

Request for Proposals – February 14, 2017
Development of an E-learning Module for the Criminal Justice Reform Act

Project Summary

The Center seeks a technology vendor to develop an “e-learning” module. The module will be part of a new project at the Center to develop and offer a set of citywide community service options under the Criminal Justice Reform Act, working in partnership with the New York City Mayor’s Office of Criminal Justice (“MOCJ”) and the Office of Administrative Trials and Hearings (“OATH”). The community service options will be proportionate to the dollar amount of the originating summons, and will be offered in all five boroughs to provide a community-based option for people who receive a summons but cannot or elect not to pay the fine. The e-learning module will be offered as one of the community service options. The purpose of the e-learning module is to create a high-impact, scalable, and interactive experience that meaningfully engages respondents around quality of life offenses, their consequences on communities, and ways to prevent similar decisions in the future.

Overview of the Center for Court Innovation

The Center for Court Innovation (“the Center”) is a nonprofit that seeks to help create a more effective and humane justice system by designing and implementing operating programs, performing original research, and providing reformers around the world with the tools they need to launch new strategies. The Center stands at the crossroads of action and reflection, doing and thinking. The Center’s focus is divided into three main types of work: operating programs, expert assistance, and research.

Operating Programs

The Center conceives, plans, and operates programs that test new ideas, solve difficult problems, and achieve system change. This experience grounds the organization in the realities of how difficult it is to alter the behavior of individuals, communities, and government bureaucracies. While the Center’s projects cover a range of topics—from responding to adult criminal offending, to juvenile delinquency and the reentry of ex-offenders into society—the approach is always the same: rigorous, collaborative planning with an emphasis on using data to document results.

Expert Assistance

The Center for Court Innovation provides hands-on, expert assistance to reformers around the world, including judges, attorneys, justice officials, community organizations, and others. Experts from the Center for Court Innovation are available to help justice reformers plan and implement new policies, practices, and technologies, and advise on proven approaches that have been tested elsewhere and encouraging experimentation.

Research

The Center for Court Innovation conducts rigorous and independent research, documenting how government systems work, how neighborhoods function, and how reform efforts change things (or do not). The Center’s in-house team of researchers also provides regular feedback on the results of the Center’s own operating programs. In addition to performing original research, the Center disseminates new ideas about justice reform through books, articles, videos, podcasts, blogs, social media, and other vehicles.

Scope of Work

Background

Starting in June 2017, a new law called the Criminal Justice Reform Act (CJRA) will go into effect. The law enables officers of the New York City Police Department (NYPD), and other New York city agencies that issue summonses (such as the Department of Sanitation and the Department of Parks and Recreation), to issue a civil summons instead of a criminal summons. These summonses will move out of criminal court and will be judged in accordance with civil and administrative law by OATH. When it was passed, City Council Speaker Melissa Mark Viverito said, “Today, New York City is standing up for justice, for progress and for fairness. The Criminal Justice Reform Act will divert over 100,000 cases from the criminal justice system every year, save almost 10,000 people from a permanent criminal record and prevent approximately 50,000 or more arrest warrants from being issued for low-level, non-violent offenses. It will keep our city safe, ensure proportional penalties that fit the crime and bring more justice to a criminal justice system that needed it for far too long.”

The CJRA further requires that individuals who are found (after a hearing before an OATH Hearing Officer) to have violated specified offenses be offered an opportunity to perform community service instead of paying a monetary penalty. In accordance with this requirement, OATH contracted the Center to develop the community service programming on this project, including facilitated group discussions, individual counseling, **interactive e-learning interventions**, and traditional community restitution (*e.g.*, cleaning up a park). This is a very exciting opportunity for the Center for Court Innovation, and the contractor who joins the project, to set an example of a different way to respond to low-level offenses in New York City.

The Center has extensive experience with developing and facilitating programs and group-based curriculum to justice-involved members of the public. As with all of its programs, the Center is careful to support and train staff so that they are effective in doing their work. The Center, however, does not have experience converting this face-to-face expertise into an e-learning format. As a result, the vendor will need to prioritize the concepts described in the Requirements section of this document and leverage the Center’s existing expertise.

The e-learning module will be a one-hour solution that is engaging, interactive, and uses the latest in design and technology to showcase the innovative nature of the Center’s work. It will cater to an audience with a levels of digital literacy. We expect the vendor to have educational experts to work with our training team to understand the content, goals,

and audience, and suggest engaging methods to achieve these goals, within budget (*e.g.* video, games and quizzes, scenario-based learning), including how and when to balance text with images.

Requirements

Technical Requirements

- For the e-learning module, SCORM 2004 is the technical interoperability standard for the LMS on which the e-learning module will be implemented – which is a custom LMS created by OATH. The e-learning solution must be fully SCORM 2004 compliant. The e-course must be provided both as a standalone course (html5) and as a SCORM package, compatible with OATH’s LMS, but also in other SCORM 2004 compatible LMS and LCMS.
- The solution must be designed avoiding the use of Adobe Flash; the development must be implemented HTML5 with JavaScript and CSS3 based.
- The solution must be fully compatible with the most current versions of Internet Explorer, Microsoft Edge, Firefox, and Chrome available at the time the solution is implemented.
- Video file formats must be either .mov file, mp4, or .mpg formats.
- Content objects will consist of learning multimedia resources using any agreed files (text, graphics, video, hyperlinks, animations, simulations etc.). All Content Objects within the solution will have the following characteristics:
 - Autonomous – each object can be used independently.
 - Reusable – the same object can be used and reused in different instructional environments, to various purposes.
 - Tagged with metadata – each learning object, within its associated XML file, will contain descriptive information permitting easy identification and effective searching.
 - Produced with understanding that it will be used in several virtual learning environments, on LMS, LCMS (in SCORM 2004 packages), with various browsers.
 - Easy to modify/update/translate (XML, external texts, skillfully designed textboxes) and can be automatically localized in any language when translations are provided.
 - Comply with the Center’s instructional guidelines.
- The overall design concept for the e-learning module must provide for a high degree of flexibility for adaptations to branding and logo per project site.
- The installation packages should contain a ‘Quick Start Guide’ that explains how

- to install and start using the e-learning module. It should also cover the most common issues when installing eLearning courses.
- The solution will be in full compliance of the American with Disabilities Act (ADA). The solution must be readily accessible to and usable by individuals with disabilities, including but not limited to people with visual, auditory or mobility disabilities.
 - The solution must support Reusable Content Objects (content objects). The pedagogical and technical design of content must allow for content objects that can be used in any sequence within the course and re-use for further new courses and support efficient maintenance and updates.
 - The solution will be offered in all of the following languages: English, Arabic, Chinese, Haitian Creole, Korean, Russian and Spanish.

Functionality Requirements

- The solution will include a help menu/user instructions within the e-learning module and deploy an overall design approach that makes navigation intuitive and user friendly.
- The solution must be designed taking into account web principles/best practices and mobile user experience. The solution must use plain language that is easy to understand.
- The solution must have a consistent design across all visual elements and must use the same navigation model in all pages. The solution must allow the Learners to know where they are within the course module at all times. Learners must have the option of resuming the module at the point where they last stopped and/or interrupted the course.
- Apply easy-to-use and intuitive website navigation.
- Form fields easily clickable.
- E-learning content should be segmented to facilitate assimilation of new knowledge and to allow flexible scheduling of time for learning.
- The solution should be able to print certain screens and information from the e-learning itself.

Instructional Requirements

- The approach to instructional design should be preferably based on the ADDIE model.
- It is required that for each learning content object produced, the instructional design concept or model to be designed in a standard storyboard and agreed with the Center that the design is in line with accepted best practice to achieve maximum learning impact for the target learner group.

Graphic Requirements

The user interface of the solution shall be user-friendly (*e.g.* screen elements density, layouts and flow, colors, user interface metaphors). The interface should be navigable by a user with basic computer knowledge and ability to use MS Office at beginner level. The design of the course will involve text-manipulation, layout, and presentation techniques, like:

- Displaying on-screen text to provide the best readability and clarity;
- Information will be presented such that the user will not be required to scroll screens;
- Use graphic conventions consistently; for example, italic style must always be used for the same purpose;
- Use list points or blank spaces to separate items in a list or focus the attention on them;
- Consider word and row spacing to improve text readability;
- Use digitized photographs when creating a realistic context and suggesting analogies to real-life situations;
- An animated illustration can be used to show a specific situation;
- A matrix, a conceptual map or a tree diagram can show relationships among content;

Project Management Specifications

The Center's dedicated personnel for this project are as follows:

- Project manager for the entire project, including the e-learning module and all other aspects of the contract with OATH
- A dedicated person responsible for the development of the in-person curriculum which is to constitute the basis for the e-learning module
- A technology expert to assist with the development, testing and launch of the e-learning module. This person will also serve as the point of contact and intermediary for the Center's full-time, in-house technology department

The vendor is expected to have:

- Developers who can meet the technical requirements specified above
- A project manager
- Individuals with expertise on e-learning research and principles

Project Timeline

The project is to start upon the signing of the contract and is estimated to last six (6) months following the scheme below.

- February 2017
 - Issue project RFP, conduct open phone call for interested bidders
 - Interviews with set of finalists
- March 2017
 - Select vendor
 - Negotiate, finalize, and execute project
 - Includes a detailed project timeline for the development, testing, and launch of 1 e-learning module.
- April 2017
 - Begin project work
 - Extensive in-person consultations with the Center's project team and a series of workshops with subject matter and facilitation experts. The purpose is to understand the audience and to capture the ethos of the Center's programming, which has to be translated into an online experience.
- May 2017
 - Storyboards developed and submitted for approval, based on latest research in online learning and consultations with Center staff
 - GUI specifications document developed
 - User Interface Design - layouts developed
 - Decision with the Center on the direction of the e-learning module and advancement to development of full alpha
- June 2017
 - Develop trainer manual
 - Develop installation and operations manual (technical document for the in-house technology team)
 - E-learning module launched in alpha mode (in English and Spanish) for testing, initial user feedback
- July 2017
 - Fine-tune and update alpha into fully functional version of e-learning module
 - Launch other project languages
- August 2017
 - Troubleshoot any residual problems and make necessary updates

Background on the Participants

Overview

Given that the project is in New York City, the population will be diverse, multilingual and relatively evenly distributed between male and female. The potential audience for this project ranges from adolescents (16-17), young adults (18-24), adults (25+) and seniors (70+).

Motivation

This session is required. Otherwise, participants must pay a fee that corresponds to the initial civil summons. Based on the Center's experience facilitating groups with similar populations and similar types of offenses, the e-learning module must be fun and engaging to ensure high levels of completion and reduce the future risk of reoffending.

Educational Background

The Center expects a range of experience with formal schooling among participants in the program. For the purposes of this project, the Center requires that all language be at a 6th-grade reading and comprehension level and, generally, the content and format be intuitive and easy to comprehend.

Learning Objectives and Competencies

For each content object to be produced, the learning objectives must be clearly identified by the contractor. Learning objectives should be determined through analysis using a pedagogic model; the learning objectives should be based on Blooms Taxonomy or other appropriate agreed upon source, based on commonly accepted best practice.

Multimedia Resources

The choice of media for all the content objects must be clearly justified by the agreed instructional design strategy. The decision to use text, photos, videos, animations, simulations, or any other type of media must be justified by the fact that the media provides the means to ensure that the target learners achieve the stated learning objectives. Media that cannot be justified by this criterion must not be used.

Evaluations, Test, Quizzes

Following the overall goals and objectives of the course, the e-learning module will include various assessment/evaluation/test strategies (educational games, different types of tests and quizzes) to measure students' performance or to assist the learning process. From a pedagogic point of view, the evaluation activities will be under one of these categories:

1. **Formative** (the instructional objective of a formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by students to improve their learning.)

2. **Summative** (the instructional objective of a summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.).

Each content object will have at least one evaluation, test or quiz associated in accordance with the learning strategy adopted. Each module will have a pool of tests.

Help

There will be a standardized local help system for each screen in the course.

Two types of help are provided:

- **Help to browse the course** - which provides hints in the form of standard, consistent, short and unique texts to help the learner to orientate in the screen/CO.
- **Contextual help** - provides hints on how to navigate through the various learning items or to accomplish the instructional tasks.

Text Requirements

All texts (including the help texts – contextual and navigation), should meet the following criteria:

- Fully correct standard written English (and, as stated above Arabic, Chinese, Haitian Creole, Korean, Russian, and Spanish), absolutely free of spelling and grammatical errors.
- High quality sentence construction that clearly and accurately expresses the intended meaning, and is at a 6th grade reading level
- Specialized terms or abbreviations relating to the subject matter must be explained.
- The e-course and each module can use a maximum of four fonts.
- The e-course and each module have to implement a common navigation scheme.
- The e-course has to implement a conceptual map on how to navigate through the course.

Proposal Submission Process

Proposal Evaluation Criteria

When reviewing proposals, the Center staff will evaluate the following factors:

- Suitability of proposal – proposed solution meets needs and criteria set forth in RFP
- Creativity – Both prior work and the submitted proposal demonstrate creative and engaging ideas and content
- Experience – firm has successfully completed, on time and on budget, similar projects and has qualifications necessary to undertake this work. Experience with similar populations should be highlighted and will be considered.
- Pricing – proposed cost of the project
- Resources – information on the firm/staff to demonstrate technical and project management competence, and the time/bandwidth to complete this project
- Presentation – proposal information is presented clearly, logically and is well-organized

Submission Instructions

1. Proposals are due on Wednesday March 8 by 5 PM EST.

Late proposals will not be reviewed.

- a. Proposals can be submitted in the preferred format of the firm (PPT, Prezi, Keynote, PDF, video, etc.).
 - b. Proposals must include a specific dollar amount/budget for the project.
 - c. Proposals should be emailed to both Aaron Charlop-Powers (powersa@courtinnovation.org) AND Shubha Bala (balas@courtinnovation.org)
2. The Center will hold an open call for all interested applicants on **Friday February 23rd at 1 PM EST**. The purpose of the call is to answer any questions from any interested applicant. Contractors will not be identified on the call. Upon review of this RFP, if you are interested in participating in the informational call, please email Aaron Charlop-Powers (powersa@courtinnovation.org) AND Shubha Bala (balas@courtinnovation.org) to secure your spot.
 3. The Center will make a decision and award the contract by the end of March, following a series of finalist interviews and demos.