

CJW RFP: Questions From Vendors

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CONTENT & OBJECTIVES

Do you currently have any content or materials available for review? If a Non-Disclosure Agreement (NDA) is required before sharing content, would you like us to send one?

Each CJW partner organization will provide specific legal service training content expertise to the selected vendor. This content will be made available after the contract has been signed. An NDA is not required, as content will not be shared prior to contracting.

What are the key learning objectives?

Each course aims to ensure learners understand foundational legal knowledge, demonstrate practical application through real-world scenarios, meet certification requirements, and are equipped to provide limited-scope legal information to community members. The overall goal is to equip Community Justice Workers with the confidence, skills, and understanding needed to provide meaningful legal help to low-income Texans in underserved areas.

LEARNER EXPERIENCE & SEAT TIME

How long should it take to complete each module and is there a target total training time for learners?

Each module is expected to take approximately 4 to 8 hours of seat time, depending on the topic and instructional approach. Learners will typically complete only one module relevant to the legal issue they will be certified to assist with, so there is no single total training time for all learners.

Are the modules standalone or part of a broader program? Are multiple modules connected to result in an earned certificate upon completion of several, or will modules be stand-alone content?

Each module functions as a standalone training and results in a certification. Learners will typically only take the module(s) relevant to the issues they will address.

Can modules be broken into shorter segments?

Yes, modules can be divided into shorter segments to support learner retention and accessibility. We are open to the use of individual SCORM or xAPI packages for these segments, as long as the structure enhances the overall learning experience and aligns with the goals of the program.

What level of performance is expected?

CJWs should demonstrate the ability to apply knowledge in real-world situations, not just awareness. Certification signifies readiness to assist with legal issues under supervision.

How was the 4-8 hour seat time for each module determined? Is this flexible?

The estimate is based on typical module lengths for similar adult learning programs. It is flexible, and we are open to vendor input on what is appropriate for the topic and learning outcomes.

What are the course or learning standards for each module?

Each module should follow best practices in adult learning and meet standards for accessibility (WCAG 2.2 AA), and instructional effectiveness. Modules must include clear learning objectives, scenario-based applications, and competency-based assessments that support learner certification.

We usually consider 45 screens per hour of learning. Please confirm if this is in-line with your expectations.

That estimate is acceptable for planning purposes, though we understand that screen count may vary depending on content type, interactivity, and accessibility features.

BUDGET & PRICING**Is there a target budget or budget cap?**

We are not sharing a specific budget or investment range for this project. However, we encourage vendors to propose a range of scalable options, reflecting different levels of production, interactivity, and support, so we can evaluate the best fit based on both quality and value. Proposals should include a detailed cost breakdown for transparency and comparison across key deliverables.

Should pricing be structured per module, per seat hour, or total project?

We would like to see as much detail as possible in the pricing. Please provide a total project cost along with a detailed cost breakdown. If helpful, you may also include pricing per module or per estimated hour of seat time to give us additional clarity on how the cost is structured.

Are enhancements welcome, and is there budget flexibility?

Yes, enhancements that add value, especially in accessibility or engagement, are welcome. Optional add-ons or tiers are encouraged.

Can we consider six hours for estimation purposes?

Yes, you may use six hours of seat time per module as a reasonable average for estimation purposes.

Do you want us to scope a separate version of the eLearning that's updated to work specifically for presenters?

Yes, a slide deck and facilitator guide should be developed for each module to support in-person or live virtual delivery.

It is mentioned "five to seven low-barrier adult learning training modules." Can we consider six modules for estimation purposes?

Yes, you may use six modules for estimation purposes.

SUBJECT MATTER EXPERTS (SMEs)

Will SMEs be assigned, and how accessible will they be?

Each module will be supported by one or more Subject Matter Experts (SMEs) from our partner legal aid organizations. While these SMEs are not dedicated full-time to the project, they will be available to provide content guidance, feedback, and approvals as part of their role in the development process. Vendors will have direct access, coordinated by a project manager. A specific number of hours per week or month is not guaranteed, but the project manager will help coordinate reasonable scheduling.

What is the expected SME collaboration cadence?

We anticipate at least two rounds of SME review per module-one during the draft phase and one prior to final approval. Additional feedback rounds may be needed depending on the complexity of the topic and quality of initial deliverables. Vendors should propose a collaboration structure aligned with development phases.

Will we be able to communicate with the SME through video conferencing or other collaborative tools?

Yes, you will be able to communicate with SMEs through video conferencing and other collaborative tools as needed throughout the development process.

How involved do you expect to be throughout the design, development, and review phases?

We have a dedicated project manager whose sole focus is this initiative and who will be actively involved throughout all phases of the project. While day-to-day communication and coordination will go through the project manager, additional stakeholders, such as SMEs and leadership, will be engaged at key review and approval points.

What is the preferred format and frequency for SME collaboration?

SME collaboration may include document reviews, structured interviews, and scheduled virtual meetings. Weekly or bi-weekly check-ins may be appropriate depending on the phase of development.

What level of guidance or input should be expected from SMEs?

SMEs will contribute content and participate in reviews. Vendors should lead the design and development process based on their input.

Will the selected vendor be expected to script or storyboard content, or will that be provided by the legal SMEs from the five partner organizations?

The vendor will be responsible for scripting and storyboarding the content. Legal subject matter experts from the partner organizations will provide input,

guidance, and legal resources, but the instructional design and structuring of content into a cohesive learning experience will be the vendor's responsibility.

What is your preferred method of working with a development partner-weekly meetings, milestone reviews, or an agile sprint-based model?

We are open to different collaboration models. Weekly meetings would allow for broader stakeholder involvement, while an agile sprint-based model would primarily involve our project management team. We welcome your recommendation on the best approach based on your workflow, as long as it supports regular communication and timely feedback.

What is the expected time commitment from client SMEs?

SME availability will vary by partner organization and topic. Vendors should anticipate SME participation for initial content input, two structured review rounds, and approvals. A specific number of hours per week or month is not guaranteed, but the project manager will help coordinate reasonable scheduling.

To what degree is your/your partners' source material comprehensive? Is the vendor expected to assist in source material curation/development based on SME interviews or additional research?

The source material provided by legal partners will vary by topic. Some modules may have existing materials that can be adapted, while others will require more development from raw content. Vendors should plan to work closely with subject matter experts and be prepared to support content development through consultation, adaptation, and instructional design.

What is the approval process for final module sign-off?

Each module will be reviewed by SMEs from the partner organization responsible for that topic. Final approval will come from the CJW steering committee. The project manager will manage the approval workflow and coordinate feedback across stakeholders.

TECHNOLOGY & LMS

What devices will learners use?

Learners will use a mix of mobile phones (including smartphones), tablets, and computers. Content must be mobile-friendly and low-bandwidth optimized.

Has your team conducted any internal research on preferred devices or access limitations among learners?

No, we have not conducted formal internal research on preferred devices or access limitations among learners. However, we anticipate a range of device use and are prioritizing mobile-friendly, low-bandwidth design to support broad accessibility.

Has an LMS been selected? Will vendors need access? What software does the client use for LMS hosting?

No LMS has been selected yet; it will be procured via a separate RFP. Vendors will be given LMS access for testing and upload once selected. We are open to vendor recommendations regarding LMS platforms, especially those that align with our priorities around accessibility, tracking, and ease of use.

Would our team work with someone on the client LMS side regarding integration and share support of such, or would the responsibility be solely on our team?

Integration support will be shared between the vendor and LMS provider, with coordination from the CJW program team.

Given the proposal requests online self-paced/asynchronous learning modules, will DRTx or the partner organizations be responsible for learner enrollment and LMS hosting?

LMS hosting and learner enrollment will be handled separately through the CJW Statewide LMS RFP. Vendors responding to the curriculum development RFP are not expected to propose an LMS solution but should ensure their content is compatible with SCORM, xAPI, or AICC standards.

Are there existing authoring tools or licenses?

No existing licenses are in place. Vendors should propose their preferred tools, provided they support SCORM, xAPI, or AICC, and meet accessibility and mobile requirements.

Is there a preferred authoring tool?

Not at this time. An LMS vendor will be selected at a later date via a separate RFP process. Therefore, we will look to instructional design vendors who demonstrate flexibility and/or a collaborative approach as it relates to authoring tools.

What does 'certification of completion' entail? Is a pass/fail threshold required for a certificate? Will certificate issuance be handled by the LMS or must the vendor design and integrate it?

Certification of completion will require that learners meet a defined pass/fail threshold, which may include successfully completing assessments or demonstrating understanding of key concepts. We expect that certificate issuance will be handled by the LMS, but the vendor should ensure that the content and assessments are structured to support this functionality.

Will DRTx conduct user testing or pilot the modules before final acceptance?

Final acceptance will be determined by the CJW steering committee. While user testing may be conducted to gather feedback and inform refinements, it is not the basis for formal approval. The steering committee will review and approve final deliverables based on alignment with project goals, content accuracy, and usability.

Who provides technical/log-in support to adult learners?

Technical support for learners, including login assistance and troubleshooting, will be managed through the LMS provider and coordinated by the CJW program team.

Is a payment processor needed for the course?

No. Courses will be made available to trainees through partnerships with legal aid organizations and community-based organizations. There is no need for payment processing.

FORMAT & IN-PERSON DELIVERY

Will the training include materials for in-person delivery?

Yes, each module should include a facilitator guide and a slide deck to support in-person or live virtual sessions.

Are the facilitators who would be leading the in-person presentation experienced facilitators, or would more robust training be desired?

Facilitator experience may vary across partner organizations. We recommend that facilitator materials, including slide decks and guides, be designed to support individuals with limited facilitation experience.

For in-person presentations, is it safe to assume there will be A/V capacity at those locations?

Yes, it is safe to assume basic A/V capacity such as projectors or screens at in-person training locations. If specialized equipment is needed, we ask that vendors note that in their proposal.

LOCALIZATION & ACCESSIBILITY

Will Spanish translation be required?

Yes, full translation of narration, text, and assessments is required. Spanish should be U.S. standard, suitable for a broad audience across Texas.

Can you confirm whether Spanish localization should be launched simultaneously with the English version or staggered post-launch?

Simultaneous launch with English is preferred. If a staggered release is necessary due to development constraints, that timeline should be clearly outlined and justified in the proposal.

Is translation expected for any languages other than English and Spanish? Is the curriculum development team responsible for providing the translation, or will subject-matter experts be providing the translation?

Currently, only English and Spanish versions are required. The vendor should plan to provide Spanish translations for narration, text, and assessments using standard U.S. Spanish. The vendor is responsible for managing the localization process.

What accessibility standards must be met?

All content must meet WCAG 2.2 AA standards. Features should include screen reader compatibility, keyboard navigation, manual closed captioning, and mobile optimization. Refer to the [Web Content Accessibility Guidelines \(WCAG\) 2.2](#).

Will the modules be Audio-led or Text-only?

Modules should include both audio and text-based content to support accessibility and learner preference. Manual captioning is required.

MEASUREMENT & DATA

What analytics or learner tracking is expected?

At a minimum, we want to track when a learner starts a module, how far along they are at any given point, whether and when they complete it, and whether they have earned certification. We are also open to additional suggestions for useful data points or analytics features that could enhance our understanding of learner engagement and course effectiveness.

Are you interested in a custom analytics dashboard or advanced reporting integration?

Yes, we are open to a custom analytics dashboard or advanced reporting integration if it can support our goals around tracking learner progress, engagement, and course completion. We welcome proposals that outline available options and their potential benefits.

What will your success metrics be for the training?

Success metrics will include completion rates, pass/fail outcomes on assessments, learner performance data (such as quiz scores), and feedback from learners and legal aid partners. We may also look at longer-term outcomes like the number of cases CJWs assist with post-certification.

Have you identified the performance objectives for each module?

Not yet. Performance objectives will be finalized in collaboration with subject matter experts during the design phase.

Are modules expected to be graded by automation, or is there an expectation that an instructor is available to work with students? If the latter, to what extent is instructor involvement expected?

Modules are expected to be fully self-paced and automated. Assessments should be designed for automated scoring through the LMS. There is no expectation of live instructor involvement or manual grading.

CURRICULUM STRUCTURE

How many modules are planned, and what are the topics?

Five to seven modules are anticipated. Topics include special education, credit report disputes, public benefits, and transfer on death deeds. Each module will focus on a single legal topic and result in its own certification.

Are the topics fixed, or will the selected vendor help determine final topics?

The general topic areas have been identified, such as special education, credit disputes, and public benefits, but the final scope and specific focus of each module will be determined by the subject matter experts and the project steering committee. We welcome input from the selected vendor during this process to help shape the most effective learning experience.

Will content be consistent across modules?

While content varies, we would like a consistent format, user experience, and instructional flow across all modules to create a cohesive learning experience. There will not be variations of the same module for different partners.

Are existing examples or templates available?

Our organization does not currently have existing modules for the CJW program.

Should modules include branching logic, simulations, or is a linear progression sufficient for this audience?

We are looking to the vendor for guidance on the most effective instructional strategies for this audience. While a linear progression may be appropriate for some topics, we are open to incorporating branching logic, simulations, or other interactive elements if they enhance learner engagement, comprehension, and real-world application.

Are there any specific scenarios, case studies, or real-world examples you would like to see incorporated into the training modules?

Yes, we encourage the inclusion of realistic scenarios and examples to reinforce application of knowledge and support practical understanding. These will be developed in collaboration with SMEs and based on real-world case patterns where possible.

Are there preferred instructional strategies or learning formats you envision (e.g., video-first, scenario-based learning, microlearning, case studies)?

We are open to the vendor's recommendations on instructional strategies. Approaches that support practical understanding, such as scenario-based

learning, case studies, and knowledge checks, are strongly encouraged. Strategies should be accessible, and suited to adult learners with a range of educational backgrounds.

DEVELOPMENT & CONTENT CREATION

Who will write learning objectives and script the modules?

The vendor is responsible for scripting, instructional design, and curriculum structure. SMEs will validate legal accuracy and provide guidance or raw materials.

Are assessments required? What should they look like?

Yes, each module should include assessments to verify learning and support certification. Tools may include quizzes, case scenarios, and scoring rubrics. Assessment tech should be compatible with standard LMS features.

Will content require legal review or final approval?

Yes, each module will be reviewed by SMEs and approved by the CJW steering committee, coordinated by a dedicated project manager.

Do you have source content for the modules? If so, how much and in what format is the source content? What kind(s) of content are provided to prepare the course(s), versus what kind(s) of content are expected in deliverables? Is this project focused on creating new learning content or updating and enhancing an existing course?

Partner legal aid organizations will provide foundational materials that may include legal guides, training outlines, sample documents, or reference content. These materials will vary by topic and organization. The vendor is responsible for transforming this input into instructionally designed modules, including all digital learning assets such as scripts, narrated content, assessments, videos and interactive content (if applicable), and downloadable learner handouts. Facilitator guides and slide decks should also be created to support in-person or synchronous delivery.

Do you have a specific timeline or deadline for launching this course?

The timeline for this course is outlined in the RFP. We are, however, open to discussing reasonable adjustments needed to the timeline.

What is the timeframe for developing modules 6 and 7, if needed?

Modules 6 and 7, if included, would follow the same general timeline and should be completed within the overall period of performance ending in September 2027.

How frequently do you anticipate updates or versioning of this training content?

We anticipate that updates or versioning will be needed periodically, particularly as laws, regulations, or agency procedures change. While the exact frequency may vary by topic, we expect most modules will require at least annual reviews, with some needing updates sooner based on legal developments. Vendors should propose a support plan for post-launch maintenance and revision cycles.

Are there any branding guidelines, legal approvals, or third-party stakeholders we need to consider during development?

We are in the process of developing project branding, and any relevant guidelines will be shared with the selected vendor. Legal content and approvals will be handled by the subject matter experts from our partner organizations. All key stakeholders involved in development and review are listed in the RFP.

Does the requirement that the client will retain full ownership of the content preclude the use of open educational resources (OERs)?

No, the use of OERs is not precluded, but any third-party resources must be clearly identified, legally permissible for use and modification, and aligned with our licensing and ownership terms.

INSTRUCTIONAL STRATEGIES

Are specific instructional formats preferred?

Vendors are encouraged to propose effective approaches, especially scenario-based learning, simulations, or branching if beneficial. Content should be written at an 8th grade reading level.

Should AI tools be used in development?

We are open to the use of AI tools if they contribute to efficiency, accessibility, or instructional quality. However, all content must be accurate, human-reviewed, and appropriate for the legal subject matter. Please clearly note any use of AI in your development process.

MAINTENANCE & POST-LAUNCH SUPPORT

Do you plan to manage course updates and revisions internally, or would you like us to include a Sustainment & Support package in the proposal?

Yes, vendors should include post-launch support, including annual updates or legal changes. For any content that subject matter experts (SMEs) identify as likely to change over time, we want to ensure that those portions of the course are designed in a way that makes them easily updateable by our internal team.

What's considered a "revision round" vs. ongoing maintenance?

Revision rounds are part of content development (typically two per module). Ongoing maintenance refers to post-launch updates. Proposals should clarify what is included in each phase.

The RFP states that all modules will be completed within 6 months of contract signing, but the period of performance runs through September 2027. Can you clarify what is expected of the vendor after initial module completion? Outside of course development and integration, what performance is expected in this time frame? Additionally, what is the responsibility of maintenance for developed modules?

Beyond initial course development, the vendor may be expected to assist with minor content updates, legal revisions, or accessibility improvements. Proposals should include a sustainment and support package outlining the scope and limits of maintenance services. This could include a set number of revision hours or options for extended support if needed. For any content that subject matter experts (SMEs) identify as likely to change over time, we want to ensure that those portions of the course are designed in a way that makes them easily updateable by our internal team.

LEARNER PROFILE & CHALLENGES

What is the background of CJW learners?

CJWs will primarily be employees or volunteers from community-based organizations and will have a range of educational backgrounds and experience. They will not be employed directly by the legal aid organizations but will work closely with them as part of the CJW model. Some may have little to no formal legal training, and many will have varying levels of technical proficiency. The training should be accessible to adult learners with limited exposure to legal content and designed for users who may not be highly experienced with digital tools.

What barriers do learners face?

Common challenges include limited internet access, low bandwidth, limited formal education, and the need for Spanish-language and mobile-optimized content. We do not have formal data on bandwidth or device access limitations. However, we know that learners will come from a wide range of communities across Texas, including rural areas with limited internet connectivity. We are prioritizing content that loads easily, avoids large file sizes where possible, and does not rely on constant high-speed connectivity.

Can you provide context for how someone would discover and use these modules? Are these modules for people who will become "trained lay advocates"? Will they be used instead, or also, by "low-income Texans" who your organizations help? Who is the intended audience for this training?

The modules are intended for individuals training to become Community Justice Workers (CJWs), also referred to as trained lay advocates. These individuals will use the training to gain certification in a specific legal area, enabling them to support low-income Texans under the guidance of legal aid partners. The modules are not designed for the general public or client use.

Are there any specific cultural considerations for the users that should be taken into account for the content?

Content should be relevant to diverse Texas communities. Vendors should consider differences in geography, language, income level, and community trust when designing scenarios or examples.

For each of the five to seven legal issues (special education, credit report disputes, public benefits, and transfer on death deeds), can you provide a brief overview of the core legal concepts and practical skills you expect the lay advocates to master?

These will be defined by each partner organization's subject matter experts. In general, we expect CJWs to develop a working knowledge of the issue area, recognize eligibility or legal red flags, and know how to assist community members with navigating forms, processes, and referrals under the guidance of legal aid professionals.

RFP PROCESS & SELECTION

How many vendors were invited?

The RFP is public. All vendors have equal access to materials and will be evaluated using published criteria.

Will vendors present proposals?

Yes, shortlisted vendors will give a two-hour virtual presentation to the review team.

What are key factors in vendor selection?

Proposals will be evaluated based on responsiveness to the stated criteria, including qualifications, curriculum design approach, technical capabilities, and overall fit with the project goals. We encourage vendors to review those sections closely and submit a proposal that reflects their strengths across the full range of evaluation areas.

When reviewing vendor responses, what format would be most useful for your team, a written proposal, visual mockups, timeline roadmap, technical demo, or all of the above?

All of these formats are helpful. A written proposal is required, but visual mockups, timeline roadmaps, and examples of technical capabilities are encouraged if they help illustrate your approach and the quality of your work. Shortlisted vendors will be invited to give a two-hour virtual presentation/demo to the review team.

Will there be follow-up conversations before the presentation stage?

No, to ensure a fair process, vendors will receive the same written responses to all questions. There will be no individual follow-up prior to presentations.