

Project Management & Curriculum Development RFP
Questions and Answers
January 8, 2025

Q- The RFP states the period of performance for project management and facilitation and curriculum development is March 1, 2025 through September 30, 2025. What is the approximate time period for utilization of the curriculum developed under the RFP?

A- Once the curriculum is developed, we anticipate using it across a variety of programs going forward without a set end date. CWP will own the curriculum developed through this RFP. Updates to the curriculum in the future may be necessary but are not directly contemplated under this RFP.

Q- Is there a designated budget for this project? Do you have a range in mind?

A- CWP has funding allocated to support this project. Proposed budgets should reflect the real and competitive costs associated with delivering the proposed scope of work.

Q- For project management planning purposes, will CWP be the primary point of contact? For the primary point of contact, what is the preferred cadence for project updates (e.g., weekly updates, daily emails, biweekly meetings, etc.)?

A- CWP will be the primary point of contact. At minimum, we expect weekly updates.

Q - Is the facilitation of the needs assessment and initiative-level analysis expected to be done virtually or in-person?

A - Either virtual or in-person facilitation of the needs assessment and initiative-level analysis is acceptable.

Q - Is the facilitation of meetings to gather input from partner agencies expected to happen in-person or virtually?

A - Either virtual or in-person facilitation of meetings to gather input is acceptable.

Q. What is your preferred virtual conferencing platform?

A- Teams or Zoom are acceptable.

Q- Is there any preference for having a vendor that is located in Connecticut? My business is registered in another state. Am I eligible to submit a proposal? Will I need any additional registration with CT?

A- We do not have a preference; however, out of state entities must register with the Connecticut Secretary of State. While a proposal will be accepted based on a commitment to register, a contract will not be awarded until the business registration is complete and verified.

Q- If an out-of-state contractor is awarded the work, is CWP willing to pay travel expenses? Should these expenses be factored into the budget in the proposal or left separate?

A- Travel expenses can be included in the budget and identified via line item; however, we would expect that much of the project can be completed virtually and that travel would be minimal. Please be mindful that Cost is a criteria in the evaluation.

Q- Would you like us to submit resumes and descriptions of key personnel we plan to use on the contract?

A- Section VI.1.d requires responses to: "Identify staff to be assigned to the project, and describe their qualifications, including credentials, certifications, and experience." Resumes can be used to fulfill this requirement provided that they meet the Application Assembly and Delivery Instructions (IX).

Q- Is there a cap as to how many people can participate in the in-person training per course offering? What is the average instructor-to-student ratio?

A- Our target ratio is a maximum instructor-to-student ratio of 1:20.

Q- What learning management system or platform will host the online curriculum components?

A- We have not selected a platform or learning management system.

Q- Do you have preferred course/product authoring tools? Survey tool?

A- No.

Q- Do you utilize a learning management system for individuals to access training independently for individuals seeking to receive the training materials on a self-serve basis? This is a key question based on the need to provide information about software. If you have an in-house LMS, could you share details about preferred training software you use presently?

A- We do not have an in-house LMS.

Q- What existing platforms and resources are available for contractors to use and integrate into the development and delivery process?

A- Please refer to the Work-Based Learning Network website (www.wblnetwork.org) for resources. We do not have an existing platform available.

Q- Would you please share a little more information or provide a web link to the in-house materials you presently offer at your America job centers?

A- We are not presently using materials that are relevant to this procurement.

Q- I see that additional online content to supplement instruction is welcomed. Is there a particular online learning platform that will be used to house/deliver the additional content?

A- We have not selected a particular online learning platform.

Q- Do you currently have access to headsets such as Meta Oculus or similar equipment that can be used for VR experience learning such as Transfr?

A- We will have limited availability of VR headsets. The core curriculum should not be dependent on VR technology.

Q- What is your policy on using or integrating AI into the curriculum?

A- Teaching learners about how to use AI is acceptable. Any use of AI-generated content in the proposal or the curriculum must be disclosed. All use of AI must be in accordance with CWP's AI policy.

Q- What is the approximate number of instructors and instructor trainers that CWP anticipates leading the instruction of the curriculum each year?

A- 20 instructors initially trained with potential to increase year-over-year.

Q. Describe what the in-person instruction looks like.

a. How do learners know about the training that is available? How do they register/enroll?

Learners will enter the training from a variety of venues including staff or partner referrals, general outreach and marketing, and through co-enrollments from other programs. Most often learners will be referred by case workers who have assessed their skills and identified learning needs.

b. Where do they gather for instruction? What does the classroom look like, and what tools/resources are provided in the room or by the instructor (e.g., flipcharts, whiteboard, projector, wifi, etc.)?

A variety of classroom settings will be used, including some classrooms with limited technology. The core curriculum should be able to be delivered in a low-technology environment where individual learners are not at computer workstations. Most classrooms will have instructor computers and connected display screens or Smart Boards.

Q- Is it expected that the in-person instruction will cover the three levels in one offering, or will the instruction be broken down by skill level?

A- We are interested in working with the selected contractor to develop the modular curriculum and instructional plan that can be accessible to a population with a diverse array of skills and abilities.

Q- For the modular curriculum, is it expected that the three levels will be contained in the one topical module? Or is it expected that they will be three different modules?

A- We are interested in three different modules such that customers can be directed to take as many or as little as they require to accomplish their individual goals.

Q- Is the pre-assessment taken before the learner registers/enrolls for the course?

A- We want learners to take a full pre-assessment of all competencies to determine their learning needs. They will be enrolled in modules based on the pre-assessment results.

Q- Can you describe the typical audience that would be receiving this content (e.g. does it need to be accessible in multiple languages, adaptive to learners with visual or auditory disabilities, varying education levels, etc.)

A- Instruction will be in English but should be adaptable and accessible to learners of all abilities and education levels.

Q- For the learning population, do they have access to the internet? Is online learning a hurdle / is offline learning a requirement?

A- Offline learning is required. Online components are expected to supplement and complement the learning plan.

Q- Will the training be delivered in English only? Will CWP staff/partners have the need to translate files?

A- At this time the training will be delivered in English only. Translation is outside of the scope of this procurement.

Q- Our approach to experiential learning involves creating a process where individuals learn by doing and reflecting on their experiences, emphasizing active participation and hands-on activities over passive information absorption. The curriculum can range from simple role plays and case scenarios to interactive online vignettes and VR experiences. Are there specific types of experiential learning you expect the contractor to design, budget notwithstanding?

A- We expect the proposer to offer their best curriculum design in their proposal. Curriculum should be deliverable in-person in a low-technology environment.

Q- What level of detail would you like for the examples provided as curriculum? Would a regular syllabus suffice?

A- A syllabus with no more than two detailed lessons/modules is sufficient for each example.

Q- For Narrative 2, item e, the RFP asks to *“Detail the technical requirements and systematic implementation. Be as detailed as possible.”* Can you clarify what type of information would be most helpful for respondents to include in this section? Do you mean the technical capabilities that your organization should provide? Technical resources that should be allocated by your organization?

A- Technical requirements include any hardware or software required to implement the project plan. Systematic implementation includes the proposer's process and workplan to accomplish the project deliverables including timeframes for each step.

Q- Page 3 of the RFP mentions *"This RFP aims to develop a comprehensive career readiness curriculum that can be integrated within other workforce training programs to ensure that jobseekers receive both occupational credentialing and career readiness development..."* Can you clarify if/what occupational credentialing you expect proposers to provide or align to? Are proposers expected to offer direct credentialing, or just provide curriculum that will help participants satisfy the credential requirements of a separate agency/organization?

A- Proposers are not expected to offer any credentialing. Credentialing occurs in other programs offered by CWP and partners. The curriculum that is created or assembled should support the development of the core career competencies that enable participants to obtain credentials through other occupational training programs.

Q- Is it possible to provide 2 distinct hourly rates so that in the event we want to utilize some of our in-house materials, there is a lesser fee than for creating materials from scratch?

A- It is critical that CWP will own the end product of the curriculum development project. If there are multiple hourly rates the this should be reflected in the BUDGET NARRATIVE

Q- On page 6, you discuss a desire for remedial academic, digital literacy, and financial literacy. If there's an independent cost for that type of training from another partner organization, for off-the-shelf training, is it acceptable to include that individually in our price quote? It would not be an hourly rate but rather, a user or subscription fee.

A- If the selected contractor recommends off-the-shelf training, prices should be detailed in the proposal. CWP would purchase off-the-shelf products directly from the vendor.

Q- What teaching / learning modalities does CWP anticipate using to deliver the curriculum developed under the RFP? Teacher facilitated in-person; student self-directed; online synchronous; online asynchronous; hybrid; and/or some other combination of approaches?

A- We expect the teaching/learning modality to be flexible enough to cater to learners of different ages and abilities. We expect a mix of teachers facilitated in-person instruction, with the potential for some content to be delivered virtually, synchronously, independently and asynchronously.

Q- The RFP states that CWP is open to curriculum options that incorporate best practice content from existing sources and that additional asynchronous and/or virtual content to supplement in-person instruction is a plus. Accordingly, is CWP open to integration of online Software as a Service curriculum and paying an annual licensing fee for this best practice content?

A- We are open to reviewing additional annual costs for software that supplements this curriculum, but cannot guarantee ongoing funding for annual software licensing fees.

Q- What is the expected available total instructional time allotted for curriculum delivery and how long will each instructional session be? How much instructional time does CWP anticipate for in-person instruction? And in what time increments? (e.g. # of in-person classes/days over the course of eight weeks. Each class/day consists of # of minutes of instruction.)

A- Our interest is in a modular curriculum that could accommodate a variety of training lengths depending on the needs of learners. As stated in the RFP, participants should be able to complete all modules in no more than eight weeks. Our experience with participants is that 2-3 hours of instruction per day is most realistic, but we are also open to adjusting expectations based on expert advice from curriculum developers. We are seeking an accelerated and compressed instructional period that still enables participants to improve specific competencies to become competitive candidates in their chosen career field.

Q- What is the approximate number of CWP staff and contractors to be initially trained on use of the curriculum developed under the RFP?

A- Approximately 20 staff will be initially trained on use of the curriculum. If the number of staff trained is a variable cost, it would be helpful to see scenarios for higher or lower numbers of staff trained (e.g., is the cost for training 20 staff substantially different from training 40?).

Q- What is the approximate number of learners annually who will use the curriculum developed under the RFP?

A- We see potential to utilize the curriculum across much of our portfolio of programs, which annually serve 3,000+ participants.

Q- What is the approximate number of physical locations (service providers) annually across the 37 counties that will use the curriculum developed under the RFP?

A- We anticipate having this curriculum available within at least eight venues across our service area, though this number could increase or change substantially depending on the end product.

Q- The RFP mentions the potential inclusion of asynchronous learning elements within the curriculum. Could you provide some more details on what the expectation is in terms of level of interactivity, format (e.g., e-learning modules, electronic job aids, tools/template, or .pdf articles)? The cost can vary greatly depending on what the expectation is.

A- Asynchronous content could include any of the examples you provided, with a preference for aligned e-learning modules that could be curated to supplement the core curriculum – asynchronous content would ideally be selected from existing content instead of newly created for this project. Asynchronous content is not a required component of this RFP; however, suggested asynchronous content options could be included in a response as a separate line item within the Budget to distinguish costs (please refer to Section VI. Narrative Specifications).

Q- Page 8 of the RFP states there must be: “Production of modular curriculum that can be delivered completely or as standalone topical units, **including at least three levels of skills**

development for each topical area.” Is this referring to beginner, intermediate, expert levels, etc.?

A- Yes, three levels of increasing proficiency are desired, as most learners will begin the training with varying levels of proficiency across topical areas (i.e., Beginner level in Communication but Intermediate level in Digital Literacy).

Q- Commercial Automobile Insurance is listed as a required document in Attachment D: Organizational and Financial Capacity Checklist. My organization does not own or operate any vehicles. Any required travel for the proposed project would be managed through personal vehicles, which are covered under individual insurance policies, or through rental vehicles insured via the rental agency. Could you please clarify:

1. If the Commercial Automobile Insurance requirement applies to organizations that do not own vehicles?

A- Yes, commercial automobile insurance must cover hired and non-owned vehicles.

2. If applicable, whether an explanation of our current travel approach would be acceptable to satisfy this requirement?

A- Proposers that do not have commercial automobile insurance can provide an explanation of their travel policy and how they treat liability for employees that travel as part of their business.