. The vendor must comply with the Commonwealth Office of Technology Policy COT-156 Password Management Process.
- The LMS must create a training record from the information provided by the DCBS staff member when they enroll for an account within the LMS.
- The LMS must allow users to be created within "group profiles" with differing levels of access and functionality and permit identified DCBS staff or other authorized individuals to modify profile permissions for various functions and access to System information.
- The LMS must allow DCBS staff, certified individuals such as DCBS supervisors, third-party instructors, and other authorized individuals to view DCBS staff training records and other pertinent information within the System.
- The LMS must allow DCBS staff, certified individuals such as DCBS supervisors, third-party instructors, and other authorized individuals to update and maintain data fields in DCBS staff training records and other pertinent information within the System.
- The DCBS workforce must be able to apply for enrollment into training courses through the LMS. The LMS must also support auto-enrollment capabilities for the DCBS workforce.

- The LMS must send automated e-mails about upcoming training events to participants and their supervisors, whether participants need to repeat training courses due to insufficient performance, and whether participants need to complete pre- or post-training requirements.
- When courses are administered asynchronously online, the LMS must deploy asynchronous online training, allowing DCBS staff to begin required courses as soon as they are enrolled in the LMS. Asynchronous online training functionalities must support closed captioning and other 508 compliance requirements.
- The LMS must allow DCBS staff to view a Statewide training calendar as described in Section 2.3.2 of approved training and search for training based on data fields including but not limited to title, location/county, delivery method, core content subject area, and training hours.
- When courses are administered in person, the LMS must import training records from third-party instructors and other authorized individuals and add completed courses to DCBS staff training records.
- When required, the LMS must be able to provide exam or knowledge check functionality for DCBS staff during courses and/or upon course completion.
- The LMS must be able to add Social Work Licensure and Continued Education Units (CEUs) and all associated data to DCBS staff training records for approval. The LMS must issue certificates for the eligible DCBS workforce to submit to the Kentucky Board of Social Work.
- The LMS must notify DCBS staff and other authorized individuals, such as DCBS supervisors, of outstanding training requirements or training that is waiting for approval.
- The LMS must automatically track training credits for the completion of courses.
- The LMS must provide customized and specialized reports based on aggregate data on hours of the training program, number of training participants, and other related information.
- The LMS must have the ability to integrate other plug-ins or third-party software such as video conferencing (e.g., Zoom) and Microsoft OneDrive and Office applications.
- The LMS is required to be accessible through the latest supported versions of Microsoft Edge, Google Chrome, Apple Safari, and Mozilla Firefox.
- The LMS is required to be optimized for mobile device usage.
- The vendor must provide ongoing System maintenance throughout the duration of the contract. The selected vendor must provide further technical support including troubleshooting and resolving issues promptly, documenting interactions and resolution, and staying up to date with the latest product information and updates.
- The vendor must have an advanced competency in cybersecurity principles and effective measures to protect the system from threats. For example:

- LMS access should be based on the principle of least privilege following at least minimum password strength and complexities as identified in the Commonwealth Office of Technology policy COT-156 Password Management Process.
- The vendor must apply industry-accepted encryption in data transit and at rest and conduct backups performed at frequent scheduled periods.
- The System must be HIPAA compliant to protect sensitive confidential information.
- The vendor must implement single sign-on, user roles to assign and restrict user access permissions to features and functionalities and implement security and privacy control standards (e.g., NIST 800-53, NIST Cybersecurity Framework, ISO 270001, HIPPA Privacy Rule) and third-party assessments to determine compliance with security and privacy controls (e.g., SOC2, ISO 27001 certification).

Task 2. Business Requirements Documentation

The vendor must develop a Requirements Document within 4 weeks of the contract start date to provide an overview of the System’s objectives and functional requirements including specific features and functionalities to support DCBS training program objectives (e.g., course creation, DCBS user profile management, content delivery and knowledge check tools, reporting features), implementation timelines, and a data dictionary (e.g., fields, elements, domains). Features and functionalities must meet all federal requirements, such as the Child and Family Services Review (CFSR) Training Systemic Factor requirements.

The vendor must develop a Functional Specifications Document within 4 weeks of the contract start date to provide detailed descriptions of LMS features as a reference for System developers. Technical requirements should include security standards (e.g., data encryption) and accessibility (e.g., Web Content Accessibility Guideline adherence).

The vendor must develop a Quality Management Plan that governs system design within 6 weeks of the contract start date. The Quality Management Plan must include how the vendor will track, remediate, and approve resolution of defects discovered during the testing process. The Quality Management Plan must be reviewed at monthly intervals and at major project milestones (e.g., end of each development phase), after major defects or issues as applicable, and before LMS deployment. All costs and liabilities associated with a failure of the LMS to perform in accordance with the System specifications during the testing period and before acceptance shall be borne by the vendor, except insofar as any costs or liabilities are caused by willful or negligent acts or omissions by DCBS.

Task 3. System Design

The vendor must define and approve the LMS design before proceeding to System development to ensure that the proposed work functionality, system architecture, features, performance, and other considerations meet the System’s pre-defined objectives and requirements. The vendor must ensure the System design aligns with all requirements outlined in the RFA Section 2.3.1 – Solution Overview and other requirements identified with DCBS as necessary, DCBS user flows, and functionalities. The vendor must build a prototype of the System to verify the LMS works as expected and adheres to data security protocols and any regulatory requirements identified with DCBS.

Task 4. LMS Development

Upon system design acceptance, the vendor will develop the LMS to be reviewed upon request and at 25%, 60%, 90%, and 100% completion.

Task 5. Testing and Acceptance

The vendor will develop policies and procedures for User Acceptance and Performance Testing. User Acceptance and Performance Testing-specific policies and procedures include but are not limited to stakeholders who will validate usability, performance, and alignment with LMS requirements. Upon validation of the policies and procedures with DCBS, the vendor will conduct User Acceptance Testing and ensure the configuration, courses, and data are delivered per LMS requirements.

Task 6. System Deployment

The vendor will deploy the LMS upon User Acceptance Testing completion.

Task 7. Documentation and Training

The vendor must deliver an LMS Reference Manual that describes and illustrates how to configure and operate the System for DCBS System users. The LMS Reference Manual must also include system documentation to help DCBS leadership identify, review, and resolve any questions or issues related to routine maintenance, operation, and support of the LMS.

The vendor must conduct two virtual trainings with an option for in-person attendance for DCBS staff and parties such as other contracted vendors between 8:30 a.m. and 4:30 p.m. Eastern Standard Time on how to configure and operate the LMS annually. Training must address material provided in the LMS Reference Manual. The vendor must record the live training and make the training available to DCBS staff and parties such as other contracted vendors throughout the duration of the contract.

Task 8. Ongoing Security, Maintenance, and Support

The vendor must provide security throughout the duration of the contract in accordance with the Commonwealth's Office of Technology Security Policies, Standards, and Procedures, available at [Security Policies, Standards and Procedures - Commonwealth Office of Technology \(Kentucky\)](#), and CHFS IT Policies, available at [CHFS IT Policies - Cabinet for Health and Family Services](#). The vendor must have an Incident Response Plan (IRP). In the event of a potential or actual breach, the vendor must notify DCBS as soon as possible but no later than 72 hours. The vendor must cooperate with DCBS regularly communicating status updates and responding to DCBS requests.

The vendor must provide ongoing maintenance and support including but not limited to defect corrections and patches to update, fix, or improve the System or its supporting data, including fixing security vulnerabilities and other bugs to improve DCBS staff System usability and performance. The vendor will implement backlog features identified with DCBS without significant LMS functional downtime. The vendor must demonstrate a willingness to enhance the system based on evaluation feedback from DCBS or other contracted vendors. The vendor must provide Help Desk Office Hours as needed.

Task 9. End of Contract Transition Plan

The vendor must describe its approach to a transition plan. The transition plan must include technical documentation (e.g., custom code explanations, architecture diagrams), manuals or training guides for

LMS administrators and users, full access to all LMS data, and a description of a handover period to ease the transition period with DCBS.

SECTION 3 – COORDINATION WITH OTHER PARTIES

Potential vendors for all solutions will be required to coordinate critical tasks with DCBS leadership, an evaluation vendor, other training program vendors (as applicable), and other authorized parties. For example, training courses and the LMS will be defined and developed in close partnership with DCBS and other training vendor(s), as applicable.

Vendors awarded through this Training Program Curriculum Development and Delivery RFA will be expected to work closely with one evaluation vendor to align on an Evaluation Plan, provide necessary information and data, and adjust the training curriculum, training delivery, and the LMS platform specifications pending feedback results. Regular communication and data-sharing, following evaluation vendor needs, will be essential to maintaining accountability, fostering continuous improvement, and ensuring the program’s overall success. Vendors must confirm their approach to coordinate with DCBS, other training vendors, an evaluation vendor, and other parties as necessary.

SECTION 4 – STAFFING PLAN

The vendor should ensure there are sufficient staff assigned to the project who are experienced and knowledgeable to complete the tasks outlined in the RFA. The vendor must provide a staffing plan that identifies all key personnel required to complete the project per solution and their responsibilities on the project.

Key personnel include but are not limited to the following:²

Role	Applicable Solution(s)
Executive Director	All solutions.
Project Manager	All solutions.
Director of Learning and Development	Solution 1: Curriculum Development for the P&P, FS, and DGS Workforce
Director of Training Facilitation	Solution 2: Training Facilitation for the P&P, FS, and DGS Workforce
Director of Administration	Solution 3: Training Logistics and Communications Support
Director of Information Technology	Solution 4: Learning Management System Customization and Support

The staffing plan must have the following information:

1. The vendor must describe its process for identifying its key and non-key personnel and describe its management structure and organization.
2. An organizational chart, including any subcontractors, key management, and administrative personnel assigned to the work.

² Please note that the vendor may adjust role titles to align with Kentucky State Universities’ and Kentucky Community and Technical Colleges’ job descriptions.

3. The vendor must describe the full-time equivalent (FTE) for each key personnel including an FTE breakdown for any key personnel where multiple individuals will fulfill the FTE requirement. The Executive Director and Project Manager must be a dedicated (one individual) role.
4. For each individual identified by name and included as key or non-key personnel, the vendor should provide the individual's name, resume, and personnel role. DCBS reserves the right to reject any proposed personnel based on inadequate qualifications, knowledge of previous inadequate performance, poor references, or other factors. In addition, DCBS may request changes in staff based on performance and quality and require a replacement of equal or stronger qualifications. In the event a replacement staff is requested by DCBS, the vendor will have one week to identify a replacement staff member.
5. A discussion of the vendor's ability to provide qualified replacements for key and non-key personnel. The vendor must secure DCBS approval for key personnel replacements. Upon approval of DCBS of the replacement staff member, the individual must be able to begin work within two weeks under the contract.
6. A summary of the vendor's recruitment and training efforts that will provide for an adequate number of appropriately trained and qualified individuals to coordinate, manage, and complete the work and deliverables outlined in the Solution and in this RFA throughout the duration of the resulting contract. The vendor will ensure that the staffing needs of the contract are met on an ongoing basis.
7. Vendors may propose the use of subcontractors. The vendor shall obtain prior written approval from DCBS before entering into an agreement for services to be provided by a contractor. The vendor is solely responsible for assuring that all the requirements of the RFA are met. All subcontracts shall contain provisions specifying that the work performed by the subcontractor must be in accordance with the terms of the prime contract, and that the subcontractor specifically agrees to be bound by the confidentiality provisions set forth in the agreement between DCBS and the vendor. DCBS reserves the right to request the removal of any subcontractor staff if, at DCBS's discretion, such staff is not performing in accordance with the contract. If proposing to use subcontractors, the vendor must provide DCBS with the subcontractor's name, address, phone number, e-mail, years in business, resumes of key team members involved in the project, and the subcontractor's experience similar to the work required in the RFA. Form D. Subcontractor Form must be completed for each subcontractor.

SECTION 5 – PROJECT PLAN

The vendor must develop a project plan outlining the specific work steps necessary to complete the work per solution including ramp-up and maintenance. DCBS encourages responses that demonstrate a thorough understanding of the nature of the project and what the vendor must do to complete the project satisfactorily. The project plan should include sufficient detail to give DCBS an understanding of the vendor's knowledge and approach as outlined in the Project Narrative, including Gantt charts documenting the successful completion of all requirements. The Gantt chart must include the specific work step, responsible party, anticipated duration of each step and key project milestones.

Additionally, the vendor should address potential problem areas, recommended solutions to the problem areas, and assumptions used in developing the project plan.

SECTION 6 – REFERENCES AND VENDOR PRIOR PROJECTS

The RFA includes Form B. Vendor Reference Form. The vendor must include a minimum of two (2) references per solution for organizations for whom the vendor has successfully provided services on projects that were similar in their scope, nature, and size. One reference may apply to multiple solutions. The references must relate to work that was completed within the past (5) years.

**Training Program Curriculum Development and Delivery
FORM A. RFA Application Cover Page**

Scope of Work Applied For (Select at Least One)

- Solution 1: Curriculum Development for the P&P, FS, and DGS Workforce
Select Division(s) vendor is applying to provide services for: P&P FS DGS
- Solution 2: Training Facilitation for the P&P, FS, and DGS Workforce
Select Division(s) vendor is applying to provide services for: P&P FS DGS
- Solution 3: Training Logistics and Communications Support
- Solution 4: Learning Management System Customization and Support

VENDOR NAME		
VENDOR ADDRESS		
UNIVERSITY / KCTC PRESIDENT NAME		Phone: Email:
UNIVERSITY / KCTC FINANCE OFFICER		Phone: Email:
UNIVERSITY / KCTC RFA CONTACT		Phone: Email:

I assure the attached application contains accurate information. I understand RFA applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been approved for all stakeholders, and the University / KCTCS will comply with all requirements, both technical and programmatic, pertaining to the RFA. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding and may impact future funding.

Assurance of Commitment from

 President Date

 Finance Officer Date

 RFA Contact Date

**Training Program Curriculum Development and Delivery
FORM B. Vendor Reference Form**

Scope of Work Reference Applies to (Select at Least One)

- Solution 1: Curriculum Development for the P&P, FS, and DGS Workforce
Select Division(s) vendor is applying to provide services for: P&P FS DGS
- Solution 2: Training Facilitation for the P&P, FS, and DGS Workforce
Select Division(s) vendor is applying to provide services for: P&P FS DGS
- Solution 3: Training Logistics and Communications Support
- Solution 4: Learning Management System Customization and Support

VENDOR NAME:		
REFERENCE NAME:		
REFERENCE TYPE OF ORGANIZATION:		
ADDRESS:		
CONTACT NAME:		Phone: Email:
PERIOD OF TIME DOING BUSINESS WITH THE ORGANIZATION	From:	To:
TYPE OF BUSINESS/SERVICES PROVIDED:		

**Training Program Curriculum Development and Delivery
FORM C. Budget Narrative**

Budget Narrative Applies to (Select at Least One)

- Solution 1: Curriculum Development for the P&P, FS, and DGS Workforce
Select Division(s) vendor is applying to provide services for: P&P FS DGS
- Solution 2: Training Facilitation for the P&P, FS, and DGS Workforce
Select Division(s) vendor is applying to provide services for: P&P FS DGS
- Solution 3: Training Logistics and Communications Support
- Solution 4: Learning Management System Customization and Support

Provide a detailed budget description and justification for the first two years of the contract. Explain how the budget meets objectives and fulfills deliverables outlined throughout this RFA. Supporting documentation should be included as needed. Please note that the Budget Narrative will be evaluated separately.

Solution 1: Curriculum Development for the P&P, FS, and DGS Workforce

Item	Price	Description
Curriculum Review (Fixed Fee)		
Storyboards or Prototypes (Fixed Fee Per Training Course)		
Course Finalization (Fixed Fee Per Training Course)		
Sustainability Plan		

Solution 2: Training Facilitation for the P&P, FS, and DGS Workforce

Item	Price	Description
Delivery of Virtual Training Courses (Fixed Fee Per Training Course)		
Delivery of In-Person and Hybrid Training Courses (Fixed Fee Per Training Course)		
Special Projects Facilitation Services (Fixed Fee Per 2-Hour Session)		
Special Projects Behavioral Performance Anchors Integration (Fixed Fee Per Training Course)		
Special Projects Field Training Specialist Program Support (Fixed Fee Per Training Course)		
Special Projects Community Partner Training (Fixed Fee Per Training Course)		

Special Projects Micro-Training (Fixed Fee Per Training Course)		
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Solution 3: Training Logistics and Communications Support

Item	Price	Description
Logistical Training Program Support and Design (Fixed Fee Per Month)		
Coordination and Communication Services (Fixed Fee Per Month)		
Materials Services (Fixed Fee Per Training Course)		

Solution 4: Learning Management System Customization and Support

Item	Price	Description
COTS Platform License (One-Time Fee)		
LMS Requirements and Design (Fixed Fee)		
LMS Testing and Acceptance (Fixed Fee)		
LMS Development and Customization (Fixed Fee)		
LMS Administration/Webmaster Costs (Fixed Fee Per Month)		
Cloud Hosting Costs (Fixed Fee Per Month)		
Support and Maintenance Costs (Fixed Fee Per Month)		
Training Costs (Fixed Fee Per Month)		

**Training Program Curriculum Development and Delivery
FORM D. Subcontractor Form**

Subcontractor Form Applies to (Select at Least One)

- Solution 1: Curriculum Development for the P&P, FS, and DGS Workforce
Select Division(s) vendor is applying to provide services for: P&P FS DGS
- Solution 2: Training Facilitation for the P&P, FS, and DGS Workforce
Select Division(s) vendor is applying to provide services for: P&P FS DGS
- Solution 3: Training Logistics and Communications Support
- Solution 4: Learning Management System Customization and Support

Company Name:	Contact Person:	
Address:	E-mail:	
	Telephone Number: ()	Years in Business:
Describe the service/product to be provided:		
Describe past experience related to the proposed service/product to be provided:		

Training Program Curriculum Development and Delivery Evaluation Criteria

Please note that only solutions and requirements vendors noted on the Cover Page will be scored. DCBS reserves the right to:

- Select for contract or negotiations an application other than that with lowest costs.
- Waive or modify any information, irregularity, or inconsistency in applications received.
- Request modification to applications from any or all vendors during the contract review and negotiation.
- Negotiate any aspect of the proposal with any vendor and negotiate with more than one vendor at the same time.
- Select more than one vendor.

DCBS will review vendor responses on both a quantitative Likert Scale (0-5) and a qualitative (Strengths and Weaknesses) approach. DCBS will identify the vendor's strengths and weaknesses as detailed in the vendor's response for each solution and its associated requirements. DCBS will use the identified strengths and weaknesses to assign a 0-5 rating per requirement.

The details below provide standardized scoring criteria to assign a 0-5 rating.

- **Rating 5 (Fully Meets/Excellent):** The response is very extensive, detailed, clear, and informative and flows in a logical and sequential manner. It not only fully answers/addresses all aspects of the question/item, but provides additional relevant information. After reading the response, the reviewer should have no (or very few) questions about the vendor's plans to implement the project.
- **Rating 4 (Mostly Meets/Good):** The response is extensive, detailed, clear, and informative and flows logically and sequentially. It answers/addresses the aspects of the question/item, but not quite as extensively as an Excellent response. After reading the response, the reviewer should understand the vendor's plan for implementation and should have few, if any, questions.
- **Rating 3 (Partly Meets/Middle of the Road):** The response is clear and informative, but lacks detail and explanations. It merely answers/addresses the question/items, but provides no additional information or insight into the plan. After reading the response, the reviewer should have a good overall sense of the vendor's plan, but will probably have questions.
- **Rating 2 (Slightly Meets/Fair):** The response lacks clarity and information. There are gaps in the logic and flow of the answer. It fails to address some aspects of the question/item. After reading the response, the reviewer is not exactly sure what the vendor's plan is and has numerous questions.
- **Rating 1 (Does not Meet/Poor):** The response has numerous gaps in logic, lacks information, is hard to follow, and fails to provide a clear plan of implementation. The vendor has little understanding of the question/item and/or has very poor plan of implementation. After reading the response, the reviewer has many questions.
- **Rating 0 (No Response):** The vendor failed to provide a response to the question/item.

Please note that the Budget Narrative will be evaluated separately.

Training Program Curriculum Development and Delivery

Appendix A. Current Training Course Catalog

The list below provides an overview of the current training program catalog. The course catalog should NOT be interpreted as a comprehensive list and training requests may vary. The final number of training courses, topics of training courses, and modality of course delivery are subject to change in partnership with DCBS and parties such as other contracted vendors. Please note that DGS training courses will be defined in partnership with DCBS and parties such as other contracted vendors.

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Adoption and Foster Care Analysis and Reporting System* • Adoptive Interstate Placements* • Adult Protective Services: Assessment and Documentation Tool* • Adult Protective Services: Case Planning* • Adult Protective Services: Investigation* • Adult Protective Services: Safety, Prevention, and Aftercare Plans* • Adult Protective Services: Utilization Review* • Adult Services: Assessing Mental Capacity and Involuntary Services* • Advanced Practical Training Institute: Frontline Adult Protective Services- Part I* • Advanced Practical Training Institute: Frontline Adult Protective Services- Part II* • Advanced Practical Training Institute: Frontline Child Protective Services* • Advanced Resource Parent Curriculum Consultation: Using the New Hybrid Delivery Model* • Aetna Better Health of Kentucky SKY Program Overview* • American Red Cross: Adult and Pediatric First Aid/CPR/AED^ • American Red Cross: Bloodborne Pathogens^ • Americans with Disabilities Act^ • Assessing Families Involved with Methamphetamine Labs* • Assessment and Documentation Tool: Adult Protective Services Worksheet* • Attachment: How Do I Connect* • Behavioral Health Screener TWIST Navigation* | <ul style="list-style-type: none"> • Building Foundations for Successful Parenting: Informational and Sessions I-V* • Building Manager Safety^ • Call Services for Case Workers# • Call Services for Supervisors and Monitors# • CAPTA: Child Abuse Prevention Treatment Act Hearings* • Care Plus Parenting for Foster/Adoptive Parents* • Care Plus Parenting for Foster/Adoptive Parents: Training of Trainers* • Care Plus: Introduction* • Caring for Children Who Have Experienced Trauma* • Caring for Children Who Have Experienced Trauma for Foster/Adoptive Parents: Follow-Up* • Caring for Children Who Have Experienced Trauma for Foster/Adoptive Parents: Training of Trainers* • Caring for Children Who Have Experienced Trauma: Sessions I-VIII* • Caring for Children with Neonatal Abstinence Syndrome* • Case Management Part I: Case Planning* • Case Management Part II: Out-of-Home Care* • Case Management: Refresher* • CHART: Cultural Humility Authentic Response Training^ • Child Care Assistance Program Enrollment and Copays# • Child Care Assistance Program: DCC-94# • Child Care Assistance Program: Refresher Post-Test# | <ul style="list-style-type: none"> • Child Care Assistance Program: Refresher Pre-Test# • Child Development and Forensic Interviewing* • Child Development in Child Welfare* • Child Protection Services Track: Post-Test* • Child Protection Services Track: Pre-Test* • Child Protective Services Assessment Skills and Policies: Part I* • Child Protective Services Assessment Skills and Policies: Part II* • Child Sexual Abuse in Child Welfare* • Children’s Review Program Portal: Qualified Residential Treatment Program Assessments* • Civil Rights Review# • Clarifying Forms for Dependency, Neglect, and Abuse Cases* • Coaching Remotely* • Collaborating to Improve Outcomes for Kids and Families* • Collaborative Care Management* • Collaborative Safety Leadership* • Collaborative Safety Staff* • Collaborative Safety: Orientation* • Collaborative Services in Mental Health and Substance Abuse: Part I* • Collaborative Services in Mental Health and Substance Abuse: Part II* • Compassion in Crisis* • Continuous Quality Improvement Overview^ • CORE TEEN: A New Suitcase of Parenting Knowledge and Skills* • CORE TEEN: Continued Connections* |
|---|--|---|

* Indicates P&P only + Indicates Other Functions
 # Indicates FS only ^ Indicates All Functions

- CORE TEEN: Developing and Sustaining Healthy and Supportive Relationships with Your Youth*
- CORE TEEN: Introduction and Understanding the Impact of Trauma on Youth in Foster Care*
- CORE TEEN: Nurturing Youth's Cultural Needs, Sexual Orientation and Gender Identity*
- CORE TEEN: Parental Adaptation*
- CORE TEEN: Parental Regulation*
- CORE TEEN: Parenting Youth Who Have Experienced Trauma*
- CORE TEEN: Relationship Development*
- CORE TEEN: Sexual Orientation, Gender Identity and Expression*
- CORE TEEN: Transition Support for Youth in Out-of-Home Care*
- CORE TEEN: Trauma Informed Resource Parenting I: Understanding and Recognizing the Effects of Trauma*
- CORE TEEN: Trauma Informed Resource Parenting II: Understanding Behavior*
- CORE TEEN: Understanding and Managing Youth's Challenging Behaviors--Part I*
- CORE TEEN: Understanding and Managing Youth's Challenging Behaviors--Part II*
- Court Etiquette and Judicial Expectations*
- Crossing State Lines: Breaking Down Border Barriers in Child Welfare*
- Cultural Diversity: Training of Trainers^
- Customer Service and De-Escalation Module 1: Leveling Up Customer Service#
- Customer Service and De-Escalation Module 2: Managing Difficult Interactions and Service Recovery#
- Customer Service and De-Escalation Module 3: Giving Your Colleagues Your Best Customer Service#
- Discovering the Family's Second Story*
- Division of Family Support: Online Manuals#
- Domestic Violence: Basic^
- Domestic Violence: Biennial Continuing Education^
- Elder Abuse: Continuing Education^
- Elder Abuse: Initial Course^
- Elderly Simplified Application Project 101#
- Electronic Benefits Transfer: Card Security#
- Electronic Case Files#
- Eligibility Advisor Verification Service#
- Engaging Families in Team Meetings*
- Engaging Others Through Conversations*
- Equal Employment Opportunity^
- Ethics Alive*
- Ethics Awareness*
- Exploring Cultural Diversity and Prejudice for Private Child Care*
- Family Assistance Short Term Educational Webinar#
- Family Court Procedures and Protocols*
- Family First: Case Planning Process for Qualified Residential Treatment Program/Congregate Care*
- Family First: Evidence-Based Practices and Prevention Services Referral*
- Family First: In-Home Case Planning Process*
- Family First: Introduction and Overview*
- Family First: Leveling and Placement*
- Family First: Prevention Services Array Overview*
- Family First: Supervisors*
- Family Support Supervision#
- Family Support: Alphabet Soup#
- Family Support: Applicant Explanations#
- Family Support: Disqualifications, Hearings and Claims#
- Family Support: Right to Apply#
- Family Support: Tools for Accuracy#
- Family Support: Unearned Income#
- Family Support: What is My Role? #
- Family Team Meeting: Skill Building*
- FAST: Foster/Adoptive Support and Training Resources
- Fidelity Information Systems: Navigating the Agency Portal for Electronic Benefits Transfer Inquiry#
- Field Training Specialist: Overview*
- Forensic Interviewing*
- Foster/Adoptive Parent Support Network Conference*
- Foundations in Child, Family, and Adult Services: Adult Protective Services Part I*
- Foundations in Child, Family, and Adult Services: Adult Protective Services Part II*
- FPP: Medication Assisted Treatment*
- Getting Started with SKY*
- GPS: Child Sexual Abuse Series*
- GPS: Child Sexual Abuse--Training of Trainers*
- HIPAA for Non-Medical Employers*
- HIPAA: Health Insurance Portability and Accountability Act^
- How to Engage Families Using the DPP-115: Refresher*
- Human Trafficking 101: An Overview^
- Identifying Burnout and Assessing for Trauma in Child Welfare Professionals*
- Identifying Burnout and Assessing for Trauma in Child Welfare Supervisors*
- Implicit Racial Bias 101: Exploring Implicit Bias in Child Protection^
- Indian Child Welfare Act*
- Intake Adjustments: A Look at Four Technical Requests*
- Intake Process Systems*
- Interstate Compact on the Placement of Children: Kentucky and Tennessee Border Agreement*
- Interstate Compact on the Placement of Children: Overview*
- Intimate Partner Violence Micro*
- Introduction to Community Based Services^
- Introduction to Family Support Supervision#
- Introduction to kynect Health Coverage#

* Indicates P&P only + Indicates Other Functions
 # Indicates FS only ^ Indicates All Functions

- Investigations in Alternate Care Facilities*
- i-TWIST for START Mentors*
- i-TWIST: Agency Adoptions*
- i-TWIST: AOC Interface for Interested Party Review*
- i-TWIST: Assessment and Documentation Tool and Maintaining System Integrity*
- i-TWIST: Basic Navigation, Inquiry and Reports for Office Support Assistants*
- i-TWIST: Case Planning Navigation--Case Tasks*
- i-TWIST: Case Planning Navigation--In-Home*
- i-TWIST: Case Planning Navigation--Out-of-Home Care*
- i-TWIST: Court Information*
- i-TWIST: Creating and Navigating Non-Agency Adoption Cases*
- i-TWIST: Documentation of Individual Information and Contact Screens*
- i-TWIST: Extended and Recommitment Youth*
- i-TWIST: Inquiry and Intake*
- i-TWIST: Interstate Compact on the Placement of Children*
- i-TWIST: Kentucky Health Information Data Sharing*
- i-TWIST: Leveling and Placement Navigation 886A and 106B*
- i-TWIST: Medical and Disability Navigation*
- i-TWIST: Offline Application--Part I*
- i-TWIST: Offline Application--Part II*
- i-TWIST: Offline Application--Part III*
- i-TWIST: Offline Application--Part IV*
- i-TWIST: Out-of-Home Care for New Removals*
- i-TWIST: Placement Screen for Relative and Fictive Kin*
- i-TWIST: Post Adoptive Placement Stabilization Services*
- i-TWIST: Presentation Summary*
- i-TWIST: Prior Removal and Adoption Screens*
- i-TWIST: Provide In-Progress*
- i-TWIST: Provide Inquiry*
- i-TWIST: Provide Ongoing*
- i-TWIST: Safety Check and Review*
- i-TWIST: Safety Check and Review for Centralized Intake Staff*
- i-TWIST: Supporting Kentucky Youth*
- i-TWIST: Using the Staff Directory*
- Juvenile Code*
- Kentucky Adoption Profile Exchange*
- Kentucky Applicant Registry and Employment Screening*
- Kentucky Safety Model: Case Consultation, Safety, Prevention, and Aftercare Plans*
- Kentucky Strengthening Ties and Empowering Parents*
- Kentucky Works Program#
- Kentucky Works Program: Components#
- Kentucky Works Program: Post-Test#
- Kentucky Works Program: Pre-Test#
- Keys to Working with All Families*
- Kinship Care for KTAP Case Managers#
- Kinship Care: Navigator*
- Kinship Care: Navigator--Introduction*
- Kinship Care: Navigator--Overview^
- KORE: Child Welfare and Opioid Use Disorder/Substance Use Disorder--Regional Kick-Off*
- KTAP and KWP Statewide Refresher#
- KTAP for Worker Portal: Part I#
- KTAP for Worker Portal: Part II#
- KTAP for Worker Portal: Post-Test#
- KTAP for Worker Portal: Pre-Test#
- KTAP: Eligibility Requirements#
- KTAP: Resources#
- kynect Ability for Providers and DCBS Staff#
- kynect Appointment Scheduling: General Awareness Webinar for DCBS Staff#
- kynect Appointment Scheduling: kynect ability Webinar#
- kynect Appointment Scheduling: kynect ability Webinar Phase II#
- kynect Appointment Scheduling: Webinar for DCBS Management#
- kynect Appointment Scheduling: Webinar for DCBS Management Phase II#
- kynect Appointment Scheduling: Webinar for DCBS Staff Phase II#
- kynect Benefits Awareness 2021^
- kynect Benefits Self Service Portal Training for Family Support Staff#
- kynect Health Coverage: Alphabet Soup#
- kynect Health Coverage: Kentucky Integrated Health Insurance Premium Payment#
- kynect Health Coverage: Managed Care Organization Enrollment and Copays#
- kynect Health Coverage: Medical Expenses#
- kynect Health Coverage: Part I#
- kynect Health Coverage: Part I Post-Test#
- kynect Health Coverage: Part II#
- kynect Health Coverage: Part II Post-Test#
- kynect Health Coverage: Qualified Health Plan Shopping#
- kynect Health Coverage: Renewal Process#
- kynect Health Coverage: Resources Review#
- kynect Health Coverage: Series Pre-Test#
- LGBTQ+ Mental Health: The Trauma of Coming Out^
- Loving Through Lifebooks*
- MapHabit*
- Medicaid for Worker Portal: Introduction to Long Term Care#
- Medicaid for Worker Portal: State Supplementation#
- Medicaid Works#
- Medicaid: Life Estate#
- Medicaid: Medicare#
- Medicaid: Qualifying Income Trust#
- Medicaid: Resources#

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- Medicaid: Transitional Medical Assistance#
- Medicaid: Vendor Payment#
- Medicaid: Vendor Payment Post-Test#
- Medicaid: Vendor Payment Pre-Test#
- Medicaid: Vendor Payment Refresher#
- Medical Indicators*
- Medical Passport*
- Medically Complex: Annual*
- Medically Complex: Growth and Development*
- Medically Complex: Join Hands Together*
- Medically Complex: Nutrition*
- Medically Complex: Orientation*
- Medically Complex: Standards of Practice*
- Medication Administration*
- Methamphetamines 101*
- National Adoption Competency Mental Health Initiative for P&P Supervisors*
- Network Crisis Intervention*
- New Employee Orientation for Private Childcare Staff*
- Non-Certified Basic First Aid Skills and Universal Precautions*
- Non-Fatal Strangulation Education for Child Protective Services Employees*
- North Carolina Family Assessment Scale*
- Orientation for Private Child Care and Private Child Placing*
- PCWCP: Social Work Principles-Part I*
- PCWCP: Social Work Principles-Part II*
- Pediatric Abusive Head Trauma: A Program for Foster Parents*
- Personnel Management^
- Post Adoptive Placement Stabilization Services*
- Practicing Self-Care#
- Presentation Skills: Part I^
- Presentation Skills: Part II^
- Preventing Disease Transmission^
- Professional Documentation*
- Professional Documentation Micro^
- Protection and Permanency Leadership Training Series: Core A*
- Protection and Permanency Leadership Training Series: Core B*
- Protection and Permanency Leadership Training Series: Core C*
- Protection and Permanency Leadership Training Series: Core D*
- Protection and Permanency Leadership Training Series: Core E*
- Providing Language Access to Limited English Proficient Persons^
- Psychotropic Medication Use in Out-of-Home Care*
- Psychotropic Medications*
- Quality Engagement for Successful Partnership*
- Racial Trauma Overview^
- Random Moment Sampling^
- Reasonable and Prudent Parenting Standards*
- Reasonable and Prudent Parenting Standards for Private Child Care Staff*
- Reasonable Efforts to Preserve and Reunify Families*
- Recovery Champions: Harm Reduction^
- Recovery Champions: Introduction to Substance Use Disorders^
- Recovery Champions: Medication-Assisted Treatment^
- Recovery Champions: Opioids^
- Recovery Champions: Recovery-Oriented Systems of Care (ROSC)^
- Recovery Champions: Return to Use^
- Recovery Champions: Stigma^
- Recovery Champions: Trauma^
- Recovery Champions: Treatment^
- Reflective Supervision^
- Relative and Fictive Kin Service Array Micro*
- Religious Affiliation Protocol for Children in Out-of-Home Care*
- Resolving Conflict Effectively*
- Resource Parent Curriculum Trainers: Effective Implementation*
- Responding to the Impact of Implicit Bias^
- Right Time Training: Accessing Service and Support*
- Right Time Training: Building Children's Resilience*
- Right Time Training: Building Parental Resilience*
- Right Time Training: Common Feelings*
- Right Time Training: Education*
- Right Time Training: Family Dynamics*
- Right Time Training: Life Story*
- Right Time Training: Managing Placement Transitions*
- Right Time Training: Preparing and Managing Visitations*
- Right Time Training: Preparing for Adulthood*
- Right Time Training: Responding to Children in Crisis*
- Right Time Training: Sensory Integration*
- Right Time Training: Sexual Identity and Development*
- Right Time Training: Sexual Trauma*
- Risk Factors and the Assessment of Child Protective Service Referrals*
- Safe Sleep Guidelines for P&P Workers and Foster Families*
- Safeguarding Confidential Social Security Administration and IRS Information#
- SAFESPACE*
- SAFESPACE for Champions*
- SAFESPACE: Overview*
- Safety: Preventing and Reporting Dog Attacks During Home Visits*
- Screening and Identification of Human Trafficking*
- Self-Care for Child Welfare and Family Support Professionals^
- Sibling Connections in Out-of-Home Care*
- Sibling Connections in Out-of-Home Care*
- SNAP and Child Care: Applicant Explanations#

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- SNAP and Child Care: Disqualifications, Hearings and Claims#
- SNAP and Child Care: Eligibility and Enrollment#
- SNAP and Child Care: Eligibility and Enrollment Post-Test#
- SNAP and Child Care: Practice and Coaching#
- SNAP and Child Care: Pre-Test#
- SNAP and Child Care: Support Services#
- SNAP and Child Care: Support Services Post-Test#
- SNAP and Child Care: System and Policy#
- SNAP and Child Care: System and Policy Post-Test#
- SNAP and Child Care: Technical Eligibility#
- SNAP and Child Care: Tools for Accuracy#
- SNAP, CCAP, MAGI, and MSP: Part I#
- SNAP, CCAP, MAGI, and MSP: Part II#
- SNAP, CCAP, MAGI, and MSP: Part III#
- SNAP, CCAP, MAGI, and MSP: Part IV#
- SNAP, CCAP, MAGI, and MSP: Part V#
- SNAP: Deductions Refresher#
- SNAP: Disaster Assistance#
- SNAP: Employment & Training Program 2022#
- SNAP: FS-103 Refresher#
- SNAP: FS-2 SNAP Reviews#
- SNAP: Households Refresher#
- SNAP: Positive Errors and Case and Procedural Errors#
- Social Work Licensure and Ethics^
- Social Work Principles*
- Solution Based Casework: Overview*
- Solution Based Casework: Supervisor Booster*
- Special Needs of the SKY Population*
- Staying Inside the Window of Tolerance: Advanced Secondary Traumatic Stress and Resilience*
- Structured Analysis Family Evaluations Home Study for Supervisors*
- Structured Decision Making: Intake Assessment Application for P&P Workers*
- Structured Decision Making: Intake Assessment Application for Supervisors*
- Structured Decision Making: Intake Assessment for P&P Workers*
- Structured Decision Making: Intake Assessment for Supervisors*
- Structured Decision Making: Safety and Risk Assessment Application for P&P Workers*
- Structured Decision Making: Safety and Risk Assessment Application for Supervisors*
- Structured Decision Making: Safety Assessment*
- Structured Decision Making: Supervisor Safety Assessment*
- Supervision of Child Protective Service Referrals*
- Supporting LGBTQ+ Youth in Out of Home Care*
- Supporting Parenting Youth in Foster Care*
- Supporting Transition Age Youth*
- Targeted Case Management*
- Technology and Tools#
- Telephone Skills^
- The Learning Expo*
- The Role of DCBS in the Court Process*
- Time Management with Less*
- Title IV-E Judicial*
- Training Design and Development: Part I^
- Training Design and Development: Part II^
- Transracial Parenting*
- Transracial Parenting: Training of Trainers*
- Trauma-Focused Behavior Management: Part I*
- Trauma-Focused Behavior Management: Part II*
- Trauma-Informed Care for Child-Serving Professionals*
- TWIST: Case Transfer and Case Share Navigation*
- TWIST: Employee Investigations Navigation*
- TWIST: Out-of-Home Care for Regional Billing Specialists*
- TWIST: Payments for Regional Billing Specialists*
- TWIST: Roles and Functions for Supervisors*
- TWIST: Title IV-E for Children's Benefit Workers*
- Understanding Cultural Differences and Implicit Bias^
- Understanding Poverty and Barriers to Self-Sufficiency#
- Using Narcan Nasal Spray for Opioid Overdose Emergencies^
- Using Non-Physical De-Escalation with Children and Youth*
- Using Social Media and Technology to Engage Children, Youth, and Families*
- Virtual Supervision*
- Well-Being*
- Workplace Wellness and Well-Being^
- Worker Portal Functions for SRAAs and Supervisors#
- Worker Portal: Inquiry Navigation#
- Worker Portal: Navigating the Quality Assurance Module for Case Reviews#
- Worker Portal: Reception Log and Online Help#
- Worker Portal: System Matches#
- Worker Portal: Voice Signature and E-Signature#
- Working with Adult Guardianship*
- Working with Adults with Developmental Disabilities*
- Working with Adults with Developmental Disabilities: Effective Communication and Evidence Collection*
- Writing Case Plans: A Refresher for Tenured Staff*

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