



**Posting Date:** November 7, 2017

## **Request for Proposals: Curriculum Development**

### **Background, Purpose and Desired Outcome**

#### **1. BACKGROUND TO SKILLS FOR CHANGE**

Skills for Change (SfC) provides learning and training opportunities for immigrants and refugees to access the labour market while fully participating in the workplace and wider community. Our vision is for a Canada where every immigrant succeeds. Over the course of its 35 years, SfC has had significant success assisting immigrants in meeting their career goals. In the last year alone, we've offered over 30 different programs and have had participation from over 14,000 different individuals across the Greater Toronto Area.

SfC has developed a cohesive approach to enhancing and expanding programs and services to meet the critical and emerging needs of our current client base – with emphasis on increasing services to youth, women and seniors in particular. Our success in developing innovative programs and services such as sector specific employment training programs, mentoring, diversity and inclusion initiatives as well as English language instruction, integrated language/skills training, including French and English language assessment is evidenced by the numerous awards and recognition we have received. SfC has received the following recognition: Citizenship and Immigration Canada Citation of Citizenship Award; Conference Board of Canada Community Learning Award; and Ontario Ministry of Citizenship and Immigration Newcomer Champion Award.

#### **1.1. SKILLS FOR CHANGE AND CONSTRUCTION TRADES**

SfC is committed to developing and delivering Construction Trades training and initiatives. Since 2008, SfC has been developing and delivering training for Internationally-Trained Tradesperson through our bridging program Trades Win Support Program (TWSP). Although this program has supported clients with licensure, technical skills and employment training we identified a gap with respect to language and communication at the level that employers feel clients are prepared to work on a construction site. Employers are concerned with instructions being understood by clients and ensuring safety on the worksite. The development of a curriculum for Construction Trades will support language improvements/enhancements and communication requirements and will increase the success of securing employment for clients in the Construction Trades.

## **1.2. PURPOSE OF THE RFP**

**Skills for Change is seeking submissions from service providers to design a Construction Trades Sector-Specific and Employment training, and train staff to facilitate the curriculum.**

The purpose of this project is to fund the curriculum design and staff training for a 5-week Construction Trades Sector-Specific and Employment curriculum. The curriculum will be geared towards Internationally-Trained Construction Trades Persons facing multiple barriers with opportunities to improve their English, acquire sector-specific knowledge, and employment strategy skills, in order to successfully settle and integrate into the Canadian environment. The curriculum should have built-in flexibility for adaptation into existing programming and must be designed to provide in class and online delivery. Each component of the curriculum will work together as part of an overall programme. In addition, each component should be able to stand-alone for inclusion in other courses and/or for use in both formal and/or informal teaching situations.

The service provider is expected to train staff to deliver the complete curriculum and adjust or add to the curriculum as needed.

The successful service provider will be expected to work closely with the Manager, Programs and Services and members of Immigrant and Refugee Settlement Hub to analyze and refine existing training tools as well as develop additional curriculum components to address any gaps that may exist.

## **1.3. DESIRED OUTCOME**

The final curriculum product will serve as a user-friendly tool for teaching Internationally-Trained Construction Trades Person to improve their English, life skills, leadership and employment in the Canadian environment. The product will be a combination of in-class and online resources and learning tools, and will include a syllabus, instructional strategies, and learner assessment strategies to equip future facilitators/instructors with all the needed materials to deliver the program.

## **2. Award Information**

### **2.1. Total Project Allocation and Number of Awards**

Contract not to exceed \$10,000 is available for one award during the project period

### **2.2. Timeframe for Completion of Project**

Project Start Date: December 1, 2017 Project End Date: February 2, 2018

### **3. Project Specifications**

#### **3.1. Curriculum Design Format, Approach, and Related Tools**

Applicants will propose a curriculum plan for delivery in a traditional, in-class and online course

##### **3.1.1. Project Staffing and the CURRICULUM DEVELOPMENT TEAM**

The service provider will work in concert with the team from the SfC Immigrant Refugee Settlement Hub to produce the final product:

##### **3.1.2. Expected Product**

The service provider is required to deliver a final product applicable to delivering a curriculum by the end of the project period. The curriculum should include:

- curriculum syllabus with course objectives, learning objectives, and competencies to be acquired by the learner;
- educator's guide with instructional strategies, and -- learner assessment strategies.

Traditional, in-class curriculum, the service provider is required to provide a hard copy package or binder as well as electronic copies of all documents. Online, distance-based curriculum, the service provider is required to provide equivalent documentation of each course's design (syllabus, objectives, etc., as described above for traditional courses) as well as develop relevant online multimedia strategies for effectively delivering the content. Such strategies might include: downloadable course materials, Web links, bulletin boards or chat rooms, podcasts, streaming video, online PowerPoint with audio, etc.

### **3.2. Project Activities**

The project will proceed in three phases.

**Phase 1 (3 weeks)** covers preliminary planning for the Construction Trades curriculum as well as drafting a framework and conducting research for the curriculum. The research conducted will assist the service provider in determining what type of curriculum is best suited for this project. Phase 1 will also include an examination of current SfC educational tools to identify and address any gaps that may exist.

**Phase 2 (4 weeks)** covers the development and customization of the curriculum components and an evaluation tool that provides for instructor input on usability, functionality, appropriateness, and ease of application.

**Phase 3 (2 weeks)** covers training of program staff to deliver the full 5-week curriculum in traditional in-class and online format.

#### **4. SELECTION CRITERIA:**

As the successful service provider you will demonstrate:

- Experience in curriculum development;
- Subject matter expertise in Construction trades;
- A clear understanding of diversity, equity, cultural competence, and anti-oppression principles and practice;
- Experience and comfort working with network organizations and/or collaborations;
- Effectiveness in adult education;
- An understanding of the non-profit sector;
- Familiarity with the human services sector in the Peel Region would be an asset
- SFC is under no obligation under any circumstances, to accept or respond to any proposal or, to negotiate with any proponent. Sfc is not bound to accept the lowest priced or any proposal based on any method of evaluation, or to negotiate with the proponent who submitted the same. Sfc will not be obligated in any manner to any proponent whatsoever unless and until a written contract has been duly executed with a proponent in relation to a qualifying proposal.

#### **5. PROPOSAL GUIDELINES**

Along with your proposal, please provide a covering letter, company portfolio, and 3 recent references based on related initiatives, work, and a sample of a completed curriculum project no later than: **November 15, 2017**. Also include clear timelines and deadline for completion.

If necessary, interviews will be held between **November 16 - 20, 2017**.

\*All submissions must be in electronic form; either PDF or Word format, and sent to [ccarvallo@skillsforchange.org](mailto:ccarvallo@skillsforchange.org) with the subject line: **Proposal: Sfc Curriculum Developer Consultant – Construction Trades**

**For Additional Information, please contact:**  
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