



## REQUEST FOR APPLICATION (RFA)

### Training Program Evaluation Services Kentucky Department for Community Based Services

<b>Deadline:</b>  <b>January 31, 2024, at 4 p.m. ET</b> <i>(Applications received after 4 p.m. (ET) will NOT be reviewed)</i>	<b>Issued By:</b>  Kentucky Department for Community Based Services (DCBS)
<b>Vendor's Conference:</b>  <b>January 8, 2025, at 10 a.m. ET</b> <i>(Vendor's Conference will be held virtually with an opportunity for Q&amp;A)</i>	<b>Submit Applications to:</b>  <a href="mailto:DCBSTraining@ky.gov">DCBSTraining@ky.gov</a> <i>(Only electronic applications will be accepted)</i>
<b>Specific Instructions:</b> <b><u>Failure to follow these specific instructions will deem an applicant's response non-responsive and will not be scored.</u></b>  <ol style="list-style-type: none"><li>1. All Kentucky State Universities and Kentucky Community and Technical Colleges are eligible to apply. Training Program Curriculum Development and Delivery vendors were solicited under a separate procurement. While selection as a development and delivery vendor would preclude vendors from eligibility for this Training Program Evaluation Services RFA, DCBS encourages all eligible and interested vendors to submit responses for both RFAs.</li><li>2. DCBS reserves the right to waive minor technical issues.</li><li>3. Applicants are responsible for monitoring the Cabinet for Health and Family Services (CHFS)'s Grants Opportunities webpage for amendments and updates to the posted RFA and supporting materials.</li><li>4. Plagiarism is strictly prohibited. The use of AI to generate application content will also be considered plagiarism.</li></ol>	

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

**Training Program Evaluation  
Deadline: January 31, 2024, 4:00 p.m. (ET)**

**Anticipated Timeline**

Date	Event	Location
December 13, 2024	RFA released	CHFS Grant Opportunities webpage
January 7, 2025 at 12 p.m. ET	Letter of intent and RSVP to Vendor’s conference	E-Mail*
January 8, 2025 at 10 a.m. ET	Vendor’s conference	RSVP E-Mail confirmation and Microsoft Teams Meeting*
January 9, 2025 at 4 p.m. ET	Questions due from vendors	E-Mail
January 15, 2025	Q&A addendum posted	CHFS Grant Opportunities webpage
January 31, 2025 at 4 p.m. ET	Application deadline	E-Mail Submission
March 3, 2025	Awardee notification	CHFS Grant Opportunities webpage
April 1, 2025	Contract effective date	N/A

\* Recommended but not required

**Letter of Intent**

Submitting a Letter of Intent stating the vendor’s interest in submitting an RFA response is highly encouraged but not required. The Letter of Intent is not binding and does not require a vendor to respond to the RFA. The Letter of Intent should include the vendor’s contact information and a statement of interest in responding to the Scope of Work as outlined in the RFA. The Letter of Intent must be sent to [DCBSTraining@ky.gov](mailto:DCBSTraining@ky.gov) by 12 p.m. ET on January 7, 2025.

**Vendor’s Conference**

The Vendors’ Conference will be held as cited in this RFA. Attendance is highly encouraged but not required. All RSVPs to the Vendor’s Conference must be sent to [DCBSTraining@ky.gov](mailto:DCBSTraining@ky.gov) by 12 p.m. on January 7, 2025. 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](mailto:DCBSTraining@ky.gov) by January 9, 2025, 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.

#	Section	Task	Page Number	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:

- Scan or save the completed “Original” application in its entirety, including all signatures, to PDF format. Save the original application as **24TrainingProgramEvaluation [University/College Name]**.
- Scan or save a “Blind Copy” of the application in its entirety to PDF format. Save the redacted application as **24TrainingProgramEvaluation [University/College Name] Blinded**.
- E-mail the “Original” and “Blind Copy” in one email to [DCBSTraining@ky.gov](mailto:DCBSTraining@ky.gov).
- In the subject line of the e-mail, type **24TrainingProgramEvaluation [University/College Name]**.
  - If possible, **send both attachments in one email. ALL PARTS MUST BE RECEIVED BY THE DEADLINE of January 31, 2024, by 4 p.m. ET.**
  - Keep in mind that e-mails 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.

- Single-sided.
- Letter-size (8 ½ x 11).
- Arial, 12-point font (no compressed fonts allowed).
- The margins for the narrative portion should be 1-inch side margins and 1-inch top/bottom margins.
- Pages must be numbered consecutively starting with the first page of the 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.
- Bullets may be single-spaced and must be Arial 12-font.
- Charts, graphs, and bulleted sections may not comprise more than 20% of the total narrative.

### 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 of the RFA. A proposal that is incomplete in any material respect may be rejected. 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.

#	FORMS AND OTHER DOCUMENTATION	INSTRUCTIONS	PAGE LIMITS
1	<b>Application Cover Page Form A</b>	Submit a Cover Page as outlined in Form A.	Do not exceed 1 page.
2	<b>Table of Contents</b>	The Table of Contents should clearly identify all material (by section and page number) included in the vendor’s proposal.	No page limit (does not count against the Project Narrative page limit).
3	<b>Project Narrative</b>	The Project Narrative should provide satisfactory evidence of the vendor’s ability to meet, and expressly respond to.	Do not exceed 20 pages.
4	<b>Coordination with Other Parties</b>	The Coordination with Other Parties narrative should provide an approach to the vendor’s coordination with DCBS, training vendors, and other parties as necessary.	Do not exceed 2 pages (does not count against the Project Narrative page limit).
5	<b>Staffing Plan</b>	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.	Do not exceed 5 pages (does not count against the Project Narrative page limit). Resumes do not count towards the page limit.

#	FORMS AND OTHER DOCUMENTATION	INSTRUCTIONS	PAGE LIMITS
6	<b>Project Plan</b>	The Project Plan should describe the vendor’s approach, methods, and specific work steps to achieve requirements.	Do not exceed 5 pages (does not count against the Project Narrative page limit).
7	<b>Vendor Reference Form B</b>	Submit a Vendor Reference Form as outlined in Form B. Two references are required.	Do not exceed 1 page per reference (does not count against the Project Narrative page limit).
8	<b>Budget Narrative Form C</b>	Submit a Budget Narrative as outlined in Form C.	Do not exceed 5 pages (does not count against the Project Narrative page limit).
9	<b>Subcontractor Form D</b>	Submit a Subcontractor Form as outlined in Form D if the vendor proposes using one or more subcontractors. One form is required per subcontractor.	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 evaluation for its workforce beginning August 1, 2025, with an anticipated contract effective date on April 1, 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 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.

**KENTUCKY DEPARTMENT OF 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 a qualified vendor to evaluate the training program curriculum development and delivery for the DCBS workforce.

**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 (e.g., Division of Protection & Permanency, Division of Family Supports, Division of Prevention and Community Well-Being, 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 a vendor to implement an evaluation function of its training program beginning August 1, 2025, with an anticipated contract effective date on April 1, 2025.

Training courses will 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). There are currently 400 training courses administered per year. 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.

DCBS is modernizing the training program by securing one vendor to implement robust evaluation mechanisms to assess the effectiveness of the training program and recommend data-driven improvements. DCBS drafted an Evaluation and Monitoring Plan to maintain a high-quality and sustainable training program. DCBS intends to collaborate with the selected vendor to review and finalize the Evaluation and Monitoring Plan and conduct activities in alignment with the Evaluation and Monitoring Plan.

DCBS requires evaluation services for the Division of Protection and Permanency (P&P), Division of Family Support (FS), Division of Prevention and Community Well-Being (DPCW), and Division of Guardianship training programs. The Divisions serve key functions 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.
- DPCW supports primary, secondary, and tertiary prevention services in communities throughout the Commonwealth. DPCW works to prevent poor family outcomes and increase family and community well-being by fostering relationships with lived experts, community organizations, and government partners.
- 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 Division of Guardianship staff to equip them in supporting and protecting vulnerable adults in guardianship settings.

Please note that DCBS may request that the vendor also provide evaluation services to support the Division of Child Care (DCC), which grows and improves child care services and resources in the Commonwealth, and the Division of Administration and Financial Management (DAFM), which is responsible for department financial management and budget activities and oversight of policy, administrative regulations, state plans, and contract monitoring.

DCBS utilizes a Learning Management System ("LMS" or "System") to support the training program. The vendor will be expected to utilize the LMS for evaluation data needs.

Training Program Curriculum Development and Delivery vendors were solicited under a separate procurement. While selection as a development and delivery vendor would preclude vendors from eligibility for this Training Program Evaluation Services RFA, DCBS encourages all eligible and interested vendors to submit responses for both RFAs.

Specification requirements of the contract are provided in Section 2 - Scope of Work.

## SECTION 2 – SCOPE OF WORK

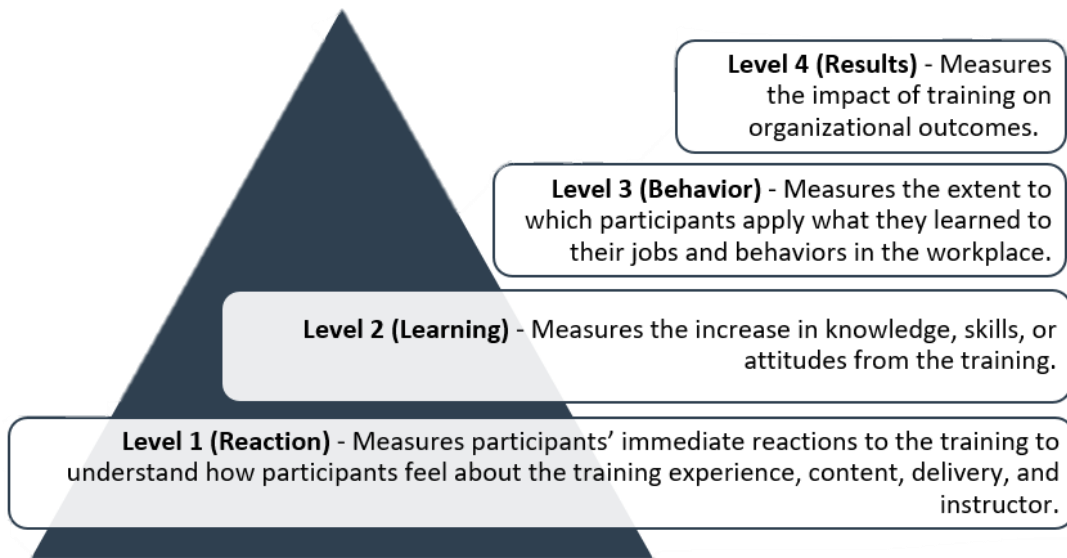
### Section 2.1 – EVALUATION AND MONITORING FOR THE P&P, FS, DPCW, AND GUARDIANSHIP TRAINING

#### Section 2.1.1 – Overview

DCBS drafted an Evaluation and Monitoring Plan to assess the effectiveness of the training program across Divisions and create a path for Continuous Quality Improvement. A copy of the Evaluation and Monitoring Plan is provided in Appendix A. Please note the Evaluation and Monitoring Plan is intended to serve as a draft document and will be finalized in collaboration with DCBS and the selected vendor. The Evaluation and Monitoring Plan includes but is not limited to 1) goals and objectives to guide the evaluation approach and outcomes, 2) key performance indicators (KPIs) to evaluate the training vendors, and 3) types of evaluation tools to collect KPIs and other training program performance-related data regularly.

In alignment with the Evaluation and Monitoring Plan, the vendor must adopt a systematic framework to assess the training program's effectiveness, efficiency, and outcomes. All evaluation activities must be anchored on the Kirkpatrick Model of Training Evaluation, a nationally recognized four-level evaluation model used to capture and analyze training program data to measure immediate impact and long-term results. The Kirkpatrick taxonomy of training evaluation has historically guided child welfare training evaluation. The Kirkpatrick Model levels are outlined in Figure 1.

**Figure 1. Kirkpatrick Model Level Overview**



The Evaluation and Monitoring Plan's draft key performance indicators (KPIs) align with the Kirkpatrick Model and Federal Standards from The Administration for Children and Families (CFSR) with guidance on tracking the program's performance and effectiveness. As such, the KPIs will be important metrics to demonstrate the impact of the training program and identify areas for improvement on a regular and ongoing basis.



## **Section 2.1.2 – Requirements**

### Task 1. Review and Commentary of the Evaluation and Monitoring Plan

The vendor must conduct a review of the draft Evaluation and Monitoring Plan upon contract award and annually thereafter and collaborate with DCBS to revise the Evaluation and Monitoring Plan as necessary. The Evaluation and Monitoring Plan includes an initial list of goals and objectives, KPIs, and potential evaluation tools to collect KPIs and other training program performance data. The vendor must recommend additional goals, objectives, KPIs, and associated performance targets to incorporate into the Evaluation and Monitoring Plan. Please note that DCBS, the vendor, or other parties may identify additional metrics to collect and track progress toward achieving the training program goals and objectives. The vendor must work with DCBS to update the Evaluation and Monitoring Plan accordingly.

### Task 2. Development and Implementation of Evaluation Tools

The vendor must develop and implement evaluation tools to gather critical data about performance, including and beyond KPIs. The evaluation tools must be accessible to training participants with disabilities (e.g., compliance with The Americans with Disabilities Act, Web Content Accessibility Guidelines, and other 508 compliance requirements) and inclusive of diverse learners. Please note the developed evaluation tools will be wholly owned by DCBS.

The vendor must identify and build evaluation tools to gather critical data about performance, including and beyond KPIs. When possible, evaluation tools should be integrated within the Learning Management System in collaboration with a separate contracted vendor supporting the Learning Management System development and maintenance. Examples of evaluation tools may include but are not limited to the following:

- Post-training surveys and questionnaires
- Feedback forms to be provided after each training course
- Pre- and post-assessments or tests based on training content after each training course
- Knowledge checks (polls, live discussion topics, quizzes) to gauge understanding during each training course
- Documents to gather trainee performance by a trainer, mentor, or supervisor, such as performance reviews and reviews of case records
- Focus groups with trainees and supervisors, among other stakeholders, to receive feedback about the training program
- Learning Management System analytics such as course completion rates, pre- and post-assessment or test scores, and knowledge check scores

Any documents developed to support standardization, facilitation, or planning of the task such as standard operating procedures, guides, manuals, protocols, methodologies, etc., should be made available upon DCBS request.

As part of your response to this Task:

- Please describe your approach to designing evaluation tools and how you will leverage the Kirkpatrick Model while developing the evaluation tools.

- Please describe your approach to designing both quantitative (e.g., assessments or tests) and qualitative (e.g., focus groups) evaluation tools.
- Please describe the technology platforms you intend to build and deploy the evaluation tools (e.g., online surveys, online assessments, paper-based instruments). Please note that paper-based instruments should be limited, as there is a preference for online documentation collection through the Learning Management System.
- Please describe your approach to evaluating existing tools and reports and developing new tools. Please explain how the evaluation tools will be able to integrate with the Learning Management System.
- Please describe at least one past project where you developed evaluation tools for a training program or similar fields and include examples or demonstrations of evaluation tools you have built such as survey instruments or assessments/tests.

### Task 3. Data Analysis

The vendor must collect and analyze quantitative and qualitative data in alignment with the KPIs and evaluation tools identified in partnership with DCBS.

Any documents developed to support standardization, facilitation, or planning of the task such as standard operating procedures, guides, manuals, protocols, methodologies, etc., should be made available upon DCBS request.

Please describe at least one case study or example of how you used data analytics to assess the impact of a training program or similar field. Please describe at what frequency you will collect and analyze data from evaluation tools. Please describe your structured methods (e.g., coding responses, thematic analysis, tools such as SPSS and/or NVivo) to analyze qualitative feedback about the training program and how you will ensure that qualitative data insights represent the DCBS workforce. Please explain how you will combine insights from quantitative and qualitative data to provide a comprehensive assessment of training outcomes.

### Task 4. Live In-Person and Virtual Training Course Audit Exercise

The vendor must audit a sample of training courses to assess program effectiveness and alignment with goals, objectives, and key performance indicators outlined in DCBS' Evaluation and Monitoring Plan. It is anticipated the vendor will be required to audit approximately 30 live in-person and live virtual training courses per year total, which equates to auditing approximately 2-3 live training courses per month. The vendor must additionally conduct desk reviews of asynchronous training modules upon DCBS' request.

Courses to be included in the audit will be identified in partnership with DCBS. Please note the final number of training courses to be audited is subject to change in partnership with DCBS and parties such as other contracted vendors.

The vendor must produce a monitoring report to DCBS including audit findings and any recommended corrections every two months. DCBS may also request ad hoc audit reports from the vendor as necessary.

Any documents developed to support standardization, facilitation, or planning of the task such as standard operating procedures, guides, manuals, protocols, methodologies, etc., should be made available upon DCBS request.

As part of your response to this Task:

- Please provide an overview of your proposed audit approach, including approaches to assessing instructional design, course content, DCBS workforce engagement, and course effectiveness in alignment with the Evaluation and Monitoring Plan goals and objectives. Please describe any specialized tools or software you will use to audit the live in-person training courses.
- Please provide an overview of your experience conducting audits, credentials or certifications that support the audit exercise (e.g., instructional design, adult learning, quality assurance certifications), and one sample report or case study from past audits of training programs or similar fields.

#### Task 5. Training Program Dashboard Development and Maintenance

The vendor must track KPIs and reporting metrics in a dashboard application accessible to DCBS leadership, such as Power BI, throughout the training program to measure progress against goals and objectives outlined in the Evaluation and Monitoring Plan. The dashboard may be hosted on the vendor's servers. The vendor must provide credentials to staff identified by DCBS to access the dashboard. The vendor must oversee the maintenance of the dashboard application. KPIs are to be reported for the current month and cumulatively each month within the dashboard. Monthly dashboard updates will be due no later than the 15<sup>th</sup> of each month or the next closest business day to DCBS. Additionally, the vendor must be willing to provide DCBS with ad hoc reports as necessary to support the training program and associated communications needs.

Any documents developed to support standardization, facilitation, or planning of the task such as standard operating procedures, guides, manuals, protocols, methodologies, etc., should be made available upon DCBS request.

Please describe the tools or platforms you will use to develop dashboards (e.g., Power BI), how you will integrate various data sources (e.g., data from the Learning Management System, survey tools) into the dashboard, and data visualization techniques to ensure the dashboard communicates data insights in alignment with the Evaluation and Monitoring Plan goals and objectives. Please describe specific chart types (e.g., trend lines, distribution charts, heatmaps) you envision including in your dashboard.

Please describe at least one previous project where you developed dashboards for training program evaluation or similar fields, including describing the program you evaluated, metrics tracked, and technologies used, and providing screenshots of the developed dashboards.

#### Task 6. Annual Evaluation Report

The vendor must provide an annual evaluation report in a PowerPoint or Word Document format to DCBS providing a comprehensive assessment of the training program's effectiveness and opportunities for improvement. The annual evaluation report must be submitted by every DCBS fiscal year ending in June. The annual report must include but is not limited to an executive summary of the training program and key findings, confirmation of the training program's goals and objectives, a description of

the training program courses and associated activities, a description of the DCBS workforce that participated in the training program, an overview of the evaluation methodology and tools, evaluation findings specific to each DCBS Division, opportunities for improvement, and an appendix providing copies of relevant materials such as evaluation tools and data summaries.

Any documents developed to support standardization, facilitation, or planning of the task such as standard operating procedures, guides, manuals, protocols, methodologies, etc., should be made available upon DCBS request.

Please provide your approach to drafting an annual evaluation report and identifying key components included within the annual evaluation report. Please describe at least one previous project where you developed an annual evaluation report or similar summary document and provide screenshots of the developed annual evaluation report or similar summary document.

#### Task 7. Continuous Quality Improvement

Upon identifying training program enhancement opportunities, the vendor must provide guidance and recommendations to employ with the associated training program vendor(s). When necessary, the vendor must help develop a Performance Improvement Plan to employ with the associated training program vendor(s). Although DCBS will serve as the primary point of contact for the relevant training program vendor(s) to execute any remediation process, the vendor must provide support to socialize the remediation plan and collect data to track remediation progress as needed.

Any documents developed to support standardization, facilitation, or planning of the task such as standard operating procedures, guides, manuals, protocols, methodologies, etc., should be made available upon DCBS request.

Please provide an overview of your approach to remediation with the training vendor(s) or a similar field, including creating individualized improvement plans for the training vendor(s) and other stakeholders such as training facilitators, what tools and processes will be used as part of the remediation process (e.g., coaching, peer mentoring, benchmarks or KPIs to track whether performance has improved), and the frequency of check-ins and monitoring during the remediation process. Please describe how you handle situations where the training vendor(s) and other stakeholders such as training facilitators may be resistant to feedback or slow to improve.

#### Task 8. End of Contract Transition Plan

The vendor must describe its approach to a transition plan with DCBS at the end of the contract period. The transition plan must include but is not limited to a summary of the evaluation scope of work, a transition period timeline detailing deadlines for remaining deliverables and documentation transfers, an inventory of active and pending evaluation activities including key contacts, current status, and next steps to complete the evaluation activities, and full transfer of knowledge, documentation, tools, technology, and data.

Any documents developed to support standardization, facilitation, or planning of the task such as standard operating procedures, guides, manuals, protocols, methodologies, etc., should be made available upon DCBS request.

### SECTION 3 – COORDINATION WITH OTHER PARTIES

The vendor will be required to coordinate on critical tasks with DCBS leadership, training program vendor(s), and other authorized parties.

The vendor awarded through this Training Program Evaluation Services RFA will be expected to work closely with selected vendor(s) from the Training Program Curriculum Development and Delivery RFA to align on an Evaluation Plan, request necessary information and data, and work with the vendor(s) to adjust the training curriculum, training delivery, and the LMS platform specifications pending feedback results. Regular communication and data-sharing will be essential to maintaining accountability, fostering continuous improvement, and ensuring the program’s overall success. The vendor must confirm their approach to coordinate with DCBS, other training vendors, 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 and their responsibilities on the project.

Key personnel include but are not limited to the following:<sup>1</sup>

Role	Description
Executive Director	0.25 FTE; Oversees the project.
Project Manager	1 FTE; Manager for the project’s day-to-day activities.

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.
3. 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.
4. 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.

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<sup>1</sup> Please note that the vendor may adjust role titles to align with Kentucky State Universities’ and Kentucky Community and Technical Colleges’ job descriptions.

5. 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 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.
6. The vendor 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 is 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 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 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 for organizations for whom the vendor has successfully provided services on projects that were similar in their scope, nature, and size. The references must relate to work that was completed within the past (5) years. Details of the similarities in previous projects must be provided. Failure to recreate the form accurately to include all fields may lead to rejection of the vendor's application.

**Training Program Evaluation Services  
FORM A. RFA Application Cover Page**

<b>VENDOR NAME</b>		
<b>VENDOR ADDRESS</b>		
<b>UNIVERSITY / KCTC PRESIDENT NAME</b>		Phone:  Email:
<b>UNIVERSITY / KCTC FINANCE OFFICER</b>		Phone:  Email:
<b>UNIVERSITY / KCTC RFA CONTACT</b>		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 Evaluation Services  
FORM B. Vendor Reference Form**

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



**Training Program Evaluation Services  
FORM C. Budget Narrative**

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.

**Contract Year 1 (April 1, 2025 – March 31, 2026)**

<b>Item</b>	<b>Amount Requested</b>	<b>Description and Justification</b>
Salaries & Wages		
Fringe Benefits		
Contractors		
Quantitative Data Collection (including platform and printing fees, as necessary)		
Qualitative Data Collection (including costs for moderators, transcription, and printing fees as necessary)		
Assessment Tools/Software (e.g., data collection and analysis software, dashboard hosting fees)		
Equipment (e.g., tablets/laptops, recording devices)		
Other Direct Costs		
Indirect Costs/Overhead		
Travel		

**Contract Year 2 (April 1, 2026 – March 31, 2027)**

<b>Item</b>	<b>Amount Requested</b>	<b>Description and Justification</b>
Salaries & Wages		
Fringe Benefits		
Contractors		
Personnel Costs		
Quantitative Data Collection (including platform and printing fees, as necessary)		
Qualitative Data Collection (including costs for moderators, transcription, and printing fees as necessary)		
Assessment Tools/Software (e.g., data collection and analysis software, dashboard hosting fees)		

Equipment (e.g., tablets/laptops, recording devices)		
Other Direct Costs		
Indirect Costs/Overhead		
Travel		

**Training Program Evaluation Services  
FORM D. Subcontractor Form**

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

## Training Program Evaluation Services Evaluation Criteria

Please note that 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 task. DCBS will use the identified strengths and weaknesses to assign a 0-5 rating per task.

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.

## Appendix A. DRAFT Evaluation and Monitoring Plan

### BACKGROUND AND RATIONALE

Historically, the Kentucky Department of Community Based Services (DCBS) relied on a single vendor to provide staff training, oversee training functions, and provide operational responsibilities of the DCBS Training Program. As a result of organizational and policy decisions, DCBS is modernizing the Training Program by implementing a new Training Branch to provide Training Program oversight and securing contracts for Training Program curriculum development and training delivery.

Defining a Training Program Evaluation and Monitoring Plan to be used by the Training Branch is critical to maintaining a high-quality and sustainable Training Program. DCBS intends to utilize a vendor who may use this Evaluation Plan as a guide. The vendor will work with the Training Branch to ultimately equip the Training Branch to own and execute evaluation activities in the future. DCBS is interested in defining an evaluation and monitoring process for the Training Program including:

1. Identifying **goals and objectives** to guide the evaluation approach and outcomes
2. Establishing **key performance indicators** (KPIs) to evaluate the training vendors and understand, early and often, if the vendor does not meet their targets and pivot as needed
3. Identifying and using **evaluation tools** to collect KPIs and other Training Program performance-related data on an ongoing basis

Upon defining these foundational evaluation factors, DCBS will procure a new vendor to implement the Training Program Evaluation and Monitoring Plan and drive continuous quality improvement efforts.

***Note:** The Training Program Evaluation and Monitoring Plan is subject to change and may be modified based on the input and suggestions from the vendor.*

### DCBS MISSION

The mission of DCBS is to build an effective and efficient system of care with Kentucky citizens and communities to:

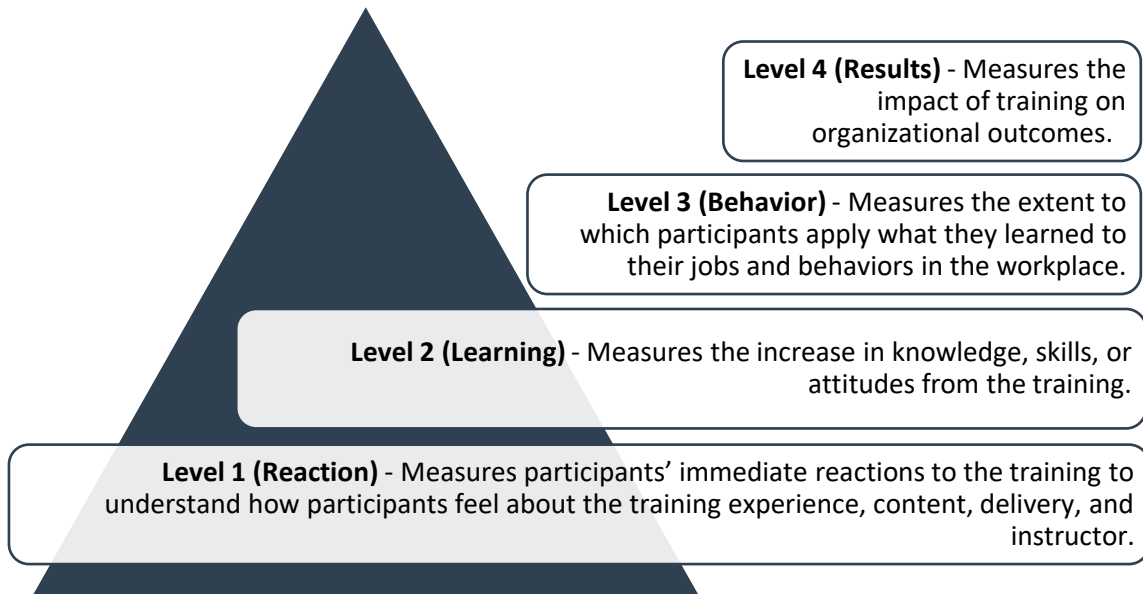
- Reduce poverty, adult and child maltreatment, and their effects.
- Advance person and family self-sufficiency, recovery, and resiliency.
- Assure all children have safe and nurturing homes and communities.
- Recruit and retain a workforce and partners that operate with integrity and transparency.

### KIRKPATRICK MODEL OVERVIEW

The Training Program Evaluation and Monitoring Plan components are all **anchored on the Kirkpatrick Model** to measure immediate impact and long-term results. The Kirkpatrick Model is a nationally recognized four-level evaluation model organizations use to capture and analyze training program data to measure immediate impact and long-term results. Child welfare training evaluation has historically been guided by the Kirkpatrick taxonomy of training evaluation.

The Kirkpatrick Model levels are outlined in **Figure 1**.

**Figure 1. Kirkpatrick Model Level Overview**



By covering multiple levels encompassing the DCBS workforce's immediate reactions, lessons learned, behaviors, and organizational results, the Kirkpatrick Model offers a well-rounded evaluation of the Training Program. As a result, the Training Program Evaluation and Monitoring Plan's goals, objectives, and key performance indicators align with a Kirkpatrick Model Level. Data collected through the Kirkpatrick Model further allows DCBS to continuously enhance the Training Program by identifying gaps and paths to remediation at each level.

## INITIAL GOALS AND OBJECTIVES

The initial objectives of the Training Program Evaluation and Monitoring Plan are as follows:

### Reaction & Learning Goals and Objectives

- **Goal 1:** Create a Training Program curriculum that is relevant, responsive to current training needs, and reflects practice requirements.
  - Objective 1.1: DCBS' workforce feels prepared to deliver services after training modules.
  - Objective 1.2: DCBS' workforce is well-equipped to pass the post-training assessment.
- **Goal 2:** Ensure that Training Program curriculum content is interactive, easy to understand, and culturally appropriate while individuals delivering content are knowledgeable about the subject matter and have a strong presentation style to deliver information (i.e., experience of training).
  - Objective 2.1: DCBS' workforce follows training content easily and remains engaged in the training session(s).
  - Objective 2.2: DCBS' workforce recommends training to other colleagues.
  - Objective 2.3: Trainers receive positive scores through feedback mechanisms.

### Behavior Goals and Objectives

- **Goal 3:** Support DCBS’ workforce so they have the necessary skills to carry out duties.
  - Objective 3.1: DCBS’ workforce feels empowered to apply training to facilitate decision-making.
  - Objective 3.2: DCBS’ workforce receives high ratings from supervisor observations.
  - Objective 3.3: DCBS’ workforce is less likely to receive disciplinary action.

Results Goals and Objectives

- **Goal 4:** Cultivate an environment where adults, children, and families are satisfied with DCBS services.
  - Objective 4.1: Adults, children, and families are satisfied with their DCBS services.
  - Objective 4.2: Adults, children, and families are satisfied with the DCBS workforce.
- **Goal 5:** Enhance DCBS workforce engagement, satisfaction, and retention due to high-quality performance and satisfaction.
  - Objective 5.1: The DCBS workforce completes the employee engagement survey.
  - Objective 5.2: The employee engagement survey reflects an increase in satisfaction
  - Objective 5.3: DCBS retains its critical workforce and experiences limited attrition.

**KEY PERFORMANCE INDICATORS**

DCBS will require program reporting from all Training Program vendors. The vendor will track key performance indicators (KPIs) and reporting metrics in a dashboard application (e.g., Power BI) throughout the Training Program to measure:

- The DCBS workforce’s experience and satisfaction with the training
- The effectiveness of the training curriculum
- The effectiveness of trainers
- Whether behavioral changes occurred because of the training
- Whether content areas may require revision and the types of revisions needed

KPIs are integral to ensuring the Training Program is meeting the expectations and contractual obligations of the Program, as outlined in **Table 1**. DCBS drafted an initial list of KPIs and will seek guidance and feedback from the selected vendor to recommend additional or alternative KPIs and associated performance targets. The vendor may identify other metrics in addition to KPIs to collect and track progress toward achieving the goals outlined above. The vendor will work with DCBS to update the Training Program Evaluation and Monitoring Plan accordingly. KPIs are to be reported for the current month and cumulatively each month. The Training Program Evaluation and Monitoring Plan’s initial KPIs detailed in **Table 1** align with the Kirkpatrick Model and Federal Standards from The Administration for Children and Families (CFSR) with guidance on tracking the program's performance and effectiveness.

**Table 1. Training Program Evaluation and Monitoring Key Performance Indicators (KPIs)**

#	Draft KPIs
1	% of DCBS staff who completed required Training Program modules.

#	Draft KPIs
2	The total number of Training Program modules delivered per month and year.
3	DCBS workforce satisfaction with the Training Program content.
4	DCBS workforce satisfaction with the Training Program facilitator.
5	Feedback from supervisors on the degree to which the DCBS workforce is applying new skills or knowledge from the Training Program to their job roles.
6	DCBS workforce retention across Divisions and job roles.

## EVALUATION TOOLS

The vendor will help build and analyze evaluation tools to gather critical data about performance, including and beyond KPIs. Examples of evaluation tools may include the following:

- Post-training surveys and questionnaires
- Feedback forms to be provided after each training course
- Pre- and post-assessments or tests based on training content after each training course
- Knowledge checks (polls, live discussion topics, quizzes) to gauge understanding during each training course
- Documents to gather trainee performance by a trainer, mentor, or supervisor, such as performance reviews and reviews of case records
- Focus groups with trainees and supervisors, among other stakeholders, to receive feedback about the training program
- Learning Management System analytics such as course completion rates, pre- and post-assessment or test scores, and knowledge check scores

Additionally, the vendor must audit a sample of training courses to assess program effectiveness and alignment with goals, objectives, and key performance indicators outlined in DCBS' Evaluation and Monitoring Plan. Training courses will 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. There are currently 400 training courses administered per year. 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 vendor must produce a monitoring report to DCBS including audit findings and any recommended corrections every two months.